WESTERN PLACER
UNIFIED SCHOOL DISTRICT

WPUSD Board Meetings Held Via Go To Meeting While Shelter in Placer Order is in Effect

Public Comments Accepted by Email and Telephone

During this time of local health concerns, the Western Placer Unified School District is following the State of California Executive Orders N-29-20 and N-33-20, which provide for holding public meetings electronically. The Western Placer Unified School District will convene Board of Trustee meetings using virtual technology. Members of the public can participate, while following the Stay at Home requirements currently in place statewide.

When an agenda is published online here, meeting information will be included on the agenda so the public can access the meeting live. There are three ways for members of the public to submit comments about items on the agenda:

1. **Email** - Submit a comment via email to the Superintendent's Administrative Assistant, Maria Gonzalez, at mgonzalez@wpusd.org at least two hours before the start of the meeting.
2. **Telephone** - Call the Superintendent's Administrative Assistant at (916) 645-6350 by 12:00 p.m. on Tuesday, October 20, 2020 to submit a comment.
3. **Go To Meeting Participation** - Please join the meeting from your computer, tablet or smartphone. https://global.gotomeeting.com/join/442686933

   You can also dial in using your phone. United States: +1 (669) 224-3412

   Access Code: 442-686-933

   New to GoToMeeting? Get the app now and be ready when your first meeting starts: https://global.gotomeeting.com/install/442686933

Comments submitted by email, telephone or comments form will be placed into the record at the meeting but may or may not be read during the meeting call. We appreciate your patience during these extraordinary times. For questions, please contact Scott Leaman at (916) 645-6350 between 9:00 and 4:00 or email sleaman@wpusd.org.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
600 SIXTH STREET, SUITE 400,
LINCOLN, CALIFORNIA 95648
Phone: 916.645.6350 Fax: 916.645.6356

MEMBERS OF THE GOVERNING BOARD

Paul Long – President
Brian Haley – Vice President
Paul Carras – Clerk
Damian Armitage – Member
Kris Wyatt – Member

DISTRICT ADMINISTRATION

Scott Leaman, Superintendent
Kerry Callahan, Deputy Superintendent of Educational Services
Gabe Simon, Assistant Superintendent of Personnel Services
Audrey Kilpatrick, Assistant Superintendent of Business & Operations

	STUDENT ENROLLMENT		
School	**2019-2020 CALPADS**	**9/15/2020**	**10/7/2020**
Sheridan Elementary (K-5)	64	51	53
First Street Elementary (K-5)	447	421	418
Carlin C. Coppin Elementary (K-5)	441	381	386
Creekside Oaks Elementary (K-5)	609	448	446
Twelve Bridges Elementary (K-5)	652	581	584
Foskett Ranch Elementary (K-5)	412	377	374
Lincoln Crossing Elementary (K-5)	698	420	415
Scott Leaman Elementary (K-5)		482	482
Glen Edwards Middle School (6-8)	869	831	830
Twelve Bridges Middle School (6-8)	830	792	793
Lincoln High School (9-12)	2,071	2,123	2,121
Phoenix High School (10-12)	84	79	85
Atlas (K-12) (new 2019-2020)	40	33	33
SDC Program (18-22)	11	14	14
Non-Public Schools	31	31	39
TOTAL	**7259**	**7,064**	**7,073**

SDC Pre-School	
Foskett Ranch	16
First Street/LIP	39
SLE	7

GLOBAL DISTRICT GOALS

~Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.
~Foster a safe, caring environment where individual differences are valued and respected.
~Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
~Promote the involvement of the community, local government, business, service organizations, etc. as partners in the education of our students.
~Promote student health and nutrition in order to enhance readiness for learning.

Western Placer Unified School District

Regular Meeting of the Board of Trustees

October 20, 2020

WPUSD District Office/City Hall Building–Go To Meeting

600 Sixth Street, Lincoln, CA 95648

AGENDA

2019-2020 Goals & Objectives (G & 0) for the Management Team: Component I: Quality Student Performance; **Component II:** Curriculum Themes; **Component III:** Special Student Services; **Component IV:** Staff & Community Relations; **Component V:** Facilities/Administration/Budget.

All Open Session Agenda related documents are available to the public for viewing at the Western Placer Unified School District Office located at 600 Sixth Street, Fourth Floor in Lincoln, CA 95648.

1. **ANNOUNCEMENT:** EXECUTIVE ORDER N-29-30 TELECONFERENCE FLEXIBILITY
   This meeting is being held pursuant to the procedures established in Executive Order N-29-20 issued by California Governor Gavin Newsom on March 17, 2020. All board members may attend the meeting by teleconference. This meeting will be a telephone conference call only. The public may listen/participate via instruction listed prior to section 4 of the agenda.

2. **ANNOUNCEMENT:** Should this Board Meeting encounter any security breech or inappropriate issues, the meeting will be ended immediately.

Call to Order Open Session

Please join the meeting from your computer, tablet or smartphone.
https://global.gotomeeting.com/join/442686933

You can also dial in using your phone.
United States: +1 (669) 224-3412 **Access Code:** 442-686-933

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Public comments regarding any item appearing on the agenda may be submitted by 12:00 p.m. on Tuesday, October 20, 2020. Individuals who wish to make a public comment to the Board of Trustee have two options. Choose only one option: 1. Make a VERBAL public comment (3 minute max), 2.Submit a WRITTEN public comment (500 word limit for public comment) which will placed into the record and may or may not be read during the meeting

5:00 P.M. START

3. **CALL TO ORDER** – WPUSD District Office/City Hall Bldg. – Go To Meeting

4. **COMMUNICATION FROM THE PUBLIC**

This portion of the meeting is set aside for the purpose of allowing an opportunity for individuals to address the Board regarding matters on the agenda. The Board is not allowed to take action on any item, which is not on the agenda except as authorized by Government Code Section 54954.2. Request forms for this purpose are located at the entrance to the Meeting Room. Request forms are to be submitted to the Board Clerk prior to the start of the meeting.

Regular Meeting of the Board of Trustees
October 20, 2020
Agenda

5:05 P.M.

5. CLOSED SESSION – WPUSD District Office – Go To Meeting Conference call with Board Members not on site.

5.1 CONFERENCE WITH LABOR NEGOTIATOR
Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators:
~Scott Leaman, Superintendent
~Kerry Callahan, Deputy Superintendent of Educational Services
~Gabe Simon, Assistant Superintendent of Personnel Services
~Audrey Kilpatrick, Assistant Superintendent of Business and Operations

5.2 CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION
CAL200 et al. v. Apple Valley et al., S.F. County Superior Court Case No. CPF15-514477

5.3 PERSONNEL
Public Employee Employment/Discipline/Dismissal/Release –

Open Session
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6:00 P.M.

6. ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE –
The Board of Trustees will disclose any action taken in Closed Session regarding the following items:

6.1 ***Page 10*- CONFERENCE WITH LABOR NEGOTIATOR**
Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators:
~Scott Leaman, Superintendent
~Kerry Callahan, Deputy Superintendent of Educational Services
~Gabe Simon, Assistant Superintendent of Personnel Services
~Audrey Kilpatrick, Assistant Superintendent of Business and Operations

6.2 *Page 11* - **CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION**
CAL200 et al. v. Apple Valley et al., S.F. County Superior Court Case No. CPF15-514477

6.3 *Page 12* - **PERSONNEL**
Public Employee Employment/Discipline/Dismissal/Release –

7. *Page 14-112* - **CONSENT AGENDA**

NOTICE TO THE PUBLIC
All items on the Consent Agenda will be approved with one motion, which is not debatable and requires a unanimous vote for passage. If any member of the Board, Superintendent, or the public, so request, items may be removed from this section and placed in the regular order of business following the approval of the consent agenda.

7.1 Certificated Personnel Report
7.2 Classified Personnel Report
7.3 Ratification of WAVE Business and Western Placer Unified School District
7.4 Report of Disclosure Requirements for Quarterly Reports of Investments
7.5 Ratification of Parchment and Lincoln High School
7.6 Ratification of Agreement between Jodi Weiner and Western Placer Unified School District
7.7 2020-2021 Learning Continuity and Attendance Plan - FINAL
Roll call vote:

8. **COMMUNICATION FROM THE PUBLIC**

This portion of the meeting is set aside for the purpose of allowing an opportunity for individuals to address the Board regarding matters not on the agenda. The Board is not allowed to take action on any item, which is not on the agenda except as authorized by Government Code Section 54954.2. Request forms for this purpose are located at the entrance to the Meeting Room. Request forms are to be Submitted to the Board Clerk prior to the start of the meeting.

9. **REPORTS & COMMUNICATION**

- Lincoln High School Student Advisory – Mattie Ridgway
- Western Placer Teacher's Association – Tim Allen
- Western Placer Classified Employee Association – Jim Houck
- Superintendent – Scott Leaman

10. **♦ACTION ♦DISCUSSION ♦INFORMATION**

Members of the public wishing to comment on any items should complete a yellow REQUEST TO ADDRESS BOARD OF TRUSTEES form located on the table at the entrance to the Board Room. Request forms are to be submitted to the Board Clerk before each item is discussed.

10.1 Action *Page 114* – **APPROVE ESTABLISHMENT OF TWELVE BRIDGES HIGH SCHOOL AND APPROVE APPLICATION TO CALIFORNIA DEPARTMENT OF EDUCATION FOR COUNTY-DISTRICT-SCHOOL (CDS) CODE– Kilpatrick** *(20-21 G & O Component I, II, III, IV, V)*
Roll call vote:

10.2 Information *Page 119* – **2020-2021 LEARNING CONTINUITY AND ATTENDANCE PLAN FOR JOHN ADAMS ACADEMY– Callahan**
(20-21 G & O Component I, II, III, IV, V)

10.3 Information ***Page 137*** **– 2020-2021 LEARNING CONTINUITY AND ATTENDANCE PLAN FOR HORIZON CHARTER SCHOOL – Callahan** *(20-21 G & O Component I, II, III, IV, V)*

10.4 Information/Discussion ***Page 155*** **– IN-PERSON/INTERCONNECT UPDATE – Leaman** *(20-21 G & O Component I, II, III, IV, V)*

10.5 Action ***Page 156*** **– ADOPTION OF REVISED/NEW EXHIBITS/ POLICIES/ REGULATIONS – Leaman** *(20-21 G & O Component I, II, III, IV, V)*

•The District Policy Committee and Management Team have reviewed the following new and revised policies/regulations/exhibits as per CSBA. They are now being presented for adoption by the Board of Trustees.

- AR 6174 – Education for English Learners
- BP/AR 5141.52 – Suicide Prevention
- BP/AR 5144.1 – Suspension and Expulsions/Due Process
- BP/AR 6172.1 – Concurrent Enrollment in College Classes (New Policy)
- BP 0470 – COVID-19 Mitigation Plan (New Policy)

11. BOARD OF TRUSTEES

11.1 FUTURE AGENDA ITEMS

The following are a number of agenda items that the Board of Trustees has been monitoring. They are NOT action items for tonight's meeting, but are noted here for continuing purposes and to ensure that when there are changes or new information they will be called up as Action/Discussion/Information.

- School Safety
- Health

11.2 BOARD MEMBER REPORTS/COMMENTS

12. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

➢**November 3, 2020** 6:00 P.M., Regular Meeting of the Board of Trustees – Go-To -Meeting

➢**November 17, 2020** 6:00 P.M., Regular Meeting of the Board of Trustees – Go-To -Meeting

13. ADJOURNMENT

Accommodating Those Individuals with Special Needs:
In compliance with the Americans with Disabilities Act, the Western Placer Unified School District encourages those with disabilities to participate fully in the public meeting process. If you have a special need in order to allow you to attend or participate in our public meetings, please contact the Office of the Superintendent, at (916) 645-6350 at least 48 hours in advance of the meeting you wish to attend so that we may make every reasonable effort to accommodate you, including auxiliary aids or services.

Posted: 101620
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DISCLOSURE OF ACTION TAKEN IN CLOSED SESSION, IF ANY

Western Placer Unified School District
CLOSED SESSION AGENDA

Place: **District Office/City Hall Bldg. – Go To Meeting**
Date: **Tuesday, October 20, 2020**
Time: **5:05 P.M.**

1. LICENSE/PERMIT DETERMINATION

2. SECURITY MATTERS

3. CONFERENCE WITH REAL PROPERTY NEGOTIATOR

4. CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION

5. CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION

6. LIABILITY CLAIMS

7. THREAT TO PUBLIC SERVICES OR FACILITIES

8. **PERSONNEL**
   - PUBLIC EMPLOYEE APPOINTMENT
   - PUBLIC EMPLOYEE EMPLOYMENT
   - PUBLIC EMPLOYEE PERFORMANCE EVALUATION
   - **PUBLIC EMPLOYEE EMPLOYMENT/DISCIPLINE/DISMISSAL/ RELEASE**
   - COMPLAINTS OR CHARGES AGAINST AN EMPLOYEE

9. CONFERENCE WITH LABOR NEGOTIATOR

10. STUDENTS
    - STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918
    - STUDENT PRIVATE PLACEMENT
    - INTERDISTRICT ATTENDANCE APPEAL
    - STUDENT ASSESSMENT INSTRUMENTS
    - STUDENT RETENTION APPEAL, Pursuant to BP 5123
    - DISCLOSURE OF CONFIDENTIAL STUDENT RECORD INFORMATION

1. **LICENSE/PERMIT DETERMINATION**
   A. Specify the number of license or permit applications.
2. **SECURITY MATTERS**
   A. Specify law enforcement agency
   B. Title of Officer

3. **CONFERENCE WITH REAL PROPERTY NEGOTIATOR**
   A. Property: specify the street address, or if no street address the parcel number or unique other reference to the property under negotiation.
   B. Negotiating parties: specify the name of the negotiating party, not the agent who directly or through an agent will negotiate with the agency's agent.
   C. Under negotiations: specify whether the instructions to the negotiator will concern price, terms of payment or both.

4. **CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION**
   - A. Name of case: specify by reference to claimant's name, names or parties, case or claim number.
   - B. Case name unspecified: specify whether disclosure would jeopardize service of process or existing settlement negotiations.
5. **CONFERENCE WITH LEGAL COUNSEL-ANTICIPATED LITIGATION**
   - A. Significant exposure to litigation pursuant to subdivision (b) of Government Code section 54956.9 (if the agency expects to be sued) and also specify the number of potential cases.
   - B. Initiation of litigation pursuant to subdivision (c) of Government Code Section 54956.9 (if the agency intends to initiate a suit) and specify the number of potential cases.
6. **LIABILITY CLAIMS**
   - A. Claimant: specify each claimants name and claim number (if any). If the claimant is filing a claim alleging district liability based on tortuous sexual conduct or child abuse, the claimant's name need not be given unless the identity has already been publicly disclosed.
   - B. Agency claims against.
7. **THREATS TO PUBLIC SERVICES OR FACILITIES**
   - A. Consultation with: specify name of law enforcement agency and title of officer.
8. **PERSONNEL:**
   - A. **PUBLIC EMPLOYEE APPOINTMENT**
     - a. Identify title or position to be filled.
   - B. **PUBLIC EMPLOYEE EMPLOYMENT**
     - a. Identify title or position to be filled.
   - C. **PUBLIC EMPLOYEE PERFORMANCE EVALUATION**
     - a. Identify position of any employee under review.
   - D. **PUBLIC EMPLOYEE EMPLOYMENT/DISCIPLINE/DISMISSAL/RELEASE**
     - a. It is not necessary to give any additional information on the agenda.
   - E. **COMPLAINTS OR CHARGES AGAINST AN EMPLOYEE, UNLESS EMPLOYEE REQUESTS OPEN SESSION**
     - a. No information needed
9. **CONFERENCE WITH LABOR NEGOTIATOR**
   - A. Name any employee organization with whom negotiations to be discussed are being conducted.
   - B. Identify the titles of unrepresented individuals with whom negotiations are being conducted.
   - C. Identify by name the agency's negotiator
10. **STUDENTS:**
    - A. **STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918**
    - B. **STUDENT PRIVATE PLACEMENT**
      - a. Pursuant to Board Policy 6159.2
    - C. **INTERDISTRICT ATTENDANCE APPEAL**
      - a. Education Code 35146 and 48918
    - D. **STUDENT ASSESSMENT INSTRUMENTS**
      - a. Reviewing instrument approved or adopted for statewide testing program.
    - E. **STUDENT RETENTION/ APPEAL**
      - a. Pursuant to Board Policy 5123
    - F **DISCLOSURE OF CONFIDENTIAL STUDENT RECORD INFORMATION**
      - a. Prevent the disclosure of confidential student information.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

DISTRICT GLOBAL GOALS

1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Bargaining Groups:
WPTA & CSEA Negotiations
Agency Negotiators:
Scott Leaman, Superintendent
Kerry Callahan, Deputy Superintendent of Educational Services
Gabe Simon, Assistant Superintendent of Personnel Services
Audrey Kilpatrick, Assistant Superintendent Business and Operations

AGENDA ITEM AREA:
Disclosure of action taken in closed session

REQUESTED BY:
Scott Leaman
Superintendent

ENCLOSURES:
No

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
October 20, 2020

ROLL CALL REQUIRED:
No

BACKGROUND:

Labor Negotiator will give the Board of Trustees an update on Western Placer Teachers Association & Classified Schools Employee Association Bargaining Groups.

ADMINISTRATION RECOMMENDATION:

Administration recommends the board of trustees be updated on negotiations.

wp/rk/factform

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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SUBJECT:
CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION

AGENDA ITEM AREA:
Disclosure of Action Taken in Closed Session

REQUESTED BY:
Scott Leaman, Superintendent
Kerry Callahan, Deputy Superintendent of Educational Services

ENCLOSURES:
No

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
October 20, 2020

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustees will disclose any action taken in closed session in regard to Case: Mark Babbin and CAL200, S.F. County Superior Court (Case No. CPF-15-514477.

RECOMMENDATION:

Administration recommends the Board of Trustees disclose action taken in closed session in regard to Existing Litigation.

wp/rk/factform

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
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5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
PUBLIC EMPLOYEE EMPLOYMENT/DISCIPLINE/ DISMISSAL/RELEASE

AGENDA ITEM AREA:
Closed Session

REQUESTED BY:
Gabe Simon
Assistant Superintendent of Personnel Services

ENCLOSURES:
No

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
October 20, 2020

ROLL CALL REQUIRED:
Yes

BACKGROUND:

The Board of Trustees will disclose any action taken in closed session in regards to Public Employee Employment/Discipline/Dismissal/Release.

RECOMMENDATION:

Administration recommends the Board of Trustees disclose action taken in closed session in regards to Public Employment/Discipline/Dismissal/Release.

wp/rk/factform

CONSENT AGENDA ITEMS

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
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SUBJECT:
Certificated Personnel Report

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Gabriel Simon
Assistant Superintendent of Personnel Services

ENCLOSURES:
Yes

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
General Fund/Categorical

MEETING DATE:
October 20, 2020

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustees will take action to approve the certificated personnel report.

RECOMMENDATION:

Administration recommends ratification of the certificated personnel report.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
PERSONNEL REPORT

October 6, 2020

CERTIFICATED/MANAGEMENT

NEW HIRES:

1. Name: Mona Haddox
   Position: Temporary Kindergarten Teacher
   FTE: 1.0 FTE
   Effective: October 1, 2020
   Site: Creekside Oaks Elementary School
2. Name: Ashley Worthey
   Position: Temporary 4th/5th Grade Teacher
   FTE: .60 FTE
   Effective: October 12, 2020
   Site: Creekside Oaks Elementary School

REQUEST FOR LEAVE OF ABSENCE: None

RESIGNATIONS:

1. Name: Alyeska Derry
   Position: Speech/Language Pathologist
   FTE: 1.0 FTE
   Effective: October 9, 2020
   Site: Lincoln Crossing Elementary School

RETIREMENTS: None

TRANSFERS/PROMOTIONS: None

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Classified Personnel Report

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Gabriel Simon
Assistant Superintendent of Personnel Services

ENCLOSURES:
Yes

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
General Fund/Categorical

MEETING DATE:
October 20, 2020

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustees will take action to approve the classified personnel report.

RECOMMENDATION:

Administration recommends ratification of the classified personnel report.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
PERSONNEL REPORT

October 20, 2020

CLASSIFIED/MANAGEMENT

NEW HIRES:

1. Name: Moriah Shores
   Position: Instructional Aide
   FTE: 2.0 hours
   Days: 10 Months
   Effective: October 01, 2020
   Site: Lincoln Crossing Elementary

2. Name: Aricka Espinoza
   Position: Library Technician
   FTE: 7.0 hours
   Days: 10 Months
   Effective: October 01, 2020
   Site: Lincoln Crossing Elementary

3. Name: Shasta Roberts
   Position: Campus/Cafeteria Supervisor
   FTE: 1.75 hours
   Days: 10 Months
   Effective: October 06, 2020
   Site: Scott M. Leaman Elementary

4. Name: Beverly Diane Goodrow
   Position: Campus/Cafeteria Supervisor
   FTE: 1.75 hours
   Days: 10 Months
   Effective: October 12, 2020
   Site: Scott M. Leaman Elementary

5. Name: Alisha Oberg
   Position: Instructional Aide
   FTE: 2.0 hours
   Days: 10 Months
   Effective: October 14, 2020
   Site: Lincoln Crossing Elementary

REHIRE:

1. Name: Michelle Callahan
   Position: Instructional Aide
   FTE: 2.0 hours
   Days: 10 Months
   Effective: October 1, 2020
   Site: Creekside Oaks Elementary

TRANSFER/PROMOTIONS:

1. Name: Wendi Pineschi
   Position: Paraprofessional
   FTE: 6.16 hours
   Days: 10 Months
   Effective: September 24, 2020
   Site: Creekside Oaks Elementary

2. Name: Victoria Croall
   Position: Instructional Aide
   FTE: 2.0 hours
   Days: 10 Months
   Effective: September 25, 2020
   Site: Carlin C Coppin Elementary

3. Name: Jennifer Mendonsa
   Position: Instructional Aide
   FTE: 2.0 hours
   Days: 10 Months
   Effective: September 25, 2020
   Site: Lincoln Crossing Elementary

4. Name: Martha Bond
   Position: Paraprofessional
   FTE: 6.0 hours
   Days: 10 Months
   Effective: October 06, 2020
   Site: Creekside Oaks Elementary

5. Name: Colleen Hill
   Position: Campus/Cafeteria Supervisor
   FTE: .50 hours
   Days: 10 Months
   Effective: October 14, 2020
   Site: Twelve Bridges Elementary

ADDITIONAL POSITION/INCREASE/DECREASE OF HOURS:

1. Name: April Lamontagne
   Position: Health Clerk
   FTE: 3.0 hours
   Days: 10 Months
   Effective: September 25, 2020
   Site: Scott M. Leaman Elementary

2. Name: Rafaela Balderas
   Position: Instructional Aide
   FTE: 1.0 hours
   Days: 10 Months
   Effective: October 01, 2020
   Site: First Street Elementary

3. Name: Judy Catiis
   Position: Campus/Cafeteria Supervisor
   FTE: .50 hours
   Days: 10 Months
   Effective: October 06, 2020
   Site: Twelve Bridges Elementary

4. Name: Deborah Tagliaferi
   Position: Campus/Cafeteria Supervisor
   FTE: .34 hours
   Days: 10 Months
   Effective: October 06, 2020
   Site: Lincoln Crossing Elementary

5. Name: Amber Bramhill
   Position: Campus/Cafeteria Supervisor
   FTE: .34 hours
   Days: 10 Months
   Effective: October 06, 2020
   Site: Lincoln Crossing Elementary

6. Name: Maria Dirmeyer
   Position: Instructional Aide
   FTE: 2.0 hours
   Days: 10 Months
   Effective: October 06, 2020
   Site: Twelve Bridges Elementary

7. Name: April Lamontagne
   Position: Campus/Cafeteria Supervisor
   FTE: .34 hours
   Days: 10 Months
   Effective: October 06, 2020
   Site: Scott M. Leaman Elementary School

ADDITIONAL POSITION/INCREASE/DECREASE OF HOURS CONTINUED:

8. Name: Faviola Melendrez-Lopez
   Position: District Office Clerk
   FTE: 4.0 hours
   Days: 10 Months
   Effective: October 12, 2020
   Site: District Office

9. Name: Chelsea Ruiz
   Position: Instructional Aide
   FTE: 2.0 hours
   Days: 10 Months
   Effective: October 12, 2020
   Site: Foskett Ranch Elementary

10. Name: Beverly Diane Goodrow
    Position: Campus/Cafeteria Supervisor
    FTE: .34 hours
    Days: 10 Months
    Effective: October 12, 2020
    Site: Scott M. Leaman Elementary

11. Name: Rafaela Balderas
    Position: Bilingual Instructional Aide
    FTE: 4.0 hours
    Days: 10 Months
    Effective: October 01, 2020
    Site: First Street Elementary

12. Name: Amy Kuehl
    Position: Instructional Aide
    FTE: 2.0 hours
    Days: 10 Months
    Effective: October 01, 2020
    Site: Foskett Ranch Elementary

13. Name: Kathleen Hart
    Position: Instructional Aide
    FTE: 2.0 hours
    Days: 10 Months
    Effective: October 06, 2020
    Site: Carlin C Coppin

REQUEST FOR LEAVE OF ABSENCE (Maternity Leave):None

REQUEST FOR LEAVE OF ABSENCE:None

RESIGNATIONS:

1. Name: Heidi Jensen
   Position: Paraprofessional
   Effective: October 6, 2020
   Site: Foskett Ranch Elementary School

2. Name: Carol Lopez
   Position: Campus/Café Supervisor
   Effective: September 28, 2020
   Site: Twelve Bridges Elementary School

3. Name: Jeana MacLeod
   Position: Intervention Services Provider
   Effective: October 06, 2020
   Site: Twelve Bridges Elementary School

4. Name: Carol Hutchinson
   Position: School Clerk II
   Effective: December 30, 2020
   Site: Lincoln High School

RETIREMENTS:

1. Name: Carol Hutchinson
   Position: School Clerk II
   Effective: December 30, 2020
   Site: Lincoln High School

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students** 2. **Foster a safe, caring environment where individual differences are valued and respected.** 3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.** 4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.** 5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:

Ratification of WAVE Business and Western Placer Unified School District

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent of Business and Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

CR Funds - Federal

MEETING DATE:

October 20, 2020

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached contract is with WAVE Business and Western Placer Unified School District for the increase of gigabytes per second from 1 gbps to 10 gbps. This will enhance District wide internet usage between students and staff. This contract will be paid with CR Funds - Federal.

RECOMMENDATION:

Administration recommends that the Board ratify the contract agreement between WAVE Business and Western Placer Unified School District.

wave business

ORDER FORM FOR MOVE / ADD / CHANGE / DELETE

By signing this Order Form for Move / Add / Change / Disconnect, the undersigned Customer requests and authorizes Wave Business Solutions, LLC to make the changes to Customer's account described below:

Customer Name (and DBA, if applicable): Western Placer Unified School District	CSG Account No.: 48-103917301
Street Address of Service Site at Issue: 600 Sixth St, Suite 400, Lincoln, CA 95648	Customer Contact Person: Kevin Perry kjperry@wpusd.org 530-635-0728
Circuit ID(s) and Requested Date of Service Order Being Modified: 600 sixth st, Lincoln, CA 95648 to 360 Nevada St, Auburn, CA 95603	
Service(s) Currently Being Received at Service Site: 1 Gbps EPL	Current MRC per circuit: $750.00
Description of Change(s) to Be Made: Increase to 10 Gbps for remainder of term (Upgrade pricing was included in agreement)	New MRC per circuit: $1,500.00
Revised Service(s) that Will Be Provided After Changes are Made:	New NRC: $0.00

Any NRC associated with the requested changes will be due to Wave upon completion of the changes. Any change to the MRC for the Service(s) resulting from the requested changes will take effect once the changes are completed and the revised Service(s) are available for Customer's use.

CUSTOMER SIGNATURE:

By _____

Name: Audrey Kilpatrick

Title: Asst. Supt Business

Date: 10/8/20

WAVE SIGNATURE:

By _____

Name: _____

Title: _____

Date: _____

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

DISTRICT GLOBAL GOALS

1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:

Report of Disclosure Requirements for Quarterly Reports of Investments

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent of Business Services and Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

October 20, 2020

ROLL CALL REQUIRED:

No

BACKGROUND:

Government Code 53646 requires that if a local agency has placed all of its investments in the Local Agency Investment Fund or in a Federal Deposit Insurance Corporation insured accounts in a bank or savings and loan association, in a county investment pool or any combination of these, the chief financial officer needs to provide to the Board of Trustees the most recent statement of statements received by the local agency from these institutions.

The District maintains its entire reserve in the County of Placer investment pool. Therefore, to meet the requirements of Government Code 53646, the County of Placer Treasurer's Investment Reports are submitted to the District's Board of Trustees on a quarterly basis for their review.

RECOMMENDATION:

Accept the report of disclosure requirements for quarterly reports of investments.

Office of
Jenine Windeshausen
Treasurer-Tax Collector
County of Placer

COUNTY OF PLACER

TREASURER'S POOLED INVESTMENT REPORT

For the Month of May 31, 2020

2976 Richardson Drive • Auburn, California 95603
Tax Collector / Business Licenses (530) 889-4120 • Treasurer (530) 889-4140 • Bonds (530) 889-4146

PREFACE

Placer County Treasurer's Pooled Investment Report

May 31, 2020

For the purpose of clarity the following glossary of investment terms has been provided.

Book Value is the purchase price of a security plus amortization of any premium or discount. This may be more or less than face value, depending upon whether the security was purchased at a premium or at a discount.

Par Value is the principal amount of a security and the amount of principal that will be paid at maturity.

Market Value is the value at which a security can be sold at the time it is priced or the need to sell arises.

Market values are only relevant if the investment is sold prior to maturity. Profit or loss would be realized only if the specific investment were to be sold.

Government Code 53646 Compliance Report

The following information is a monthly update of funds on deposit in the Placer County Treasury pursuant to California Government code Section 53646. Further details of individual investments are included in the Treasurer's Monthly Investment Report. All investment transactions and decisions have been made with full compliance with California Government Code and Placer County's Statement of Investment Policy.

Individual securities are priced at the end of each month by Wells Fargo Bank.

The Weighted Average Maturity of the investments with the Treasury is 355 days.

The ability of the Placer County Treasury to meet its cash flow needs is demonstrated by $934,820,450.79 in cash and investments maturing in the next 180 days.

General Fund
Portfolio Management
Portfolio Summary
May 31, 2020

Investments	Par Value	Market Value	Book Value	% of Portfolio	Term	Days to Maturity	YTM 360 Equiv.	YTM 365 Equiv.
U.S. Treasury Coupons	160,000,000.00	162,104,353.02	160,221,231.42	10.93	610	333	1.459	1.479
mPower Placer - Long Term	7,663,242.42	7,817,834.19	7,734,669.23	0.53	7,361	6,063	4.346	4.407
Federal Agency Coupons	110,000,000.00	110,353,800.00	109,985,327.41	7.50	589	466	0.707	0.717
Collateralized Inactive Bank Deposi	5,000,000.00	5,000,000.00	5,000,000.00	0.34	1	1	1.625	1.648
Medium Term Notes	40,000,000.00	39,403,100.00	39,903,950.43	2.72	1,316	493	2.581	2.616
Negotiable Certificates of Deposit	310,000,000.00	311,273,200.00	310,000,000.00	21.15	275	138	1.571	1.593
Collateralized CDs	6,000,000.00	6,000,000.00	6,000,000.00	0.41	365	327	1.025	1.039
Commercial Paper Disc. -Amortizing	235,000,000.00	234,908,150.00	234,345,730.56	15.99	163	68	1.392	1.411
Federal Agency Disc. -Amortizing	420,000,000.00	419,726,000.00	419,384,672.21	28.61	239	136	0.851	0.863
Treasury Discounts -Amortizing	130,000,000.00	129,898,400.00	129,786,836.21	8.85	273	159	0.919	0.931
Local Agency Bond	10,662,139.72	11,194,120.35	10,662,139.72	0.73	7,637	6,608	2.788	2.828
Local Agency Bonds	14,405,000.00	17,567,430.49	14,405,000.00	0.98	1,995	1,095	2.650	2.687
mPower Placer	16,039,516.32	16,034,072.61	16,039,516.32	1.09	7,713	6,826	3.750	3.802
mPower - Folsom	2,564,527.33	2,477,024.20	2,564,527.33	0.17	7,692	6,011	1.900	1.926
Investments	**1,467,334,425.79**	**1,473,757,484.86**	**1,466,033,602.84**	**100.00%**	**537**	**355**	**1.286**	**1.303**
Cash								
Passbook/Checking (not included in yield calculations)	149,820,450.79	149,820,450.79	149,820,450.79		1	1	0.000	0.000
Total Cash and Investments	**1,617,154,876.58**	**1,623,577,935.65**	**1,615,854,053.63**		**537**	**355**	**1.286**	**1.303**

Total Earnings	May 31 Month Ending	Fiscal Year To Date
Current Year	1,789,448.38	26,020,207.18
Average Daily Balance	1,693,810,891.84	1,553,738,470.73
Effective Rate of Return	1.24%	1.82%

6/4/20

ERIC WAIDMANN, ASST. TREASURER-TAX COLLECTOR

Reporting period 05/01/2020-05/31/2020
Data Updated: FUNDSNAP: 06/02/2020 08:56
Run Date: 06/02/2020 - 08:56

Portfolio PLCR
NL! AC
PM (PRF_PM1) 7.3.0
Report Ver. 7.3.3

General Fund
Portfolio Management
Portfolio Details - Investments
May 31, 2020

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 365	Days to Maturity	Maturity Date
U.S. Treasury Coupons											
912828A42	15059	U.S TREASURY N/B		12/04/2015	10,000,000.00	10,080,200.00	10,009,203.58	2.000	1.808	182	11/30/2020
912828M80	17022	U.S TREASURY N/B		12/01/2017	10,000,000.00	10,452,700.00	9,865,253.42	2.000	2.147	912	11/30/2022
9128285X4	19212	U.S TREASURY N/B		12/12/2019	10,000,000.00	10,153,900.00	10,055,217.10	2.500	1.659	244	01/31/2021
912828B58	19213	U.S TREASURY N/B		12/12/2019	10,000,000.00	10,128,100.00	10,031,159.86	2.125	1.650	244	01/31/2021
912828N89	19270	U.S TREASURY N/B		01/15/2020	10,000,000.00	10,079,300.00	9,985,528.47	1.375	1.595	244	01/31/2021
912828N89	19325	U.S TREASURY N/B		02/14/2020	10,000,000.00	10,084,588.46	9,996,623.69	1.375	1.506	244	01/31/2021
912828P87	19326	U.S TREASURY N/B		02/14/2020	10,000,000.00	10,089,500.00	9,971,759.87	1.125	1.508	272	02/28/2021
9128283Q1	19207	U. S. TREASURY COUPON		12/10/2019	10,000,000.00	10,113,300.00	10,022,376.40	2.000	1.635	228	01/15/2021
912828S27	19216	U. S. TREASURY COUPON		12/13/2019	10,000,000.00	10,098,600.00	9,937,892.70	1.125	1.710	394	06/30/2021
9128287A2	19217	U. S. TREASURY COUPON		12/13/2019	10,000,000.00	10,153,100.00	9,991,010.79	1.625	1.709	394	06/30/2021
912828R77	19218	U. S. TREASURY COUPON		12/13/2019	10,000,000.00	10,121,283.88	9,972,459.81	1.375	1.706	364	05/31/2021
912828R77	19219	U. S TREASURY COUPON		12/13/2019	10,000,000.00	10,121,283.88	9,972,991.36	1.375	1.700	364	05/31/2021
9128283X6	19303	U. S. TREASURY COUPON		01/30/2020	10,000,000.00	10,145,300.00	10,051,845.33	2.250	1.511	259	02/15/2021
9128282V1	19336	U. S. TREASURY COUPON		02/21/2020	10,000,000.00	10,033,200.00	9,996,399.46	1.375	1.500	106	09/15/2020
9128282F6	19406	U. S. TREASURY COUPON		04/07/2020	10,000,000.00	10,128,916.85	10,123,162.84	1.125	0.231	456	08/31/2021
912828S76	19420	U. S. TREASURY COUPON		04/15/2020	10,000,000.00	10,130,979.95	10,138,546.74	1.125	0.134	425	07/31/2021
		Subtotal and Average	**160,230,086.43**		**160,000,000.00**	**162,104,353.02**	**160,221,231.42**		**1.479**	**333**	
mPower Placer - Long Term											
2015NR-A	2015NR-A	mPower Placer		06/16/2015	1,857,656.24	1,920,047.48	1,857,656.24	4.000	3.999	5,571	09/02/2035
2015NR-BLT	2015NR-BLT	mPower Placer		09/02/2016	2,743,017.08	2,839,626.14	2,743,017.08	4.000	4.000	5,937	09/02/2036
2015R-B	2015R-B	mPower Placer		06/16/2015	610,000.00	726,297.11	641,580.04	6.000	5.435	5,571	09/02/2035
72601FAC2	2018B	Public Finance Authority		06/28/2018	2,452,569.10	2,331,863.46	2,492,415.87	5.050	4.894	6,696	10/01/2038
		Subtotal and Average	**7,734,936.32**		**7,663,242.42**	**7,817,834.19**	**7,734,669.23**		**4.407**	**6,063**	
Federal Agency Coupons											
3133ELWF7	19413	FEDERAL FARM CREDIT BANK		04/13/2020	10,000,000.00	10,000,100.00	10,000,000.00	0.500	0.626	407	07/13/2021
3133ELWF7	19414	FEDERAL FARM CREDIT BANK		04/13/2020	10,000,000.00	10,000,100.00	10,000,000.00	0.500	0.626	407	07/13/2021
3133ELXM1	19426	FEDERAL FARM CREDIT BANK		04/27/2020	10,000,000.00	10,003,800.00	10,000,000.00	0.250	0.250	421	07/27/2021
3133ELYR9	19436	FEDERAL FARM CREDIT BANK		05/06/2020	10,000,000.00	10,000,100.00	10,000,000.00	0.250	0.330	704	05/06/2022
3133ELB60	19441	FEDERAL FARM CREDIT BANK		05/26/2020	10,000,000.00	9,994,300.00	10,000,000.00	0.150	0.150	359	05/26/2021
3133ELA95	19443	FEDERAL FARM CREDIT BANK		05/26/2020	10,000,000.00	9,998,500.00	9,995,046.30	0.190	0.223	543	11/26/2021
3130ACUK8	17020	FEDERAL HOME LOAN BANK		11/28/2017	10,000,000.00	10,181,300.00	9,998,016.67	2.000	2.021	361	05/28/2021
3130AHY98	19295	FEDERAL HOME LOAN BANK		01/27/2020	10,000,000.00	10,091,200.00	9,998,132.22	1.500	1.560	240	01/27/2021
3130AHY98	19296	FEDERAL HOME LOAN BANK		01/27/2020	10,000,000.00	10,091,200.00	9,996,132.22	1.500	1.560	240	01/27/2021
3134GVZP6	19440	FED HOME LOAN MORT CORP		05/26/2020	10,000,000.00	9,998,400.00	10,000,000.00	0.275	0.275	724	05/26/2022

General Fund
Portfolio Management
Portfolio Details - Investments
May 31, 2020

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 365	Days to Maturity	Maturity Date
Federal Agency Coupons											
3134GVZJ0	19442	FED HOME LOAN MORT CORP		05/26/2020	10,000,000.00	9,994,800.00	10,000,000.00	0.270	0.270	724	05/26/2022
		Subtotal and Average	**129,666,162.66**		**110,000,000.00**	**110,353,800.00**	**109,985,327.41**		**0.717**	**466**	
Collateralized Inactive Bank Deposi											
SYS19055	19055	Five Star Bank - PIMMA		08/23/2019	5,000,000.00	5,000,000.00	5,000,000.00	1.648	1.648	1	
		Subtotal and Average	**5,000,000.00**		**5,000,000.00**	**5,000,000.00**	**5,000,000.00**		**1.648**	**1**	
Medium Term Notes											
037833BS8	17054	Apple Inc.		01/31/2018	10,000,000.00	10,124,800.00	9,980,352.38	2.250	2.532	267	02/23/2021
478160BS2	17055	Johnson & Johnson		02/02/2018	10,000,000.00	10,092,300.00	9,946,073.04	1.650	2.400	273	03/01/2021
89236TEH4	17050	TOYOTA MOTOR CREDIT		01/23/2018	10,000,000.00	10,047,500.00	9,984,925.86	2.250	2.405	371	08/07/2021
89236TEY7	17074	TOYOTA MOTOR CREDIT		06/01/2018	10,000,000.00	9,138,500.00	9,992,599.15	3.100	3.127	1,059	04/28/2023
		Subtotal and Average	**44,415,184.23**		**40,000,000.00**	**39,403,100.00**	**39,903,950.43**		**2.616**	**493**	
Negotiable Certificates of Deposit											
06367BKM0	19388	Bank of Montreal Chicago		03/30/2020	20,000,000.00	20,095,600.00	20,000,000.00	1.650	1.673	119	09/28/2020
22549LU60	19128	Credit Suisse New York		10/23/2019	10,000,000.00	10,024,600.00	10,000,000.00	1.910	1.937	51	07/22/2020
53947CCK2	19138	Lloyds Bank Corp Mkts NY		10/28/2019	20,000,000.00	20,056,400.00	20,000,000.00	1.990	2.018	56	07/27/2020
60710AFO0	19131	Mizuho Bank LTD		10/24/2019	10,000,000.00	10,026,800.00	10,000,000.00	1.910	1.936	52	07/23/2020
60710AFO0	19132	Mizuho Bank LTD		10/24/2019	10,000,000.00	10,026,800.00	10,000,000.00	1.910	1.936	52	07/23/2020
60710AGT3	19165	Mizuho Bank LTD		11/19/2019	10,000,000.00	10,023,300.00	10,000,000.00	1.870	1.896	46	07/17/2020
60710AGS5	19166	Mizuho Bank LTD		11/19/2019	10,000,000.00	10,010,300.00	10,000,000.00	1.870	1.896	18	06/19/2020
65558TSZ9	19274	Nordea Bank NY		01/16/2020	25,000,000.00	25,226,000.00	25,000,000.00	1.750	1.774	228	01/15/2021
78012URY3	19202	Royal Bank of Canada		12/09/2019	10,000,000.00	10,037,300.00	10,000,000.00	1.800	1.825	78	08/18/2020
78012USS5	19276	Royal Bank of Canada		01/16/2020	25,000,000.00	25,233,250.00	25,000,000.00	1.740	1.764	228	01/15/2021
78012UTH8	19362	Royal Bank of Canada		03/11/2020	25,000,000.00	25,063,500.00	25,000,000.00	0.700	0.710	219	01/06/2021
78012UUB9	19390	Royal Bank of Canada		03/30/2020	20,000,000.00	20,028,200.00	20,000,000.00	1.650	1.673	29	06/30/2020
83050PGY9	19201	SKANDINAV ENSKILDA BK NY		12/09/2019	20,000,000.00	20,073,000.00	20,000,000.00	1.830	1.855	77	08/17/2020
85325T7K5	19139	Standard Charlered Bank NY		10/28/2019	20,000,000.00	20,054,600.00	20,000,000.00	1.950	1.977	57	07/28/2020
89114NKR5	19437	TORONTO DOMINION BANK NY		05/07/2020	10,000,000.00	10,009,800.00	10,000,000.00	0.520	0.527	340	05/07/2021
89114NL60	19439	TORONTO DOMINION BANK NY		05/21/2020	10,000,000.00	9,996,800.00	10,000,000.00	0.400	0.406	354	05/21/2021
89114NLB9	19447	TORONTO DOMINION BANK NY		05/29/2020	10,000,000.00	10,000,000.00	10,000,000.00	0.170	0.172	91	08/31/2020
90275DLG3	19400	UBS AG STAMFORD CT		04/06/2020	10,000,000.00	10,071,800.00	10,000,000.00	1.540	1.561	249	02/05/2021
95001KGD0	19275	Wells Fargo Bank NA		01/16/2020	25,000,000.00	25,209,750.00	25,000,000.00	1.750	1.774	228	01/15/2021
78012URG2	19115	Royal Bank of Canada NY		10/11/2019	10,000,000.00	10,005,800.00	10,000,000.00	1.810	1.835	9	06/10/2020

General Fund
Portfolio Management
Portfolio Details - Investments
May 31, 2020

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 365	Days to Maturity	Maturity Date
		Subtotal and Average	**317,744,368.37**		**310,000,000.00**	**311,273,200.00**	**310,000,000.00**		**1.593**	**138**	
Collateralized CDs											
SYS19423	19423	River City Bank		04/17/2020	3,000,000.00	3,000,000.00	3,000,000.00	1.100	1.115	320	04/17/2021
SYS19431	19431	River Valley Community Bank		05/01/2020	3,000,000.00	3,000,000.00	3,000,000.00	0.950	0.963	334	05/01/2021
		Subtotal and Average	**6,000,000.00**		**6,000,000.00**	**6,000,000.00**	**6,000,000.00**		**1.039**	**327**	
Commercial Paper Disc. -Amortizing											
22533THA7	19198	Credit Agricole CIB		12/06/2019	10,000,000.00	9,996,100.00	9,965,388.89	1.780	1.855	70	08/10/2020
22533TJ15	19203	Credit Agricole CIB		12/09/2019	10,000,000.00	9,993,600.00	9,954,511.11	1.780	1.855	92	09/01/2020
2254EAH63	19197	Credit Suisse New York		12/06/2019	20,000,000.00	19,992,600.00	19,934,000.00	1.800	1.875	66	08/06/2020
2254EAHU0	19395	Credit Suisse New York		03/31/2020	30,000,000.00	29,985,300.00	29,906,866.67	1.270	1.294	88	08/28/2020
62479LF91	19167	MUFG BANK LTD/NY		11/19/2019	10,000,000.00	9,999,900.00	9,985,888.89	1.650	1.918	8	06/09/2020
62479LGN9	19285	MUFG BANK LTD/NY		01/22/2020	20,000,000.00	19,995,800.00	19,951,266.67	1.720	1.759	51	07/22/2020
62479LG66	19433	MUFG BANK LTD/NY		05/05/2020	10,000,000.00	9,998,800.00	9,997,958.33	0.210	0.213	35	07/06/2020
62479LH40	19434	MUFG BANK LTD/NY		05/05/2020	10,000,000.00	9,998,400.00	9,995,377.78	0.260	0.264	64	08/04/2020
63873JFV7	19363	NATEXIS BANQ POPULAIR NY		03/11/2020	25,000,000.00	24,997,750.00	24,982,500.00	0.900	0.915	28	06/29/2020
63873JFA3	19366	NATEXIS BANQ POPULAIR NY		03/12/2020	10,000,000.00	9,999,900.00	9,997,325.00	1.070	1.088	9	06/10/2020
63873JGA2	19367	NATEXIS BANQ POPULAIR NY		03/12/2020	10,000,000.00	9,998,700.00	9,988,408.33	1.070	1.089	39	07/10/2020
63873JHA1	19368	NATEXIS BANQ POPULAIR NY		03/12/2020	10,000,000.00	9,998,100.00	9,979,388.89	1.060	1.080	70	08/10/2020
63873JJA9	19369	NATEXIS BANQ POPULAIR NY		03/12/2020	10,000,000.00	9,998,000.00	9,970,261.11	1.060	1.081	101	09/10/2020
89233GGW0	19392	Toyota Motor Credit Corp		03/31/2020	10,000,000.00	9,997,500.00	9,974,597.22	1.550	1.580	59	07/30/2020
89233GHT8	19393	Toyota Motor Credit Corp		03/31/2020	10,000,000.00	9,995,200.00	9,960,125.00	1.650	1.684	87	08/27/2020
89233GKT2	19394	Toyota Motor Credit Corp		03/31/2020	10,000,000.00	9,988,100.00	9,928,055.56	1.750	1.820	148	10/27/2020
30229AJU4	19387	EXXON MOBIL CORP.		03/30/2020	20,000,000.00	19,983,400.00	19,863,811.11	2.060	2.111	119	09/28/2020
		Subtotal and Average	**301,769,612.99**		**235,000,000.00**	**234,908,150.00**	**234,345,730.56**		**1.411**	**68**	
Federal Agency Disc. -Amortizing											
313384B81	19179	Federal Home Loan Bank - Disc		11/27/2019	10,000,000.00	9,997,000.00	9,967,758.33	1.590	1.649	73	08/13/2020
313384ZK8	19196	Federal Home Loan Bank - Disc		12/06/2019	10,000,000.00	9,998,400.00	9,981,666.67	1.500	1.554	44	07/15/2020
313384XT1	19286	Federal Home Loan Bank - Disc		01/22/2020	10,000,000.00	9,999,900.00	9,998,288.89	1.540	1.592	4	06/05/2020
313385AF3	19398	Federal Home Loan Bank - Disc		04/08/2020	10,000,000.00	9,989,100.00	9,986,008.34	0.230	0.237	219	01/06/2021
313384K73	19404	Federal Home Loan Bank - Disc		04/07/2020	10,000,000.00	9,993,600.00	9,993,577.78	0.170	0.175	136	10/15/2020
313384K57	19405	Federal Home Loan Bank - Disc		04/07/2020	10,000,000.00	9,993,700.00	9,993,672.22	0.170	0.175	134	10/13/2020
313384ZJ1	19410	Federal Home Loan Bank - Disc		04/09/2020	10,000,000.00	9,998,500.00	9,997,372.22	0.220	0.226	43	07/14/2020
313384XP9	19169	FEDERAL HOME LOAN BANK		11/21/2019	10,000,000.00	10,000,000.00	10,000,000.00	1.530	1.585	0	06/01/2020
313384A66	19192	FEDERAL HOME LOAN BANK		12/05/2019	10,000,000.00	9,997,400.00	9,973,760.00	1.500	1.555	63	08/03/2020

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 365	Days to Maturity	Maturity Date
Federal Agency Disc. -Amortizing											
313384XW4	19208	FEDERAL HOME LOAN BANK		12/10/2019	10,000,000.00	9,999,800.00	9,997,063.89	1.510	1.564	7	06/08/2020
313384ZR3	19409	FEDERAL HOME LOAN BANK		04/09/2020	10,000,000.00	9,998,200.00	9,996,944.45	0.220	0.226	50	07/21/2020
313385EK8	19424	FEDERAL HOME LOAN BANK		04/24/2020	10,000,000.00	9,984,100.00	9,982,277.78	0.200	0.206	319	04/16/2021
313384YV5	19170	Federal Home Loan Bank Discoun		11/21/2019	10,000,000.00	9,998,900.00	9,986,958.33	1.565	1.622	30	07/01/2020
313384ZC6	19171	Federal Home Loan Bank Discoun		11/21/2019	10,000,000.00	9,998,700.00	9,984,480.56	1.510	1.565	37	07/08/2020
313384ZE2	19184	Federal Home Loan Bank Discoun		12/03/2019	10,000,000.00	9,998,600.00	9,983,533.33		1.580	39	07/10/2020
313384E54	19287	Federal Home Loan Bank Discoun		01/22/2020	10,000,000.00	9,995,800.00	9,980,311.11	1.520	1.575	94	09/03/2020
313384XR5	19316	Federal Home Loan Bank Discoun		02/05/2020	10,000,000.00	9,999,900.00	9,999,144.44	1.540	1.591	2	06/03/2020
313384XZ7	19317	Federal Home Loan Bank Discoun		02/05/2020	10,000,000.00	9,999,700.00	9,995,750.00	1.530	1.581	10	06/11/2020
313384M48	19407	Federal Home Loan Bank Discoun		04/09/2020	10,000,000.00	9,993,000.00	9,990,480.55	0.230	0.237	149	10/28/2020
313385CW4	19408	Federal Home Loan Bank Discoun		04/09/2020	10,000,000.00	9,985,900.00	9,980,416.67	0.250	0.257	282	03/10/2021
313386AU0	19415	Federal Home Loan Bank Discoun		04/13/2020	10,000,000.00	9,988,400.00	9,983,888.89	0.250	0.257	232	01/19/2021
313385DU7	19416	Federal Home Loan Bank Discoun		04/13/2020	10,000,000.00	9,984,800.00	9,978,888.89	0.250	0.257	304	04/01/2021
313384N54	19417	Federal Home Loan Bank Discoun		04/14/2020	10,000,000.00	9,992,100.00	9,989,027.77	0.250	0.257	158	11/06/2020
313384M97	19418	Federal Home Loan Bank Discoun		04/14/2020	10,000,000.00	9,992,300.00	9,989,305.55	0.250	0.257	154	11/02/2020
313385DY9	19419	Federal Home Loan Bank Discoun		04/15/2020	10,000,000.00	9,984,600.00	9,981,177.78	0.220	0.227	308	04/05/2021
313385ES1	19425	Federal Home Loan Bank Discoun		04/24/2020	10,000,000.00	9,983,700.00	9,981,888.89	0.200	0.206	326	04/23/2021
313385FC5	19430	Federal Home Loan Bank Discoun		05/04/2020	10,000,000.00	9,983,200.00	9,984,133.33	0.170	0.175	336	05/03/2021
313385FC5	19432	Federal Home Loan Bank Discoun		05/04/2020	10,000,000.00	9,983,200.00	9,984,133.33	0.170	0.175	336	05/03/2021
313396YW7	19173	FED HM LN MTG CORP DISC NOTE		11/21/2019	10,000,000.00	9,998,900.00	9,986,997.22	1.510	1.565	31	07/02/2020
313396ZA4	19195	FED HM LN MTG CORP DISC NOTE		12/06/2019	20,000,000.00	19,997,400.00	19,970,638.89	1.510	1.565	35	07/06/2020
313589BU6	19397	Fannie Discount Note		04/06/2020	10,000,000.00	9,987,200.00	9,986,488.89	0.190	0.196	256	02/12/2021
313589BU6	19402	Fannie Discount Note		04/07/2020	10,000,000.00	9,987,200.00	9,986,488.89	0.190	0.196	256	02/12/2021
313589CP6	19401	Fannie Discount		04/07/2020	10,000,000.00	9,986,300.00	9,984,722.23	0.200	0.206	275	03/03/2021
313589AU7	19403	Fannie Discount		04/07/2020	10,000,000.00	9,988,400.00	9,988,400.00	0.180	0.185	232	01/19/2021
313588U29	19421	Fannie Discount		04/16/2020	10,000,000.00	9,989,900.00	9,991,541.67	0.150	0.154	203	12/21/2020
313396B51	19186	Freddie Discount		12/03/2019	10,000,000.00	9,997,100.00	9,970,444.44	1.520	1.576	70	08/10/2020
313396A86	19187	Freddie Discount		12/03/2019	10,000,000.00	9,997,300.00	9,972,555.55	1.520	1.576	65	08/05/2020
313396YN7	19271	Freddie Discount		01/15/2020	10,000,000.00	9,999,300.00	9,990,288.89		1.552	23	06/24/2020
313396B51	19313	Freddie Discount		02/05/2020	10,000,000.00	9,997,100.00	9,970,250.00	1.530	1.585	70	08/10/2020
313396A78	19314	Freddie Discount		02/05/2020	10,000,000.00	9,997,300.00	9,972,800.00	1.530	1.585	64	08/04/2020
313396T60	19422	Freddie Discount		04/16/2020	10,000,000.00	9,990,100.00	9,991,155.55	0.160	0.165	199	12/17/2020
		Subtotal and Average	422,790,238.48		420,000,000.00	419,726,000.00	419,384,672.21		0.863	136	

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 365	Days to Maturity	Maturity Date
Treasury Discounts -Amortizing											
912796SV2	19096	U.S TREASURY N/B		10/01/2019	10,000,000.00	9,999,400.00	9,991,792.78	1.738	1.805	17	06/18/2020
912796SV2	19149	U.S TREASURY N/B		11/05/2019	10,000,000.00	9,999,400.00	9,992,978.06	1.487	1.541	17	06/18/2020
912796SZ3	19180	U. S. TREASURY BILL		11/27/2019	10,000,000.00	9,998,300.00	9,980,937.50	1.525	1.581	45	07/16/2020
912796TJ8	19185	U. S. TREASURY BILL		12/03/2019	10,000,000.00	9,995,400.00	9,956,934.72	1.535	1.593	101	09/10/2020
912796TD1	19189	U. S. TREASURY BILL		12/04/2019	10,000,000.00	9,997,300.00	9,969,684.72	1.495	1.550	73	08/13/2020
912796SZ3	19190	U. S. TREASURY BILL		12/04/2019	10,000,000.00	9,998,300.00	9,981,250.00	1.500	1.554	45	07/16/2020
912796WW5	19335	U. S. TREASURY BILL		02/21/2020	10,000,000.00	9,998,600.00	9,984,166.67	1.500	1.551	38	07/09/2020
912796XE4	19398	U. S. TREASURY BILL		04/06/2020	10,000,000.00	9,986,600.00	9,992,340.97	0.103	0.105	269	02/25/2021
9127962F5	19399	U. S. TREASURY BILL		04/06/2020	10,000,000.00	9,983,700.00	9,989,687.50	0.125	0.129	297	03/25/2021
912796TN9	19411	U. S. TREASURY BILL		04/09/2020	10,000,000.00	9,994,200.00	9,992,475.00	0.210	0.216	129	10/08/2020
9127962Q1	19429	U. S. TREASURY BILL		05/01/2020	10,000,000.00	9,983,400.00	9,988,458.34	0.150	0.154	325	04/22/2021
9127962Y4	19444	U. S. TREASURY BILL		05/27/2020	10,000,000.00	9,981,900.00	9,984,311.11	0.160	0.165	353	05/20/2021
9127962Y4	19445	U. S. TREASURY BILL		05/27/2020	10,000,000.00	9,981,900.00	9,983,820.84	0.165	0.170	353	05/20/2021
		Subtotal and Average	**125,889,714.21**		**130,000,000.00**	**129,898,400.00**	**129,786,838.21**		**0.931**	**159**	
Local Agency Bond											
SYS16098	16098	Ackerman School District		04/03/2017	6,181,369.36	6,577,310.79	6,181,369.36	2.800	2.800	6,150	04/03/2037
SYS17042	17042	Mid Placer Public School Trans		12/21/2017	319,635.01	339,867.59	319,635.01	2.650	2.650	2,759	12/21/2027
SYS16093	16093	Mid Placer Public School Trans		01/16/2019	889,327.97	959,849.01	889,327.97	3.000	3.000	3,151	01/16/2029
16115	16115	Newcastle Elementary SD		06/30/2017	2,834,245.96	2,879,531.54	2,834,245.96	2.800	2.800	9,890	06/30/2047
SYS19127	19127	Placer Hills Fire Protection		10/21/2019	437,561.42	437,561.42	437,561.42	3.000	3.000	1,603	10/21/2024
		Subtotal and Average	**10,662,139.72**		**10,662,139.72**	**11,194,120.35**	**10,662,139.72**		**2.826**	**6,606**	
Local Agency Bonds											
SYS15022	15022	Middle Fork JPA		04/01/2015	0.00	0.00	0.00	3.471	3.519	0	04/01/2036
SYS17034	17034	Pioneer Community Energy		12/14/2017	14,405,000.00	17,567,430.49	14,405,000.00	2.650	2.687	1,095	06/01/2023
		Subtotal and Average	**14,405,000.00**		**14,405,000.00**	**17,567,430.49**	**14,405,000.00**		**2.687**	**1,095**	
Rolling Repurchase Agreements - 2											
SYS000SWEEP3	SWEEP3	WELLS FARGO BANK		03/01/2018	0.00	0.00	0.00	0.180	0.183	1	
		Subtotal and Average	**0.00**		**0.00**	**0.00**	**0.00**		**0.000**	**0**	
mPower Placer											
2016NR-A	2016NR-A	mPower Placer		08/04/2016	3,668,229.56	3,477,896.87	3,668,229.56	3.000	3.042	6,302	09/02/2037
2017 NR	2017 NR	mPower Placer		07/06/2017	236,554.98	215,477.08	236,554.98	3.000	3.042	6,667	09/02/2038

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 365	Days to Maturity	Maturity Date
mPower Placer											
2017 R	2017 R	mPower Placer		07/06/2017	189,917.14	179,758.23	189,917.14	3.000	3.042	6,667	09/02/2039
2018 NR	2018 NR	mPower Placer		07/26/2018	46,344.27	41,987.95	46,344.27	4.500	4.563	7,032	09/02/2039
2018 R	2018 R	mPower Placer		07/12/2018	295,897.59	321,082.62	295,897.59	4.500	4.563	7,032	09/02/2039
2018 S-NR	18003	Pioneer Community Energy		08/09/2018	409,651.01	442,028.19	409,651.01	4.500	4.563	7,032	09/02/2039
2017 S NR	2017 S-NR	Pioneer Community Energy		09/26/2017	134,562.33	128,331.02	134,562.33	3.000	3.042	6,667	09/02/2038
2017 S-R	2017 S-R	Pioneer Community Energy		07/06/2017	3,501,903.90	3,320,950.02	3,501,903.90	3.000	3.042	6,667	09/02/2038
2018 S-R	2018 S-R	Pioneer Community Energy		07/12/2018	4,364,008.69	4,728,852.91	4,364,008.69	4.500	4.563	7,032	09/02/2039
2019-20 NR	2019-20 NR	Pioneer Community Energy		07/18/2019	544,507.23	544,507.23	544,507.23	4.500	4.563	7,398	09/02/2040
2019-20 R-1	2019-20 R-1	Pioneer Community Energy		07/11/2019	2,356,454.11	2,356,454.11	2,356,454.11	4.500	4.563	7,398	09/02/2040
2016S R-1	2016S R-1	Sierra Valley Energy Authority		01/26/2017	291,485.51	276,745.38	291,485.51	3.000	3.042	6,302	09/02/2037
		Subtotal and Average	**16,019,892.56**		**16,039,516.32**	**16,034,072.61**	**16,039,516.32**		**3.602**	**6,826**	
mPower - Folsom											
2016-IA3 #2	2016-IA3 #2	mPower Folsom		07/14/2016	165,639.30	157,210.25	165,639.30	1.250	1.267	6,302	09/02/2037
2017-IA3 #3	2017-IA3 #3	mPower Folsom		07/27/2017	177,113.17	158,822.87	177,113.17	1.250	1.267	6,667	09/02/2036
MFIA-2 NR	IA2-NR	mPower Folsom		08/06/2015	1,427,282.67	1,403,556.95	1,427,282.67	2.000	2.028	5,937	09/02/2036
MFIA-3	MFIA-3	mPower Folsom		09/01/2015	546,775.13	511,758.01	546,775.13	2.000	2.028	5,937	09/02/2036
MF R-1	MFR-1	mPower Folsom		09/01/2015	247,717.06	245,676.12	247,717.06	2.000	2.028	5,937	09/02/2036
		Subtotal and Average	**2,564,527.33**		**2,564,527.33**	**2,477,024.20**	**2,564,527.33**		**1.926**	**6,011**	
		Total and Average	**1,693,810,891.84**		**1,467,334,425.79**	**1,473,757,484.86**	**1,466,033,602.84**		**1.303**	**355**	

General Fund
Portfolio Management
Portfolio Details - Cash
May 31, 2020

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 365	Days to Maturity
Cash at Bank										
SYS00000	00000	PLACER COUNTY CASH			142,579,743.15	142,579,743.15	142,579,743.15		0.000	1
Undeposited Receipts										
SYS00000VAULT	00000VAULT	PLACER COUNTY CASH			7,240,707.64	7,240,707.64	7,240,707.64		0.000	1
		Average Balance	0.00							1
		Total Cash and Investments	1,693,810,891.84		1,617,154,876.58	1,623,577,935.65	1,615,854,063.63		1.303	355

General Fund
Purchases Report
Sorted by Fund - Fund
May 1, 2020 - May 31, 2020

CUSIP	Investment #	Fund	Sec. Type	Issuer	Original Par Value	Purchase Date	Payment Periods	Principal Purchased	Accrued Interest at Purchase	Rate at Purchase	Maturity Date	YTM	Ending Book Value
General Fund													
SYS19431	19431	1010	BCD	RIVER	3,000,000.00	05/01/2020	08/01 - Quarterly	3,000,000.00		0.950	05/01/2021	0.950	3,000,000.00
9127962Q1	19429	1010	ATD	USTB	10,000,000.00	05/01/2020	04/22 - At Maturity	9,985,166.67		0.150	04/22/2021	0.152	9,986,458.34
313385FC5	19430	1010	AFD	FHLBDN	10,000,000.00	05/04/2020	05/03 - At Maturity	9,982,811.11		0.170	05/03/2021	0.173	9,984,133.33
313385FC5	19432	1010	AFD	FHLBDN	10,000,000.00	05/04/2020	05/03 - At Maturity	9,982,811.11		0.170	05/03/2021	0.173	9,984,133.33
22533TEC6	19435	1010	ACP	CACPNY	50,000,000.00	05/05/2020	05/12 - At Maturity	49,999,708.33		0.030	05/12/2020	0.030	0.00
62479LG66	19433	1010	ACP	MUFGBK	10,000,000.00	05/05/2020	07/06 - At Maturity	9,996,383.33		0.210	07/06/2020	0.210	9,997,958.33
62479LH40	19434	1010	ACP	MUFGBK	10,000,000.00	05/05/2020	08/04 - At Maturity	9,993,427.78		0.260	08/04/2020	0.260	9,995,377.78
3133ELYR9	19436	1010	FAC	FFCB	10,000,000.00	05/06/2020	11/06 - 05/06	10,000,000.00		0.250	05/06/2022	0.330	10,000,000.00
89114NKR5	19437	1010	NCB	TDNY	10,000,000.00	05/07/2020	05/07 - At Maturity	10,000,000.00		0.520	05/07/2021	0.520	10,000,000.00
74433GEL8	19438	1010	ACP	PRU	95,000,000.00	05/15/2020	05/20 - At Maturity	94,999,472.22		0.040	05/20/2020	0.040	0.00
89114NL60	19439	1010	NCB	TDNY	10,000,000.00	05/21/2020	05/21 - At Maturity	10,000,000.00		0.400	05/21/2021	0.400	10,000,000.00
3133ELB60	19441	1010	FAC	FFCB	10,000,000.00	05/26/2020	11/26 - 05/26	10,000,000.00		0.150	05/26/2021	0.150	10,000,000.00
3133ELA95	19443	1010	FAC	FFCB	10,000,000.00	05/26/2020	11/26 - 05/26	9,995,000.00		0.190	11/26/2021	0.223	9,995,046.30
3134GVZP6	19440	1010	FAC	FHLMC	10,000,000.00	05/26/2020	11/26 - 05/26	10,000,000.00		0.275	05/26/2022	0.275	10,000,000.00
3134GVZJ0	19442	1010	FAC	FHLMC	10,000,000.00	05/26/2020	11/26 - 05/26	10,000,000.00		0.270	05/26/2022	0.270	10,000,000.00
9127962Y4	19444	1010	ATD	USTB	10,000,000.00	05/27/2020	05/20 - At Maturity	9,984,088.89		0.160	05/20/2021	0.162	9,984,311.11
9127962Y4	19445	1010	ATD	USTB	10,000,000.00	05/27/2020	05/20 - At Maturity	9,983,591.67		0.165	05/20/2021	0.167	9,983,820.84
89114NLB9	19447	1010	NCB	TDNY	10,000,000.00	05/29/2020	08/31 - At Maturity	10,000,000.00		0.170	08/31/2020	0.170	10,000,000.00
				Subtotal	298,000,000.00			297,902,461.11	0.00				152,911,239.36
				Total Purchases	298,000,000.00			297,902,461.11	0.00				152,911,239.36

PLACER COUNTY 2019/20
Summary by Issuer
May 31, 2020

Issuer	Number of Investments	Par Value	Remaining Cost	% of Portfolio	Average YTM 365	Average Days to Maturity
Apple Inc.	1	10,000,000.00	9,917,360.00	0.61	2.532	267
Ackerman School District	1	6,161,369.36	6,161,369.36	0.38	2.800	6,150
Bank of Montreal Chicago	1	20,000,000.00	20,000,000.00	1.24	1.673	119
Credit Agricole CIB	2	20,000,000.00	19,745,361.11	1.22	1.855	81
Credit Suisse New York	3	60,000,000.00	59,597,250.00	3.70	1.595	74
FEDERAL FARM CREDIT BANK	6	60,000,000.00	59,995,000.00	3.72	0.367	473
Federal Home Loan Bank - Disc	7	70,000,000.00	69,693,536.12	4.32	0.801	93
FEDERAL HOME LOAN BANK	8	80,000,000.00	79,696,294.46	4.94	1.285	160
Federal Home Loan Bank Discoun	16	160,000,000.00	159,328,990.26	9.88	0.739	175
FED HOME LOAN MORT CORP	2	20,000,000.00	20,000,000.00	1.24	0.273	724
FED HM LN MTG CORP DISC NOTE	2	30,000,000.00	29,727,361.11	1.84	1.565	34
Fannie Discount Note	2	20,000,000.00	19,967,119.44	1.24	0.196	256
Fannie Discount	3	30,000,000.00	29,956,941.67	1.86	0.182	237
Freddie Discount	6	60,000,000.00	59,554,886.88	3.69	1.339	82
Five Star Bank - PIMMA	1	5,000,000.00	5,000,000.00	0.31	1.648	1
Johnson & Johnson	1	10,000,000.00	9,778,500.00	0.61	2.400	273
Lloyds Bank Corp Mkts NY	1	20,000,000.00	20,000,000.00	1.24	2.018	56
Middle Fork JPA	1	0.00	0.00	0.00	0.000	0
Mid Placer Public School Trans	2	1,208,962.98	1,208,962.98	0.07	2.960	3,047
Mizuho Bank LTD	4	40,000,000.00	40,000,000.00	2.48	1.916	42
mPower Folsom	5	2,564,527.33	2,564,527.33	0.16	1.926	6,011
mPower Placer	8	9,647,616.86	9,689,462.86	0.60	3.709	8,052
MUFG BANK LTD/NY	4	50,000,000.00	49,711,580.56	3.08	1.182	42

Issuer	Number of Investments	Par Value	Remaining Cost	% of Portfolio	Average YTM 365	Average Days to Maturity
NATEXIS BANQ POPULAIR NY	5	65,000,000.00	64,770,783.33	4.02	1.019	44
Newcastle Elementary SD	1	2,834,245.96	2,834,245.96	0.18	2.600	9,890
Nordea Bank NY	1	25,000,000.00	25,000,000.00	1.55	1.774	228
Placer Hills Fire Protection	1	437,561.42	437,561.42	0.03	3.000	1,603
Public Finance Authority	1	2,452,569.10	2,501,620.48	0.16	4.894	6,696
Pioneer Community Energy	7	25,716,087.27	25,716,087.27	1.59	3.297	3,696
PLACER COUNTY CASH	2	149,820,450.79	149,820,450.79	9.29	0.000	1
River City Bank	1	3,000,000.00	3,000,000.00	0.19	1.115	320
River Valley Community Bank	1	3,000,000.00	3,000,000.00	0.19	0.963	334
Royal Bank of Canada	4	80,000,000.00	80,000,000.00	4.96	1.419	157
SKANDINAV ENSKILDA BK NY	1	20,000,000.00	20,000,000.00	1.24	1.855	77
Standard Chartered Bank NY	1	20,000,000.00	20,000,000.00	1.24	1.977	57
Sierra Valley Energy Authority	1	291,485.51	291,485.51	0.02	3.042	6,302
U.S TREASURY N/B	9	90,000,000.00	89,875,956.95	5.57	1.691	264
TORONTO DOMINION BANK NY	3	30,000,000.00	30,000,000.00	1.86	0.368	262
Toyota Motor Credit Corp	3	30,000,000.00	29,777,527.78	1.85	1.695	98
TOYOTA MOTOR CREDIT	2	20,000,000.00	19,937,500.00	1.24	2.768	715
UBS AG STAMFORD CT	1	10,000,000.00	10,000,000.00	0.62	1.561	249
U. S. TREASURY COUPON	9	90,000,000.00	90,165,234.39	5.59	1.312	332
U. S. TREASURY BILL	11	110,000,000.00	109,445,468.75	6.79	0.797	184
WELLS FARGO BANK	1	0.00	0.00	0.00	0.000	0
Wells Fargo Bank NA	1	25,000,000.00	25,000,000.00	1.55	1.774	228
EXXON MOBIL CORP.	1	20,000,000.00	19,791,711.11	1.23	2.111	119
Royal Bank of Canada NY	1	10,000,000.00	10,000,000.00	0.62	1.835	9
Total and Average	**156**	**1,617,154,876.58**	**1,612,680,139.88**	**100.00**	**1.183**	**322**

Office of
Jenine Windeshausen
Treasurer-Tax Collector
County of Placer

COUNTY OF PLACER

TREASURER'S POOLED INVESTMENT REPORT

For the Month of June 30, 2020 (Restated)

2976 Richardson Drive • Auburn, California 95603
Tax Collector / Business Licenses (530) 889-4120 • Treasurer (530) 889-4140 • Bonds (530) 889-4146

PREFACE

Placer County Treasurer's Pooled Investment Report

June 30, 2020

For the purpose of clarity the following glossary of investment terms has been provided.

Book Value is the purchase price of a security plus amortization of any premium or discount. This may be more or less than face value, depending upon whether the security was purchased at a premium or at a discount.

Par Value is the principal amount of a security and the amount of principal that will be paid at maturity.

Market Value is the value at which a security can be sold at the time it is priced or the need to sell arises.

Market values are only relevant if the investment is sold prior to maturity. Profit or loss would be realized only if the specific investment were to be sold.

Government Code 53646 Compliance Report

The following information is a monthly update of funds on deposit in the Placer County Treasury pursuant to California Government code Section 53646. Further details of individual investments are included in the Treasurer's Monthly Investment Report. All investment transactions and decisions have been made with full compliance with California Government Code and Placer County's Statement of Investment Policy.

Individual securities are priced at the end of each month by Wells Fargo Bank.

The Weighted Average Maturity of the investments with the Treasury is 339 days.

The ability of the Placer County Treasury to meet its cash flow needs is demonstrated by $994,189,826.61 in cash and investments maturing in the next 180 days.

General Fund
Portfolio Management
Portfolio Summary
June 30, 2020

Investments	Par Value	Market Value	Book Value	% of Portfolio	Term	Days to Maturity	YTM 360 Equiv.	YTM 365 Equiv.
U.S. Treasury Coupons	160,000,000.00	161,920,285.26	160,193,753.65	10.62	610	303	1.459	1.480
mPower Placer - Long Term	7,663,242.42	8,686,086.96	7,734,098.23	0.51	7,361	6,033	4.346	4.407
Federal Agency Coupons	140,000,000.00	140,301,200.00	139,981,285.74	9.28	567	446	0.604	0.613
Collateralized Inactive Bank Deposi	5,000,000.00	5,000,000.00	5,000,000.00	0.33	1	1	1.344	1.363
Medium Term Notes	40,000,000.00	40,239,800.00	39,913,640.09	2.65	1,316	463	2.581	2.616
Negotiable Certificates of Deposit	300,000,000.00	300,988,700.00	300,000,000.00	19.90	300	148	1.431	1.451
Collateralized CDs	6,000,000.00	6,000,000.00	6,000,000.00	0.40	365	297	1.025	1.039
Commercial Paper Disc. -Amortizing	310,000,000.00	309,945,300.00	309,588,133.32	20.53	112	34	0.916	0.929
Federal Agency Disc. -Amortizing	360,000,000.00	359,787,600.00	359,619,594.47	23.85	253	127	0.733	0.744
Treasury Discounts -Amortizing	140,000,000.00	139,885,800.00	139,835,817.39	9.27	278	179	0.652	0.661
Local Agency Bond	10,609,656.02	11,744,252.12	10,609,656.02	0.70	7,633	6,572	2.788	2.826
Local Agency Bonds	10,470,000.00	14,306,155.65	10,470,000.00	0.69	1,995	1,065	2.650	2.687
mPower Placer	16,380,539.78	17,695,109.18	16,380,539.78	1.09	7,714	6,807	3.765	3.818
mPower - Folsom	2,564,527.33	2,680,864.65	2,564,527.33	0.17	7,692	5,981	1.900	1.926
Investments	**1,508,687,965.55**	**1,519,161,153.82**	**1,507,891,046.02**	**100.00%**	**525**	**339**	**1.101**	**1.116**
Cash								
Passbook/Checking (not included in yield calculations)	84,189,826.61	84,189,826.61	84,189,826.61		1	1	0.000	0.000
Total Cash and Investments	**1,592,877,792.16**	**1,603,350,980.43**	**1,592,080,872.63**		**525**	**339**	**1.101**	**1.116**

Total Earnings	June 30 Month Ending	Fiscal Year To Date	Fiscal Year Ending
Current Year	1,457,905.50	27,476,996.84	27,476,000.05
Average Daily Balance	**1,563,643,356.09**	**1,554,550,346.58**	
Effective Rate of Return	**1.13%**	**1.76%**	

ERIC WAIDMANN, ASST. TREASURER-TAX COLLECTOR

9/21/20

Reporting period 06/01/2020-06/30/2020
Data Updated: FUNDSNAP: 09/16/2020 10:53
Run Date: 09/16/2020 - 10:53

Portfolio FY20
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General Fund
Portfolio Management
Portfolio Details - Investments
June 30, 2020

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 365	Days to Maturity	Maturity Date
U.S. Treasury Coupons											
912828A42	15059	U.S TREASURY N/B		12/04/2015	10,000,000.00	10,073,400.00	10,007,686.51	2.000	1.806	152	11/30/2020
912828M80	17022	U.S TREASURY N/B		12/01/2017	10,000,000.00	10,440,200.00	9,966,396.40	2.000	2.147	882	11/30/2022
9128285X4	19212	U.S TREASURY N/B		12/12/2019	10,000,000.00	10,133,600.00	10,048,428.11	2.500	1.659	214	01/31/2021
912828B58	19213	U.S TREASURY N/B		12/12/2019	10,000,000.00	10,112,100.00	10,027,328.73	2.125	1.650	214	01/31/2021
912828N89	19270	U.S TREASURY N/B		01/15/2020	10,000,000.00	10,068,800.00	9,987,307.76	1.375	1.595	214	01/31/2021
912828N89	19325	U.S TREASURY N/B		02/14/2020	10,000,000.00	10,074,088.46	9,997,689.03	1.375	1.506	214	01/31/2021
912828P87	19326	U.S TREASURY N/B		02/14/2020	10,000,000.00	10,061,300.00	9,974,874.59	1.125	1.508	242	02/28/2021
9128283Q1	19207	U. S. TREASURY COUPON		12/10/2019	10,000,000.00	10,097,700.00	10,019,432.14	2.000	1.635	198	01/15/2021
912828S27	19216	U. S. TREASURY COUPON		12/13/2019	10,000,000.00	10,094,100.00	9,942,621.68	1.125	1.710	364	06/30/2021
9128287A2	19217	U. S. TREASURY COUPON		12/13/2019	10,000,000.00	10,145,300.00	9,991,695.25	1.625	1.709	364	06/30/2021
912828R77	19218	U. S. TREASURY COUPON		12/13/2019	10,000,000.00	10,109,400.00	9,970,248.25	1.375	1.706	334	05/31/2021
912828R77	19219	U. S. TREASURY COUPON		12/13/2019	10,000,000.00	10,109,400.00	9,970,735.98	1.375	1.700	334	05/31/2021
9128283X6	19303	U. S. TREASURY COUPON		01/30/2020	10,000,000.00	10,128,900.00	10,045,663.25	2.250	1.511	229	02/15/2021
9128282V1	19336	U. S. TREASURY COUPON		02/21/2020	10,000,000.00	10,024,700.00	9,997,418.48	1.375	1.500	76	09/15/2020
9128282F6	19406	U. S. TREASURY COUPON		04/07/2020	10,000,000.00	10,121,016.85	10,115,824.29	1.125	0.231	426	08/31/2021
912828S76	19420	U. S. TREASURY COUPON		04/15/2020	10,000,000.00	10,126,279.95	10,130,403.20	1.125	0.134	395	07/31/2021
		Subtotal and Average	**160,202,313.48**		**160,000,000.00**	**161,920,285.26**	**160,193,753.65**		**1.480**	**303**	
mPower Placer - Long Term											
2015NR-A	2015NR-A	mPower Placer		06/16/2015	1,857,656.24	2,054,344.88	1,857,656.24	4.000	3.999	5,541	09/02/2035
2015NR-BLT	2015NR-BLT	mPower Placer		09/02/2016	2,743,017.08	2,992,686.49	2,743,017.08	4.000	4.000	5,907	09/02/2036
2015R-B	2015R-B	mPower Placer		06/16/2015	610,000.00	748,708.51	641,407.50	6.000	5.435	5,541	09/02/2035
72601FAC2	2018B	Public Finance Authority		08/28/2018	2,452,569.10	2,870,347.08	2,492,017.41	5.050	4.894	6,666	10/01/2038
		Subtotal and Average	**7,734,374.22**		**7,663,242.42**	**8,666,086.96**	**7,734,098.23**		**4.407**	**6,033**	
Federal Agency Coupons											
3133ELWF7	19413	FEDERAL FARM CREDIT BANK		04/13/2020	10,000,000.00	9,998,400.00	10,000,000.00	0.500	0.626	377	07/13/2021
3133ELWF7	19414	FEDERAL FARM CREDIT BANK		04/13/2020	10,000,000.00	9,998,400.00	10,000,000.00	0.500	0.626	377	07/13/2021
3133ELXM1	19426	FEDERAL FARM CREDIT BANK		04/27/2020	10,000,000.00	10,006,400.00	10,000,000.00	0.250	0.250	391	07/27/2021
3133ELYR9	19436	FEDERAL FARM CREDIT BANK		05/06/2020	10,000,000.00	10,002,300.00	10,000,000.00	0.250	0.330	674	05/06/2022
3133ELB60	19441	FEDERAL FARM CREDIT BANK		05/26/2020	10,000,000.00	9,999,500.00	10,000,000.00	0.150	0.150	329	05/26/2021
3133ELA95	19443	FEDERAL FARM CREDIT BANK		05/26/2020	10,000,000.00	9,997,500.00	9,995,324.07	0.190	0.223	513	11/26/2021
3133ELN87	19457	FEDERAL FARM CREDIT BANK		06/23/2020	10,000,000.00	9,999,500.00	10,000,000.00	0.210	0.210	357	06/23/2021
3130ACUK8	17020	FEDERAL HOME LOAN BANK		11/28/2017	10,000,000.00	10,161,500.00	9,998,183.33	2.000	2.021	331	05/28/2021
3130AHY98	19295	FEDERAL HOME LOAN BANK		01/27/2020	10,000,000.00	10,075,800.00	9,996,623.89	1.500	1.560	210	01/27/2021
3130AHY98	19298	FEDERAL HOME LOAN BANK		01/27/2020	10,000,000.00	10,075,800.00	9,996,623.89	1.500	1.560	210	01/27/2021

General Fund
Portfolio Management
Portfolio Details - Investments
June 30, 2020

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 365	Days to Maturity	Maturity Date
Federal Agency Coupons											
3130AJSL4	19467	FEDERAL HOME LOAN BANK		06/29/2020	10,000,000.00	9,992,800.00	9,994,530.56	0.125	0.180	363	06/29/2021
3134GVZP6	19440	FED HOME LOAN MORT CORP		05/26/2020	10,000,000.00	9,998,800.00	10,000,000.00	0.275	0.275	694	05/26/2022
3134GVZJ0	19442	FED HOME LOAN MORT CORP		05/26/2020	10,000,000.00	9,999,300.00	10,000,000.00	0.270	0.270	694	05/26/2022
3134GV2M9	19470	FED HOME LOAN MORT CORP		06/30/2020	10,000,000.00	9,995,200.00	10,000,000.00	0.300	0.300	729	06/30/2022
		Subtotal and Average	**113,652,366.62**		**140,000,000.00**	**140,301,200.00**	**139,981,285.74**		**0.613**	**446**	
Collateralized Inactive Bank Deposi											
SYS19055	19055	Five Star Bank - PIMMA		08/23/2019	5,000,000.00	5,000,000.00	5,000,000.00	1.363	1.363	1	
		Subtotal and Average	**5,000,000.00**		**5,000,000.00**	**5,000,000.00**	**5,000,000.00**		**1.363**	**1**	
Medium Term Notes											
037833BS8	17054	Apple Inc.		01/31/2018	10,000,000.00	10,109,800.00	9,982,602.11	2.250	2.532	237	02/23/2021
478160BS2	17055	Johnson & Johnson		02/02/2018	10,000,000.00	10,082,000.00	9,952,064.92	1.650	2.400	243	03/01/2021
89236TEH4	17050	TOYOTA MOTOR CREDIT		01/23/2018	10,000,000.00	10,041,000.00	9,986,161.45	2.250	2.405	341	06/07/2021
89236TEY7	17074	TOYOTA MOTOR CREDIT		06/01/2018	10,000,000.00	10,007,000.00	9,992,811.61	3.100	3.127	1,029	04/26/2023
		Subtotal and Average	**39,908,956.76**		**40,000,000.00**	**40,239,800.00**	**39,913,640.09**		**2.616**	**463**	
Negotiable Certificates of Deposit											
06367BKM0	19388	Bank of Montreal Chicago		03/30/2020	20,000,000.00	20,071,600.00	20,000,000.00	1.650	1.673	89	09/28/2020
22549LU60	19128	Credit Suisse New York		10/23/2019	10,000,000.00	10,010,500.00	10,000,000.00	1.910	1.937	21	07/22/2020
53947CCK2	19138	Lloyds Bank Corp Mkts NY		10/28/2019	20,000,000.00	20,027,600.00	20,000,000.00	1.990	2.018	26	07/27/2020
60710AFQ0	19131	Mizuho Bank LTD		10/24/2019	10,000,000.00	10,011,400.00	10,000,000.00	1.910	1.936	22	07/23/2020
60710AFQ0	19132	Mizuho Bank LTD		10/24/2019	10,000,000.00	10,011,400.00	10,000,000.00	1.910	1.936	22	07/23/2020
60710AGT3	19165	Mizuho Bank LTD		11/19/2019	10,000,000.00	10,008,300.00	10,000,000.00	1.870	1.896	16	07/17/2020
65558TSZ9	19274	Nordea Bank NY		01/16/2020	25,000,000.00	25,205,750.00	25,000,000.00	1.750	1.774	198	01/15/2021
78012URY3	19202	Royal Bank of Canada		12/09/2019	10,000,000.00	10,023,300.00	10,000,000.00	1.800	1.825	48	08/18/2020
78012USS5	19276	Royal Bank of Canada		01/16/2020	25,000,000.00	25,207,500.00	25,000,000.00	1.740	1.764	198	01/15/2021
78012UTH8	19362	Royal Bank of Canada		03/11/2020	25,000,000.00	25,063,500.00	25,000,000.00	0.700	0.710	189	01/06/2021
78012UWH4	19450	Royal Bank of Canada		06/10/2020	10,000,000.00	10,000,900.00	10,000,000.00	0.390	0.395	344	06/10/2021
78012UWX9	19471	Royal Bank of Canada		06/30/2020	10,000,000.00	10,000,000.00	10,000,000.00	0.360	0.365	364	06/30/2021
83050PGY9	19201	SKANDINAV ENSKILDA BK NY		12/09/2019	20,000,000.00	20,045,400.00	20,000,000.00	1.830	1.855	47	08/17/2020
85325T7K5	19139	Standard Chartered Bank NY		10/28/2019	20,000,000.00	20,026,400.00	20,000,000.00	1.950	1.977	27	07/28/2020
89114NKR5	19437	TORONTO DOMINION BANK NY		05/07/2020	10,000,000.00	10,011,400.00	10,000,000.00	0.520	0.527	310	05/07/2021
89114NL60	19439	TORONTO DOMINION BANK NY		05/21/2020	10,000,000.00	10,000,600.00	10,000,000.00	0.400	0.406	324	05/21/2021
89114NLB9	19447	TORONTO DOMINION BANK NY		05/29/2020	10,000,000.00	9,999,300.00	10,000,000.00	0.170	0.172	61	08/31/2020
89114NLW3	19449	TORONTO DOMINION BANK NY		06/10/2020	10,000,000.00	10,002,800.00	10,000,000.00	0.430	0.436	344	08/10/2021

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Negotiable Certificates of Deposit											
90275DLG3	19400	UBS AG STAMFORD CT		04/06/2020	10,000,000.00	10,069,800.00	10,000,000.00	1.540	1.561	219	02/05/2021
95001KGD0	19275	Wells Fargo Bank NA		01/16/2020	25,000,000.00	25,191,250.00	25,000,000.00	1.750	1.774	198	01/15/2021
		Subtotal and Average	**312,666,666.67**		**300,000,000.00**	**300,988,700.00**	**300,000,000.00**		**1.451**	**148**	
Collateralized CDs											
SYS19423	19423	River City Bank		04/17/2020	3,000,000.00	3,000,000.00	3,000,000.00	1.100	1.115	290	04/17/2021
SYS19431	19431	River Valley Community Bank		05/01/2020	3,000,000.00	3,000,000.00	3,000,000.00	0.950	0.963	304	05/01/2021
		Subtotal and Average	**6,000,000.00**		**6,000,000.00**	**6,000,000.00**	**6,000,000.00**		**1.039**	**297**	
Commercial Paper Disc. -Amortizing											
22533THA7	19198	Credit Agricole CIB		12/06/2019	10,000,000.00	9,998,100.00	9,980,222.22	1.780	1.855	40	08/10/2020
22533TJ15	19203	Credit Agricole CIB		12/09/2019	10,000,000.00	9,996,700.00	9,969,344.44	1.780	1.855	62	09/01/2020
22533TG18	19473	Credit Agricole CIB		06/30/2020	100,000,000.00	100,000,000.00	100,000,000.00	0.050	0.051	0	07/01/2020
2254EAH63	19197	Credit Suisse New York		12/06/2019	20,000,000.00	19,996,600.00	19,964,000.00	1.800	1.875	36	08/06/2020
2254EAHU0	19395	Credit Suisse New York		03/31/2020	30,000,000.00	29,991,300.00	29,938,616.67	1.270	1.294	58	08/28/2020
62479LGN9	19285	MUFG BANK LTD/NY		01/22/2020	20,000,000.00	19,998,400.00	19,979,933.33	1.720	1.759	21	07/22/2020
62479LG66	19433	MUFG BANK LTD/NY		05/05/2020	10,000,000.00	9,999,800.00	9,999,708.33	0.210	0.213	5	07/06/2020
62479LH40	19434	MUFG BANK LTD/NY		05/05/2020	10,000,000.00	9,998,400.00	9,997,544.45	0.260	0.264	34	08/04/2020
62479LJ89	19448	MUFG BANK LTD/NY		06/04/2020	20,000,000.00	19,992,800.00	19,991,950.00	0.210	0.213	69	09/08/2020
63873JGA2	19367	NATEXIS BANQ POPULAIR NY		03/12/2020	10,000,000.00	9,999,700.00	9,997,325.00	1.070	1.089	9	07/10/2020
63873JHA1	19368	NATEXIS BANQ POPULAIR NY		03/12/2020	10,000,000.00	9,998,100.00	9,988,222.22	1.060	1.080	40	08/10/2020
63873JJA9	19369	NATEXIS BANQ POPULAIR NY		03/12/2020	10,000,000.00	9,998,300.00	9,979,094.44	1.060	1.081	71	09/10/2020
89233GGW0	19392	Toyota Motor Credit Corp		03/31/2020	10,000,000.00	9,998,800.00	9,987,513.89	1.550	1.580	29	07/30/2020
89233GHT6	19393	Toyota Motor Credit Corp		03/31/2020	10,000,000.00	9,997,200.00	9,973,875.00	1.650	1.684	57	08/27/2020
89233GKT2	19394	Toyota Motor Credit Corp		03/31/2020	10,000,000.00	9,992,500.00	9,942,638.89	1.750	1.820	118	10/27/2020
30229AJU4	19387	EXXON MOBIL CORP.		03/30/2020	20,000,000.00	19,990,600.00	19,898,144.44	2.060	2.111	89	09/28/2020
		Subtotal and Average	**287,802,842.45**		**310,000,000.00**	**309,945,300.00**	**309,588,133.32**		**0.929**	**34**	
Federal Agency Disc. -Amortizing											
313364B81	19179	Federal Home Loan Bank - Disc		11/27/2019	10,000,000.00	9,998,200.00	9,981,008.33	1.590	1.649	43	08/13/2020
313384ZK8	19196	Federal Home Loan Bank - Disc		12/06/2019	10,000,000.00	9,999,500.00	9,994,166.67	1.500	1.554	14	07/15/2020
313385AF3	19396	Federal Home Loan Bank - Disc		04/06/2020	10,000,000.00	9,990,600.00	9,987,925.00	0.230	0.237	189	01/06/2021
313384K73	19404	Federal Home Loan Bank - Disc		04/07/2020	10,000,000.00	9,995,600.00	9,994,994.45	0.170	0.175	106	10/15/2020
313384K57	19405	Federal Home Loan Bank - Disc		04/07/2020	10,000,000.00	9,995,700.00	9,995,088.89	0.170	0.175	104	10/13/2020
313384ZJ1	19410	Federal Home Loan Bank - Disc		04/09/2020	10,000,000.00	9,999,600.00	9,999,205.56	0.220	0.226	13	07/14/2020
313384A66	19192	FEDERAL HOME LOAN BANK		12/05/2019	10,000,000.00	9,998,600.00	9,986,250.00	1.500	1.555	33	08/03/2020

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Federal Agency Disc. -Amortizing											
313384ZR3	19409	FEDERAL HOME LOAN BANK		04/09/2020	10,000,000.00	9,999,300.00	9,998,777.78	0.220	0.226	20	07/21/2020
313385EK8	19424	FEDERAL HOME LOAN BANK		04/24/2020	10,000,000.00	9,986,400.00	9,983,944.45	0.200	0.206	289	04/16/2021
313384YV5	19170	Federal Home Loan Bank Discoun		11/21/2019	10,000,000.00	10,000,000.00	10,000,000.00	1.565	1.622	0	07/01/2020
313384ZC6	19171	Federal Home Loan Bank Discoun		11/21/2019	10,000,000.00	9,999,800.00	9,997,063.89	1.510	1.565	7	07/08/2020
313384ZE2	19184	Federal Home Loan Bank Discoun		12/03/2019	10,000,000.00	9,999,700.00	9,996,200.00		1.580	9	07/10/2020
313384E54	19287	Federal Home Loan Bank Discoun		01/22/2020	10,000,000.00	9,997,500.00	9,972,977.78	1.520	1.575	64	09/03/2020
313384M48	19407	Federal Home Loan Bank Discoun		04/09/2020	10,000,000.00	9,995,000.00	9,992,397.22	0.230	0.237	119	10/28/2020
313385CW4	19408	Federal Home Loan Bank Discoun		04/09/2020	10,000,000.00	9,988,100.00	9,982,500.00	0.250	0.257	252	03/10/2021
313385AU0	19415	Federal Home Loan Bank Discoun		04/13/2020	10,000,000.00	9,989,900.00	9,985,972.22	0.250	0.257	202	01/19/2021
313385DU7	19416	Federal Home Loan Bank Discoun		04/13/2020	10,000,000.00	9,987,100.00	9,980,972.22	0.250	0.257	274	04/01/2021
313384N54	19417	Federal Home Loan Bank Discoun		04/14/2020	10,000,000.00	9,994,000.00	9,991,111.11	0.250	0.257	128	11/06/2020
313384M97	19418	Federal Home Loan Bank Discoun		04/14/2020	10,000,000.00	9,994,100.00	9,991,388.89	0.250	0.257	124	11/02/2020
313385DY9	19419	Federal Home Loan Bank Discoun		04/15/2020	10,000,000.00	9,986,900.00	9,983,011.11	0.220	0.227	278	04/05/2021
313385ES1	19425	Federal Home Loan Bank Discoun		04/24/2020	10,000,000.00	9,986,000.00	9,983,555.56	0.200	0.206	296	04/23/2021
313385FC5	19430	Federal Home Loan Bank Discoun		05/04/2020	10,000,000.00	9,986,400.00	9,985,550.00	0.170	0.175	306	05/03/2021
313385FC5	19432	Federal Home Loan Bank Discoun		05/04/2020	10,000,000.00	9,986,400.00	9,985,550.00	0.170	0.175	306	05/03/2021
313396YW7	19173	FED HM LN MTG CORP DISC NOTE		11/21/2019	10,000,000.00	10,000,000.00	9,999,580.56	1.510	1.565	1	07/02/2020
313396ZA4	19195	FED HM LN MTG CORP DISC NOTE		12/06/2019	20,000,000.00	19,999,600.00	19,995,805.56	1.510	1.565	5	07/06/2020
313589BU6	19397	Fannie Discount Note		04/06/2020	10,000,000.00	9,989,300.00	9,988,072.22	0.190	0.196	226	02/12/2021
313589BU8	19402	Fannie Discount Note		04/07/2020	10,000,000.00	9,989,300.00	9,988,072.22	0.190	0.196	226	02/12/2021
313589CP6	19401	Fannie Discount		04/07/2020	10,000,000.00	9,986,400.00	9,986,386.89	0.200	0.206	245	03/03/2021
313589AU7	19403	Fannie Discount		04/07/2020	10,000,000.00	9,989,900.00	9,989,900.00	0.180	0.185	202	01/19/2021
313588U29	19421	Fannie Discount		04/16/2020	10,000,000.00	9,991,400.00	9,992,791.67	0.150	0.154	173	12/21/2020
313396B51	19186	Freddie Discount		12/03/2019	10,000,000.00	9,998,300.00	9,983,111.11	1.520	1.576	40	08/10/2020
313396A88	19187	Freddie Discount		12/03/2019	10,000,000.00	9,998,500.00	9,985,222.22	1.520	1.576	35	08/05/2020
313396B51	19313	Freddie Discount		02/05/2020	10,000,000.00	9,998,300.00	9,983,000.00	1.530	1.585	40	08/10/2020
313396A78	19314	Freddie Discount		02/05/2020	10,000,000.00	9,998,600.00	9,985,550.00	1.530	1.585	34	08/04/2020
313396T60	19422	Freddie Discount		04/16/2020	10,000,000.00	9,991,600.00	9,992,488.89	0.160	0.165	169	12/17/2020
		Subtotal and Average	**379,010,864.58**		**360,000,000.00**	**359,787,600.00**	**359,619,594.47**		**0.744**	**127**	
Treasury Discounts -Amortizing											
9127964R7	19472	Cash Management Bill		06/30/2020	10,000,000.00	9,993,600.00	9,994,683.34	0.145	0.149	132	11/10/2020
912796SZ3	19180	U. S. TREASURY BILL		11/27/2019	10,000,000.00	9,999,500.00	9,993,645.83	1.525	1.581	15	07/16/2020
912796TJ8	19185	U. S. TREASURY BILL		12/03/2019	10,000,000.00	9,997,300.00	9,969,726.39	1.535	1.593	71	09/10/2020
912796TD1	19189	U. S. TREASURY BILL		12/04/2019	10,000,000.00	9,998,400.00	9,982,143.06	1.495	1.550	43	08/13/2020
912796SZ3	19190	U. S. TREASURY BILL		12/04/2019	10,000,000.00	9,999,500.00	9,993,750.00	1.500	1.554	15	07/16/2020

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Treasury Discounts -Amortizing											
912796WW5	19335	U. S. TREASURY BILL		02/21/2020	10,000,000.00	9,999,700.00	9,996,666.67	1.500	1.551	8	07/09/2020
912796XE4	19398	U. S. TREASURY BILL		04/06/2020	10,000,000.00	9,989,400.00	9,993,195.14	0.103	0.105	239	02/25/2021
9127962F5	19399	U. S. TREASURY BILL		04/06/2020	10,000,000.00	9,987,800.00	9,990,729.17	0.125	0.129	267	03/25/2021
912796TN9	19411	U. S. TREASURY BILL		04/09/2020	10,000,000.00	9,995,700.00	9,994,225.00	0.210	0.216	99	10/08/2020
9127962Q1	19429	U. S. TREASURY BILL		05/01/2020	10,000,000.00	9,986,500.00	9,987,708.34	0.150	0.154	295	04/22/2021
9127962Y4	19444	U. S. TREASURY BILL		05/27/2020	10,000,000.00	9,985,000.00	9,985,644.45	0.160	0.165	323	05/20/2021
9127962Y4	19445	U. S. TREASURY BILL		05/27/2020	10,000,000.00	9,985,000.00	9,985,195.84	0.165	0.170	323	05/20/2021
9127963H0	19451	U. S. TREASURY BILL		06/18/2020	10,000,000.00	9,983,400.00	9,981,962.50	0.185	0.190	351	06/17/2021
9127962Y4	19466	U. S. TREASURY BILL		06/26/2020	10,000,000.00	9,985,000.00	9,986,541.66	0.150	0.154	323	05/20/2021
		Subtotal and Average	**127,490,748.19**		**140,000,000.00**	**139,885,800.00**	**139,836,817.39**		**0.661**	**179**	
Local Agency Bond											
SYS16098	16098	Ackerman School District		04/03/2017	6,181,369.36	6,868,978.71	6,181,369.36	2.800	2.800	6,120	04/03/2037
SYS17042	17042	Mid Placer Public School Trans		12/21/2017	301,707.36	326,447.67	301,707.36	2.850	2.850	2,729	12/21/2027
SYS18093	18093	Mid Placer Public School Trans		01/16/2019	889,327.97	979,745.08	889,327.97	3.000	3.000	3,121	01/16/2029
16115	16115	Newcastle Elementary SD		06/30/2017	2,799,689.91	3,107,667.00	2,799,689.91	2.800	2.800	9,860	06/30/2047
SYS19127	19127	Placer Hills Fire Protection		10/21/2019	437,561.42	461,413.68	437,561.42	3.000	3.000	1,573	10/21/2024
		Subtotal and Average	**10,655,011.97**		**10,609,656.02**	**11,744,252.12**	**10,609,656.02**		**2.826**	**6,572**	
Local Agency Bonds											
SYS17034	17034	Pioneer Community Energy		12/14/2017	10,470,000.00	14,306,155.65	10,470,000.00	2.650	2.687	1,065	06/01/2023
		Subtotal and Average	**10,470,000.00**		**10,470,000.00**	**14,306,155.65**	**10,470,000.00**		**2.687**	**1,065**	
Rolling Repurchase Agreements - 2											
SYS000SWEEP3	SWEEP3	WELLS FARGO BANK		03/01/2018	0.00	0.00	0.00	0.180	0.183	1	
		Subtotal and Average	**0.00**		**0.00**	**0.00**	**0.00**		**0.000**	**0**	
mPower Placer											
2016NR-A	2016NR-A	mPower Placer		08/04/2016	3,668,229.58	3,700,183.14	3,668,229.56	3.000	3.042	6,272	09/02/2037
2017 NR	2017 NR	mPower Placer		07/06/2017	236,554.98	238,602.34	236,554.98	3.000	3.042	6,637	09/02/2038
2017 R	2017 R	mPower Placer		07/06/2017	189,917.14	191,588.28	189,917.14	3.000	3.042	6,637	09/02/2038
2018 NR	2018 NR	mPower Placer		07/26/2018	46,344.27	45,114.15	46,344.27	4.500	4.563	7,002	09/02/2039
2018 R	2018 R	mPower Placer		07/12/2018	295,897.59	338,974.66	295,897.59	4.500	4.563	7,002	09/02/2039
2018 S-NR	18003	Pioneer Community Energy		08/09/2018	409,651.01	465,619.17	409,651.01	4.500	4.563	7,002	09/02/2039
2017 S NR	2017 S-NR	Pioneer Community Energy		09/28/2017	134,562.33	131,065.59	134,562.33	3.000	3.042	6,637	09/02/2038

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mPower Placer											
2017 S-R	2017 S-R	Pioneer Community Energy		07/06/2017	3,501,903.90	3,532,433.50	3,501,903.90	3.000	3.042	6,637	09/02/2038
2018 S-R	2018 S-R	Pioneer Community Energy		07/12/2018	4,364,008.69	5,002,781.73	4,364,008.69	4.500	4.563	7,002	09/02/2039
2019-20 NR	2019-20 NR	Pioneer Community Energy		07/18/2019	544,507.23	634,078.87	544,507.23	4.500	4.563	7,368	09/02/2040
2019-20 R-1	2019-20 R-1	Pioneer Community Energy		07/11/2019	2,697,477.57	3,120,655.15	2,697,477.57	4.500	4.563	7,368	09/02/2040
2016S R-1	2016S R-1	Sierra Valley Energy Authority		01/26/2017	291,465.51	294,032.80	291,465.51	3.000	3.042	6,272	09/02/2037
		Subtotal and Average	**16,189,227.69**		**16,380,539.78**	**17,695,109.18**	**16,380,539.78**		**3.818**	**6,807**	
mPower - Folsom											
2016-IA3 #2	2016-IA3 #2	mPower Folsom		07/14/2016	165,639.30	167,561.71	165,639.30	1.250	1.267	6,272	09/02/2037
2017-IA3 #3	2017-IA3 #3	mPower Folsom		07/27/2017	177,113.17	177,941.71	177,113.17	1.250	1.267	6,637	09/02/2038
MFIA-2 NR	IA2-NR	mPower Folsom		08/06/2015	1,427,282.67	1,504,667.06	1,427,282.67	2.000	2.028	5,907	09/02/2036
MFIA-3	MFIA-3	mPower Folsom		09/01/2015	546,775.13	568,820.56	546,775.13	2.000	2.028	5,907	09/02/2036
MF R-1	MFR-1	mPower Folsom		09/01/2015	247,717.06	261,673.59	247,717.06	2.000	2.028	5,907	09/02/2036
		Subtotal and Average	**2,564,527.33**		**2,564,527.33**	**2,680,864.65**	**2,564,527.33**		**1.926**	**5,981**	
		Total and Average	**1,563,643,356.10**		**1,508,687,965.55**	**1,519,161,153.82**	**1,507,891,046.02**		**1.116**	**339**	

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Cash at Bank										
SYS00000	00000	PLACER COUNTY CASH			83,069,279.90	83,069,279.90	83,069,279.90		0.000	1
Undeposited Receipts										
SYS00000VAULT	00000VAULT	PLACER COUNTY CASH			1,120,546.71	1,120,546.71	1,120,546.71		0.000	1
		Average Balance	0.00							1
		Total Cash and Investments	**1,563,643,366.09**		**1,592,877,792.16**	**1,603,350,980.43**	**1,592,080,872.63**		**1.116**	**339**

Office of
Jenine Windeshausen
Treasurer-Tax Collector
County of Placer

COUNTY OF PLACER

TREASURER'S POOLED INVESTMENT REPORT

For the Month of August 31, 2020

2976 Richardson Drive • Auburn, California 95603
Tax Collector / Business Licenses (530) 889-4120 • Treasurer (530) 889-4140 • Bonds (530) 889-4146

PREFACE

Placer County Treasurer's Pooled Investment Report

August 31, 2020

For the purpose of clarity the following glossary of investment terms has been provided.

Book Value is the purchase price of a security plus amortization of any premium or discount. This may be more or less than face value, depending upon whether the security was purchased at a premium or at a discount.

Par Value is the principal amount of a security and the amount of principal that will be paid at maturity.

Market Value is the value at which a security can be sold at the time it is priced or the need to sell arises.

Market values are only relevant if the investment is sold prior to maturity. Profit or loss would be realized only if the specific investment were to be sold.

Government Code 53646 Compliance Report

The following information is a monthly update of funds on deposit in the Placer County Treasury pursuant to California Government code Section 53646. Further details of individual investments are included in the Treasurer's Monthly Investment Report. All investment transactions and decisions have been made with full compliance with California Government Code and Placer County's Statement of Investment Policy.

Individual securities are priced at the end of each month by Wells Fargo Bank.

The Weighted Average Maturity of the investments with the Treasury is 397 days.

The ability of the Placer County Treasury to meet its cash flow needs is demonstrated by $728,658,311.35 in cash and investments maturing in the next 180 days.

General Fund
Portfolio Management
Portfolio Summary
August 31, 2020

Investments	Par Value	Market Value	Book Value	% of Portfolio	Term	Days to Maturity	YTM 360 Equiv.	YTM 365 Equiv.
U.S. Treasury Coupons	160,000,000.00	161,521,400.00	160,117,067.68	12.52	610	241	1.464	1.485
mPower Placer - Long Term	7,663,242.42	7,817,834.19	7,732,956.22	0.60	7,361	5,971	4.346	4.407
Federal Agency Coupons	190,000,000.00	190,276,594.45	189,983,018.92	14.86	667	541	0.470	0.477
Collateralized Inactive Bank Deposi	5,000,000.00	5,000,000.00	5,000,000.00	0.39	1	1	0.907	0.920
Medium Term Notes	40,000,000.00	40,139,500.00	39,933,019.41	3.12	1,316	401	2.580	2.616
Negotiable Certificates of Deposit	230,000,000.00	230,667,400.00	230,000,000.00	17.99	305	165	1.011	1.025
Collateralized CDs	6,000,000.00	6,000,000.00	6,000,000.00	0.47	365	235	1.025	1.039
Commercial Paper Disc. -Amortizing	175,000,000.00	174,922,741.68	174,922,741.68	13.68	90	22	0.574	0.582
Federal Agency Disc. -Amortizing	295,000,000.00	294,895,200.00	294,830,249.99	23.06	207	102	0.200	0.203
Treasury Discounts -Amortizing	130,000,000.00	129,914,100.00	129,896,645.16	10.16	292	191	0.255	0.259
Local Agency Bond	10,566,251.67	11,093,103.53	10,566,251.67	0.83	7,649	6,524	2.055	2.084
Local Agency Bonds	10,470,000.00	12,768,552.39	10,470,000.00	0.82	1,995	1,003	2.650	2.687
mPower Placer	16,436,777.91	16,431,334.20	16,436,777.91	1.29	7,714	6,749	3.768	3.820
mPower - Folsom	2,564,527.33	2,477,024.20	2,564,527.33	0.20	7,692	5,919	1.900	1.926
Investments	**1,278,700,799.33**	**1,283,924,784.64**	**1,278,453,255.95**	**100.00%**	**602**	**397**	**0.792**	**0.803**
Cash								
Passbook/Checking (not included in yield calculations)	18,658,311.35	16,656,311.35	18,658,311.35		1	1	0.000	0.000
Total Cash and Investments	**1,297,359,110.68**	**1,302,583,095.99**	**1,297,111,567.30**		**602**	**397**	**0.792**	**0.803**

Total Earnings	August 31 Month Ending	Fiscal Year To Date
Current Year	963,963.03	2,233,988.29
Average Daily Balance	1,347,366,381.39	1,433,724,738.36
Effective Rate of Return	0.84%	0.92%

9/8/20

ERIC WAIDMANN, ASST. TREASURER-TAX COLLECTOR

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Reporting period 08/01/2020-08/31/2020
Data Updated: FUNDSNAP: 09/01/2020 14:20
Run Date: 09/01/2020 - 14:21

General Fund
Portfolio Management
Portfolio Details - Investments
August 31, 2020

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 365	Days to Maturity	Maturity Date
U.S. Treasury Coupons											
912828A42	15059	U.S TREASURY N/B		12/04/2015	10,000,000.00	10,046,000.00	10,004,551.22	2.000	1.606	90	11/30/2020
912828M80	17022	U.S TREASURY N/B		12/01/2017	10,000,000.00	10,417,600.00	9,968,758.56	2.000	2.147	820	11/30/2022
9128285X4	19212	U.S TREASURY N/B		12/12/2019	10,000,000.00	10,096,100.00	10,034,397.54	2.500	1.659	152	01/31/2021
912828B58	19213	U.S TREASURY N/B		12/12/2019	10,000,000.00	10,082,000.00	10,019,411.06	2.125	1.650	152	01/31/2021
912828N69	19270	U.S TREASURY N/B		01/15/2020	10,000,000.00	10,049,200.00	9,990,984.95	1.375	1.595	152	01/31/2021
912828N69	19325	U.S TREASURY N/B		02/14/2020	10,000,000.00	10,049,200.00	9,994,602.27	1.375	1.506	152	01/31/2021
912828P87	19326	U.S TREASURY N/B		02/14/2020	10,000,000.00	10,047,700.00	9,981,311.68	1.125	1.508	180	02/28/2021
9128283Q1	19207	U. S. TREASURY COUPON		12/10/2019	10,000,000.00	10,069,500.00	10,013,347.33	2.000	1.635	136	01/15/2021
912828S27	19216	U. S. TREASURY COUPON		12/13/2019	10,000,000.00	10,080,500.00	9,952,394.91	1.125	1.710	302	06/30/2021
9128287A2	19217	U. S. TREASURY COUPON		12/13/2019	10,000,000.00	10,120,300.00	9,993,109.79	1.625	1.709	302	06/30/2021
912828R77	19218	U. S. TREASURY COUPON		12/13/2019	10,000,000.00	10,091,000.00	9,975,771.03	1.375	1.706	272	05/31/2021
912828R77	19219	U. S. TREASURY COUPON		12/13/2019	10,000,000.00	10,091,000.00	9,976,166.22	1.375	1.700	272	05/31/2021
9128283X6	19303	U. S. TREASURY COUPON		01/30/2020	10,000,000.00	10,094,100.00	10,033,300.27	2.250	1.511	167	02/15/2021
9128282V1	19336	U. S. TREASURY COUPON		02/21/2020	10,000,000.00	10,004,800.00	9,999,524.46	1.375	1.500	14	09/15/2020
9128282F6	19406	U. S. TREASURY COUPON		04/07/2020	10,000,000.00	10,095,700.00	10,089,041.10	1.125	0.302	364	08/31/2021
912828S76	19420	U. S. TREASURY COUPON		04/15/2020	10,000,000.00	10,086,700.00	10,090,393.27	1.125	0.134	333	07/31/2021
		Subtotal and Average	**160,137,164.78**		**160,000,000.00**	**161,521,400.00**	**160,117,067.66**		**1.485**	**241**	
mPower Placer - Long Term											
2015NR-A	2015NR-A	mPower Placer		06/16/2015	1,857,656.24	1,920,047.48	1,857,656.24	4.000	3.999	5,479	09/02/2035
2015NR-BLT	2015NR-BLT	mPower Placer		09/02/2016	2,743,017.08	2,639,626.14	2,743,017.08	4.000	4.000	5,845	09/02/2036
2015R-B	2015R-B	mPower Placer		06/16/2015	610,000.00	726,297.11	641,062.43	6.000	5.435	5,479	09/02/2035
72601FAC2	2018B	Public Finance Authority		08/28/2018	2,452,569.10	2,331,863.46	2,491,220.47	5.050	4.894	6,604	10/01/2038
		Subtotal and Average	**7,733,223.31**		**7,663,242.42**	**7,817,834.19**	**7,732,956.22**		**4.407**	**5,971**	
Federal Agency Coupons											
3133ELXM1	19426	FEDERAL FARM CREDIT BANK		04/27/2020	10,000,000.00	10,006,600.00	10,000,000.00	0.250	0.250	329	07/27/2021
3133ELYR9	19436	FEDERAL FARM CREDIT BANK		05/06/2020	10,000,000.00	10,013,100.00	10,000,000.00	0.250	0.330	612	05/06/2022
3133ELB60	19441	FEDERAL FARM CREDIT BANK		05/26/2020	10,000,000.00	9,998,400.00	10,000,000.00	0.150	0.150	267	05/26/2021
3133ELA95	19443	FEDERAL FARM CREDIT BANK		05/26/2020	10,000,000.00	10,000,000.00	9,995,879.63	0.190	0.223	451	11/26/2021
3133ELN67	19457	FEDERAL FARM CREDIT BANK		06/23/2020	10,000,000.00	10,000,200.00	10,000,000.00	0.210	0.210	295	06/23/2021
3133EL3E2	20077	FEDERAL FARM CREDIT BANK		08/11/2020	10,000,000.00	10,000,688.89	10,000,088.89	0.320	0.320	1,073	08/10/2023
3133EL3E2	20078	FEDERAL FARM CREDIT BANK		08/11/2020	10,000,000.00	10,000,688.89	9,998,125.98	0.320	0.327	1,073	08/10/2023
3133EL4H4	20095	FEDERAL FARM CREDIT BANK		08/19/2020	10,000,000.00	9,996,100.00	10,000,000.00	0.200	0.200	717	08/19/2022
3130ACUK8	17020	FEDERAL HOME LOAN BANK		11/28/2017	10,000,000.00	10,139,900.00	9,998,516.67	2.000	2.021	269	05/28/2021
3130AHY98	19295	FEDERAL HOME LOAN BANK		01/27/2020	10,000,000.00	10,056,200.00	9,997,607.22	1.500	1.560	148	01/27/2021

General Fund
Portfolio Management
Portfolio Details - Investments
August 31, 2020

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 365	Days to Maturity	Maturity Date
Federal Agency Coupons											
3130AHY98	19296	FEDERAL HOME LOAN BANK		01/27/2020	10,000,000.00	10,056,200.00	9,997,607.22	1.500	1.560	148	01/27/2021
3130AJSL4	19467	FEDERAL HOME LOAN BANK		06/29/2020	10,000,000.00	10,003,700.00	9,995,447.22	0.125	0.180	301	06/29/2021
3130AK2E5	20109	FEDERAL HOME LOAN BANK		08/26/2020	10,000,000.00	9,999,100.00	9,999,329.44	0.125	0.132	359	08/26/2021
3134GVZP6	19440	FED HOME LOAN MORT CORP		05/26/2020	10,000,000.00	10,001,500.00	10,000,000.00	0.275	0.275	632	05/26/2022
3134GVZJ0	19442	FED HOME LOAN MORT CORP		05/26/2020	10,000,000.00	10,001,700.00	10,000,000.00	0.270	0.270	632	05/26/2022
3134GV2M9	19470	FED HOME LOAN MORT CORP		06/30/2020	10,000,000.00	10,007,300.00	10,000,000.00	0.300	0.300	667	06/30/2022
3134GWFX9	20048	FED HOME LOAN MORT CORP		07/29/2020	10,000,000.00	9,997,400.00	10,000,000.00	0.250	0.250	696	07/29/2022
3134GWLD6	20076	FED HOME LOAN MORT CORP		08/11/2020	10,000,000.00	10,002,716.67	10,000,416.67	0.300	0.300	888	02/06/2023
3134GWPQ3	20094	FED HOME LOAN MORT CORP		08/19/2020	10,000,000.00	9,995,100.00	10,000,000.00	0.200	0.200	717	08/19/2022
		Subtotal and Average	**160,628,268.25**		**190,000,000.00**	**190,276,594.45**	**189,983,018.92**		**0.477**	**541**	
Collateralized Inactive Bank Deposi											
SYS19055	19055	Five Star Bank - PIMMA			5,000,000.00	5,000,000.00	5,000,000.00	0.920	0.920	1	
		Subtotal and Average	**5,000,000.00**		**5,000,000.00**	**5,000,000.00**	**5,000,000.00**		**0.920**	**1**	
Medium Term Notes											
037833BS8	17054	Apple Inc.		01/31/2018	10,000,000.00	10,079,400.00	9,987,101.56	2.250	2.532	175	02/23/2021
478160BS2	17055	Johnson & Johnson		02/02/2018	10,000,000.00	10,060,700.00	9,964,048.69	1.650	2.400	181	03/01/2021
89236TEH4	17050	TOYOTA MOTOR CREDIT		01/23/2018	10,000,000.00	10,025,800.00	9,988,632.62	2.250	2.405	279	06/07/2021
89236TEY7	17074	TOYOTA MOTOR CREDIT		06/01/2018	10,000,000.00	9,973,600.00	9,993,236.54	3.100	3.127	967	04/26/2023
		Subtotal and Average	**39,928,487.16**		**40,000,000.00**	**40,139,500.00**	**39,933,019.41**		**2.616**	**401**	
Negotiable Certificates of Deposit											
06367BKM0	19388	Bank of Montreal Chicago		03/30/2020	20,000,000.00	20,024,000.00	20,000,000.00	1.650	1.673	27	09/28/2020
60710APZ9	20026	Mizuho Bank LTD		07/17/2020	10,000,000.00	10,004,100.00	10,000,000.00	0.320	0.324	140	01/19/2021
60710AQK1	20038	Mizuho Bank LTD		07/23/2020	10,000,000.00	10,001,200.00	10,000,000.00	0.230	0.233	83	11/23/2020
60710AQJ4	20039	Mizuho Bank LTD		07/23/2020	10,000,000.00	10,000,600.00	10,000,000.00	0.200	0.203	50	10/21/2020
65558TSZ9	19274	Nordea Bank NY		01/16/2020	25,000,000.00	25,151,500.00	25,000,000.00	1.750	1.774	136	01/15/2021
78012USS5	19276	Royal Bank of Canada		01/16/2020	25,000,000.00	25,152,000.00	25,000,000.00	1.740	1.764	136	01/15/2021
78012UTH8	19362	Royal Bank of Canada		03/11/2020	25,000,000.00	25,049,750.00	25,000,000.00	0.700	0.710	127	01/06/2021
78012UWH4	19450	Royal Bank of Canada		06/10/2020	10,000,000.00	10,016,800.00	10,000,000.00	0.390	0.395	282	06/10/2021
78012UWX9	19471	Royal Bank of Canada		06/30/2020	10,000,000.00	10,016,300.00	10,000,000.00	0.380	0.385	302	06/30/2021
85325V6P0	20081	Standard Chartered Bank NY		08/12/2020	10,000,000.00	9,999,800.00	10,000,000.00	0.310	0.314	253	05/12/2021
85325V6R6	20088	Standard Chartered Bank NY		08/17/2020	10,000,000.00	10,001,600.00	10,000,000.00	0.380	0.385	350	08/17/2021
89114NKR5	19437	TORONTO DOMINION BANK NY		05/07/2020	10,000,000.00	10,021,000.00	10,000,000.00	0.520	0.527	248	05/07/2021
89114NL60	19439	TORONTO DOMINION BANK NY		05/21/2020	10,000,000.00	10,013,300.00	10,000,000.00	0.400	0.406	262	05/21/2021

General Fund
Portfolio Management
Portfolio Details - Investments
August 31, 2020

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 365	Days to Maturity	Maturity Date
Negotiable Certificates of Deposit											
89114NLW3	19449	TORONTO DOMINION BANK NY		06/10/2020	10,000,000.00	10,016,400.00	10,000,000.00	0.430	0.436	282	06/10/2021
90275DLG3	19400	UBS AG STAMFORD CT		04/06/2020	10,000,000.00	10,056,800.00	10,000,000.00	1.540	1.561	157	02/05/2021
95001KGD0	19275	Wells Fargo Bank NA		01/16/2020	25,000,000.00	25,142,250.00	25,000,000.00	1.750	1.774	136	01/15/2021
		Subtotal and Average	**261,612,903.23**		**230,000,000.00**	**230,667,400.00**	**230,000,000.00**		**1.025**	**165**	
Collateralized CDs											
SYS19423	19423	River City Bank		04/17/2020	3,000,000.00	3,000,000.00	3,000,000.00	1.100	1.115	228	04/17/2021
SYS19431	19431	River Valley Community Bank		05/01/2020	3,000,000.00	3,000,000.00	3,000,000.00	0.950	0.963	242	05/01/2021
		Subtotal and Average	**6,000,000.00**		**6,000,000.00**	**6,000,000.00**	**6,000,000.00**		**1.039**	**235**	
Commercial Paper Disc. -Amortizing											
22533TJ15	19203	Credit Agricole CIB		12/09/2019	10,000,000.00	10,000,000.00	10,000,000.00	1.780	1.855	0	09/01/2020
22533TJ23	20058	Credit Agricole CIB		08/03/2020	10,000,000.00	9,999,977.78	9,999,977.78	0.080	0.081	1	09/02/2020
22533TJ15	20115	Credit Agricole CIB		08/31/2020	65,000,000.00	65,000,000.00	65,000,000.00	0.050	0.051	0	09/01/2020
2254EASE4	20089	Credit Suisse New York		08/17/2020	10,000,000.00	9,984,416.67	9,984,416.67	0.220	0.227	255	05/14/2021
62479LJ89	19448	MUFG BANK LTD/NY		06/04/2020	20,000,000.00	19,999,183.33	19,999,183.33	0.210	0.213	7	09/08/2020
62479LJ22	20057	MUFG BANK LTD/NY		08/03/2020	10,000,000.00	9,999,980.56	9,999,980.56	0.070	0.071	1	09/02/2020
62479LJ30	20070	MUFG BANK LTD/NY		08/06/2020	10,000,000.00	9,999,955.56	9,999,955.56	0.080	0.081	2	09/03/2020
63873JJA9	19369	NATEXIS BANQ POPULAIR NY		03/12/2020	10,000,000.00	9,997,350.00	9,997,350.00	1.060	1.081	9	09/10/2020
89233GKT2	19394	Toyota Motor Credit Corp		03/31/2020	10,000,000.00	9,972,777.78	9,972,777.78	1.750	1.820	56	10/27/2020
30229AJU4	19387	EXXON MOBIL CORP.		03/30/2020	20,000,000.00	19,969,100.00	19,969,100.00	2.060	2.111	27	09/28/2020
		Subtotal and Average	**267,615,573.17**		**175,000,000.00**	**174,922,741.68**	**174,922,741.68**		**0.582**	**22**	
Federal Agency Disc. -Amortizing											
313385AF3	19396	Federal Home Loan Bank - Disc		04/06/2020	10,000,000.00	9,995,800.00	9,991,886.11	0.230	0.237	127	01/06/2021
313384K73	19404	Federal Home Loan Bank - Disc		04/07/2020	10,000,000.00	9,998,900.00	9,997,922.22	0.170	0.175	44	10/15/2020
313384K57	19405	Federal Home Loan Bank - Disc		04/07/2020	10,000,000.00	9,999,000.00	9,998,016.67	0.170	0.175	42	10/13/2020
313385EK8	19424	FEDERAL HOME LOAN BANK		04/24/2020	10,000,000.00	9,991,800.00	9,987,388.89	0.200	0.206	227	04/16/2021
313384E54	19287	Federal Home Loan Bank Discoun		01/22/2020	10,000,000.00	10,000,000.00	9,999,155.56	1.520	1.575	2	09/03/2020
313384M48	19407	Federal Home Loan Bank Discoun		04/09/2020	10,000,000.00	9,998,600.00	9,996,358.33	0.230	0.237	57	10/28/2020
313385CW4	19408	Federal Home Loan Bank Discoun		04/09/2020	10,000,000.00	9,993,100.00	9,986,805.55	0.250	0.257	190	03/10/2021
313385AU0	19415	Federal Home Loan Bank Discoun		04/13/2020	10,000,000.00	9,995,300.00	9,990,277.78	0.250	0.257	140	01/19/2021
313385DU7	19416	Federal Home Loan Bank Discoun		04/13/2020	10,000,000.00	9,992,300.00	9,985,277.78	0.250	0.257	212	04/01/2021
313384N54	19417	Federal Home Loan Bank Discoun		04/14/2020	10,000,000.00	9,998,200.00	9,995,416.67	0.250	0.257	66	11/06/2020
313384M97	19418	Federal Home Loan Bank Discoun		04/14/2020	10,000,000.00	9,998,300.00	9,995,694.44	0.250	0.257	62	11/02/2020
313385DY8	19419	Federal Home Loan Bank Discoun		04/15/2020	10,000,000.00	9,992,200.00	9,986,800.00	0.220	0.227	216	04/05/2021

General Fund
Portfolio Management
Portfolio Details - Investments
August 31, 2020

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 365	Days to Maturity	Maturity Date
Federal Agency Disc. -Amortizing											
313385ES1	19425	Federal Home Loan Bank Discoun		04/24/2020	10,000,000.00	9,991,600.00	9,987,000.00	0.200	0.206	234	04/23/2021
313385FC5	19430	Federal Home Loan Bank Discoun		05/04/2020	10,000,000.00	9,990,500.00	9,988,477.78	0.170	0.175	244	05/03/2021
313385FC5	19432	Federal Home Loan Bank Discoun		05/04/2020	10,000,000.00	9,990,500.00	9,988,477.78	0.170	0.175	244	05/03/2021
313384G45	20056	Federal Home Loan Bank Discoun		07/31/2020	10,000,000.00	9,999,700.00	9,999,689.44	0.070	0.072	17	09/18/2020
313384J26	20061	Federal Home Loan Bank Discoun		08/03/2020	10,000,000.00	9,999,200.00	9,999,483.33	0.060	0.062	31	10/02/2020
313384E39	20116	Federal Home Loan Bank Discoun		08/31/2020	65,000,000.00	65,000,000.00	65,000,000.00	0.010	0.010	0	09/01/2020
313589BU6	19397	Fannie Discount Note		04/06/2020	10,000,000.00	9,994,100.00	9,991,344.44	0.190	0.196	164	02/12/2021
313589BU6	19402	Fannie Discount Note		04/07/2020	10,000,000.00	9,994,100.00	9,991,344.44	0.190	0.196	164	02/12/2021
313589CP6	19401	Fannie Discount		04/07/2020	10,000,000.00	9,993,400.00	9,989,833.34	0.200	0.206	183	03/03/2021
313589AU7	19403	Fannie Discount		04/07/2020	10,000,000.00	9,995,300.00	9,993,000.00	0.180	0.185	140	01/19/2021
313588U29	19421	Fannie Discount		04/16/2020	10,000,000.00	9,998,600.00	9,995,375.00	0.150	0.154	111	12/21/2020
313396T60	19422	Freddie Discount		04/16/2020	10,000,000.00	9,996,700.00	9,995,244.44	0.160	0.165	107	12/17/2020
		Subtotal and Average	**245,610,831.18**		**295,000,000.00**	**294,895,200.00**	**294,830,249.99**		**0.203**	**102**	
Treasury Discounts -Amortizing											
9127964R7	19472	Cash Management Bill		06/30/2020	10,000,000.00	9,998,300.00	9,997,180.56	0.145	0.149	70	11/10/2020
912796TJ8	19185	U. S. TREASURY BILL		12/03/2019	10,000,000.00	9,999,800.00	9,996,162.50	1.535	1.593	9	09/10/2020
912796XE4	19398	U. S. TREASURY BILL		04/06/2020	10,000,000.00	9,993,900.00	9,994,960.42	0.103	0.105	177	02/25/2021
9127962F5	19399	U. S. TREASURY BILL		04/06/2020	10,000,000.00	9,992,700.00	9,992,681.95	0.125	0.129	205	03/25/2021
912796TN9	19411	U. S. TREASURY BILL		04/09/2020	10,000,000.00	9,999,000.00	9,997,841.67	0.210	0.216	37	10/08/2020
9127962Q1	19429	U. S. TREASURY BILL		05/01/2020	10,000,000.00	9,991,600.00	9,990,291.67	0.150	0.154	233	04/22/2021
9127962Y4	19444	U. S. TREASURY BILL		05/27/2020	10,000,000.00	9,991,900.00	9,988,400.00	0.160	0.165	261	05/20/2021
9127962Y4	19445	U. S. TREASURY BILL		05/27/2020	10,000,000.00	9,991,900.00	9,988,037.50	0.165	0.170	261	05/20/2021
9127963H0	19451	U. S. TREASURY BILL		06/16/2020	10,000,000.00	9,989,600.00	9,985,148.61	0.185	0.190	289	06/17/2021
9127962Y4	19466	U. S. TREASURY BILL		06/26/2020	10,000,000.00	9,991,900.00	9,989,125.00	0.150	0.154	261	05/20/2021
9127963S6	20047	U. S. TREASURY BILL		07/28/2020	10,000,000.00	9,988,100.00	9,986,552.78	0.130	0.134	317	07/15/2021
9127963Z0	20071	U. S. TREASURY BILL		08/06/2020	10,000,000.00	9,999,500.00	9,999,562.50	0.075	0.077	21	09/22/2020
9127964B2	20104	U. S. TREASURY BILL		08/25/2020	10,000,000.00	9,985,900.00	9,988,500.00	0.120	0.123	345	08/12/2021
		Subtotal and Average	**132,794,776.17**		**130,000,000.00**	**129,914,100.00**	**129,896,645.16**		**0.259**	**191**	
Local Agency Bond											
SYS16098	16098	Ackerman School District		04/03/2017	6,181,369.36	6,577,310.79	6,181,369.36	2.600	2.600	6,058	04/03/2037
SYS17042	17042	Mid Placer Public School Trans		12/21/2017	301,707.36	320,805.13	301,707.36	2.850	2.850	2,667	12/21/2027
SYS18093	18093	Mid Placer Public School Trans		01/16/2019	845,923.62	913,002.83	845,923.62	3.000	3.000	3,059	01/16/2029
16115	16115	Newcastle Elementary SD		06/30/2017	2,799,689.91	2,844,423.36	2,799,689.91	2.800	0.000	9,798	06/30/2047
SYS19127	19127	Placer Hills Fire Protection		10/21/2019	437,561.42	437,561.42	437,561.42	3.000	3.000	1,511	10/21/2024

General Fund
Portfolio Management
Portfolio Details - Investments
August 31, 2020

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 365	Days to Maturity	Maturity Date
		Subtotal and Average	**10,566,251.67**		**10,566,251.67**	**11,093,103.53**	**10,566,251.67**		**2.084**	**6,524**	
Local Agency Bonds											
SYS17034	17034	Pioneer Community Energy		12/14/2017	10,470,000.00	12,768,552.39	10,470,000.00	2.650	2.687	1,003	06/01/2023
		Subtotal and Average	**10,470,000.00**		**10,470,000.00**	**12,768,552.39**	**10,470,000.00**		**2.687**	**1,003**	
mPower Placer											
2016NR-A	2016NR-A	mPower Placer		08/04/2016	3,668,229.56	3,477,896.87	3,668,229.56	3.000	3.042	6,210	09/02/2037
2017 NR	2017 NR	mPower Placer		07/06/2017	236,554.98	215,477.08	236,554.98	3.000	3.042	6,575	09/02/2038
2017 R	2017 R	mPower Placer		07/06/2017	189,917.14	179,759.23	189,917.14	3.000	3.042	6,575	09/02/2038
2018 NR	2018 NR	mPower Placer		07/26/2018	46,344.27	41,987.95	46,344.27	4.500	4.563	6,940	09/02/2039
2018 R	2018 R	mPower Placer		07/12/2018	295,897.59	321,082.62	295,897.59	4.500	4.563	6,940	09/02/2039
2018 S-NR	18003	Pioneer Community Energy		08/09/2018	409,651.01	442,028.19	409,651.01	4.500	4.563	6,940	09/02/2039
2017 S NR	2017 S-NR	Pioneer Community Energy		09/28/2017	134,562.33	128,331.02	134,562.33	3.000	3.042	6,575	09/02/2038
2017 S-R	2017 S-R	Pioneer Community Energy		07/06/2017	3,501,903.90	3,320,950.02	3,501,903.90	3.000	3.042	6,575	09/02/2038
2018 S-R	2018 S-R	Pioneer Community Energy		07/12/2018	4,364,008.69	4,728,852.91	4,364,008.69	4.500	4.563	6,940	09/02/2039
2019-20 NR	2019-20 NR	Pioneer Community Energy		07/18/2019	544,507.23	544,507.23	544,507.23	4.500	4.563	7,306	09/02/2040
2019-20 R-1	2019-20 R-1	Pioneer Community Energy		07/11/2019	2,697,477.57	2,697,477.57	2,697,477.57	4.500	4.563	7,306	09/02/2040
2020-21 R1	2021-21 R1	Pioneer Community Energy		07/23/2020	56,238.13	56,238.13	56,238.13	4.500	4.563	7,671	09/02/2041
2016S R-1	2016S R-1	Sierra Valley Energy Authority		01/26/2017	291,485.51	276,745.38	291,485.51	3.000	3.042	6,210	09/02/2037
		Subtotal and Average	**16,408,719.29**		**16,436,777.91**	**16,431,334.20**	**16,436,777.91**		**3.820**	**6,749**	
mPower - Folsom											
2016-IA3 #2	2016-IA3 #2	mPower Folsom		07/14/2016	165,639.30	157,210.25	165,639.30	1.250	1.267	6,210	09/02/2037
2017-IA3 #3	2017-IA3 #3	mPower Folsom		07/27/2017	177,113.17	158,822.87	177,113.17	1.250	1.267	6,575	09/02/2038
MFIA-2 NR	IA2-NR	mPower Folsom		06/06/2015	1,427,282.67	1,403,556.95	1,427,282.67	2.000	2.028	5,845	09/02/2036
MFIA-3	MFIA-3	mPower Folsom		09/01/2015	546,775.13	511,758.01	546,775.13	2.000	2.028	5,845	09/02/2036
MF R-1	MFR-1	mPower Folsom		09/01/2015	247,717.06	245,676.12	247,717.06	2.000	2.028	5,845	09/02/2036
		Subtotal and Average	**2,564,527.33**		**2,564,527.33**	**2,477,024.20**	**2,564,527.33**		**1.926**	**5,919**	
		Total and Average	**1,347,366,381.39**		**1,278,700,799.33**	**1,283,924,784.64**	**1,278,453,255.95**		**0.803**	**397**	

General Fund
Portfolio Management
Portfolio Details - Cash
August 31, 2020

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 365	Days to Maturity
Cash at Bank										
SYS00000	00000	PLACER COUNTY CASH			18,530,655.13	18,530,655.13	18,530,655.13		0.000	1
Undeposited Receipts										
SYS00000VAULT	00000VAULT	PLACER COUNTY CASH			127,656.22	127,656.22	127,656.22		0.000	1
		Average Balance	0.00							1
		Total Cash and Investments	1,347,366,381.39		1,297,359,110.68	1,302,583,095.99	1,297,111,567.30		0.803	397

General Fund
Purchases Report
Sorted by Fund - Fund
August 1, 2020 - August 31, 2020

CUSIP	Investment #	Fund	Sec. Type	Issuer	Original Par Value	Purchase Date	Payment Periods	Principal Purchased	Accrued Interest at Purchase	Rate at Purchase	Maturity Date	YTM	Ending Book Value
General Fund													
22533TJ23	20058	1010	ACP	CACPNY	10,000,000.00	08/03/2020	09/02 - At Maturity	9,999,333.33		0.080	09/02/2020	0.080	9,999,977.78
22533TH41	20060	1010	ACP	CACPNY	30,000,000.00	08/03/2020	08/04 - At Maturity	29,999,958.33		0.050	08/04/2020	0.050	0.00
313384J26	20061	1010	AFD	FHLBDN	10,000,000.00	08/03/2020	10/02 - At Maturity	9,999,000.00		0.060	10/02/2020	0.061	9,999,483.33
62479LJ22	20057	1010	ACP	MUFGBK	10,000,000.00	08/03/2020	09/02 - At Maturity	9,999,416.67		0.070	09/02/2020	0.070	9,999,980.56
63873JH45	20059	1010	ACP	NATXNY	50,000,000.00	08/03/2020	08/04 - At Maturity	49,999,916.67		0.060	08/04/2020	0.060	0.00
22533TH58	20063	1010	ACP	CACPNY	30,000,000.00	08/04/2020	08/05 - At Maturity	29,999,958.33		0.050	08/05/2020	0.050	0.00
63873JH52	20064	1010	ACP	NATXNY	50,000,000.00	08/04/2020	08/05 - At Maturity	49,999,916.67		0.060	08/05/2020	0.060	0.00
21687AHB2	20062	1010	ACP	RABONY	10,000,000.00	08/04/2020	08/11 - At Maturity	9,999,883.33		0.060	08/11/2020	0.060	0.00
22533TH66	20067	1010	ACP	CACPNY	50,000,000.00	08/05/2020	08/06 - At Maturity	49,999,930.56		0.050	08/06/2020	0.050	0.00
313384E21	20065	1010	ATD	FHLBDN	10,000,000.00	08/05/2020	08/31 - At Maturity	9,999,494.44		0.070	08/31/2020	0.071	0.00
63873JH60	20066	1010	ACP	NATXNY	50,000,000.00	08/05/2020	08/06 - At Maturity	49,999,916.67		0.060	08/06/2020	0.060	0.00
62479LJ30	20070	1010	ACP	MUFGBK	10,000,000.00	08/06/2020	09/03 - At Maturity	9,999,377.78		0.080	09/03/2020	0.080	9,999,955.56
63873JH78	20069	1010	ACP	NATXNY	50,000,000.00	08/06/2020	08/07 - At Maturity	49,999,916.67		0.060	08/07/2020	0.060	0.00
21687AH71	20068	1010	ACP	RABONY	50,000,000.00	08/06/2020	08/07 - At Maturity	49,999,930.56		0.050	08/07/2020	0.050	0.00
9127963Z0	20071	1010	ATD	USTB	10,000,000.00	08/08/2020	09/22 - At Maturity	9,999,020.83		0.075	09/22/2020	0.076	9,999,562.50
63873JHA1	20073	1010	ACP	NATXNY	50,000,000.00	08/07/2020	08/10 - At Maturity	49,999,750.00		0.060	08/10/2020	0.060	0.00
21687AHA4	20072	1010	ACP	RABONY	50,000,000.00	08/07/2020	08/10 - At Maturity	49,999,791.67		0.050	08/10/2020	0.050	0.00
22533THB5	20075	1010	ACP	CACPNY	70,000,000.00	08/10/2020	08/11 - At Maturity	69,999,902.78		0.050	08/11/2020	0.050	0.00
63873JHB9	20074	1010	ACP	NATXNY	70,000,000.00	08/10/2020	08/11 - At Maturity	69,999,883.34		0.060	08/11/2020	0.060	0.00
3133EL3E2	20077	1010	FAC	FFCB	10,000,000.00	08/11/2020	02/10 - 08/10	10,000,000.00	88.89	0.320	08/10/2023	0.320	10,000,088.89
3133EL3E2	20078	1010	FAC	FFCB	10,000,000.00	08/11/2020	02/10 - 08/10	9,998,000.00	88.89	0.320	08/10/2023	0.327	9,998,125.96
3134GWLD6	20076	1010	FAC	FHLMC	10,000,000.00	08/11/2020	02/06 - 08/06	10,000,000.00	416.67	0.300	02/06/2023	0.300	10,000,416.67
63873JHC7	20079	1010	ACP	NATXNY	60,000,000.00	08/11/2020	08/12 - At Maturity	59,999,900.00		0.060	08/12/2020	0.060	0.00
21687AHC0	20080	1010	ACP	RABONY	60,000,000.00	08/11/2020	08/12 - At Maturity	59,999,916.67		0.050	08/12/2020	0.050	0.00
313384B81	20083	1010	AFD	FHDN	55,000,000.00	08/12/2020	08/13 - At Maturity	54,999,923.62		0.050	08/13/2020	0.051	0.00
63873JHD5	20082	1010	ACP	NATXNY	55,000,000.00	08/12/2020	08/13 - At Maturity	54,999,908.34		0.060	08/13/2020	0.060	0.00
85325V6P0	20081	1010	NCB	STANNY	10,000,000.00	08/12/2020	05/12 - At Maturity	10,000,000.00		0.310	05/12/2021	0.310	10,000,000.00
63873JHE3	20084	1010	ACP	NATXNY	65,000,000.00	08/13/2020	08/14 - At Maturity	64,999,891.67		0.060	08/14/2020	0.060	0.00
21687AHE6	20085	1010	ACP	RABONY	65,000,000.00	08/13/2020	08/14 - At Maturity	64,999,909.73		0.050	08/14/2020	0.050	0.00
63873JHH6	20086	1010	ACP	NATXNY	65,000,000.00	08/14/2020	08/17 - At Maturity	64,999,675.00		0.060	08/17/2020	0.060	0.00
21687AHH9	20087	1010	ACP	RABONY	65,000,000.00	08/14/2020	08/17 - At Maturity	64,999,729.17		0.050	08/17/2020	0.050	0.00
2254EASE4	20089	1010	ACP	CS	10,000,000.00	08/17/2020	05/14 - At Maturity	9,983,500.00		0.220	05/14/2021	0.224	9,984,416.67

General Fund
Purchases Report
August 1, 2020 - August 31, 2020

CUSIP	Investment #	Fund	Sec. Type	Issuer	Original Par Value	Purchase Date	Payment Periods	Principal Purchased	Accrued Interest at Purchase	Rate at Purchase	Maturity Date	YTM	Ending Book Value
General Fund													
63873JHJ2	20091	1010	ACP	NATXNY	65,000,000.00	08/17/2020	08/18 - At Maturity	64,999,891.67		0.060	08/18/2020	0.060	0.00
21687AHJ5	20090	1010	ACP	RABONY	65,000,000.00	08/17/2020	08/18 - At Maturity	64,999,909.73		0.050	08/18/2020	0.050	0.00
85325V6R6	20088	1010	NCB	STANNY	10,000,000.00	08/17/2020	08/17 - At Maturity	10,000,000.00		0.380	08/17/2021	0.380	10,000,000.00
63873JHK9	20093	1010	ACP	NATXNY	65,000,000.00	08/18/2020	08/19 - At Maturity	64,999,891.67		0.060	08/19/2020	0.060	0.00
21687AHK2	20092	1010	ACP	RABONY	65,000,000.00	08/18/2020	08/19 - At Maturity	64,999,909.73		0.050	08/19/2020	0.050	0.00
22533THL3	20096	1010	ACP	CACPNY	60,000,000.00	08/19/2020	08/20 - At Maturity	59,999,916.67		0.050	08/20/2020	0.050	0.00
3133EL4H4	20095	1010	FAC	FFCB	10,000,000.00	08/19/2020	02/19 - 08/19	10,000,000.00		0.200	08/19/2022	0.200	10,000,000.00
3134GWPQ3	20094	1010	FAC	FHLMC	10,000,000.00	08/19/2020	02/19 - 08/19	10,000,000.00		0.200	08/19/2022	0.200	10,000,000.00
63873JHL7	20097	1010	ACP	NATXNY	60,000,000.00	08/19/2020	08/20 - At Maturity	59,999,900.00		0.060	08/20/2020	0.060	0.00
22533THM1	20099	1010	ACP	CACPNY	65,000,000.00	08/20/2020	08/21 - At Maturity	64,999,909.73		0.050	08/21/2020	0.050	0.00
63873JHM5	20098	1010	ACP	NATXNY	65,000,000.00	08/20/2020	08/21 - At Maturity	64,999,891.67		0.060	08/21/2020	0.060	0.00
22533THQ2	20101	1010	ACP	CACPNY	60,000,000.00	08/21/2020	08/24 - At Maturity	59,999,750.00		0.050	08/24/2020	0.050	0.00
63873JHQ6	20100	1010	ACP	NATXNY	60,000,000.00	08/21/2020	08/24 - At Maturity	59,999,750.00		0.050	08/24/2020	0.050	0.00
22533THR0	20102	1010	ACP	CACPNY	70,000,000.00	08/24/2020	08/25 - At Maturity	69,999,902.78		0.050	08/25/2020	0.050	0.00
63873JHR4	20103	1010	ACP	NATXNY	70,000,000.00	08/24/2020	08/25 - At Maturity	69,999,902.78		0.050	08/25/2020	0.050	0.00
22533THS8	20105	1010	ACP	CACPNY	60,000,000.00	08/25/2020	08/26 - At Maturity	59,999,916.67		0.050	08/26/2020	0.050	0.00
63873JHS2	20106	1010	ACP	NATXNY	60,000,000.00	08/25/2020	08/26 - At Maturity	59,999,916.67		0.050	08/26/2020	0.050	0.00
9127964B2	20104	1010	ATD	USTB	10,000,000.00	08/25/2020	08/12 - At Maturity	9,988,266.67		0.120	08/12/2021	0.122	9,988,500.00
22533THT6	20108	1010	ACP	CACPNY	55,000,000.00	08/26/2020	08/27 - At Maturity	54,999,923.62		0.050	08/27/2020	0.050	0.00
3130AK2E5	20109	1010	FAC	FHLB	10,000,000.00	08/26/2020	02/26 - 08/26	9,999,320.00		0.125	08/26/2021	0.132	9,999,329.44
63873JHT0	20107	1010	ACP	NATXNY	55,000,000.00	08/26/2020	08/27 - At Maturity	54,999,923.62		0.050	08/27/2020	0.050	0.00
22533THU3	20111	1010	ACP	CACPNY	75,000,000.00	08/27/2020	08/28 - At Maturity	74,999,895.84		0.050	08/28/2020	0.050	0.00
63873JHU7	20110	1010	ACP	NATXNY	75,000,000.00	08/27/2020	08/28 - At Maturity	74,999,895.84		0.050	08/28/2020	0.050	0.00
06406WHX7	20113	1010	ACP	BK	50,000,000.00	08/28/2020	08/31 - At Maturity	49,999,750.00		0.060	08/31/2020	0.060	0.00
09659BHX1	20112	1010	ACP	BNPPNY	60,000,000.00	08/28/2020	08/31 - At Maturity	59,999,800.00		0.040	08/31/2020	0.040	0.00
63873JHX1	20114	1010	ACP	NATXNY	50,000,000.00	08/28/2020	08/31 - At Maturity	49,999,791.67		0.050	08/31/2020	0.050	0.00
22533TJ15	20115	1010	ACP	CACPNY	65,000,000.00	08/31/2020	09/01 - At Maturity	64,999,909.73		0.050	09/01/2020	0.050	65,000,000.00
313384E39	20116	1010	AFD	FHLBDN	65,000,000.00	08/31/2020	09/01 - At Maturity	64,999,981.94		0.010	09/01/2020	0.010	65,000,000.00
				Subtotal	**2,700,000,000.00**			**2,699,959,471.53**	**594.45**				**279,969,837.36**
				Total Purchases	**2,700,000,000.00**			**2,699,959,471.53**	**594.45**				**279,969,837.36**

General Fund
Summary by Issuer
August 31, 2020

Issuer	Number of Investments	Par Value	Remaining Cost	% of Portfolio	Average YTM 365	Average Days to Maturity
Apple Inc.	1	10,000,000.00	9,917,360.00	0.77	2.532	175
Ackerman School District	1	6,181,369.36	6,181,369.36	0.48	2.800	6,058
Bank of Montreal Chicago	1	20,000,000.00	20,000,000.00	1.54	1.673	27
Credit Agricole CIB	3	85,000,000.00	84,867,228.39	6.55	0.267	0
Cash Management Bill	1	10,000,000.00	9,994,643.06	0.77	0.149	70
Credit Suisse New York	1	10,000,000.00	9,983,500.00	0.77	0.227	255
FEDERAL FARM CREDIT BANK	8	80,000,000.00	79,993,000.00	6.17	0.251	602
Federal Home Loan Bank - Disc	3	30,000,000.00	29,964,486.12	2.31	0.196	71
FEDERAL HOME LOAN BANK	6	60,000,000.00	59,955,186.67	4.63	0.943	242
Federal Home Loan Bank Discoun	14	195,000,000.00	194,718,204.15	15.02	0.209	88
FED HOME LOAN MORT CORP	6	60,000,000.00	60,000,000.00	4.63	0.268	705
Fannie Discount Note	2	20,000,000.00	19,987,119.44	1.54	0.196	164
Fannie Discount	3	30,000,000.00	29,956,941.67	2.31	0.182	145
Freddie Discount	1	10,000,000.00	9,989,111.11	0.77	0.165	107
Five Star Bank - PIMMA	1	5,000,000.00	5,000,000.00	0.39	0.920	1
Johnson & Johnson	1	10,000,000.00	9,778,500.00	0.75	2.400	181
Mid Placer Public School Trans	2	1,147,630.98	1,147,630.98	0.09	2.961	2,956
Mizuho Bank LTD	3	30,000,000.00	30,000,000.00	2.31	0.253	91
mPower Folsom	5	2,564,527.33	2,564,527.33	0.20	1.926	5,919
mPower Placer	8	9,647,616.86	9,669,462.86	0.75	3.709	5,960
MUFG BANK LTD/NY	3	40,000,000.00	39,987,594.45	3.09	0.145	4
NATEXIS BANQ POPULAIR NY	1	10,000,000.00	9,946,411.11	0.77	1.081	9
Newcastle Elementary SD	1	2,799,689.91	2,799,689.91	0.22	0.000	9,798

General Fund
Summary by Issuer
August 31, 2020

Issuer	Number of Investments	Par Value	Remaining Cost	% of Portfolio	Average YTM 365	Average Days to Maturity
Nordea Bank NY	1	25,000,000.00	25,000,000.00	1.93	1.774	136
Placer Hills Fire Protection	1	437,561.42	437,561.42	0.03	3.000	1,511
Public Finance Authority	1	2,452,569.10	2,501,620.48	0.19	4.894	6,604
Pioneer Community Energy	8	22,178,348.86	22,178,348.86	1.71	3.428	4,133
PLACER COUNTY CASH	2	18,658,311.35	18,658,311.35	1.44	0.000	1
River City Bank	1	3,000,000.00	3,000,000.00	0.23	1.115	228
River Valley Community Bank	1	3,000,000.00	3,000,000.00	0.23	0.963	242
Royal Bank of Canada	4	70,000,000.00	70,000,000.00	5.40	0.995	177
Standard Chartered Bank NY	2	20,000,000.00	20,000,000.00	1.54	0.350	302
Sierra Valley Energy Authority	1	291,485.51	291,485.51	0.02	3.042	6,210
U.S TREASURY N/B	7	70,000,000.00	70,095,312.51	5.41	1.696	242
TORONTO DOMINION BANK NY	3	30,000,000.00	30,000,000.00	2.31	0.456	264
Toyota Motor Credit Corp	1	10,000,000.00	9,897,916.67	0.76	1.820	56
TOYOTA MOTOR CREDIT	2	20,000,000.00	19,937,500.00	1.54	2.766	623
UBS AG STAMFORD CT	1	10,000,000.00	10,000,000.00	0.77	1.561	157
U. S. TREASURY COUPON	9	90,000,000.00	90,165,234.39	6.96	1.321	240
U. S. TREASURY BILL	12	120,000,000.00	119,742,682.64	9.24	0.268	201
Wells Fargo Bank NA	1	25,000,000.00	25,000,000.00	1.93	1.774	136
EXXON MOBIL CORP.	1	20,000,000.00	19,791,711.11	1.53	2.111	27
Total and Average	**135**	**1,297,359,110.68**	**1,296,099,649.55**	**100.00**	**0.791**	**391**

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students 2. Foster a safe, caring environment where individual differences are valued and respected. 3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness. 4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students. 5. Promote student health and nutrition in order to enhance readiness for learning.

SUBJECT:

Ratification of Parchment and Lincoln High School

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent of Business and Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

Site Discretionary Funds

MEETING DATE:

October 20, 2020

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached contract is with Parchment and Lincoln High School for district records management specifically to electronically processing student transcript requests for college applications and employment opportunities. This contract will cost $6800 annually and will be paid with Site Discretionary Funds.

RECOMMENDATION:

Administration recommends that the Board ratify the contract agreement between Parchment and Lincoln High School.

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ORDER FORM – K12 Multi-Credential

Member: Lincoln High School	
Effective Date (if left blank, effective date is date signed by Member below):	Initial Order Term (Months): 12
Member Contact Name: Audrey Kilpatrick Member Address: 790 J St Lincoln, CA 95648 Primary Contact Phone: Primary Contact Email: akilpatrick@wpusd.org P.O. Required: No P.O. Number n/a	
PARCHMENT SERVICES: ☑ Parchment Send: K12 - Multi-Credential ☑ District Records Managment	

Member hereby orders and subscribes to the Parchment Services selected on this Order Form, which is governed by and incorporates by reference, the Services Description and Fees Schedule attached hereto as Exhibit A, the Parchment Terms and Conditions attached hereto as Exhibit B, and the Service Level Agreement, attached hereto as Exhibit C (collectively, the "Agreement"), effective as of the Effective Date above. Capitalized terms used on this Order Form but not defined herein will have the meaning given to them in the Terms and Conditions.

The Term of this Agreement will commence on the Effective Date and continue for the period of time set forth as the Initial Order Term above, at which point it will automatically renew for successive one (1) year terms unless either Party provides notice of its intent not to renew at least thirty (30) days prior to the end of the then-current term.

parchment	[MEMBER]
Name: Robert J. Colletti, President & CFO	Name: Audrey Kilpatrick
Signature: Robert J. Colletti	Signature: Audrey Kilpatrick
Date:	Title: Asst. Supt. Business
	Date: 10 / 13 / 2020



EXHIBIT A
PARCHMENT SEND – K12 – MULTI-CREDENTIAL
SERVICES DESCRIPTION AND FEE SCHEDULE

Parchment and Member agree that the Parchment Services shall be provided in accordance with the following fees and provisions. Capitalized terms not otherwise defined herein shall have the meaning set forth in the Terms and Conditions.

1. **FEES.** The fees for the Parchment Services shall be paid to Parchment as selected below:

☑ **MEMBER SUBSCRIPTION**: Member shall pay an annual subscription fee of **$** 6800 which covers the request of unlimited Credentials for up to 2,001 - 3,000 currently enrolled Credential Owners and/or Alumni (as defined below and by checking the appropriate option below) to Credential Recipients during the first year of the Initial Order Term. Electronic delivery of the Credential (and any Supplemental Documents requested) is included at no charge with each Credential request.

☑ **Currently Enrolled Credential Owners Only**

☐ **Currently Enrolled Credential Owners & Alumni Credential Owners**

☐ **PRINT SUBSCRIPTION**: The Member Subscription above includes the U.S. domestic paper delivery of Credentials only for the Credential Owners indicated above to Credential Recipients.

☑ **LEARNER PAY (Per Transaction)**: Credential Owners or Credential Owners that are not currently enrolled with Member (referred to as "Alumni") or other third-party Credential Requestors will be billed a Credential Request fee of **$3.95** per Credential-type other than Verifications, and **$12.00** per enrollment verification or graduation verification Credential-types. Electronic delivery of the Credential is included at no charge with each Credential request.

2. **Credential-Types.** Please check the box for each credential type(s) that the District would like to be configured for district records management ordering and fulfillment during the initial implementation. (Additional supported credential types can be added at a future date if desired).

☑ **Transcripts**
☐ **Replacement Diplomas**
☑ **Enrollment Verification Certificates**
☐ **Academic Certificates**
☐ **Immunization Records**
☑ **Graduation Verification Certificates**
☐ **Birth Certificates**
☐ **Special Education Records**

3. **Payment Terms.** All payments under this Order Form are due within thirty (30) days of the date of the invoice sent by Parchment. Invoices are sent upon the execution of this Agreement, or as otherwise shown in this Order Form. All fees are **non-refundable**.

4. **Participating Institutions**. Member's subscription covers requests of currently enrolled Credential Owners at the participating institutions in its district. Each participating institution shall complete Parchment's client data sheet prior to implementation and use of the Parchment Services.

5. **SURCHARGE**. Member can add a surcharge to each transcript as a method of cost recovery for some or all of Member's fees, or an auxiliary revenue source. Surcharge amounts are decided by Member and may be adjusted by them using the Parchment Send administrator interface. Parchment shall retain 20% of these surcharges actually collected by Parchment and remit to Member on a quarterly basis, no later than 15 days following the end of each calendar quarter provided that the amount due is more than $500. If below $500, the balance will be carried to the next quarter and paid when the amount exceeds the minimum.

6. **PRINT SERVICES**. Parchment is an electronic credential delivery system. However, Credential Owners may elect to print and mail their Credentials at the time of request, subject to additional fees. The current print and mail additional fees are listed below.

$2.75 for U.S. domestic paper delivery (including first class postage)
$5.25 for international paper delivery (including first class postage)

8. **DESCRIPTION OF PARCHMENT SEND: K12 Multi-Credential and District Records Management.** The Parchment Services ordered and described herein shall enable Credential Owners to order and request delivery of Credentials from the Credential holding institution to Credential Recipients (referred to as "Parchment Send"). Parchment Send also provides a number of additional features and functions, including Credential retrieval and the delivery of Analytics. Subject to Member's compliance with this Agreement, Parchment will use commercially reasonable efforts to electronically deliver and/or to print and manually send Credentials to Credential Recipients. Member hereby designates Parchment as the Member's authorized provider in sending official copies of Credentials, on paper or electronically, to Credential Recipients, and agrees to provide such documents and certificates as Parchment reasonably requests, to confirm such authority to prospective Credential Recipients. The Parchment Services provides Member with several processing options, while providing a secure and intuitive online workflow for current students/alumni to request their credentials to be sent to any recipient worldwide. The Parchment Services provide full tracking, notifications, and reporting to both the Member's administrators and current students/alumni.

The Parchment Services shall be provided with the following features/functionality:

8.1 Fulfillment of receiver-initiated requests through the Document Request interface

8.2 eCommerce features to define surcharges to be collected on behalf of the Member, including:
- Support for different surcharges for current Students or Alumni
- Support for administrative control of transactions subject to a surcharge (i.e. all transactions or transactions after the first 'X' transactions)

8.3 Enhanced Credential upload options

8.4 Full transactional reporting

8.5 Administrative panel to manage the Member's account including:
- Grading Periods
- Approval Settings
- 'To Do List' Queues Settings

8.6 Student Rosters & Registration Codes
- As part of the implementation process, Members upload a Student Roster for the full student body (grades 9-12)
- Parchment auto-generates a unique PIN for each student
- Students (and parents) can use the PIN to register at a Parchment Site

8.7 Common App integration with the Common App online school forms to deliver transcripts electronically to Common App member colleges

8.8 If selected on the Member's Order Form, District Records Management utilizes the Parchment District processing workflow for all orderable documents centrally processed for Alumni and third-party Credential Requestors (third-party ordering).

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EXHIBIT B
TERMS & CONDITIONS

Parchment LLC and Member hereby agree to be bound by these Terms and Conditions as of the Effective Date, as attached and incorporated into the Order Form for the Parchment Services. The communications between Member set forth on the applicable Order Form, and Parchment LLC ("***Parchment***") relating to the Parchment Services may include electronic means. Each of Member and Parchment may be referred to as a "***Party***" and collectively as the "***Parties***".

1 DEFINITIONS.

1.1 "***Agreement***" has the meaning set forth on the Order Form.

1.2 "***Authorized User***" means any Member employee or contractor or such other individual as may be authorized by virtue of such individual's relationship to, or permissions from, Member, to access the Parchment Services pursuant to Member's rights under this Agreement. Credential Owners will not be considered Authorized Users except as otherwise set forth herein.

1.3 "***Confidential Information***" means any non-public material or information relating to a Party which it discloses or makes available to the other Party under this Agreement, including, by way of example, research, strategies, inventions, processes, formulas, technologies, designs, drawings, finances, or other non-public information or trade secrets that such disclosing Party treats as proprietary or confidential. Without limiting the foregoing, the Services, the Analytics, Transactional Data, De-Identified Data, and any databases of Parchment (including any data models and data contained therein that is not Member-specific) are Confidential Information of Parchment.

1.4 "***Credential***" means a licensed transcript, academic certificate, enrollment verification certificate, graduation verification certificate, immunization records, birth certificate, special education records, or diploma of a Credential Owner.

1.5 "***Credential Issuer***" means the institution that issues, certifies, Awards, and/or maintains the Credential of a Credential Owner.

1.6 "***Credential Owner***" means an individual who has registered for the Parchment Services and uses the Parchment Site for the management of his or her Credential. Credential Owners may be provided access to the Parchment Services by their Credential Issuer.

1.7 "***Credential Recipient***" means an institution or an individual that receives (or is awarded) a Credential through the Parchment Services (for example, a college or employer or Credential Owner).

1.8 "***Credential Requestor***" means an authorized third party individual or institution that uses the Parchment Services to request electronic delivery and fulfillment of a Credential.

1.11 "***Effective Date***" has the meaning set forth on the Order Form.

1.12 "***Intellectual Property Rights***" means any and all now known or hereafter existing (a) rights associated with works of authorship, including copyrights, mask work rights, and moral rights; (b) trademark or service mark rights and trade dress; (c) trade secret rights; (d) patents, patent rights, and industrial property rights; (e) layout design rights, design rights, and other proprietary rights of every kind and nature other than trademarks, service marks, trade dress, and similar rights; and (f) all registrations, applications, renewals, extensions, or reissues of the foregoing, in each case in any jurisdiction throughout the world.

1.13 "***Member Data***" means the data, information and content provided by Member and/or Authorized Users through the Parchment Services, including Credentials, but excluding De-Identified Data and Transactional Data.

1.14 "***Order Form***" means Parchment's standard Parchment Services order form, executed by both Parties, which incorporates by reference the Services Description and Fees Schedule (attached to the Order Form as Exhibit A), these Terms and Conditions (attached to the Order Form as Exhibit B), and the Service Level Agreement (attached to the Order Form as Exhibit C).

1.15 "***Parchment Services***" means Parchment's digital credential services, as identified in a mutually executed Order Form or amendment to this Agreement, which enable Credential Owners and/or Authorized Users to access certain features and functions of Parchment's credential exchange and analytics platform as selected on the Order Form and described on Exhibit A to such Order Form. References to any Parchment Services include the Documentation.

1.16 "***Parchment Site***" means any of the websites located at http://parchment.com and any other URLs owned or operated by Parchment and designated by Parchment for use by Credential Owners as part of the Parchment Services.

1.17 "***Professional Services***" means any implementation, set-up, integration, training, custom development or other professional services provided to Member by Parchment.

1.18 "***Request***" (whether or not such term is capitalized) means to digitally request the issuance and transmission of

1.9 "***De-Identified Data***" means data for which the personally identifying information (e.g. name, email address, postal address) has been removed, and may include aggregated data, or statistics.

1.10 "***Documentation***" means Parchment's standard user manuals and/or related documentation generally made available to members of the Parchment Services purchased.

one Credential electronically to one Credential Recipient.

1.19 ***"Services"*** means the Parchment Services combined with the Professional Services.

1.20 ***"Supplemental Document"*** means a school report, school profile, letter of recommendation, counselor recommendation, teacher evaluation, or unofficial test score. Supplemental Documents may be included with a Credential request at no additional charge.

1.21 ***"Terms and Conditions"*** means all the provisions, terms and conditions set forth in these Terms and Conditions and incorporated into each Order Form.

1.22 "***Term***" shall have the meaning set forth in Section 11.1.

1.23 ***"Transactional Data"*** means any non-personally identifiable data or information generated from Authorized Users' or Credential Owners' use of the Parchment Services, which may include, without limitation, the number of Credential Owners applying or requesting their Credentials be sent to a particular Credential Recipient, information provided to Parchment during registration, such as login details and test scores, and order history.

2 PARCHMENT SERVICES; ORDERS AND USE.

2.1 Orders and Provision of Access. Subject to this Agreement, Parchment grants to Member a non-exclusive, non-transferable right to permit Authorized Users to access the features and functions of the applicable Parchment Services ordered pursuant to an Order Form, subject to any restrictions set forth therein. As soon as reasonably practicable after the Effective Date, Parchment will provide to Member the necessary access protocols to allow Member and its Authorized Users to access the Parchment Services.

2.2 Multiple Institutions. Subject to payment of applicable fees and as indicated on the Order Form, Member can make the Parchment Services available to any of its participating institutions, divisions, or locations, if applicable. Each such participating institution may be referred to herein as an "***Institution***" and any reference to Member will include such institutions, divisions, or locations and Member will be responsible for the acts and omissions of its Institutions and any act or omission by an Institution which, if undertaken by Member, would constitute a breach of this Agreement, will be deemed a breach of this Agreement by Member.

2.3 Usage Restrictions.

2.3.1 Member and its Authorized Users will not: (a) decompile, disassemble, reverse engineer or otherwise attempt to obtain or perceive the source code from which any component of the Parchment Services are compiled or interpreted, and Member acknowledges that nothing in this Agreement will be construed to grant Member any right to obtain or use such code; (b) create any derivative product from any of the Parchment Services; or (c) allow third parties other than Authorized Users to gain access to the Parchment Services, with the understanding that Member will not be in breach of the foregoing restriction by using the Parchment Services to authorize, enable and permit Credential Owners who attend one of its Institution(s) to access the Parchment Services.

Parchment Services, computer systems or networks related to the Parchment Services.

2.4 Conditions on Use by Authorized Users and Credential Owners. Parchment may condition Credential Owners' or Authorized Users' (if using the Parchment Services on their own behalf and not on behalf of the Member) use of the Parchment Services, including the Parchment Site, on their acceptance of and compliance with the Parchment's then-current terms of service, including the payment of any applicable fees. Any Credential Owner affiliated with the Member or an Institution may access the Parchment Site, subject to this Section 2.4.

2.5 Exclusivity. Parchment will be Member's preferred and primary method to electronically deliver and/or Award Credentials to Credential Owners or Credential Recipients, as applicable.

2.6 Fee Waivers. Parchment may provide fee-waivers that can be used in place of other payment methods in order to assist students who have demonstrated that payment of the fees for the Parchment Services might represent an economic barrier to college entrance. Up to a maximum of four fee waivers may be allocated by the Member to any qualifying Credential Owner who has met the requirements for, and received a fee waiver from The College Board or ACT.

3 MEMBER RIGHTS AND OBLIGATIONS.

3.1 Authorized User Access to Service; Usernames. Member may permit Authorized Users to access and use the features and functions of the Parchment Services in accordance with this Agreement. Member will: (a) provide to Parchment information and other assistance as necessary to enable Parchment to establish usernames to be used by Authorized Users; (b) be responsible for maintaining the confidentiality of all Authorized Users' usernames and passwords; (c) be solely responsible for all activities that occur under these usernames; (d) not to allow a third party to use its account, usernames or passwords at any time; and (e) notify Parchment promptly of any actual or suspected security breach. Parchment reserves the right to terminate any username and password that Parchment reasonably determines may be suspect. As between Member and Parchment, Member will be responsible for all acts and omissions of Authorized Users, and any act or omission by such Authorized Users which, if undertaken by Member, would constitute a breach of this Agreement, will be deemed a breach of this Agreement by Member.

3.2 Member Obligations. Member is solely responsible for (a) the accuracy of any Member-provided means of authenticating Credential Owners using the Parchment

2.3.2 Member will use the Parchment Services only as contemplated by this Agreement and will not, nor will Member authorize any Authorized User, Credential Owner or other third party to, use the Parchment Services to: (a) send any form of duplicative and unsolicited messages; (b) harvest, collect, gather or assemble information or data regarding other users without their consent; (c) transmit through or post on the Parchment Services any unlawful, immoral, libelous, tortuous, infringing, defamatory, threatening, vulgar, or obscene material or material harmful to minors; (d) transmit material containing software viruses or other harmful or deleterious computer code, files, scripts, agents, or programs; (e) interfere with or disrupt the integrity or performance of the Parchment Services or the data contained therein; or (f) attempt to gain unauthorized access to the

Services; (b) the options it selects as part of the Parchment Services; (c) completeness, accuracy, and timely delivery of all Credentials to Parchment; (d) compliance with the Member's regulations related to the transmission, issuance, and Award of Credentials, including the accuracy, completeness, of the Credentials; (e) operation of Member's computer and communication systems; and (f) results of Member's use of the Parchment Services. Additionally, Member will (i) inform Credential Owners and Authorized Users about the use and benefits of the Parchment Services, (ii) schedule appropriate staff training on how to use the Parchment Services, (iii) place Parchment name and logo and provided descriptive text and hyperlink promoting the Parchment Services on Member's website; (iv) provide any required or requested data (e.g., roster of Credential Owners,

bulk uploads, course catalog data) necessary for the full functioning of the Parchment Services; (v) monitor and promptly respond to any requests for Credentials; and (vi) periodically update Credentials for use in the Parchment Services.

3.3 Requirement to Provide Member Data to Parchment. Certain Member Data may be required for the proper operation of the Parchment Services. Member will make available in a timely manner at no charge to Parchment all Member Data required by Parchment for the performance of its obligations under this Agreement. Member will be responsible for and assumes the risk, responsibility and expense of: (a) any problems resulting from, the accuracy, quality, integrity, legality, reliability, and appropriateness of all such Member Data; and (b) acquiring, installing and maintaining all connectivity equipment, hardware, software and other equipment as may be necessary for it and its Authorized Users to connect to, access, and use the Parchment Services. Member acknowledges and agrees that it is the legal custodian of the Credentials and that Parchment will send or Award the Credential as provided to Parchment by Member. Accordingly, Parchment is not responsible for any inaccuracies in the Member Data or Credential provided to Parchment.

3.4 Legal and Regulatory Compliance. Member agrees to comply with all applicable federal, state, county, and municipal, statutes, laws, ordinances, and regulations in its acts and omissions relating to this Agreement, including without limitation the Family Education Rights and Privacy Act and the Protection of Pupil Rights Act.

4 PARCHMENT RIGHTS AND OBLIGATIONS.

4.1 Technical Assistance. Parchment provides certain limited support services as part of the Parchment Services. Member can designate up to two (2) Authorized Users to receive technical assistance from Parchment ("***Eligible Support Recipients***"). Such designees may be changed at any time by written notice to Parchment. Parchment will also use reasonable efforts to provide support to Credential Owners in accordance with Parchment's then-current support policies. Except as set forth above, Member will be solely responsible for the support of all Authorized User and Credential Owners accessing the Parchment Services. Subject to this Agreement including the payment of the applicable fees, Parchment will provide technical assistance to Member during Parchment's ordinary and customary business hours in accordance with its standard policies and procedures, with the understanding that such policies do not provide for any on-site support. To the extent the Parties agree that Parchment will provide on-site technical assistance, Member will be obligated to pay a fee to Parchment, in an amount determined by Parchment's then-standard hourly rates for such support, and Member

4.3 Communication with Users. As part of the provision of the Parchment Services under this Agreement, Member agrees that Parchment may communicate with Authorized Users and Credential Owners from time-to-time as may be necessary for the provision of the Parchment Services, in Parchment's reasonable discretion. Upon a Credential Owner registering on the Parchment Site, Parchment may communicate with such Credential Owner to the extent permitted under such relationship.

4.4 Continuous Development. The Parties acknowledge and agree that Parchment may continually develop, deliver and provide to Member ongoing innovation to the Parchment Services in the form of new features, functionality, capabilities and services. Accordingly, Parchment reserves the right to modify the Parchment Services from time to time. Some modifications will be provided to Member at no additional charge. In the event that Parchment adds additional functionality to the Parchment Services, Parchment may condition the implementation of such modifications on Member's payment of additional fees, and Member will not be entitled to such new functionality unless Member pays such fees, provided that Member may continue to use the version of the Parchment Services that Parchment makes generally available (without such features) without paying additional fees. If any modification materially and adversely affects the functionality of the Parchment Services, Member may provide written notice to Parchment within thirty (30) days of such change and, if Parchment is unable to provide substantially the same functionality to Member in the Parchment Services within thirty (30) days of Parchment receiving such notice, Member may terminate the applicable Order Form as its sole and exclusive remedy for such modification.

4.5 Parchment Obligations; Legal and Regulatory Compliance. Parchment will: (a) provide the Services in material accordance with the Order Form, Documentation and Exhibit A; (b) implement and maintain backup, security and business continuity measures, in accordance with industry practices, in order to maintain the security and integrity of the Parchment Services and Member Data; provided, however, that Parchment will have no obligation to backup or maintain the security of Credentials and other data and materials that are within the control of Member or any other Authorized User or Credential Owner; and (c) comply with all applicable federal, state, county, and municipal, statutes, laws, ordinances, and regulations relating to this Agreement, as amended from time to time, including the Family Educational Rights and Privacy Act and the Protection of Pupil Rights Act.

5 PROPRIETARY RIGHTS.

5.1 Member Data. As between Parchment and Member, Member owns all right, title, and interest in and to

will further reimburse Parchment for expenses related to travel and/or living expenses incurred by Parchment personnel in the provision of such on-site support.

4.2 Training. Parchment may, in its sole discretion, offer access to web-based classes and self-directed online training modules on the use of the Parchment Services. Member may request for Parchment to provide training services related to Member's use of the Parchment Services. Until the Member has ordered training services pursuant to a statement of work or separate agreement, Parchment will have no obligation to provide training services to Member other than as indicated above.

the underlying Member Data. Subject to the terms of this Section 5, Parchment agrees to hold confidential (in accordance with state laws, federal laws and specifically as provided for under FERPA) all Member Data it receives, and will not read the contents of any such Credentials in the Parchment Services, except as necessary to process the transaction through the Parchment Services or store the data as part of Services or in the ordinary course of its business. The parties agree and understand that Parchment does not verify any Member Data or the contents of any Credentials as complete or accurate, nor does it provide verification of status or any other item. The parties further agree and understand that Parchment shall not modify the Member Data or

Credentials provided to it for purposes of processing transactions through the Parchment Services, unless otherwise specified and agreed upon by Member and Parchment. The Parchment Services are limited to the description provided herein and in related Documentation. Notwithstanding the above, once Credentials are lawfully transmitted to a third party, the third party's, and those acting on behalf of the third party's, use of those Credentials is not governed by this Agreement.

5.2 Transactional Data. Parchment may utilize data capture, syndication, and analysis tools, and other similar tools, to extract, compile, synthesize, and analyze Transactional Data. Transactional Data relies solely on data regarding the transaction of registering or transmitting the Credential through the Parchment Services, and does not include any data from the Credential itself. To the extent that any Transactional Data is generated through the Parchment Services and collected by Parchment, such Transactional Data will be solely owned by Parchment and may be used by Parchment for any lawful purpose, provided that the Transactional Data is used only in de-identified form and in a manner that does not permit the identification of any Credential Owner. Parchment agrees to comply with applicable privacy and other laws and regulations respecting the dissemination and use of such Transactional Data.

5.3 De-Identified Data. Parchment may create De-Identified Data from Member Data. Parchment may create De-Identified Data from any data it collects or receives in connection with the Parchment Services. Parchment may use and disclose such De-Identified Data for any lawful purpose, provided that it is used in such a manner that does not permit the identification of any Credential Owner.

5.4 Intellectual Property Rights in Parchment Services. Member acknowledges that Parchment and its licensors own all Intellectual Property Rights in and to the Services (including all components thereof) and all work product, developments, inventions, technology or materials provided under this Agreement. Parchment reserves all rights not expressly granted to Member in this Agreement. Member will not engage in any act or omission that would impair Parchment's and/or its licensors' Intellectual Property Rights in the Services, and any other materials, information, processes or subject matter proprietary to Parchment. Member further acknowledges that Parchment retains the right to use the foregoing for any purpose in Parchment's sole discretion.

5.5 Feedback. From time to time, Member and its Authorized Users may provide suggestions, enhancement requests, recommendations or other feedback relating to the operation or functionality of the Services ("***Feedback***"). Member will have no obligation to provide Feedback. Member hereby grants Parchment, and Parchment will Member and Parchment, Parchment retains all right, title and interest in and to the Analytics, including all Intellectual Property Rights therein, except for any underlying Member Data therein. To the extent Parchment provides Member with access to any Analytics, Parchment grants Member a limited, non-exclusive, non-transferable license, subject to this Agreement, to use and reproduce the Analytics solely for Member's internal business use and for no other purpose. Member acknowledges that the Analytics are the Confidential Information of Parchment (and thus subject to the obligations in Section 7) and contain valuable trade secrets and other intellectual property of Parchment and its licensors. Member agrees that it will not, and will not permit any third party to: (a) reproduce (except as expressly permitted herein), modify, translate, or create any derivative work of all or any portion of the Analytics; (b) sell, rent, lease, distribute, sublicense, disclose, assign, transfer, or otherwise make available to any third party all or any portion of the Analytics; (c) make the Analytics available for access by anyone over a network or use the Analytics on a service bureau or time sharing basis; or (d) use the Analytics in any way to create products or services similar to or competitive with the Parchment Services. The foregoing restrictions in this Section 5.6 will not limit how Member can use the Member Data to the extent it is not included in the Analytics.

6 FEES AND PAYMENTS.

6.1 Fees Payable. All fees are listed and payable in United States dollars. Parchment will submit invoices to Member for fees in accordance with the relevant payment schedules indicated on the applicable Order Form, if any, and, if applicable, each invoiced amount will be due and payable by Member within thirty (30) days of receipt of the relevant invoice. Unless otherwise expressly specified in Exhibit A to this Agreement, after the first twelve (12) months of the Agreement, Parchment, in its sole discretion, may increase the fees payable for Services under this Agreement annually. Parchment will provide at least sixty (60) days advance notice of such fees increase, which will be effective as of the date in such notice.

6.2 Disputed Charges. Member must notify Parchment in writing of any dispute or disagreement with invoiced charges within thirty (30) days after the date of invoice. Absent such notice, Member will be deemed to have agreed to the charges as invoiced after the expiration of such time period.

6.3 Late Payments; Interest. Parchment reserves the right to charge, and Member agrees to pay, a late charge equal to one and one-half percent (1½%) per month or the maximum rate permitted by applicable law, whichever is less, on any amount that is not the subject of a good faith dispute that is unpaid on the due date, and on any other outstanding balance.

have, a royalty-free, worldwide, transferable, sub-licensable, irrevocable, perpetual license to use, disclose, reproduce, license or otherwise distribute and exploit any Feedback as it sees fit, entirely without obligation or restriction of any kind on account of intellectual property rights or otherwise.

5.6 Analytics. As part of certain Parchment Services, Parchment may provide Member with access to certain analytics and benchmarking data, which may include Transactional Data or De-Identified Data, each as defined above, and derivative works thereof, and other standard and/or customized reports prepared by Parchment for Member (all such reports, analytics, data, content and information, to be referred to as the "***Analytics***"). As between

6.4 Taxes. Member understands that all amounts payable under this Agreement exclude all applicable sales, use, excise, gross receipts, other taxes fees, duties and charges and all applicable export and import fees, customs duties and similar charges (other than taxes based on Parchment's income) (collectively "Taxes"). Member agrees to be responsible for and to remit payment of all such Taxes arising from the payment of any fees hereunder. In the event that any state assesses liability for such Taxes to Parchment, Member agrees that, upon Parchment's request, it will provide Parchment with documentary proof that such Taxes have been paid or it will provide a tax exemption certificate. Any such Taxes imposed on any payments

hereunder to Parchment will be Member's sole responsibility and if Member fails to make such tax payments, Member agrees to pay all Taxes assessed to Parchment, along with applicable interest and penalties, within ten (10) days of demand therefor to Parchment.

7 **CONFIDENTIALITY.** During this Agreement, each Party will have access to certain Confidential Information of the other Party. Each Party agrees: (a) not to disclose the Confidential Information of the other Party to anyone except its employees, contractors and advisors ("Representatives") on a strict need to know basis and subject to a written duty of confidence, (b) to use the Confidential Information strictly for the performance or receipt of this Agreement and (c) to use commercially reasonable efforts to protect the confidentiality of the other Party's Confidential Information. This Section will not apply to Confidential Information that (i) is or becomes publicly available through no fault of the recipient, (ii) is already in the recipient's possession at the time of its disclosure without any duty of confidence, or (iii) is independently developed by the recipient without reference to or use of the disclosing party's Confidential Information and by personnel without access to such Confidential Information. Each Party may disclose Confidential Information to the extent required: (1) by securities laws, (2) to comply with a court or governmental order, or to comply with applicable law or (3) to establish or preserve a Party's rights under this Agreement. Each Party will be responsible for the acts and omissions of its Representatives related to any breach of this Section.

8 **WARRANTIES.**

8.1 Mutual Representations and Warranties. Each Party represents and warrants to the other Party that the execution and performance of this Agreement does not and will not violate any other contract, obligation, or instrument to which it is a party, or which is binding upon it, including terms relating to covenants not to compete and confidentiality obligations.

8.2 Parchment Warranties. Parchment represents and warrants that it will provide the Services in a professional and workmanlike manner substantially consistent with general industry standards.

8.3 FERPA Warranty. Parchment will comply with the regulations of FERPA which are applicable to Parchment. NOTWITHSTANDING ANYTHING ELSE SET FORTH HEREIN, PARCHMENT WILL NOT BE RESPONSIBLE FOR VIOLATIONS OF FERPA RELATED TO MEMBER'S PROCESSES NOT RELATED TO THE SERVICES.

8.4 Member Warranties. Member hereby represents and warrants that it owns or otherwise has sufficient rights and all necessary consents to grant Parchment access to and use and display of the Member Data in accordance with this Agreement, and that its collection and provision of such ACCURACY OF DATA, AS WELL AS ANY WARRANTIES OF MERCHANTABILITY, SYSTEM INTEGRATION, FITNESS FOR A PARTICULAR PURPOSE, OR THE ABSENCE OF ANY DEFECTS THEREIN, WHETHER LATENT OR PATENT. NO WARRANTY IS MADE BY PARCHMENT ON THE BASIS OF TRADE USAGE, COURSE OF DEALING OR COURSE OF PERFORMANCE. PARCHMENT DOES NOT WARRANT THAT THE PARCHMENT SERVICES OR ANY OTHER INFORMATION, MATERIALS, TECHNOLOGY OR SERVICES PROVIDED UNDER THIS AGREEMENT WILL MEET MEMBER'S REQUIREMENTS OR THAT THE OPERATION THEREOF WILL BE UNINTERRUPTED OR ERROR-FREE, OR THAT ALL ERRORS WILL BE CORRECTED. MEMBER ACKNOWLEDGES THAT PARCHMENT'S OBLIGATIONS UNDER THIS AGREEMENT ARE FOR THE BENEFIT OF MEMBER ONLY.

8.6 Delays. PARCHMENT'S SERVICES MAY BE SUBJECT TO LIMITATIONS, DELAYS, AND OTHER PROBLEMS INHERENT IN THE USE OF THE INTERNET AND ELECTRONIC COMMUNICATIONS. PARCHMENT IS NOT RESPONSIBLE FOR ANY DELAYS, DELIVERY FAILURES, OR OTHER DAMAGE RESULTING FROM SUCH PROBLEMS.

9 **LIMITATION OF LIABILITY.**

9.1 LIMITATIONS OF LIABILITY. IN NO EVENT WILL EITHER PARTY BE LIABLE TO THE OTHER PARTY FOR ANY INCIDENTAL, INDIRECT, SPECIAL, CONSEQUENTIAL OR PUNITIVE DAMAGES, REGARDLESS OF THE NATURE OF THE CLAIM, INCLUDING LOST PROFITS, COSTS OF DELAY, ANY FAILURE OF DELIVERY, BUSINESS INTERRUPTION, COSTS OF LOST OR DAMAGED DATA OR DOCUMENTATION OR LIABILITIES TO THIRD PARTIES ARISING FROM ANY SOURCE, EVEN IF SUCH PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. THIS LIMITATION UPON DAMAGES AND CLAIMS IS INTENDED TO APPLY WITHOUT REGARD TO WHETHER OTHER PROVISIONS OF THIS AGREEMENT HAVE BEEN BREACHED OR HAVE PROVEN INEFFECTIVE. TO THE MAXIMUM EXTENT PERMITTED BY LAW AND EXCEPT FOR PARCHMENT'S INDEMNIFICATION OBLIGATIONS, THE CUMULATIVE LIABILITY OF PARCHMENT TO MEMBER FOR ALL CLAIMS ARISING FROM OR RELATING TO THIS AGREEMENT, INCLUDING ANY CAUSE OF ACTION SOUNDING IN CONTRACT, TORT, OR STRICT LIABILITY, WILL NOT EXCEED THE TOTAL AMOUNT OF ALL FEES PAID TO PARCHMENT BY MEMBER IN THE TWELVE (12) MONTHS PRECEDING THE DATE ON WHICH THE APPLICABLE CLAIM AROSE. THIS LIMITATION OF LIABILITY IS INTENDED TO APPLY

Member Data complies with all applicable laws and does not violate any person's right of privacy or publicity.

8.5 No Other Warranties. EXCEPT AS EXPRESSLY WARRANTED IN THIS AGREEMENT, THE PARCHMENT SERVICES, PARCHMENT SITE, AND ANY OTHER MATERIALS, DATA AND/OR SERVICES PROVIDED BY PARCHMENT ARE PROVIDED "AS IS" AND "WITH ALL FAULTS," AND PARCHMENT EXPRESSLY DISCLAIMS ALL OTHER WARRANTIES OF ANY KIND OR NATURE, WHETHER EXPRESS, IMPLIED OR STATUTORY, INCLUDING ANY IMPLIED WARRANTIES OF NON-INFRINGEMENT, NON-INTERFERENCE, VALUE OR WITHOUT REGARD TO WHETHER OTHER PROVISIONS OF THIS AGREEMENT HAVE BEEN BREACHED OR HAVE PROVEN INEFFECTIVE.

9.2 Essential Basis. The disclaimers, exclusions and limitations of liability set forth in this Agreement form an essential basis of the bargain between the Parties, and, absent any of such disclaimers, exclusions or limitations of liability, the provisions of this Agreement, including the economic terms, would be substantially different.

10 Indemnification Obligations of Parchment. Parchment will defend at its expense any suit brought against Member by a third party, and will pay any settlement

Parchment makes or approves, or any damages finally awarded in such suit, insofar as such suit is based on a claim by any third party alleging: (a) that the Parchment Services misappropriate any Intellectual Property Rights of a third party; (b) Parchment's breach of Section 8.3; or (c) Parchment's gross negligence or willful misconduct in handling the Credentials. If any portion of the Parchment Services becomes, or in Parchment's opinion is likely to become, the subject of a claim of infringement, Parchment may, at Parchment's option: (i) procure for Member the right to continue using the Parchment Services; (ii) replace the Parchment Services with non-infringing services which do not materially reduce the functionality of the Services; (iii) modify the Parchment Services so that it becomes non-infringing; or (iv) terminate the Parchment Services and refund any fees actually paid by Member to Parchment for the remainder of the Term then in effect, and upon such termination, Member will immediately cease all use of the Services. Notwithstanding the foregoing, Parchment will have no obligation under this Section 10 or otherwise with respect to any claim based upon (1) any use of the Services not in accordance with these Terms and Conditions or the Documentation; (2) Parchment's conformance to Member's specifications; (3) any use of the Services in combination with other products, equipment, services or content not supplied by Parchment; (4) any modification of the Services by any person other than Parchment or its authorized agents; or (5) the Member Data. THIS SECTION STATES MEMBER'S SOLE AND EXCLUSIVE REMEDY FOR INFRINGEMENT CLAIMS AND ACTIONS. Parchment's obligations as set forth above are expressly conditioned upon each of the following: (A) Member promptly notifying Parchment in writing of any threatened or actual claim or suit; (B) Parchment having sole control of the defense or settlement of any claim or suit; and (C) Member cooperating with Parchment to facilitate the settlement or defense of any claim or suit.

11 TERM AND TERMINATION.

11.1 Term. This Agreement is effective as of the Effective Date listed on the Order Form. The Term of this Agreement will commence on the Effective Date and will continue for as long as the Initial Order Term indicated on the Order Form and any subsequent renewals is in effect, unless terminated in accordance with this Section 11 (the "***Term***").

11.2 Termination for Breach. Either Party may terminate this Agreement immediately upon written notice in the event that the other Party materially breaches this Agreement and thereafter: (a) in the case of material breach resulting from non-payment of amounts due hereunder, has failed to pay such amounts within ten (10) days after receiving written notice thereof; or (b) has failed to cure any other material breach (or to commence diligent federal agency or institution, the funding for this Agreement is not provided to Member or the Member's sponsor by the legislature of the applicable state or federal government.

11.4 Suspension of Service. If Member fails to pay undisputed amounts in accordance with this Agreement or, if and as necessary to protect the Member Data and/or Credentials in the event of a threat to the security of the Parchment Service(s), Parchment will have the right, in addition to any of its other rights or remedies, to immediately suspend the provision of the Services (including access to the Parchment Services and/or Parchment Site) to Member and/or its Credential Owners, without liability to Member until such amounts are paid in full or such breach is cured (in Parchment's sole discretion), as applicable.

11.5 Accrued Obligations. Termination of this Agreement will not release the Parties from any liability which, at the time of termination, has already accrued or which thereafter may accrue with respect to any act or omission before termination, or from any obligation which is expressly stated in this Agreement to survive termination. Notwithstanding the foregoing, the Party terminating this Agreement as permitted by any provision in this Section 11 will incur no additional liability merely by virtue of such termination.

11.6 Effect of Termination. Upon any expiration or termination of this Agreement, Member will immediately discontinue all use of the Parchment Services and pay all amounts due and payable hereunder. Each Party will promptly delete or destroy any Confidential Information of the other Party, including all copies thereof, except that Parchment may retain the Member Data: (a) as required by law; (b) for up to thirty (30) days after the effective date of termination, Parchment will, upon written request, make available to Member a copy of its Member Data in one of Parchment's standard formats. After such period, Parchment may delete Member Data.

11.7 Survival of Obligations. The provisions of Sections 2.5, 3.4, 5, 7 through 10, 11.6 through 11.7, and 12, and Member's obligations to pay any amounts due and outstanding hereunder, will survive termination or expiration of this Agreement.

12 MISCELLANEOUS.

12.1 Force Majeure. Either Party will be excused from performance of its obligations under this Agreement if such a failure to perform results from compliance with any requirement of applicable law, acts of God, fire, strike, embargo, terrorist attack, war, insurrection or riot or other causes beyond the reasonable control of that Party. Any delay resulting from any of such causes will extend performance accordingly or excuse performance, in whole or in part, as may be reasonable under the circumstances.

efforts to cure such breach that are reasonably acceptable to the terminating Party) within thirty (30) days after receiving written notice thereof.

11.3 Termination upon Bankruptcy, Insolvency or Lack of Funding. Either Party may, at its option, terminate this Agreement immediately upon written notice to the other Party, in the event (a) that the other Party becomes insolvent or unable to pay its debts when due; (b) the other Party files a petition in bankruptcy, reorganization or similar proceeding, or, if filed against, such petition is not removed within ninety (90) days after such filing; (c) the other Party discontinues its business; (d) a receiver is appointed or there is an assignment for the benefit of such other Party's creditors; or (e) if the Member or the Member's sponsor is a state or

12.2 Notices. Member (a) consents to receive communications from Parchment in electronic form, whether via email, posting updates on the Parchment Site, or by other reasonable means, and (b) agrees that all agreements and other communication that Parchment provides to Member electronically satisfies all legal requirements as if on print writing. All notices required under these Terms and Conditions will be in writing, delivered personally, by email, or by nationally recognized overnight courier (e.g., FedEx) at the Parties' respective addresses set forth on the Order Form (with notices to Parchment sent to the attention of the General Counsel). All notices will be deemed effective upon personal delivery, or when received if sent by email or overnight courier.

12.3 Assignment. Neither Party will assign its rights or delegate its obligations under this Agreement without the other Party's prior written consent, and, absent such consent, any purported assignment or delegation will be null, void and of no effect. However, either Party may, without the written consent of the other Party, assign this Agreement and its rights and obligations hereunder in connection with the transfer or sale of all or substantially all of its business related to this Agreement, or in the event of a merger, consolidation, change in control or similar transaction. This Agreement will be binding upon and inure to the benefit of Parchment and Member and their successors and permitted assigns.

12.4 Independent Contractors. Member and Parchment acknowledge and agree that the relationship arising from this Agreement does not constitute or create any joint venture, partnership, employment relationship or franchise between them, and the Parties are acting as independent contractors in making and performing this Agreement.

12.5 Amendment. No amendment to this Agreement will be valid unless such amendment is made in writing and is signed by the authorized representatives of the Parties.

12.6 Waiver. No waiver under this Agreement will be valid or binding unless set forth in writing and duly executed by the Party against whom enforcement of such waiver is sought. Any such waiver will constitute a waiver only with respect to the specific matter described therein and will in no way impair the rights of the Party granting such waiver in any other respect or at any other time. Any delay or forbearance by either Party in exercising any right hereunder will not be deemed a waiver of that right.

12.7 Severability. If any provision of this Agreement is invalid or unenforceable for any reason in any jurisdiction, such provision will be construed to have been adjusted to the minimum extent necessary to cure such invalidity or unenforceability. The invalidity or unenforceability of one or more of the provisions contained in this Agreement will not have the effect of rendering any such provision invalid or unenforceable in any other case, circumstance or jurisdiction, or of rendering any other provisions of this Agreement invalid or unenforceable whatsoever.

12.8 Causes of Action. No action arising from or related to this Agreement may be brought by either Party more than one (1) year after the cause of action has accrued, except that an action for non-payment may be brought within two (2) years after the date such amount was due.

12.9 No Third Party Beneficiaries. The Parties acknowledge that the covenants set forth in this Agreement are intended solely for the benefit of the Parties, their successors and permitted assigns. Nothing herein, whether express or implied, will confer upon any person or entity, other than the Parties, their successors and permitted assigns, any legal or equitable right whatsoever to enforce any provision of this Agreement.

12.10 Counterparts. This Agreement may be executed in any number of counterparts, each of which when so executed will be deemed to be an original and all of which when taken together will constitute one Agreement.

12.11 Construction. Unless otherwise specified herein: (a) the word "including" means "including but not limited to"; and (b) any reference to days will mean calendar days. All headings are for convenience only.

12.12 Publicity. Parchment will be permitted to use Member's name and logo (subject to the appropriate party's style guidelines to ensure proper placement or use by the other party) (a) in association with Parchment's provision of the Services; and (b) on a client or partner list or partial client list during the term of this Agreement, provided that such list does not state or imply Member's endorsement of Parchment or the Services.

12.13 Entire Agreement. This Agreement sets forth the entire agreement and understanding between the Parties hereto with respect to the subject matter hereof and, except as specifically provided herein, supersedes and merges all prior oral and written agreements, discussions and understandings between the Parties with respect to the subject matter hereof, and neither of the Parties will be bound by any conditions, inducements or representations other than as expressly provided for herein.

[End of Terms]

parchment

EXHIBIT C

SERVICE LEVEL AGREEMENT

1. Parchment will use commercially reasonable efforts, commensurate with the severity of the error, tocorrect any malfunction, defect, or non-conformity in the operation of the Parchment Services to substantially perform in accordance with the Documentation. Member will be responsible for conducting adequate research with respect to a defector related issue prior to contacting Parchment for assistance. Member is obligated to respond promptly to all reasonable Parchment requestsfor pertinent information, documentation, technical and other assistance to assist Parchment with problem resolution. A reported issue will be logged and tracked by Parchment, and assigned a unique identifier that can be used by Member to refer to the reportedissue, and will remain open until the issue is resolved. Reported issues will be assigned a severity level that is mutually agreed upon by Member and Parchment

2. Parchment will employ commercially reasonable efforts to correct, or address with an action plan, issues reported by Member as follows:
   a. Severity 1: Within four (4) business hours of receipt of the reported issue or its detection by Parchment. Level 1 is defined as a condition in which all or a critical function within the Parchment Services is unavailable to Member.
   b. Severity 2: Within two (2) business days of receipt of the reported error. Level 2 is defined as a condition in which the Parchment Services is not fully performing, but is still able to operate at a reduced capacity.
   c. Severity 3: Within five (5) business days of receipt of the reported error. Severity 3 is defined as a condition where the Member is experiencing a non-critical loss of function.

3. System Enhancements and Functionality Improvements.
   a. Parchment will respond to requests for enhancements or upgraded workflow functionality within thirty (30) business days. The response will include a valuation of the request and whether it was an item for inclusion within the product roadmap or would be considered a client specific customization. Enhancements and improvements cover a desire to change either the look and feel or workflow of a feature or function within the Parchment Services. Any enhancements, modifications or improvements to the Parchment Services will be considered part of the Parchment Services.
   b. Parchment may perform maintenance to the Parchment Services during its preexisting maintenance schedule (currently 12 p.m. to 4 p.m. Pacific Time on Saturdays) as necessary for the proper operation of the Parchment Services. During these periods, the Parchment Services may be unavailable to Member. Parchment will notify Member at least two (2) business days in advance of any planned maintenance. Parchment may change planned maintenance windows at its sole discretion and will notify Member of any such changes that affect previously notified plans, provided such maintenance is done during low-volume times. Parchment will also post notifications on both the Parchment Services and Parchment Site notifying interested parties of any planned service outages.

4. Parchment will use reasonable commercial efforts to make the Parchment Services available ninety-nine and one-half percent (99.5%) of the time, measured monthly, exclusive of planned maintenance and any of the following events that will not be considered downtime for the purposes of such measurement:
   a. Any outage lasting less than five (5) minutes;
   b. Any outage determined to be a result of Member's breach of the Agreement or other acts or omissions of Member;
   c. Any outage determined to be a result of a failure of outside services or equipment not within the control of Parchment, including Member's hardware and software; or
   d. Any outage determined to be beyond the reasonable control of Parchment, its subcontractors and/or business partners, including a force majeure event.

5. Member is responsible for (i) maintenance and management of its computer network(s), servers, software, and any equipment or services related to maintenance and management of the foregoing; and (ii) correctly configuring its systems in accordance with the Documentation. Member will promptly notify Parchment in the event any downtime occurs. Downtime will be deemed to begin when Parchment receives accurate notification thereof from Member, or when Parchment first becomes aware of such downtime, whichever first occurs. The obligations of Parchment set forth in this Exhibit C will be excused to the extent any failures to meet such obligations result in whole or in part from Member's failure(s) to meet the foregoing requirements.

6. Parchment will use reasonable commercial efforts to respond to any email inquiries through the Parchment Site by Credential Owners within two (2) business days.

7. Member's sole and exclusive remedy, and Parchment's sole and exclusive liability, for Parchment's breach of this Exhibit C will be the following credits. If Parchment fails to meet the service level in Section 4 in any month for a specific Parchment Services, Parchment will credit to Member one percent (1%) of the monthly subscription fee paid by Member (i.e., the prorated annual subscription fee) for such Parchment Services for each cumulative hour, or portion thereof, of unavailability of such Parchment Services in that month, up to a maximum of fifty percent (50%) of the prorated monthly subscription fee paid by Member. In the event Member has not elected to pay a subscription fee to Parchment hereunder, as Member's sole and exclusive remedy under this Section 7, Parchment will credit to Member one percent (1%) of the net amount of surcharges (if any) added to each Credential request by Member for such Parchment Services for each cumulative hour, or portion thereof, of unavailability of such Parchment Services in that month, up to a maximum of fifty percent (50%) of the net amount of surcharges added to each Credential request by Member.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Ratification of Agreement
between Jodi Weiner and
Western Placer Unified School District

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Gabe Simon, Ed.D. GS
Assistant Superintendent of Personnel Services

ENCLOSURES:
Agreement

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
October 20, 2020

ROLL CALL REQUIRED:
No

BACKGROUND:

The Western Placer Unified School District and yoga instructor Jodi Weiner approve of this agreement. This agreement authorizes her to provide yoga instruction for staff at various sites as part of our District Wellness Grant.

RECOMMENDATION:

Administration recommends the Board of Trustees ratify the Agreement between Jodi Weiner and the Western Placer Unified School District.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
INDEPENDENT CONTRACTOR SERVICES AGREEMENT

This INDEPENDENT CONTRACTOR SERVICES AGREEMENT ("Agreement") is made and entered into effective 12th of October, 2020 (the "Effective Date"), by and between the Western Placer Unified School District ("District") and Jodi Weiner ("Contractor" and together with District, the "Parties").

1. **Contractor Services.** Contractor agrees to provide the following services to District (collectively, the "Services"):
Yoga lessons for staff members at selected school sites.

2. **Contractor Qualifications.** Contractor represents and warrants to District that Contractor, and all of Contractor's employees, agents or volunteers (the "Contractor Parties"), have in effect and shall maintain in full force throughout the Term of this Agreement all licenses, credentials, permits and any other qualifications required by law to perform the Services and to fully and faithfully satisfy all of the terms set forth in this Agreement. Contractor and any Contractor Parties performing Services shall be competent to perform those Services.

3. **Term.** This Agreement shall begin on 12th of October, 2020, and shall terminate upon completion of the Services, but no later than 6/30/21 ("Term"), except as otherwise stated in Section 4 below. There shall be no extension of the Term of this Agreement without the express written consent of all Parties. Written notice by the District Superintendent or designee shall be sufficient to stop further performance of the Services by Contractor or the Contractor Parties. In the event of early termination, Contractor shall be paid for satisfactory Services performed to the date of termination. Upon payment by District, District shall be under no further obligation to Contractor, monetarily or otherwise, and District may proceed with the work in any manner District deems proper.

4. **Termination.** Either Party may terminate this Agreement at any time by giving thirty (30) days advance written notice to the other Party, however the Parties may agree in writing to a shorter notice period. Notwithstanding the foregoing, District may terminate this Agreement at any time by giving written notice to Contractor if: (1) Contractor materially breaches any of the terms of this Agreement; (2) any act or omission of Contractor or the Contractor Parties exposes District to potential liability or may cause an increase in District's insurance premiums; (3) Contractor is adjudged a bankrupt; (4) Contractor makes a general assignment for the benefit of creditors; (5) a receiver is appointed because of Contractor's insolvency; or (6) Contractor or Contractor Parties fail to comply with or make material representations as to the fingerprinting, criminal background check, and/or tuberculosis certification sections of this Agreement. Such termination shall be effective immediately upon Contractor's receipt of the notice.

5. **Payment of Fees for Services.** District agrees to pay Contractor fees at the rate of $120 per class for Services satisfactorily performed. Contractor shall not increase the rate over the course of this Agreement. Total fees ("the Fee") paid by District to Contractor shall not exceed $1,080.00. Any work performed by Contractor in excess of the Fee shall not be compensated. District agrees to pay the Fee, up to the maximum amount provided herein, within sixty (60) days of receipt of a detailed invoice from Contractor, including any additional supporting documentation District reasonably requests.

"Reimbursable Expenses" means Contractor's actual out-of-pocket expenses, without markup, incurred in performance of the Services, including fax, reproduction expense (excluding expense for reproduction for Contractor's office use), postage, messenger, transportation, living expenses in connection with out-of-town travel, and long distance communications. Reimbursable Expenses do not include indirect costs, such as general overhead (for example, home office overhead, including technology hardware and software, or insurance premiums); nor do they include expenses incurred in connection with services that result from Contractor's wrongful acts or omissions.

6. **Indemnity.** Contractor shall defend, indemnify, and hold harmless District and its agents, representatives, officers, consultants, employees, Board of Trustees, members of the Board of Trustees (collectively, the "District Parties"), from and against any and all claims, demands, liabilities, damages, losses, suits and actions, and expenses (including, but not limited to attorney fees and costs including fees of consultants) of any kind, nature and description (collectively, the "Claims") directly or indirectly arising out of, connected with, or resulting from any act, error, omission, negligence, or willful misconduct of Contractor, the Contractor Parties or their respective agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees in the performance of or failure to perform Contractor's obligations under this Agreement, including, but not limited to Contractor's or the Contractor Parties' use of the site, Contractor's or the Contractor Parties' performance of the Services, Contractor's or the Contractor Parties' breach of any of the representations or warranties contained in this Agreement, or for injury to or death of persons or damage to property or delay or damage to the District or the District Parties. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph. The indemnification provided for in this Section 6 includes, without limitation to the foregoing, claims that may be made against District by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, and any claims made against District alleging civil rights violations by Contractor or Contractor Parties under the California Fair Employment and Housing Act ("FEHA").

7. **Equipment and Materials**. Contractor at its sole cost and expense shall provide and furnish all tools, labor, materials, equipment, transportation services and any other items (collectively, "Equipment") which are required or necessary to perform the Services in a manner which is consistent with generally accepted standards of the profession for similar services. Notwithstanding the foregoing, District shall not be responsible for any damages to persons or property as a result of the use, misuse or failure of any Equipment used by Contractor or the Contractor Parties, even if such Equipment is furnished, rented or loaned to Contractor or the Contractor Parties by District. Furthermore, District may reject any Equipment or workmanship that does not conform to the requirements of this Agreement and Contractor must then promptly remedy or replace it at no additional cost to District and subject to District's reasonable satisfaction.

8. **Insurance.** Without in any way limiting Contractor's liability, or indemnification obligations set forth in Section 6 above, Contractor shall secure and maintain throughout the Term of this Agreement the following insurance: (i) comprehensive general liability insurance with limits of not less than $2,000 each occurrence and $4,000 in the aggregate; (ii) commercial automobile liability insurance with limits not less than NA each occurrence and NA in the aggregate, if applicable; and (iii) worker's compensation insurance as required by Labor Code section 3200, *et seq.*, if applicable. Sexual Abuse/Molestation coverage must be included under General Liability or obtained in separate policies

in an amount of not less than $1,000,000 per occurrence ($2,000,000 aggregate); if Sexual Abuse/Molestation coverage is provided on a claims made basis, any coverage retroactive date shall be no later than the inception date of this contract. Neither Contractor nor any of the Contractor Parties shall commence performing any portion of the Services until all required insurance has been obtained and certificates indicating the required coverages have been delivered to and approved by District. All insurance policies shall include an endorsement at least as broad as ISO form CG2026 0704 stating that District and District Parties are named additional insureds. All of the policies shall be amended to provide that the insurance shall not be suspended, voided, canceled, reduced in coverage or in limits except after thirty (30) days' prior written notice has been given to District. If such a notice is not given or even if District receives a notice, District may, at its sole option, terminate this Agreement. All insurance policies shall include an endorsement stating that it is primary to any insurance or self-insurance maintained by District and shall waive all rights of subrogation against District and/or the District Parties. A copy of the declarations page of Contractor's insurance policies shall be attached to this Agreement as proof of insurance.

9. **Independent Contractor Status.** The Parties agree that Contractor is free from the control and direction of District in connection with Contractor's performance of the Services. Contractor is hereby retained to provide the specified Services for District, which are outside the usual course of District's business. Contractor certifies that it is customarily engaged in an independently established trade, occupation, or business to provide the Services required by this Agreement. Contractor understands and agrees that Contractor and the Contractor Parties shall not be considered officers, employees, agents, partners, or joint ventures of District, and are not entitled to benefits of any kind or nature normally provided to employees of District and/or to which District's employees are normally entitled.

10. **Taxes.** All payments made by District to Contractor pursuant to this Agreement shall be reported to the applicable federal and state taxing authorities as required. District will not withhold any money from fees payable to Contractor, including FICA (social security), state or federal unemployment insurance contributions, or state or federal income tax or disability insurance. Contractor shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to Contractor and the Contractor Parties and otherwise in connection with this Agreement.

11. **Fingerprinting/Criminal Background Investigation Certification.** Contractor and the Contractor Parties shall at all times comply with the fingerprinting and criminal background investigation requirements of the California Education Code ("Education Code") section 45125.1. Accordingly, by checking the applicable boxes below, Contractor hereby represents and warrants to District the following:

A. ☒ Contractor and the Contractor Parties will **only have limited or no contact** (as determined by District) with District students at all times during the Term of this Agreement.

B. ☐ The following Contractor and Contractor Parties will have **more than limited contact** (as determined by District) with District students during the Term of this Agreement:

_____

_____

_____. [Attach and sign additional pages, as needed.]

C. ☐ (Required only if Box 11.B is checked.) All of the Contractor and Contractor Parties noted above, at no cost to District, have completed background checks and have been fingerprinted under procedures established by the California Department of Justice and the Federal Bureau of Investigation, and the results of those background checks and fingerprints reveal that none of these Contractor and Contractor Parties have been arrested or convicted of a serious or violent felony, as defined by the California Penal Code.

Contractor further agrees and acknowledges that if at any time during the Term of this Agreement Contractor learns or becomes aware of additional information which differs in any way from the representations set forth above, or Contractor or Contractor Parties add personnel who will provide Services under this Agreement, Contractor shall immediately notify District and prohibit any new personnel from having any contact with District students until the fingerprinting and background check requirements set forth in this Section 11 have been satisfied and District determines whether any contact is permissible.

12. **Tuberculosis Certification.** Contractor and the Contractor Parties shall at all times comply with the tuberculosis ("TB") certification requirements of Education Code section 49406. Accordingly, by checking the applicable boxes below, Contractor hereby represents and warrants to District the following:

A.☒ Contractor and Contractor Parties will **only have limited or no contact** (as determined by District) with District students at all times during the Term of this Agreement.

B. ☐ The following Contractor and Contractor Parties will have **more than limited contact** (as determined by District) with District students during the Term of this Agreement and, at no cost to District, have received a TB test or risk assessment in full compliance with the requirements of Education Code section 49406:

_____

_____

_____. [Attach and sign additional pages, as needed.]

Contractor shall maintain on file the certificates showing that the Contractor and Contractor Parties were examined and found free from active TB. These forms shall be regularly maintained and updated by Contractor and shall be available to District upon request or audit.

Contractor further agrees and acknowledges that all new personnel hired to provide Services under this Agreement after the Effective Date of this Agreement by Contractor and Contractor Parties are subject to the TB certification requirements of Education Code section 49406 and shall be prohibited from having any contact with District students until the TB certification requirements have been satisfied and District determines whether any contact is permissible.

13. **Confidential Information.** Contractor shall maintain the confidentiality of, and protect from unauthorized disclosure, any and all individual student information received from the District, including but not limited to student names and other identifying information. Contractor shall not use such student information for any purpose other than carrying out the obligations under this Agreement. Upon termination of this Agreement, Contractor shall turn over to District all educational records related to the

Services provided to any District student pursuant to this Agreement.

14. **Assignment/Successors and Assigns.** Contractor shall not assign or transfer by operation of law or otherwise any or all of its rights, burdens, duties or obligations under this Agreement without the prior written consent of District. Subject to the foregoing, this Agreement shall be binding on the heirs, executors, administrators, successors, and assigns of the respective Parties.

15. **Severability.** If any provision of this Agreement shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision of this Agreement.

16. **Amendments.** The terms of this Agreement shall not be waived, altered, modified, supplemented or amended in any manner whatsoever except by written agreement signed by both Parties.

17. **Governing Law.** This Agreement shall be governed by and construed in accordance with the laws of the State of California, excluding its choice of law rules. Any action or proceeding seeking any relief under or with respect to this Agreement shall be brought solely in the Superior Court of the State of California for the County of Placer, subject to transfer of venue under applicable State law, provided that nothing in this Agreement shall constitute a waiver of immunity to suit by the District.

18. **Written Notice.** Written notice shall be deemed to have been duly served if delivered in person to Contractor at the address located next to the party signatures below, or if delivered at or sent by registered or certified or overnight mail to the last business address known to the person who sends the notice.

19. **Compliance with Law.** Each and every provision of law and clause required by law to be inserted into this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included therein. Contractor shall comply with all applicable federal, state, and local laws, rules, regulations and ordinances, including but not limited to fingerprinting under Education Code section 45125.1, confidentiality of records, Education Code section 49406 and others. Contractor agrees that it shall comply with all legal requirements for the performance of duties under this Agreement and that failure to do so shall constitute material breach. **At all times, while engaged in Services and in-person Services are required, Contractor and its subcontractors must comply with all federal, state, and local public health orders, including but not limited to orders of the local County Health Officer, related to COVID-19 or other public health emergencies.**

20. **Non-Discrimination.** There shall be no unlawful discrimination in the contracting of persons under this Agreement because of race, color, national origin, age, ancestry, religion, sex, or sexual orientation of such persons.

21. **Liability of District.** Notwithstanding anything stated herein to the contrary, District shall not be liable for any special, consequential, indirect or incidental damages, including but not limited to lost profits in connection with this Agreement.

22. **Time.** Time is of the essence to this Agreement.

23. **Waiver.** No delay or omission by either Party in exercising any right under this Agreement shall operate as a waiver of that or any other right and no single or partial exercise of any right shall preclude

either Party from any or further exercise of any right or remedy.

24. **Reports**. Contractor shall maintain complete and accurate records with respect to the Services rendered and the costs incurred under this Agreement, including records with respect to any payments to employees and subcontractors. All such records shall be prepared in accordance with generally accepted accounting procedures. Upon request, Contractor shall make such records available to District for the purpose of auditing and copying such records for a period of five years from the date of final payment under this Agreement.

25. **Entire Agreement.** This Agreement is intended by the Parties as the final expression of their agreement with respect to such terms as are included herein and as the complete and exclusive statement of its terms and may not be contradicted by evidence of any prior agreement or of a contemporaneous oral agreement, nor explained or supplemented by evidence of consistent additional terms.

26. **Ambiguity.** The Parties to this Agreement, and each of them, hereby represent that the language contained herein is to be construed as jointly proposed and jointly accepted, and in the event of any subsequent determination of ambiguity, all Parties shall be treated as equally responsible for such ambiguity.

27. **Execution of Other Documents.** The Parties to this Agreement shall cooperate fully in the execution of any and all other documents and in the completion of any additional actions that may be necessary or appropriate to give full force and effect to the terms and intent of this Agreement.

28. **Execution in Counterparts.** This Agreement may be executed in counterparts such that the signatures may appear on separate signature pages. A copy, facsimile, or an original, with all signatures appended together, shall be deemed a fully executed agreement.

29. **Warranty of Authority**. The persons who have signed this Agreement warrant that they are legally authorized to do so on behalf of the respective parties, and by their signatures to bind the respective parties to this Agreement.

* * * * * * * * * * * * * * * * * * * *

DISTRICT:

Western Placer Unified

By: WPUSD
Name: Gale Simon
Title: Asst Supt of Personnel

Address for District Notices:

600 6th St Suite 400
Lincoln, CA 95648

CONTRACTOR:

Jodi Weiner

By: Jodi Weiner
Name:
Title: Contractor

Address for Contractor Notices:

1900 Blue Oaks Blvd #238
Roseville, CA 95747

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
2020-2021 Learning Continuity and Attendance Plan – FINAL

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Kerry Callahan
Deputy Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
LCFF and COVID-19 Relief Funding

MEETING DATE:
October 20, 2020

ROLL CALL REQUIRED:
No

BACKGROUND:

On September 1, 2020 the Board held a public hearing on our Learning Continuity and Attendance Plan (LCP) and on September 15, 2020 the Board approved the plan. Pursuant to EC 43509 (a) the county superintendent of schools may submit recommendations for changes to a District's plan. Placer County Office of Education (PCOE) received our board approved LCP and recommended minor adjustments that do not substantially change the intent of our plan. Although we are not required to make changes based on county recommendations, nor does the county have to approve our plan, we did make the recommended changes to our LCP and the attached letter from the county superintendent indicates that PCOE is satisfied with our revised plan.

Given that changes were made after the Board approved the original LCP on September 15, we have enclosed our amended LCP, which reflects PCOE's recommended changes, for review and reapproval.

RECOMMENDATION:

Administration recommends the Board reapprove WPUSD's 2020-2021 Learning Continuity and Attendance Plan with the recommended changes from PCOE.

PCOE
GOLD IN EDUCATION

Gayle Garbolino-Mojica
County Superintendent of Schools

Board of Education

Susan Goto
Area 1

Suzanne Jones
Area 1

Robert Tomasini
Area 1

Kelli Gnile
Area 2

David Patterson, Ed.D.
Area 3

Lynn Oliver
Area 4

E. Ken Tokutomi
Area 4

Superintendent's Cabinet

Phillip J. Williams
Deputy Superintendent

Martin Fregoso
Associate Superintendent Business Services

Susan Connolly
Assistant Superintendent Student Services

Catherine M. Goins
Assistant Superintendent Early Childhood Education

Jennifer Hicks
Assistant Superintendent Educational Services

Colleen Slattery, Ed.D.
Assistant Superintendent Human Resources

Troy Tickle
Assistant Superintendent SELPA

Michelle Eklund
Chief Communications Officer Superintendent's Office

James L. Anderberg
Chief Operations Officer Administrative Services

October 1, 2020

Paul Long, Board President
Western Placer Unified School District
600 Sixth Street
Lincoln, CA 95648

RE: 2020-21 Learning Continuity and Attendance Plan

Dear Mr. Long:

Thank you for submitting your board approved Learning Continuity and Attendance Plan. We appreciate the work you have done with your stakeholders to develop a plan that adheres to the requirements of Education Code 43509.

Pursuant EC 43509 (a), "on or before October 30, the county superintendent of schools may submit recommendations in writing, for amendments to the learning continuity and attendance plan. The governing board of a school district shall consider the recommendations submitted by the county superintendent of schools in a public meeting within 15 days of receiving the recommendations."

We received Western Placer Unified School District's Learning Continuity and Attendance Plan adopted on September 15, 2020, and the amended version submitted on September 24, 2020. We have reviewed the amended plan and there are no further recommendations.

Please don't hesitate to contact Jennifer Hicks, Assistant Superintendent Educational Services, or Kathryn Ferreira, Senior Director Continuous Improvement and Support, with any questions or concerns. Thank you!

Yours in education,

Gayle Garbolino-Mojica
Placer County Superintendent of Schools

GGM:lg

cc: Scott Leaman, Superintendent, Western Placer Unified School District

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Western Placer Unified School District	Scott Leaman Superintendent	sleaman@wpusd.org 916-645-6350

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The Western Placer Unified School District has been impacted by the COVID-19 pandemic in the following ways:

STAFF IMPACT

When we were first closed due to COVID-19, our staff was ill-equipped (both in skill and resources) to implement effective distance learning to our students. Although many teachers rose to the occasion to provide the best for our students, we lacked overall instructional skills and resources to maintain and/or enhance student learning through a distance model. Beyond teachers, we had to quickly develop plans and secure resources to allow for the most essential business employees (i.e., payroll and accounts payable technicians) to work remotely while we are under the strictest shelter-in-place orders. In addition to professional struggles, many staff also faced personal struggles with finding care for their own children and caring for themselves or loved ones who were of high risk. The mental well-being of staff was tested.

STUDENT IMPACT

Students also experienced struggles with shifting to virtual learning. Because learning/grading was hold harmless from March to June, close to for percent (40%) of students disengaged completely; they never attempted to give virtual learning a go or to pick up packets prepared by their teachers. Learning loss due to lack of engagement will be an issue to address moving forward. Beyond in-person academics being halted, students experienced the loss of the spring season of athletics and other extra- and co-curricular activities. They also missed out on the traditional end-of year activities. The loss of these activities took a toll on students' mental health and increased the need for services throughout our community.

COMMUNITY IMPACT

Like most communities, ours spent some time trying to process and make-sense of the initial impact COVID-19 was having on our schools, businesses, work and home lives, etc. Like with our own staff, many families struggled with managing distance learning, childcare, and work. It became evident that options for childcare were going to be needed as the situation progressed, especially without in-person learning as a viable, daily option for families to be able to get back to work. Our parent surveys indicated that roughly eight percent (80%) of our families want 5-days of in-person learning for students. In addition to childcare needs, meals for our students also became essential for families. Lastly, through community surveys we were able to assess the technology needs for families to access learning resources for distance learning.

Within and beyond our school community, the supports offered were astonishing. We have not been without volunteers or generous donations to support our students and families!

As a result of the aforementioned impact, our initial response actions (March - June 2020) and our actions/resources outlined in the 2020-2021 Learning Continuity Plan meet the needs of staff, student and our community summarized as follows:

STAFF - CAPACITY & EFFECTIVENESS

WPUSD worked closely with labor associations to develop working MOUs to address the impact of COVID-19 on working conditions. While serving students through distance learning, many staff have the option to work from home if their job duties allow for them to adequately complete their work remotely. In addition, some staff have been granted permission to bring their child(ren) to work with them. Both of these actions on behalf of the district support teachers with children in securing necessary supervision of their own children so that they can serve the students of WPUSD. In addition, it allows for our at-risk staff to work safely at home, lowering their risk. We continue working collaboratively with our associations on plans for when our students are able to return for in-person learning and are confident that we will establish protocols to support staff while also ensuring the best for our students.

Staff was provided three weeks of targeted professional development to prepare them for distance learning. Additionally, online resources and enhanced technologies were purchased to provide teachers with the tools and resources needed to successfully implement distance learning. Staff will continue to receive training on addressing student needs virtually. In addition to instructional training, staff (if applicable) have been training on appropriate use of PPE and other supplies being used as part of our reopening protocols for ensuring safe and sanitized schools facilities. All staff received basic training on COVID-19 and received our roadmap to reopening outlining the protocols to be followed when we are able to return for in-person learning. Office staff received guidance on office protocols under COVID-19 mitigation. The district has decided not to pursue any reductions in staff. Instead, with the support of our associations, some staff are being repurposed to support the current shift in needs due to COVID-19. Additional staff in technology were added to ensure adequate supports for staff, students and families.

Through our Staff Wellness program run by personnel services, staff have access to our Employee Assistance Program (EAP), which provides support in a variety of areas, including mental health.

STUDENTS - ACCESS & ACHIEVEMENT

Beyond investing in our teachers and instructional support staff to ensure they are well prepared to provide instruction and supports virtually to students, we have also invested monies into purchasing Chromebooks and other take home materials so that students can access their learning resources and engage fully remotely. We conducted a survey of households to determine technology needs and have provided Chromebooks, hot spots, data cards, etc. to those in need. To support students learning, and to mitigate learning loss, we are investing resources into enhanced supports for struggling students. Virtual tutors (for now), both paid and volunteers, will be assigned to provide opportunities for students to access supports beyond their classroom teachers. When we are able to return for in-person learning, at-risk students will have the opportunity for extended learning in the afternoons. Beyond academic supports, mental health services will be provided virtually (and in-person eventually) to students in need. Frequent student wellness checks will be conducted to assess need and disperse supports. The schedules for virtual and in-person learning were designed to ensure that students will have the opportunity to be with the same teacher(s) and peers regardless of which learning situation we are in. We wanted to ensure learning was seamless for students and major changes did not have to occur whether we were virtual or in-person.

COMMUNITY - COMMUNICATION & SUPPORT

WPUSD will open for in-person learning as soon as we can safely do so for students and staff. The District appreciates the communities desire for 5-days of in-person instruction and has developed a modified schedule to allow for this to occur when we can be in-person. In the meantime, during distance learning, we are providing technology resources to families that need them for distance learning. Our food services department is preparing and providing daily meals for students on a weekly basis. The District partnered with STAR to provide all day daycare for families at a reduced cost. Our ASES after school program is also operating at select school sites to support with distance learning. We continue to provide bi-weekly updates to our community and respond to all questions/concerns in a timely manner. When in-person instruction begins, we will continue to provide meals, childcare, and technology resources to support our community.

Our greater community continues to be generous and is volunteering to support students/families in various ways.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Western Placer Unified made regular and timely efforts to solicit stakeholder feedback. Beginning in March 2020, the superintendent sent family and staff updates twice a week via email and phone. He regularly embedded brief surveys in his family updates to gather input on a

variety of topics (i.e. - learning program options, internet connectivity challenges). Additionally, families who emailed questions/input directly to the superintendent received timely written responses. All family updates and surveys were sent in both English and Spanish, and bilingual parent liaisons were available to assist Spanish-speaking families in providing feedback.

Over time, as patterns emerged from families' feedback, WPUSD developed plans for the reopening of schools and corresponding FAQs that were posted to the district website. The plans and FAQs continue to be adjusted as the status of COVID changes and as more stakeholder feedback is received. WPUSD also sought broader stakeholder feedback at public board meetings in May, June, and August, including a public hearing held on September 1st. The public hearing included opportunities for the public to submit written comments.

Additionally, our District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC) convened on September 2nd and September 8th, respectively. Both parent groups reviewed the proposed plan in its entirety and discussed it at length. Both committees felt the plan adequately addressed student needs during COVID and that money was being allocated in the best possible manner. No new questions/comments were received during these meetings, so no additions were made to the superintendent's written Q&A section on the Western Placer Unified website.

In addition to engaging with families and the community, WPUSD actively sought the input of staff. We hosted weekly principal meetings. We formed a COVID Committee (made up of teachers, classified staff, site administrators, and district office staff) to cooperatively develop the district's COVID-related safety protocols and procedures. Groups of teachers formed elementary, secondary, and Special Education Distance Learning Planning Teams; those teams collaboratively developed teacher expectations for distance learning and began the important work of adapting curriculum and instruction for a distance learning and/or hybrid in-person learning model. Representatives of both labor associations met regularly to brainstorm and problem-solve. Furthermore, the superintendent hosted a staff town hall meeting with all staff to answer questions and gather additional feedback.

[A description of the options provided for remote participation in public meetings and public hearings.]

The school board discussed agenda items related to learning plans, etc. during COVID at three of their regularly scheduled board meetings in May, June and August. These meetings were help remotely via Go To Meeting and all stakeholders had access to the necessary information needed to participate in said meetings. At one meeting, alone, there were well over 100 attendees. The school board also held a public hearing during their board meeting on September 1, 2020 regarding the Learning Continuity and Attendance Plan and approved the plan at the subsequent board meeting on September 15, 2020.

In addition to the aforementioned school board meetings, a DAC/DELAC meeting was held to allow for members of these committees to hear about and provide input on our Learning Continuity and Attendance Plan prior to its board approval on September 15, 2020.

[A summary of the feedback provided by specific stakeholder groups.]

A summary of the feedback provided by specific stakeholder groups is as follows:

PARENTS

- 77% of our parents (2,825 out of 3,661) indicated they would prefer to return in-person. Of those parents, a majority preferred a 5-day-a-week option (even if shortened) versus an every-other-day option.
- Parents requested that we have distance learning expectations for teachers to ensure consistency in daily/weekly routines. They also requested that we use common online platforms and common teaching/learning tools.
- Parents wished their children had more virtual live interactions with their children's teachers from March to June.
- Anticipating a school year that might pivot regularly between in-person and distance learning due to school/district closures, parents also emphasized the importance of providing seamless transitions from distance learning to in-person.
- Parents had questions/concerns regarding the health and safety protocols that would be followed upon a physical return to school.
- Parents strongly emphasized the importance of reinstating student activities (i.e. - sports, clubs) to help improve the mental health of their children.
- Parents wanted us to have more up-to-date technology, and to be able to provide Chromebooks and internet connectivity to families in need.

STAFF

- Teachers requested that we have distance learning expectations to ensure consistency in daily/weekly routines. Generally, they also preferred that we use common online platforms and common teaching/learning tools.
- Admin and teachers wanted to establish district-wide norms of behavior for online conferencing (Google Meet).
- Teachers and instructional support staff requested multiple opportunities for professional development related to distance learning.
- Admin and staff felt strongly that all students needed to have access to a Chromebook for use at home, 1:1.
- Teachers indicated a need for enhanced technologies for effective instructional delivery in a distance learning model.
- All staff had a lot of questions/concerns regarding the health and safety protocols that would be followed upon a physical return to school.

The superintendent's written responses to feedback were sorted and consolidated into a FAQ document posted on the WPUSD website.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Based on stakeholder input, WPUSD implemented the following aspects of the Learning Continuity and Attendance Plan:

- Developing a modified 5-day in-person instructional model
- Allowing students to keep the same teacher(s) for the entire school year, regardless of instructional model
- Establishing distance learning expectations for teachers
- Establishing distance learning norms of behavior for online conferencing
- Developing WPUSD's "Roadmap To Reopening" document that outlines healthy and safety protocols for in-person learning
- Increasing our 0.50 FTE Ed Tech Coordinator to a 1.0 FTE
- Offering a vast array of professional development sessions for teachers from July 27th through August 14th
- Purchasing 3,000 additional Chromebooks, making the district fully 1:1
- Purchasing new Chromebooks, web and document cameras, and additional online learning platforms/resources for teachers

- Purchasing 300 additional hotspots, increasing internet connectivity for families

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Western Placer Unified continues to monitor the state watch list closely. As soon as our county meets the requirements that allow schools to re-open, we will begin working toward a transition to our modified, 5-day in-person model. WPUSD has developed an extensive "Roadmap to Reopening" document that outlines the safety protocols that will be followed upon a return to in-person instruction. We recognize that relationships and in-person connections are a critical component of social development for students, and we will work within health and safety guidelines to provide meaningful connections and social opportunities for students. Many of our staff are extensively trained in youth development and will employ strategies to support student connectedness and well being. In addition, we continue to contract with Wellness together to support students as needed.

As soon as we have permission to re-open, we will begin transitioning those students who choose to learn in-person. Daily instruction will be provided for in-person students from 8:00 am - 12:30 pm daily; in the afternoon, in-person students will complete asynchronous learning activities and/or receive enhanced supports from their teacher(s). Conversely, distance learning students will participate in their live interaction with teachers and peers in the afternoon. Teachers will prioritize English Learners, students with disabilities, students who have experienced learning loss, and students who are struggling to grasp grade-level content when scheduling in-person, enhanced supports for students in the afternoon. Instructional support staff and/or tutors will be deployed to support students receiving enhanced supports in the afternoon.

Fortunately, our instructional model was designed to seamlessly transition between in-person and virtual learning. Students, whether virtual or in-person, keep the same teacher(s) for the entire year. This, in and of itself, ensures equitable access to a curriculum of "substantially similar quality".

WPUSD continues to utilize i-Ready diagnostic assessments in both ELA and Math (grades K-8) to discover learning gaps that need to be addressed. The diagnostics are administered three times a year. In addition, teachers (K-12) utilize Illuminate and other curriculum-embedded assessments to frequently evaluate and monitor student progress.

All students will have access to school counselors, Wellness Together, and other mental health services.

Our only additional expenses in this area revolve around procuring the materials/supplies needed to meet health and safety guidelines. More expenses may be incurred once we actually transition to an in-person model. To date, a majority of our resources are being allocated to distance learning.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Additional furniture (tables, chairs, desk, etc.) to outfit classrooms that maximize space between students.	36,607.46	No
Social distancing signage to provide reminders of and guidance for important policies and procedures that students and staff need to follow to remain safe while on campus.	884.02	No
Personal Protective Equipment (PPE) to ensure staff and students have appropriate protections to adhere to outlined safety protocols.	46,971.64	No
Plexiglass dividers to give staff and/or students additional layers of protection when social distancing is difficult (i.e., 1:1 assessments, teacher/student small groups, for students seated closely together at tables/lab stations).	15,603.82	No
Sanitizing stations (and accompanying supplies) to increase staff and student access to hygiene supplies.	97,970.40	No
Employee thermometers to check temperatures in case a student or staff member is exhibiting symptoms.	1,690.26	No
Development of the "Roadmap to Reopening" health and safety protocols/procedures to give the WPUSD community a standard to follow when considering what decisions need to be made in preparation for and implementation of in-person instruction.	NA	No

Description	Total Funds	Contributing
Support staff to provide enhanced services for at-risk students in the afternoon (salaries & benefits) to help mitigate the effects of learning loss and the difficulties that come with a modified in-person instructional model.	1,015,966.00	Yes
The Sonday Intervention System to provide targeted interventions for our students with disabilities and other at-risk students who struggle with dyslexia and the development of reading decoding skills.	19,772.00	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Students who opt to participate in distance learning for the entire school year (even when schools are offering an in-person option) are enrolled in a program called InterCONNECT. In the InterCONNECT program, teachers will provide a flexible daily schedule and ample resources for students to engage in grade-level appropriate online learning activities aligned with the rigor of our district-adopted curriculum. Teachers will check-in virtually on a daily basis with students to support learning. Student engagement and live daily participation are required and attendance is verified through the completion of weekly engagement logs.

While Placer county was on the state watch list, the district implemented a 100% distance learning model with students' daily virtual schedules similar to their future in-person schedule. At the elementary level, daily live whole/small group interactions occur for a minimum of three hours daily. Elementary students are expected to login to Google Meet during their assigned times for live interactions. Daily instruction is a mix of synchronous (live with teacher) and asynchronous (independent) learning activities. All K-2 students received a plethora of hands-on manipulatives for home use (i.e. counters, linker cubes, base ten blocks, PlayDoh, etc.), to better recreate the activities they would experience in a typical classroom. At the secondary level, daily live whole/small group interactions follow each school's modified COVID bell schedule. Secondary students are expected to login to Google Meet or Schoology Conference each period. As with elementary, secondary students' daily instruction is a mix of synchronous (live with teacher) and asynchronous (independent) learning activities.

Across all grade levels, afternoons in the 100% distance learning model are set aside for students to receive enhanced supports from their teacher(s). Teachers will prioritize English Learners, students with disabilities, students who have experienced learning loss, and students who are struggling to grasp grade-level content when scheduling afternoon intervention support time.

Students, whether virtual or in-person, keep the same teacher(s) for the entire year. This, in and of itself, ensures equitable access to a curriculum of "substantially similar quality". Full access to specialized programs (i.e. - AP, CTE, GATE) continues regardless of instructional program.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

WPUSD has approximately 5,000 Chromebooks to distribute to families. As of the first day of school, WPUSD was able to accommodate 100% of students who requested a device to use at home. As we continue to move to 1:1, an additional order of 3,000 Chromebooks has been placed. This ensures WPUSD will be able to provide each student with a device to use both at home and at school going forward. The 3,000 Chromebooks are scheduled to arrive in early December.

A parent survey was distributed to determine which families need assistance with internet access. Family need was prioritized, using a variety of indicators. The highest priority families received either one of our 150 hotspots or some other type of internet connectivity (i.e. - data cards, cable service) to start the school year. Another 300 hotspots are on order from T-Mobile and Staples and will be distributed to remaining families as soon as they arrive.

Our bilingual parent liaisons helped our Spanish-speaking families, and families who experienced other challenges, complete the survey and to get access to appropriate technologies.

The District is looking into using school buses as internet hotspots in some of our communities and all families, although not ideal, can access the District internet at anytime from our school parking lots.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

ASSESSING PUPIL PROGRESS

District-wide, teachers will be held to meeting the district's "Expectations for Distance Learning," which includes providing students with frequent opportunities for self-assessment and reflection, and providing them with regular and timely formative feedback. Teachers will continue to follow the district's regular grading timelines and procedures (i.e. - progress reports, report cards). Our expectation is that all students make at least one year's worth of academic growth over the course of the school year. Any student whose growth falls below that

mark will be provided with intervention supports. WPUSD utilizes PowerSchool, Illuminate, and EduClimber to help collect data on student progress.

MEASURING PARTICIPATION AND TIME VALUE

WPUSD has established a system to accurately track both daily live interaction and student participation via work completion; tracking work completion will include calculating the time value of learning activities to ensure students meet their daily instructional minute requirement. Teachers will mark students as "present" in PowerSchool when they attend their daily live interaction session(s). Work completion will be calculated in a weekly engagement log. The weekly engagement log, created by the teacher, will summarize the learning activities of the week and assign a time value to those assignments. Each student will then indicate on his/her/their individual log which activities were completed. Students' weekly engagement logs will then be certified by their teacher(s).

When students fall below the acceptable thresholds in either category (daily live interaction/student participation), school staff will identify the students, determine the barriers they face with regard to attendance or work completion, and implement tiered reengagement strategies based on each individual situation.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

All teachers have been supplied with the following equipment: desktop computer, document camera, web camera, Chromebook, speaker, and microphone. Additionally, a variety of online distance learning tools were purchased for teachers (i.e. - NearPod, Screencastify, Pebble Go, EdPuzzle, Kami, ParentSquare) to enhance their online instruction and communications with students/parents. Additionally, extensive teacher professional development was provided prior to the start of the school year (July 27- Aug 3) for teachers to gain familiarity with this suite of new tools. The trainings were tailored for a variety of different skill levels, and teachers were able to choose the sessions that would benefit them most. Participation for each session exceeded 100 teachers.

To support teachers as they undertake distance learning, we have increased our Ed Tech Coordinator position from 0.5 FTE to 1.0 FTE. In addition to our Teachers On Special Assignment (TOSA) providing ongoing coaching and support for teachers, we also trained some teachers to serve as "experts" on particular platforms to provide additional assistance with online instruction. Lastly, we have hired an additional Tech 1 and Tech 2 for our Technology Department, which will increase our ability to resolve increased hardware and software issues and to address parent and student technology issues.

WPUSD has also upgraded its bandwidth and firewall to accommodate increased internet traffic.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Some of the new roles and responsibilities will be assumed by current staff to provide additional support. We have added 50% more time to our Educational Technology Coordinator to make her a 100% employee. She set up a three week training program for teachers at the end of July and early August to prepare them for online instruction. The training included the effective use of Google Classroom, Schoology and other programs that will enhance the experience for our students and help to improve engagement as well. She also has set up trainings and resources for parents to access so that they can support their students throughout the online learning process.

We are also hiring additional staff in our Technology Department. Two additional staff include a Tech 1 and Tech 2 Technology Support Technician to help with the increased need of technology devices for our students and staff during distance learning. They will help with set up and device prep so that students and staff can access their accounts and the district's network from home.

We also have given our District MTSS Coordinator additional duties to oversee student engagement and support schools that have students who are not logging in and participating in live interactions with the teacher. Her new role will include that of Student Engagement Coordinator. She, along with other district staff, has refined a process for what schools should do if students are not engaging and how it will be coordinated with the district office for additional support.

Some of our music and science teachers have been reassigned to cover self-contained K-5 classrooms where there were vacancies. The rest of the Music and Science teachers are pushing out lessons to the elementary schools throughout the district as opposed to previously serving only 1-2 sites. Additionally, they will be providing substitute relief support for teachers throughout the district who need to take a sick day. Lastly, they will support with process for reengaging disengaged students.

Our TOSAs (Teacher On Special Assignment) have also shifted their roles in supporting classroom teachers by maintaining district wide grade and subject level shared files of distance learning materials so that all teachers have access to usable online resources and materials for their classes. They are also providing additional technology help for teachers who struggle with the use of certain online platforms and programs.

Roles/Responsibilities of our impacted classified employees are still being worked out. However, we have decided not to reduce any positions as we know we need all hands on deck to support students and families throughout the COVID pandemic. It is likely that classified staff may work out of their normal classification to support distance learning as a result of COVID (i.e. - site library techs providing PD/tech support to parents) and CSEA has been very supportive in allowing for such flexibility.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

WPUSD has purchased some additional online platforms to assist students with unique needs. Rosetta Stone is serving as a supplemental resource for Newcomers (ELs) and GATE students. We already had i-Ready for math and ELA, but will continue to rely on it heavily as a resource for distance learning.

The daily schedule allows for teachers, tutors, instructional aides, and paraprofessionals to facilitate small group interventions and individualized supports every afternoon. The schedule for secondary includes an advisory period as well, which allows each teacher to individually monitor and case manage a small group of students; these consistent interactions in advisory period ensure that struggling students are referred to appropriate services.

STUDENTS WITH DISABILITIES:
To the extent possible, students with disabilities receive related services (i.e. - speech, OT, PT, counseling) during asynchronous learning; this ensures full access to general education classes. Distance Learning plans were created for each student, which specifically address how to work on goals and provide services in a distance learning environment. All students were provided with Chromebooks and hotspots, if needed.

Students with disabilities have access to grade-level curriculum along with online, specialized, evidence-based curriculum (i.e. - Sonday, IXL Learning, and Read Naturally). Students with moderate-to-severe disabilities also have access to the Unique Learning System, an online tool that provides them meaningful access to the general education curriculum. All of the aforementioned curricula assess and monitor student progress regularly, which helps identify and address learning gaps.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
The purchase of licenses to use various software programs (i.e. - NearPod, Seesaw, EdPuzzle, Screencastify) gives teachers a way to enhance their instruction and create engaging student learning activities.	82,281.51.00	Yes
Student Chromebooks were purchased to ensure all students, especially our non-duplicated pupils, had devices which could utilize the programs teachers were using for student learning activities.	980,945.75	Yes

Description	Total Funds	Contributing
Teacher Chromebooks gave staff flexibility to teach students in a distance learning model in various locations, including at home and at school, and to utilize all the software programs purchased to enhance their instruction.	123,937.13	No
Document Cameras gave teachers a way to project their lessons through the computer and have students in a distance learning model, see those lessons	74,695.25	No
Web cameras allowed teachers to provide "live" instruction to their students, and to create instructional videos for student viewing at their convenience.	18,643.38	No
Technology Personnel were added to support distance learning as a greater demand was put on the district's overall use and dependency of technology.	70,000.00	No
Improved firewall/internet services give staff and students security while participating at a distance, and improved the online connection between teachers and students.	38,301.88	No
Elementary manipulatives/disposable supplies for distance learning were purchased so that primary grade students could have hands on materials to use at home creating enhanced learning opportunities.	9,455.01	Yes
Chromebook storage shelves were purchased for our technology department to store, inventory, and distribute new purchases of devices.	1,216.54	No
A 1.0 FTE Ed Tech Coordinator was added to help in the purchase of effective online programs, to create a process to train staff on the use of those new online programs, and to provide the necessary support ensuring teacher success.	139,756.00	No

Description	Total Funds	Contributing
Teachers were paid for professional development during the summer in preparation for distance learning that was created and administered by the district Ed Tech Coordinator along with some teaching staff.	300,000.00	Yes
Hotspots were purchased and distributed to families who needed wifi to operate their devices at home during distance learning.	97,400.00	Yes
A Distance Learning Task Forces (elem/sec) was formed to develop instructional schedules, review/edit "Teacher Expectations" documents, etc.	15,000.00	Yes
Distance Learning Planning Teams (by grade spans/courses) were formed to identify essential standards, modify pacing guides, develop curriculum, and create assessment and interventions plans.	30,000.00	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

At the K-8 level, WPUSD will administer the iReady diagnostic assessment in ELA and Math three times over the course of the year. iReady's diagnostic assessments identify skill gaps and then customize a series of learning activities to help students gain proficiency in those identified areas of growth. Kindergarten students will also participate in ESGI assessments administered by the teachers to give them clear information on current student knowledge and understanding of kindergarten concepts. High school students will take two or three district-wide ELA and Math formative assessments via Illuminate, in addition to more frequent curriculum-based assessments.

District-wide, teachers will be held to meeting the District's "Expectations for Distance Learning," which include guiding frequent student self-assessment and reflection, and providing regular and timely formative feedback. Teachers will also administer formative and summative assessments to provide ongoing feedback to inform students of their progress and to inform teachers on where students need additional support and what aspects of their learning will require re-teaching and intervention. Students in grades 3-8 and 11 will take the spring SBAC tests in ELA and Math, and English Learners will take the Summative ELPAC. Students marked "TBD" in the fall will also take the Initial ELPAC. Teachers will continue to follow the district's regular grading timelines and procedures (i.e. - progress reports, report cards).

During distance learning, struggling students will be provided enhanced supports from teachers through small group and/or 1:1 interactions and will be provided additional learning resources as applicable. Struggling students may also be assigned a District virtual tutor or community volunteer to further support their learning needs.

During in-person learning, struggling students will be provided opportunities for extended learning in the afternoon once in-person learning has commenced. Extended learning my include 1:1 support from a District tutor or community volunteer.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

WPUSD understands the impact that learning loss can have on students, and we understand that learning loss might be greater for some students compared to others. We are committed to accelerating learning for students who have experienced the greatest learning loss regardless of whether we are following a full distance or modified in-person learning model and will adjust accordingly for either circumstance. To that end, we have adopted the following programs/strategies:

Our students with disabilities have a wide array of support options available to them above and beyond the general instructional program. They have access to Sonday, an online program that uses effective multisensory instruction to identify areas of growth, intervene, and help them catch up with their peers. Weekly, students with disabilities either receive a designated amount of small group or individual instruction with a teacher to focus on individualized academic goals (elementary), or they have Curriculum Support classes, which allow them regular opportunities to receive instructional support for their core classes (secondary). Our students with more significant cognitive challenges have a team of professionals working to help them meet individualized learning goals; those goals are based on individual need and focus on improving upon the students' present levels of educational performance. WPUSD is hopeful that county health guidance will soon allow us to provide extended in-person options for our students with disabilities as well.

Our English Learners have access to tutors for structured support, and to Rosetta Stone (newcomers) as a supplemental resource. At the secondary level, English Learners are placed in Designated ELD classes as a way to accelerate their language acquisition. At the high school level, English Learners are also placed in English classes with co-teachers (non-Special Ed), to insure they receive additional support in grade-level appropriate classes.

Our afterschool program (ASES/CARE) provides daycare and support with facilitating distance learning and providing tutoring help. Foster youth/homeless students, and low-income/English Learner students are prioritized for this program.

Our AVID program, which disproportionately enrolls low-income students, foster/homeless youth, and English Learners, continues to accelerate its participants' learning and open increased opportunities for students upon graduation.

In preparation for a school year fraught with potential shifts between distance learning and in-person learning, our secondary schools adopted advisory periods. In an advisory model, every teacher case manages a small group of students; each teacher ensures the students on his/her/their caseload are being successful in their core academic classes. Teachers then intervene to find help and support for students who are struggling.

Our district partners with a local community of retiree volunteers to provide tutors for struggling students. These retirees participate by working with small groups or individual students. There is a process being developed for the volunteers to now work with students online during distance learning and support them as directed by the classroom teacher.

504 program students will be supported by their general education teacher(s). Consultation in the delivery of accommodations that are needed to support each student's access to instruction through remote learning will be provided to parents, as needed, by teachers and school counselors. Students who receive 504 related services will receive services in accordance with their individualized learning plan, developed in collaboration with the parent/guardian of the child.

Learning loss for Students in our GATE and Honors Academies are being addressed by the classroom teachers. Identified GATE students who choose to, participate in an elementary GATE Academy located at one of our elementary schools where teachers provide instruction specific to the needs of High Achieving students. Similarly we have an Honors Academy at a middle school with the same population of students. GATE or high achieving students who are in a general education classroom will have their work differentiated by the classroom teacher.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The effectiveness of our services and supports will be measured with student achievement data. We will administer a variety of diagnostic and benchmark assessments in ELA and Math over the course of the school year (i.e. - iReady, Illuminate), as well as curriculum-based assessments. Furthermore, most students will participate in state testing, the results of which will also be used to determine academic progress and proficiency.

Teachers and support staff will utilize weekly collaboration (PLC) time to analyze diagnostic and benchmark assessment data. Additionally, they will regularly monitor student progress via other informal, formative assessments. Teachers and support staff will use the results of all assessments, both formal and informal, to adjust instruction and provide appropriate tiered interventions for struggling students.

Even in distance learning, principals continually conduct informal and formal classroom observations. This allows them to observe, real-time, the services and supports in place for students. Principals can consistently provide constructive feedback to teachers related to instructional programs and the use of research-based instructional strategies. They can also serve as a support for teachers in procuring additional supports/service (i.e., District tutors, etc.) for students to access.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
ASES (CARE) Program - provides daycare, support with facilitating distance learning, and providing tutoring help. Foster youth/homeless students, and low-income/English Learner students are prioritized for this program.	439,395.10	Yes
A 1.0 FTE EL TOSA was hired to provide guidance to schools and teachers on effective teaching strategies for English Learner students, and how to provide designated and integrated ELD instruction during distance learning.	90,738.00	Yes
Designated ELD sections at secondary schools were created so that English Learner students could have dedicated extra time to accelerate their language development and help them keep pace with their classes.	243,309.00	Yes
A Homeless Youth Coordinator helps to identify, track, and provide support for our homeless population of students, assuring they receive all services available to ensure school success.	33,665.00	Yes
A Homeless Youth Secretary provides support to the Homeless Youth Coordinator in assisting the tracking and supporting of our homeless youth, and in helping to secure available services.	7,985.00	Yes

Description	Total Funds	Contributing
The i-Ready (K-8) program provides diagnostic assessment information so that teachers can monitor learning loss and identify specific skills in which students need enhanced instruction. It also provides self-paced reading and math instructional practice to support student learning.	189,436.00	Yes
The Illuminate Assessment System provides a way for teachers to administer assessments and receive detailed reports that track student and class progress toward mastering each standard in reading and math. These reports also help teachers identify areas of need to address with students.	45,904.00	Yes
A portion of the Site-allocated Supplemental Funding for Learning Loss Mitigation was provided to each school so that each can address the unique situations they face, based on their student populations and their individual analysis of needs.	661,594.00	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Mental health and social emotional well-being have been main tenets of our district's LCAP for the last 6 years. We are a district committed to Youth Development and PBIS; prior to COVID-19, roughly 30% of WPUSD staff participated in a four-day Youth Development Institute and 15 staff were further trained as trainers of youth development. The youth development framework identifies five supports and opportunities that youth need to become healthy, productive adults. They are safety, relationships, youth participation, community involvement, and skill building. Schools have worked diligently over the last 6 years to improve safety and relationships with and for students. PBIS has been implemented at more than half of our school sites and staff continue to receive training and support from our Mental Health Specialist, whom we hired as part of LCAP to support PBIS and students' mental health. In 2018-2019, we added the services of Wellness Together, a mental health services provider, to increase the amount of students eligible to receive mental health supports. In 2019-2020, we provided voluntary professional development for teachers on trauma-informed teaching, social-emotional learning, and mindfulness.

All of these programs and services (i.e. - Wellness Together, mental health specialist) are presently in place and are accessible both in-person and in distance learning, adjusted accordingly for both. Additionally, our district psychologists have shifted their focus to working with students in need of additional mental health support during COVID-19. On a weekly basis, they reach out to all students with an online mental health check and provide virtual services to students who indicate they need support. Lastly, our teachers have been encouraged to embed community-building activities into the first few weeks of online instruction. We know that relationships and emotional safety are paramount to students being successful in school, and we are deeply committed to that.

WPUSD has an Employee Assistance Program (EAP) for all staff. This program provides free access to professional counselors and other services which can help staff members and eligible family members resolve a broad range of personal problems affecting emotional health, family life and work life. We employ a part-time "Wellness Coordinator," who sponsors district-wide wellness activities for staff and encourages improved well-being and healthy lifestyle choices. WPUSD has also provided some professional development modules for staff focused on mindfulness and work/life balance.

Site administrators will regularly be participating in teacher's video meetings with students to monitor and track the well-being of students and staff and will help determine if staff are displaying signs of struggle during the school closures. Additionally, when students are not engaging in the learning activities due to mental/emotional health, site administration and other support staff will work with parents and students to help them engage, or connect them with services that can provide the needed support.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

School schedules for distance learning include dedicated time for teachers and support staff to conduct student outreach and support. Elementary teachers do a student "check in" twice a day. Secondary schools have provided an advisory teacher to focus on tracking a small group of students for engagement and progress. In addition, case managers, designated classified staff, parent/school/community liaisons (bilingual), school counselors, and administrators will track student engagement and provide tiered interventions for students who have missed more than 60% of live interaction within a week and/or fail to complete more than 50% of work (our measure for student participation).

A system for tracking and monitoring students' weekly engagement has been developed to ensure staff are able to easily identify disengaged students and work on reengaging them in a timely manner. This tiered process begins with teachers first making multiple attempts to contact parents and students. Then, school site administrators and other staff take progressive action to reengage students. This includes

determining what obstacles are preventing live Google meet time and/or work completion, creating an individual action plan to help the student improve, and providing necessary interventions and supports. During this step, a support person is assigned to the student to monitor progress on the action plan. If a student continues to not engage, even after one-on-one intervention and support, he/she is referred to the the district's MTSS coordinator. The MTSS Coordinator determines next steps, which may include a referral to the Student Attendance and Review Board (SARB) or to the Placer County Office of Education support team.

Outreach and interventions will include, but not be limited to: emails, phone calls, letters home, home visits, wellness checks, additional supports/resources to ensure student access to and success in completing expected learning activities, collaborating with community-based agencies, and referral to the SARB or the PCOE Support Team.

We employ 3 parent/school/community liaisons to provide support for Spanish speaking parents and students. They will support teachers and administrators in the re-engagement process for those families by communicating with Spanish speaking parents of students who are not engaging. In addition to Spanish, we have purchased ParentSquare, which translates (in 30 different languages) all communications to parents in their preferred correspondence language.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

The WPUSD Food Service Department continues to serve our students during the 20/21 school year both with our 100% Distance Learning Program, InterCONNECT, and have a plan in place for when students return to in-person learning.

For 100% distance learning we offer weekly meal bags to students that contain a nutritious breakfast and lunch for each of the days school is in session that week. The meal bags are made up of kid-friendly options including shelf stable items, menu selections they can heat at home and a variety of fresh fruit and vegetables. We bag our selections on Tuesdays and distribute them on Wednesdays during a mid-day pick up. We offer parents a variety of alternate times to pick-up meal bags if they cannot make the mid-day pick up.

The WPUSD Food Service Department plans to offer daily nutritious meal bags once students return to campus. At the time of picking up their lunch bag, students will also be able to pick up a breakfast bag for the following day if they so choose. We will continue to offer families that are enrolled in InterCONNECT the option of picking up meal bags weekly.

Food distributions are communicated two times a week in the Superintendent's Family Update and also on the District's social media platforms.

Effective September 1, 2020 the U.S. Department of Agriculture released nine Summer Meal Program Waiver Extensions that allows schools that have started the new school year to use the Seamless Summer Option and Summer Food Service Program through December 31, 2020 instead of the National School Lunch Program and School Breakfast Program. These waivers are in response to the nationwide COVID-19 pandemic. The extension of these programs and will enable the District to provide FREE meals to all WPUSD students 18 years or younger regardless of their eligibility status and ensure all COVID-19 protocols are followed for the health of employees and WPUSD families.

The Food Service Department is thankful to be able to continue to serve our students in a way that secures our health but also theirs during this time.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Pupil Engagement and Outreach	A 0.40 FTE MTSS Coordinator was hired to help create district wide procedures for students who are not engaging in the live teacher interactions and learning activities. They are also providing support for individuals and families who do not respond to a school's outreach in helping them re-engage.	32,542.00	Yes
Mental Health and Social and Emotional Well-Being	Wellness Together is a service which provides counseling for individuals who are struggling in the current learning environment with areas such as depression and anxiety.	158,079.00	Yes
Mental Health and Social and Emotional Well-Being	A 1.0 FTE Mental Health Specialist provides counseling with our more severe cases of students who struggle with school from areas such as depression and anxiety.	144,340.00	Yes

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Section	Description	Total Funds	Contributing
Pupil Engagement and Outreach	3.0 FTE Parent/School/Community Liaisons support families with needed communication between the family and the school, and create connections so that students are more engaged with their teachers, and parents are more informed of their child's learning progress and school expectations.	164,894.00	Yes
Pupil Engagement and Outreach	Software was purchased to enhance parent communication during distance learning (Parent Square) and to simplify how schools and parents communicate with each other.	34,450.00	Yes
Mental Health and Social and Emotional Well-Being	Staff Wellness Coordinator provides activities and programs to give staff members additional ways to develop good habits around healthy lifestyles, and mental wellness.	2,500.00	No
Mental Health and Social and Emotional Well-Being	The Employee Assistance Program (EAP) is a service provided in the event a staff member is in need of direct mental health counseling, financial and legal support, and assistance with other family needs.	12,687.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

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Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.59%	3,947,381

Required Descriptions

[For the actions 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 needs of these students.]

WPUSD prioritizes its LCFF Supplemental funds and its federal title funds to further enhance programs and activities at our highest-need schools and for our highest-need students. We ensure that those funds are utilized to support district and site initiatives that best meet the needs of our unduplicated pupils.

The following actions are provided on an LEA-wide basis but are specifically designed to meet the needs of our unduplicated student populations:

- Foster youth, English Learners, and low-income students have a significantly higher probability of need for both Chromebooks and internet connectivity. Supplying students with Chromebooks and internet service ensure that all students have equitable access to distance learning.
- The purchase of hands-on manipulatives for home use, like base 10 blocks, linker cubes, and whiteboards, will disproportionately help our low-income families.
- Our afterschool program (ASES/CARE) provides daycare and support with facilitating distance learning and providing tutoring help. Foster youth/homeless students, and low-income/English Learner students are prioritized for this program.
- Tutors, community volunteers, instructional aides and/or other support staff provide additional support for struggling students.
- Our Parent/School/Community liaisons (bilingual) help parents communicate more effectively with schools and also serve as a bridge to available community services; they are utilized most by our Spanish-speaking families.

Other services for WPUSD's unduplicated pupils were increased or improved in the following ways:

- Homeless Youth Coordinator and Homeless Youth secretary positions support both homeless and foster youth, ensuring they receive the services and supports needed to succeed in school.
- ELD Tutors, community volunteers and/or other support staff are monitoring English Learners' academic progress and are providing additional support with language acquisition where necessary. At the high school level, English Learners are also placed in English classes with co-teachers (non-Special Ed), to insure they receive additional support in grade-level appropriate classes.
- English Learner Teacher on Special Assignment (TOSA) provides professional development, case manages struggling students, and assists with district-wide ELPAC test preparation.
- Professional development modules were offered to teachers prior to the start of the 2020-21 school year that specifically addressed Designated and Integrated ELD and included instructional strategies that would help support English Learners.

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[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Services for foster youth, English Learners, and low-income students are being increased or improved by 6.59% due to WPUSD's commitment to prioritizing unduplicated pupils when providing the following services:

- Hotspots to guarantee internet connectivity during distance learning (approximately 90% of hotspots were checked out to low-income students)
- ASES/CARE program (approximately 90% of ASES/CARE enrollment is low-income)
- Support staff for enhanced services for at-risk students in the afternoon (most students accessing this tutoring/intervention time are homeless/foster youth, English Learners, or low-income students)
- Parent/School/Community liaisons primarily assist parents of unduplicated pupils

Additionally, the following academic supports are only offered to unduplicated pupils:

- Homeless/Foster Youth services and supports
- Rosetta Stone (EL Newcomers)
- case management of English Learners by the English Learner Teacher on Special Assignment (TOSA)

INFORMATION

DISCUSSION

ACTION

ITEMS

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

DISTRICT GLOBAL GOALS

1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Approve Establishment of Twelve Bridges High School and Approve Application to California Department of Education for County-District-School (CDS) Code

AGENDA ITEM AREA:
Action

REQUESTED BY:
Audrey Kilpatrick
Assistant Superintendent - Business & Operations

ENCLOSURES:
Yes

DEPARTMENT:
Business Services

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
Octobers 20, 2020

ROLL CALL REQUIRED:
Yes

BACKGROUND:

Twelve Bridges High School will serve ninth through twelfth grade students using a traditional public elementary school model. Twelve Bridges High School is projected to have an enrollment of 1200 students at first phase and 2,000 students at full capacity.

The application for county-district-school code presented has been submitted to the California Department of Education (CDE) and requires Superintendent signature and board approval before final approval. Twelve Bridges High School will open as a comprehensive high school effective August 19, 2021.

RECOMMENDATION:

Staff recommends the Board of Trustees approve the establishment of Twelve Bridges High School and application submission for a county-district-school code with the CDE.

Application for a New School CDS Code

Your application has been successfully submitted to the California Department of Education (CDE)!

School Name: Twelve Bridges
Confirmation Number: 201011151741561-QNLN
Date Submitted: 10/11/2020 3:17:41 PM
School CDS Code: Pending Approval
Applicant's Name: Audrey Kilpatrick
Applicant's Email: akilpatrick@wpusd.org

Thank you for your Application for a CDS Code submission! You will be receiving an email confirmation shortly.

In order to complete the CDS code application process, you will need to submit the following supporting documentation:

1. Local governing board meeting minutes describing the approval to form and establish the school. This may include items pertaining to budget approval, acquisition/designation of a facility, staffing, contract awarded for construction of a facility, school type, and/or date of opening. Note that if the board meeting minutes are lengthy, you may extract the pertinent information and submit only the portion of the board minutes that pertain to the approval to form the school and the account of the formal voting process of board members.
2. A copy of the Application for a CDS Code: Summary signature page that has been signed by the district superintendent. For charter schools, the signature page must be signed by the authorizing agency's superintendent. To obtain a copy of the signature page, please visit the Application for a CDS Code: Summary web page.

Additional documentation may also be requested by CDE staff depending on information provided in your application and/or supporting documentation.

Supporting documentation may be submitted to the CDE by:

- Using the Application for a CDS Code: File Upload feature
- Emailing cdsadmin@cde.ca.gov
- Faxing to 916-327-0195
- Mailing to:
  CDS Administration
  CBEDS/CDS Support Office
  California Department of Education
  1430 N Street, Suite 6308
  Sacramento, CA 95814

Application for a New School CDS Code

Application Status

Confirmation Number: 201011151741561-QNLN

Date Submitted: 10/11/2020 03:17 PM

School CDS Code: Pending Approval

Files Uploaded: 0

School Information

1. ***State Board of Education or Regional Occupation Center/Program:** No
2. ***County:** Placer
3. ***District:** Western Placer Unified
4. ***School:** Twelve Bridges
5. ***School Type:** High Schools (Public)
6. ***Educational Program:** Traditional
7. ***Open Date:** 08/19/2021
8. ***Estimated Enrollment:** 1200
9. ***Low Grade:** Grade Nine
10. ***High Grade:** Grade Twelve
11. ***Virtual Status:** Primarily Classroom
12. ***Year Round:** No
13. ***Magnet:** No
14. **Email:** sleaman@wpusd.org
15. **Website:** www.wpusd.org
16. ***Phone Number:** (916) 645-6350
17. **Phone Extension:** No Data
18. **Fax:** No Data
19. ***Education Code:** Permissive school code EC §§35160, 35160.1, 35160.2

School Physical Address

20. ***Street:** 2360 Fieldstone Drive
21. ***City:** Lincoln
22. ***State:** CA
23. ***Zip:** 95648
24. **Zip4:** No Data

School Mailing Address

25. Street: 600 Sixth Street, Suite 400

26. City: Lincoln

27. State: CA

28. Zip: 95648

29. Zip4: No Data

Principal Information

30. *First Name: Kerry

31. *Last Name: Callahan

32. *Job Title: Deputy Superintendent - Educational Services

33. *Email: kcallahan@wpusd.k12.ca.us

34. *Phone Number: (916) 645-6350

35. Phone Extension:

Charter School Information

36. *Charter School: No

Applicant Information

***Applicant's Name:** Audrey Kilpatrick

***Applicant's Email:** akilpatrick@wpusd.org

California DEPARTMENT OF EDUCATION

Signature Page

Please have the district superintendent review and sign this page. Once signed, please submit it to the CBEDS/CDS Support Office via Upload Files, email at cdsadmin@cde.ca.gov, fax at 916-327-0195, or mail it to the address below.

CDS Administration
CBEDS/CDS Support Office
California Department of Education
1430 N Street, Suite 6308
Sacramento, CA 95814

Summary of CDS Code Application Information

Confirmation Number: 201011151741561-QNLN

School: Twelve Bridges

County: Placer

District: Western Placer Unified

School Type: High Schools (Public)

Educational Program: Traditional

Charter: No

State Board of Education or Regional Occupation Center/Program: No

Open Date: 08/19/2021

Estimated Enrollment: 1200

Grade Span: Grade Nine - Grade Twelve

Physical Street:
2360 Fieldstone Drive
Lincoln, CA 95648

Principal Name: Kerry Callahan

District Superintendent's Certification

I hereby confirm that the local governing board has approved the establishment of the above listed school and that the information contained in this Application for a CDS Code is true and accurate. *

Printed Name: Scott Leaman

Job Title: Superintendent

Date: 10/12/2020

Signature:

*This signature page includes only selected fields from the CDS Code Application. Please review the complete CDS Code Application for further information.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
2020-2021 Learning Continuity and Attendance Plan for John Adams Academy

AGENDA ITEM AREA:
Information

REQUESTED BY:
Kerry Callahan
Deputy Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
NA

MEETING DATE:
October 20, 2020

ROLL CALL REQUIRED:
No

BACKGROUND:

In accordance with *EC* Section 43509, "a charter school must submit its Learning Continuity Plan to its chartering authority and the county office of education. By October 30, 2020 reviewing authorities may submit recommendations, in writing, for amendments to the Learning Continuity Plan."

Enclosed is the Learning Continuity Plan for John Adams Academy – Lincoln for the Board's review. Additionally, the following feedback/recommendations from WPUSD's educational services team were provided to John Adams Academy in writing (via email) on October 6, 2020.

STAKEHOLDER ENGAGEMENT SECTION

- May want to consider specifically stating when/how the public had opportunities to submit written comments about the Learning Continuity plan

- May want to consider adding a specific statement that the superintendent responded to stakeholder feedback in writing. (i.e. - specifically call out that the FAQ posted online were basically written responses to stakeholder feedback)

ACTIONS (EXPENDITURES)

- Some actions are just listed (i.e. Office/Clerical Support, Administrative Support) with no accompanying description. May want to consider adding more detail to those, like was done under the Pupil Learning Loss section
- No expenditures were marked as Contributing. Not sure if that was done by design or by accident. You really should be showing how you are using the dollars to enhance supports for unduplicated pupils.

Because the reviewing authorities of a charter school do not approve the Learning Continuity and Attendance Plan, the is an information item only to inform the board that, in accordance with *EC* Section 43509, the plan was reviewed by WPUSD and recommendations, in writing, were provided to John Adams Academy – Lincoln.

RECOMMENDATION:

Administration recommends the Board review John Adams Academy's 2020-2021 Learning Continuity and Attendance Plan and the feedback/recommendations provided by WPUSD.

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
John Adams Academy, Lincoln	Heather Brown, Headmaster	heather.brown@johnadamsacademy.org (916) 780-6800

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

John Adams Academy Lincoln (JAA) is committed to our mission of Restoring America's Heritage by Developing Servant Leaders, and has maintained that commitment through delivery of an excellent American Classical Education Model throughout the COVID-19 pandemic. JAA serves a community of TK - 12 grade scholars with a rich academic program, serving all scholars regardless of need, skill, ability or background. With a focus on our 10 Core Values, service of others, academic rigor, community engagement and multiple tiers of support, the JAA Board of Trustees, staff and community has worked together to provide continuity and support despite the COVID-19 pandemic.

John Adams Academy Lincoln, was closed in March due to the COVID-10 pandemic. All scholars were served through an emergency distance learning program. Due to the immediate closure of school, staff was required to quickly design and deliver a program to meet the academic needs of all scholars with little time for planning and preparation. As a result, multiple challenges were identified and supports were put in place in response to those needs.

The impact on staff and families was significant. Members of the JAA community were required to stay home to support their families in accessing the online distance learning programs and struggled to take time off or find care for their children. Staff was also challenged with providing an excellent distance learning program for their scholars while supporting their own children's learning at the same time. Scholars who were not accustomed to using technology as their primary source of academics required high levels of support to access our academic program. Staff was tasked with not only developing and delivering academics, but ensuring communication and engagement with our parent and scholar community on a regular basis. Intervention staff found it challenging to provide effective, targeted supports in an online environment.

In response to the multiple needs of our community, John Adams Academy Lincoln quickly put in place a variety of supports including: essential standards based academic goals, distribution of technology, distribution of materials, social/emotional supports, meal/food distribution resources, access to academic support staff, technology supports, staff professional development, weekly staff support meetings

and trainings, online curriculum resources and subscriptions, regular family/staff communications, interventions, and virtual community meetings.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Since the onset of school closure in March, JAA has made regular efforts to engage the community using a variety of methods. Timely communication and feedback was collected through a process including online surveys, virtual public meetings, personal communication via phone or in person gatherings, email, online message boards, Board of Trustees meeting comments and scholar engagement and comments. This feedback was used in the development of distance learning programs, community support and drafting of the Learning Continuity and Attendance Plan.

Feedback from stakeholders was gathered in the following ways:

To determine needs for technology for distance learning, a technology survey was sent to all families collectively from the Academy. Additional technology surveys were sent to families from each elementary teacher as a means of personal contact and communication.That information was used to plan purchase of additional technology, distribution of devices, provide IT support and resources for hotspots and internet access.

To guide planning for the start of school in August 20/21, parent feedback regarding distance learning and in class instruction was gathered through community surveys and comments at Board of Trustee meetings. Time for public comment was extended at board meetings to ensure all participating stakeholders had the opportunity to provide input.

Using stakeholder feedback, a FAQ developed to answer questions including details on the Fall reopening plan, health and safety precautions, distance learning programs, technology supports, extra curricular/enrichment activities, curriculum, parent volunteers, meal service, interventions, special education and school culture.

Ongoing communication with staff provided regular feedback during regularly scheduled staff meetings, personal contact from administration, contact with personnel services, academic department/grade level leadership meetings, email communications and participation in Board of Trustee meetings.

Parent orientations and distance learning orientations were held for all community members new to JAA and/or those participating in distance learning, providing details regarding the JAA program along with open discussion and Q&A with administrative staff. Notes and presentation slides were made available to families unable to attend.

Virtual back to school nights were provided by each classroom/subject teacher and families were invited to attend. Teachers provided details on curriculum, communications, accessing online programs, training in online platforms as well as developing rapport and relationships with family members and scholars. For families unable to attend, syllabi and class details were provided via email and Parent Square online communication portal.

Stakeholder feedback and communication continues to occur regularly through the JAA Parent Square online communication portal, email, personal contact and at Board of Trustee meetings. John Adams Academy will continue to invite and engage our stakeholders as valued members of our academy community.

[A description of the options provided for remote participation in public meetings and public hearings.]

For all in person or virtual public meetings/hearings, the agenda and links are posted on the JAA website and links for participation are distributed to all stakeholders via our Parent Square online communication portal within the required time frame. Agendas are posted with all pertinent documents and attachments. Stakeholders are invited to attend and engage in public comment through participation in the meeting via Zoom (via phone or online) and detailed instructions for participation are provided throughout the meeting.

The Learning Continuity and Attendance Plan was presented to the stakeholder community at the September 10th board meeting in public hearing. Stakeholders were also invited to provide additional feedback via email to the Headmaster. All public comment and feedback was reviewed and considered in the final Learning Continuity and Attendance Plan which was adopted by the Board of Trustees on 9/25/2020.

[A summary of the feedback provided by specific stakeholder groups.]

A summary of the feedback provided by specific stakeholder groups is as follows:

Parents and Community:

- Appreciation to staff for a quick transition from in-person instruction to online learning
- Appreciation to staff for commitment to American Classical Education program, Mission & Vision and school culture
- Appreciation for regular and timely communication from the Academy
- Access to additional devices (chromebooks) for families with multiple children learning at home
- Desire for additional technology support for online platforms
- Desire for a single online platform for ease of use and balance of multiple children learning at home
- Desire to resume in-person instruction as soon as possible
- Requests for clarification of health and safety protocols for all in-person scholars
- Concerns regarding screen time for scholars
- Requests for continued enrichment activities including choir, athletics, art, drama and scholar government
- 10.69.23% of families opted into a distance learning program
- 89.31% of families opted into an in-person learning program
- Desire for support with navigating Google classroom, accessing scholar accounts and turning in assignments
- Desire for their scholars to build relationships with teacher during online learning

Teachers and Staff:

- Desire for scholars to have easy and consistent access to Chromebooks, Google Classroom and internet connections
- Desire for a single platform to deliver communication, lessons and instruction
- Concern with managing workload supporting both distance learning and in class scholars
- Desire to have clear expectations for scholar behavior and academic requirements universally across all campuses
- Concern with managing parent needs for supports in areas of technology, curriculum and engagement
- Desire to engage all scholars and addressing families who are not responsive
- Standards based grading for 4th - 6th grade
- Access to online resources including virtual textbooks, literacy programs, assessments, leveled readers
- Desire for all scholars to have paper copies of novels and workbooks
- Additional professional development in distance learning practices, methods and supports
- Addressing safety and social-emotional needs of all stakeholders upon the return to school
- Time allocated for planning, preparation, grading and maintaining online learning platforms
- Desire to continue enrichment and specials (art, music, physical education and library) for all scholars participating in distance or in-person learning

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Based on stakeholder input, John Adams Academy implemented the following aspects of the Learning Continuity and Attendance Plan:

- Implementation of standards based grading for 4th - 6th grade
- Increased access to online curriculum supports (Lexia, Core Knowledge Language Arts, RAZ Kids leveled readers, Think Mathematics, virtual library, enVision Math)
- Multiple professional development offerings in distance learning, curriculum and classical education
- Continuity of enrichment and specials classes when possible
- Development of a modified 5 day in-person schedule
- Offering of a full time distance learning option
- FAQ for stakeholders distributed through Parent Square and posted on web page
- Extensive Health and Safety plan developed with school nursing staff. Two hour training provided to all staff by the school nurse on contents and implementation of plan.
- Adjustment of teacher schedules and professional development calendar to provide additional prep time for teaching staff
- Purchase and distribution of additional Chromebooks for scholars
- Development of a Distance Learning web page with resources, supports and contact information
- Development of a Distance Learning Handbook, Distance Learning Orientation and Distance Learning Agreement to set clear expectations and provide supports for distance learning scholars and families
- Hiring of additional IT staff to support staff and scholars

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

John Adams Academy has developed a school reopening plan that includes both distance learning and in-person instructional options. Once in-person instruction resumes, scholars will attend on campus Monday through Friday, for a shortened school day where they will receive academic instruction in all core (ELA, mathematics, social studies, science) and specials (physical education, music, art, library, foreign language, electives) subjects. Additional asynchronous learning, support services, enrichment and interventions will be provided throughout the afternoon.Teachers and support staff will prioritize English Learners, scholars with disabilities, scholars who are experiencing learning loss and struggling to achieve grade-level content mastery. The daily instructional schedule meets all required guidelines for minimum instructional time.

At the onset of the 20/21 school year, John Adams Academy was 100% distance learning due to required school closure due to COVID-19. In order to provide a smooth transition from distance learning to in-person instruction, all scholars were assigned to a classroom or subject specific teacher and will remain with that same teacher throughout the school year. This allows for continuity of curriculum and scholar progress monitoring as well as builds strong relationships between scholars and staff in this time of uncertainty.

The use of standardized, benchmark assessments will continue at John Adams Academy through implementation of IReady, Lexia and Fountus and Pinnell. Assessments will be given at the onset of the school year, and data will be reviewed and appropriate supports will be put in place for all scholars through a universally applied MTSS program. Additional informal and formal assessments will be used to monitor progress and identify any gaps, needs or learning loss.

A robust MTSS/SST program is in place to address academic and social/emotional needs. A MTSS/SST team, comprised of administration, SPED staff, general education teachers, school psychologists, 504 coordinator, headmaster and other support staff met weekly over the summer months to further develop and refine the program. This refinement includes teacher training, universal systems and processes, identification and referral protocols and family partnerships. Initial training for all staff has been provided, with ongoing support and training planned for the remainder of the school year in order to be responsive to scholar needs, learning loss and other identified challenges as a result of prior school closure and other impacts of COVID-19.

School counselors are available to all scholars and will work closely with academic and administrative staff to monitor scholar progress, school culture and wellness. Working in partnership with the Placer County Office of Education and the Handle With Care program, counselors receive additional resources and training for scholars and staff.

In partnership with the school nursing staff, administration and local health offices, John Adams Academy has developed a Health and Safety plan for reopening the school. This plan includes state and local guidelines and is available to all stakeholders for reference and review. All staff has been trained all applicable protocols and resources have been made available to support the safe and healthy opening of school.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Health Supplies and personal protective equipment for scholars and staff	$29,980	
Cleaning and disinfecting supplies, hand sanitizing stations, plexiglas safety shields	$20,716	
Additional Sanitizing Services	$33,950	
School Counselor	$57,272	
ELL Teacher	$73,830	
Office/Clerical Support	$21,263	
Administrative Support	$86,135	
Campus Supervision Staff	$36,382	
Instructional Aide	$131,888	
P/T School Psychologist	$55,000	
School Nurse	$43,683	

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

At the onset of the 20/21 school year, John Adams Academy was 100% distance learning due to required school closure due to COVID-19. All scholars were assigned to a specific teacher for each grade level or subject matter and will continue with that class/teacher assignment for the entirety of the school year or course. This allows for all scholars to interact with their peers and build relationships that can be maintained once in-person instruction resumes. Each class or course is comprised of both in-person and distance learning scholars, with opportunities to communicate and interact throughout the school year. This ensures equitable access to all curriculum as well as instructional continuity for pupils of a transition between in-person instruction and distance learning is necessary.

The distance learning program includes a combination of daily, live instruction, small group interactions, pre-recorded lesson content, synchronous and asynchronous learning activities. Scholars are expected to login daily using Google Classroom and Zoom for their assignments and live interactions. Materials applicable to each grade level and course were distributed to all scholars and included novels, workbooks, textbooks, math manipulatives, white boards, electronic devices, notebooks, printed work packets and planners.

In accordance with our Ten Core Values and in order to maintain the John Adams Academy cultures and traditions for all scholars, a daily Flag Ceremony is held and each scholar is expected to login and participate. School announcements, quotes of the day, and announcements allow for all scholars to maintain a connection to their peers and the academy.

Home to school partnerships continue to be a priority at John Adams Academy, and regularly scheduled events and communication will be maintained. Regular emails and parent communications, virtual back to school nights, town hall meetings, virtual assemblies and events will be a key part of our distance learning program.

Once in-person instruction resumes, schoals who have selected a 100% distance learning model will continue to receive the same quality instruction, access to curriculum and instructional resources, enrichment, support and interventions. Afternoons are set aside for distance learning scholars to continue participation in all distance learning instruction as described above. Staff will prioritize scholars with disabilities, learning loss, English Language Learners, and any other identified needs.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Prior to the start of school, families were surveyed to determine need for devices and connectivity. Technology pick-up was coordinated with curriculum and materials pick-up, and all families who indicated a need were provided the tools that their scholars will need for distance learning.

Should families encounter difficulties with technology or other issues with distance learning, a central email address has been created for all distance learning inquiries. Parents without access to email may also call the school main office with any questions.

Resources for connectivity have been provided to all families.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Scholars are required to participate in a daily, virtual lesson or class meeting. This provides an opportunity for each teacher to take attendance, provide instruction, review daily activities and discuss any needs or concerns. Additionally, Google Classroom is utilized and monitored for scholar participation, assignment and assessment completion. Teachers will also monitor use of online learning platforms, such as Lexia, for ongoing scholar participation and progress. IReady assessments will be given three times throughout the year to provide benchmark and progress data.

Teachers will track participation and engagement using the Daily Participation and Weekly Engagement Log while tracking attendance utilizing our Aeries Student Information System. Minutes of participation and engagement will be calculated weekly and monitored by staff.

When scholars fail to meet the required participation and engagement thresholds, staff will implement the school adopted reengagement strategies.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

In preparation for distance learning, an online learning consultant was retained, and provided multiple training opportunities for staff in best practices, lesson development, scholar engagement, mental health supports, stakeholder connections and time management with a focus on Classical Online Learning aligned to the JAA model and curriculum. Additional training was provided to administrative staff to equip them with tools and resources to support their teaching staff by this consultant.

Two weeks prior to the first day of school, staff met daily for professional development including departmental/grade level meetings, materials preparation, curriculum specific training, health and safety protocols, online platform and IT training and other site specific training. Elementary staff meetings are held weekly. PLC meetings occur at least once monthly, with ongoing opportunities for grade level/departments to meet for planning and collaboration.

John Adams Academy has added a team of five mentor teachers to provide ongoing training and supports specific to our Classical Education Model. These mentor teachers will be providing hands on mentoring, coaching and support along with leading small group training and discussions highlighting our Socratic Method.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

As an academy that prioritizes service, our staff has risen to the occasion, with many taking on new responsibilities and roles as a result of COVID-19 and the challenges it presents.

Many of the staff, including administration, SST/MTSS team, certified staff, healthcare, counselors, administrative support and teachers spent much of their summer break preparing for the 20/21 school year. Collaboration increased as site leaders worked closely with their academic and instructional teams to design an engaging and effective distance learning academic program. Healthcare staff created procedures and resources. In-person learning schedules as well as all necessary reopening plans were developed and are in initial implementation.

The Academic Services Manager was identified as the distance learning coordinator, and all responsibilities related to distance learning took priority in preparation for the school year. A distance learning handbook was written, and headmasters and site leaders held online parent orientations for families so that they could understand the distance learning program.

The online learning consultant trained administrators and teachers, giving guidance on how best to fulfill their role online. As a result, site leaders identified one point administrator for each campus to steward distance learning. Central emails were also created for parents to send inquiries regarding distance learning, and one front office staff person added stewardship of incoming queries to their role, and works closely with the administrator in charge of distance learning to support parents, students, and staff with their needs.

Some classified staff has shifted their roles to provide additional support in the areas of childcare, interventions, teacher clerical support and site preparation and management.

All staff has also taken on new roles and responsibilities in supporting the health, safety and the social/emotional needs of our community.

John Adams Academy is prepared to continue to shift roles and responsibilities as necessary to maintain our high quality academic program, support all scholars and families, and maintain a commitment to our Mission and Vision.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Throughout school closure English learners (EL) will be supported through weekly use of literacy software (LEXIA, iReady), one-on-one check-ins from EL teaching staff, continued small group instructional groups (via Zoom) and GLAD strategies used across all curriculum delivered online. Meetings include assessment, progress monitoring, content specific supports, IT/access supports and targeted academic coaching.

Foster youth scholars will receive counselor check-ins and individual tutoring (online) throughout closure. Counseling and support services will be made available to low income, foster youth and EL families.

School counselors will facilitate social groups (via Zoom) for at-risk scholars. Staff will provide referrals to school counselors for support and check-ins as needed with school or district personnel reaching out to determine individual needs and provide adequate supports.

School Closure Resource Page on the JAA website provides links to resources for meals, mental health supports, academic supports, enrichment activities and contact information for support agencies throughout Sacramento and Placer County.

Scholars receiving Special Education support are provided with specific plans of support for distance learning. Regular contact with the assigned Education Specialist as well as their general education teacher provide appropriate accommodations and services. Additional supports are offered through support providers as needed using virtual, in person and telephone meetings.

Students with 504 Plans are provided access to appropriate accommodations provided by the general education teacher and support providers as needed. Communication will be provided to families regarding temporary programmatic changes and supports for students during distance learning.

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Distance Learning Consultant for professional development	$1,137	
IT support staff	$52,000	
Novels, Instructional Materials	$4,173	
Online curriculum subscriptions	$6732	
Additional Chromebooks, Chromebook Carts and Licenses	$66,737	
Distance Learning professional development	$25,185	

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

JAA will continue to support scholars in all areas of need throughout the 20/21 school year. Using benchmark assessments, scholar progress will be monitored regularly and any identified needs or learning loss will be addressed specifically. Priority will be given to the essential standards and prerequisite skills for ELA/Math, with significant supports provided for scholars in special populations.

Regularly scheduled grade level meetings will continue with ongoing review of scholar progress. Appropriate and responsive adjustments will be made to instruction and intervention in order to address unfinished learning. Tutoring and interventions will be conducted in small groups and one-on-one meetings to target identified needs. The SST/MTSS process will be followed and partnerships with families in supporting scholar academic progress build and fostered.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

John Adams Academy understands that all scholars will be impacted differently as a result of school closures and transitions from distance learning to in-person learning. Additionally, we understand that the supports available at home for scholars participating in distance learning vary greatly. It is our goal to continue to provide a variety of responsive strategies to meet the needs of all learners regardless of the challenges they are facing.

504 scholars will be supported by their general education teacher in consultation with the 504 coordinator, applicable support staff and parent/guardians. Delivery of accommodations through distance learning will be discussed with parents and appropriate adjustments will be implemented as needed.

Scholars with IEPs will continue to receive support and accommodations as outlined in their plans. Progress on goals, targeted accommodations, supports and additional services will be provided with regular collaboration to include general education teachers, SPED staff and service providers will provide continuity for scholars participating in distance learning or in-person programs.

Our English Language support staff will continue to provide targeted instruction for our English language learners. Continued access to Lexia will be provided and assigned, and staff will monitor progress and engagement. Communication between the classroom teacher and EL support staff will be ongoing, and GLAD strategies will be utilized in the classroom and during small group learning times. All required testing and service minutes will be provided for our English learner population.

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Low income scholar support will continue through small group instruction, targeted interventions, free/reduced meal programs and ongoing teacher support.

School counselors continue to work closely with local county offices of education to support our homeless and foster youth population and are in regular communication with administration and staff to ensure support of identified scholars.

As additional needs are identified school staff will collaborate with administration and counselors to provide any necessary supports for low-income, foster and homeless youth.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

To measure the effectiveness of our services and supports, John Adams Academy will administer a variety of diagnostic and benchmark assessments throughout the school year (IReady, Lexia, Fountas and Pinnell) along with curriculum and content specific assessments. These assessments will be administered to all in-person and distance learning scholars as appropriate.

Monitoring of progress will be prioritized in regularly scheduled grade level/department meetings and teachers will use progress data to created responsive interventions and instructional adjustments. Interventions will be tracked and monitored by classroom teachers, intervention specialists and the SST/MTSS processes and procedures, instruction and interventions will be adjusted to provide the appropriate tiered interventions for struggling scholars.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Maintain licenses for IReady, Lexia, Fountas, and Pinnel in order to administer diagnostic testing to students and also assign supplementary lessons to struggling students for skill remediation. Programs are specifically chosen to support EL students, low income students and students showing learning loss.	See actions for DL instruction	
Additional ELL Teacher	See actions for DL instruction	
Addition of Instructional Aides for Intervention, Small Group Instruction and Distance Learning Supports	See actions for DL instruction	

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

To support the mental health and social and emotional well being of all scholars, John Adams Academy utilizes its teaching staff as the first line of contact and identification for all scholars. Using the daily live interactions as a means to connect with scholars, teachers build positive relationships through face to face connections. This interaction allows the teacher to assess and monitor mental health through observation of participation and discussion. When a need is identified, teachers use resources including the SST/MTSS process, on site counselors, administrative support, attendance support and partnerships with local agencies to meet specific mental health and social and emotional needs. Teachers will continue to reach out individually to families who are not participating in distance learning and will alert administration if additional family supports are required.

The school counselor position was increased from a part time to full time position.

The school counselors are available to serve all families and scholars. They can be contacted through the school website counseling page, in person on campus, by phone or through a counselor referral form available at the school office. Additional mental health and social and emotional community resources have been made available to families on the school web page distance learning resource page.

Ongoing professional development for staff will have designated training on best practices in supporting scholars in trauma informed care, suicide prevention, school culture, positive relationships and available resources. Mental health staff (counselors, school psychologist) is available for collaboration with staff to provide additional support for scholars on an as needed basis.

All employees have access to our Employee Assistance Program that provides confidential emotional support. The highly trained clinicians are available to support family members in areas including anxiety, depression, stress grief, loss and life adjustments, relationship and marital conflicts.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

For the 20/21 school year, John Adams Academy has developed written procedures for tiered reengagement strategies for scholars who are absent from distance learning for more than 3 school days or 60 percent of the instructional days in a school week as follows:

Tier One:

As a universal intervention, an automatic phone call is sent home each day that a student is absent from John Adams Academy. In the case of two absences in one week or multiple absences over a short period of time, the scholar's teacher makes a personal contact to check in on the child and with the family.

Tier Two:

In order to monitor multiple absences from Distance Learning, each day the site Registrar will run an attendance report covering the last 5 days of instruction. If a scholar has been absent three times within that period, a written communication will be sent home and the site administrator will take preventative action and contact the family by telephone to determine the reasons and causes for the unexcused absences or other attendance problems. The scholar's teacher will continue to contact the scholar/family in an effort to provide ongoing support.

Tier Three:

If, in a subsequent 5 day period, the scholar is again absent three times, the Academy will call the family to schedule a face-to face meeting (conducted in-person or via Zoom) with a parent/guardian and administration to discuss the unexcused absences. At this time, the scholar may be referred to the Academy's Pre-SST process in order to provide/gather data and provide robust support.

In addition, per the Family/Scholar Handbook, the Academy's Attendance Policy for multiple unexcused absences operates with the same steps of intervention whether the scholar is on Distance Learning or on campus, regardless of whether the absences occur within a specific timeframe.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

John Adams Academy will continue to provide meals to all scholars including those qualified through the free and reduced school lunch program for both in person and distance learning programs. Applications for free and reduced school lunch programs are available online, adn staff is available to support families in completing the application process.

For the 20/21 school year, John Adams Academy will be providing breakfast service to all scholars. A convenient pre-order system is in place to allow families who are participating in the distance learning program to pre order meals and pick up several days of meals at one time. Once school resumes on site, scholars on campus will have a designated meal break. Throughout the year, both on-site and distance learning meal service will be offered.

Meal service staff will continue to adhere to all health and safety guidelines for food handling, preparation, storage and distribution.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
N/A	Childcare for JAA essential staff	$25,300	
Mental Health and Social and Emotional Well-Being	Employee Assistance Program (EAP)	N/A	

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
4.4%	$263,002

Required Descriptions

[For the actions 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 needs of these students.]

John Adams Academy will continue to utilize a system of targeted interventions, SST/MTSS process to address scholar learning loss due to COVID-19. These supports include high quality first instruction, review of assessment data, early identification of concerns, consistent parent communication, collaboration with grade level/department teams, targeted academic intervention, progress tracking, utilization of intervention staff, academic conferences, and consultation with mental health staff, administration and other support providers as needed. These supports are applied to all scholars at JAA participating in distance learning or in-person programs.

Additionally, John Adams Academy prioritizes its LCFF supplemental funds to provide support, enhanced programs, interventions, activities and curriculum to serve our highest-need scholars. We ensure that those funds are utilized to provide services that best meet the needs of our unduplicated scholars.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

In order to provide a robust distance learning program, distribution of devices was a top priority for JAA. Prior to school closure, scholars had access to Chromebooks a few times a week, with many scholars never engaging in a Google Classroom or online platform with consistency. When distance learning began, JAA purchased additional Chromebooks and ensured distribution to any scholar or family who needed technology support. Additionally, support for acquiring internet access was provided to all families. All scholars received support in logging in and accessing their Google Classroom account and parents were provided training videos, tutorials and IT support to ensure access. This improvement guaranteed access for all scholars including foster youth, English learners and low income scholars.

Universal access to Chromebooks has also increased access to counseling services, support services and family meetings for our highest need scholars. Parents who may have been able to attend meetings in person are now able to participate virtually in meetings and be present for supports provided to their scholars. Families are also able to view and access English learner support by attending and participating in EL lessons and other interventions.

Prior to distance learning, tutoring and office hours were offered onsite in the classroom. With instruction via distance learning, scholars have increased access to their teachers, not restricted by location or travel to and from the school site. Scholars may attend office hours or scheduled intervention with more ease, and from any location.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
2020-2021 Learning Continuity and Attendance Plan for Horizon Charter School

AGENDA ITEM AREA:
Information

REQUESTED BY:
Kerry Callahan
Deputy Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
NA

MEETING DATE:
October 20, 2020

ROLL CALL REQUIRED:
No

BACKGROUND:

In accordance with *EC* Section 43509, "a charter school must submit its Learning Continuity Plan to its chartering authority and the county office of education. By October 30, 2020 reviewing authorities may submit recommendations, in writing, for amendments to the Learning Continuity Plan."

Enclosed is the Learning Continuity Plan for Horizon Charter School for the Board's review. Additionally, the following feedback/recommendations from WPUSD's educational services team were provided to Horizon Charter School in writing (via email) on October 8, 2020.

STAKEHOLDER ENGAGEMENT

- Detail how stakeholders were provided the opportunity to submit written comments, and include how the superintendent responded to all comments, also in writing
- More detail is needed on both the board meetings and the ELPAC/PAC meetings:
  - When did the ELPAC/PAC meetings take place?
  - When was the public hearing for the Learning Continuity Plan?
  - When was the plan actually board approved?
  - How was feedback from stakeholders collected/addressed in all of these forums?

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

IN-PERSON MODEL

- What is the actual plan for returning in person? This section should "describe the LEA's classroom-based instructional schedule model" that will be in place upon return to in-person learning. Right now, it only talks about "possibilities" and things that will be "considered". The plan must be more concrete than that.
- Additionally, this section must address how, upon your return to in-person learning, you plan to identify students who have experienced learning loss, and then detail what intervention strategies will be put in place to help those students.
- You have actions listed with no "Total Funds" indicated. Just verifying that this was intentional.

DISTANCE LEARNING PROGRAM

- There are actually no actions/expenditures under Distance Learning? Was this intentional?
- *Continuity of Instruction:* Needs to specifically address how the Montessori distance learning program will be "substantially similar" to the in-person learning program. The way I read it, the description given indicates that their distance program is actually quite different. It might work better to separate the Independent Home Study Program from the Montessori program so the descriptions of each are a little clearer.
- *Pupil Participation and Progress:* May want to add a specific statement about certificated staff certifying the student's attendance and participation on a weekly basis.
- *Staff Roles and Responsibilities*: This prompt also needs a focus on students -- address how specific staff members have taken on new/revised roles and responsibilities to meet the needs of students in distance learning. (i.e. - instructional aides/office staff providing different supports than they would in-person)
- *Supports for Pupils with Unique Needs:* Supports specific to English Learners, foster youth, and homeless youth must also be described.

PUPIL LEARNING LOSS

- Are diagnostic assessments only administered at the beginning of the year? The plan should specifically address the frequency with which you will assess students.
- *Pupil Learning Loss Strategies:* In addition to a broad description of how you will generally support students experiencing learning loss, you must also specifically address how your approach to English Learners, low-income students, foster youth, homeless youth, and students with disabilities will be different/enhanced, based on each group's unique needs.

PUPIL AND FAMILY ENGAGEMENT AND OUTREACH

- You may want to consider including how you provide outreach to parents and guardians who speak languages other than English

INCREASED OR IMPROVED SERVICES

- Your percentage to increase or improve services is inaccurate. It should be somewhere in the range of 8% ($152,470 divided by your LCFF Supplemental allocation).
- Prompt 1 is blank. It is required.

Because the reviewing authorities of a charter school do not approve the Learning Continuity and Attendance Plan, the is an information item only to inform the board that, in accordance with *EC* Section 43509, the plan was reviewed by WPUSD and recommendations, in writing, were provided to Horizon Charter School.

RECOMMENDATION:

Administration recommends the Board review Horizon Charter School's 2020-2021 Learning Continuity and Attendance Plan and the feedback/recommendations provided by WPUSD.

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Western Placer Unified - Horizon Charter School	Cynthia Wood, Ed.D. Superintendent	cwood@hcs.k12.ca.us (916) 408-5200

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Horizon Charter Schools (HCS) reopened for virtual learning and home study, effective April 13, 2020. We continued to serve our education community through the end of the 2019-2020 school year and into the 2020-2021 school year, using a virtual platform and home study approach. HCS was well-prepared to take on virtual learning, due to the fact that our on-going, non-classroom based learning environment is a flexible and personalized approach to education. For most families, schooling continued routinely toward academic performance and progress. For some families, the transition to virtual learning instruction and home study was, and is, a challenge that will be guided by the assistance of our dedicated administrators, faculty and staff.

The HCS administrative team is committed to working alongside our teaching faculty and staff representatives in determining an evolving staffing plan that addresses the continued safety of all Horizon staff and the families that we partner with in the education of our students.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Horizon School values input from all stakeholders to inform school planning and improvement efforts. A variety of opportunities for feedback was utilized and will continue to be utilized as we navigate the important decisions as a result of the COVID pandemic.

The following are efforts made to acquire stakeholder feedback:

- Spring 2020 parent surveys sent from Roseville Learning Center and Lincoln Montessori
- Fall 2020 parent surveys sent to all families and staff from Horizon Charter School
- Spring 2020 Ongoing 1-1 teacher-student-parent check ins to obtain needs in order to realize the personalized learning plan for students (at minimum, monthly

but often times more)

- Fall 2020 1-1 teacher-student-parent check in to obtain needs in order to realize student's personalized learning plan. (Beginning of year routine and at

minimum monthly thereafter.)

- Spring and Fall of 2020 Staff meetings, Horizon Teacher Leadership Meetings, Classified and Certificated Negotiation Meetings, Administrator Leadership

Meetings, Department Meetings, and Cabinet Meetings

- Horizon School Board Meetings open to public comment meetings to check in and respond to staff needs.
- Horizon ELPAC and PAC meetings

[A description of the options provided for remote participation in public meetings and public hearings.]

Horizon Charter School welcomes community participation and has made available the ability to engage in public meetings and public hearings through Zoom interface and speaker cards. At the top of each agenda the public can find a link to the board meeting via computer and phone. Directions for the process to speak are outlined in the agenda and public participation times are indicated.

[A summary of the feedback provided by specific stakeholder groups.]

Feedback provided by stakeholders included the following:

Disappointment with 2 week school closure in Spring 2020, especially considering the options that were already in place for virtual learning.-Staff and Families

Satisfaction with the ability to easily pivot and adjust to virtual learning with the support of devices and connectivity. -Staff and Families

Disappointment with online limitations of enrichment and academic vendors. -Families and Teachers

Need for revised educational systems to address accountability systems within the organization with accompanying training. -Staff

Zoom meetings were well received by families to maintain teacher and social connections. - Families and Staff

Transition to existing online curriculum mitigated learning losses because of the smooth transition to access. -Teachers

Generally, staff expressed satisfaction with the decision for stable program models through the Fall Semester. -Staff

Staff has provided ongoing feedback for the need to adjust work schedules to better meeting the needs of organizational demands. -Staff

Parents of students with exceptional needs have expressed the desire to offer in person assessments and services while being mindful of safety measures- educators concur with this.

Through the negotiation process, certificated and classified staff have come to agreements on Memorandums of Understanding to adjust working conditions based on current conditions.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Stakeholders groups have influenced the Learning and Continuity Plan in the following ways:

In-Person instructional offerings are being addressed as health and safety issues as well as accountability measures evolve.

Devices and Connectivity needs are being addressed in order to deliver Distance Learning, Home Study options and work from home needs.

Professional development is provided based on new demands for students, parents and teachers in order to deliver instruction and routine services in a virtual environment.

Professional development and curriculum resources are provided to address student's learning needs online as well as mitigate learning loss.

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Specific resources have been obtained to address the targeted learning for our students with greatest needs.

Supports for Mental health and Social Emotional Well Being are addressed proactively and in response to expressed needs.

Systems are being revised and supportive resources are being obtained to address the needs for virtual engagement and teacher-student-parent interaction needs.

School Nutrition is offered for classroom based students who are in need and are now engaged in Distance Learning.

Increased and Improved services are designed in anticipation of increased and improved services needed for our most impacted groups of students and based on evidence of targeted learning needs.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Horizon Charter School has committed to virtual Home Study and Distance Learning (Montessori students) for at least the first semester.

Consideration for in-person instructional offerings:

- driven by students at greatest risk for learning loss
- work with the guidelines/mandates for health and safety
- prioritized by examining the possibility for in person assessment and limited services for ours students with special needs
- physical distancing ability, intensive cleaning practices, appropriate personal protective equipment, adequate access to COVID testing

Models for a return to in person instruction:

- will be evaluated by staff using stakeholder input from surveys, public meetings, and parent teacher communication
- will include the possibility of hybrid models, full return, distance learning and home study
- will consider the social emotional needs of students as indicated by survey responses, public meetings and parent teacher communications

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Placer County has provided additional personal protective equipment to be used in the event that in person student activity resumes.		Yes
Accommodations to physical spaces have been installed including but not limited to plexi-glass barriers to define physical distancing space and inhibit the spread of the virus.	?	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

At Horizon Charter Schools, the Lincoln Montessori Program is the only instructional program that aligns with the Distance Learning criteria from the CA state guidelines. All other Horizon students are engaged in a Home Study Program with parents serving as their primary instructor.

Lincoln Montessori students attended in person instruction on a daily basis prior to COVID-19, and are now engaged in distance learning through a comprehensive virtual learning approach. What makes the Lincoln Montessori (LMCC) distance learning program different from Horizon's Independent Home Study Program is that LMCC students engage in direct instruction, in all their core subjects, through Acellus. In addition, they receive daily support from a classroom teacher. This support includes monitoring for understanding, small group instruction, 1-on-1 help, and extra assignments/projects to aid with learning. Parents act in the capacity of a teacher's assistant. They help ensure their student attends all required classes and meetings, and completes all assignments. Parents also support their student's learning by clarifying concepts, answering questions, helping their student be prepared with necessary supplies, and supervising and overseeing their student throughout the day. Parents work positively and collaboratively with the teachers and the program to ensure their student's success. Students are expected to engage in Acellus daily, complete all assigned work, and attend required classes and meetings. Students are expected to keep their daily school obligations aligned with a typical school day (8:00-3:00).

In the Fall of 2020, a process will be used to determine the possibility and the transition process to resume in person instruction that meets the safety and learning needs of staff and students. The Superintendent is engaged in weekly county health meetings with local Superintendents to receive updates and current conditions related to health and safety. Horizon examines possibilities for the second semester as public health information presents options for resuming in person instruction safely.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Horizon Charter School responded swiftly to student and staff needs for devices and connectivity in order to allow for minimal disruption to teaching and learning.

- students were notified by the school and teachers that Chromebooks and mi-fis would be available for pick up and upon request if the need arose.
- activated web based ticketing system to request devices and mi-fi's as needed by parents and students.
- technology is available for pick up at Horizon's warehouse during designated hours
- communication about devices and connectivity is found on the Horizon Hub for families and staff.

Horizon teachers connect with families via phone or email if families seem to have difficulty with connectivity.

Devices and wi-fi's were purchased in advance anticipating the need for all families at Horizon.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

In the Montessori (Distance Learning) Program, students are expected to engage in a synchronous and asynchronous full school day designed by the classroom teacher. (8:00-3:00)

- Teachers hold regular class hours delivering direct lessons, small group instruction and individualized support.
- Weekly engagement records are utilized to track student engagement through evidence based practices, including scanned student work samples and synchronous instruction participation
- The on-line learning platform provides reports that measure time spent engaged in learning as well as accomplishments in performance.
- Attendance is tracked daily and work completion is monitored regularly.

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If students do not engage, tiered re-engagement strategies are employed:

- adjust teaching strategies to engage students
- parent-teacher trouble shooting
- parent-teacher-administrative trouble shooting
- truancy procedures and/or SST processes.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Professional development for the Montessori teachers providing Distance Learning has been extensive and continues to be a priority.

Teachers have engaged in:

- Virtual Learning Collaboration with each other
- training in Remote Support, Clever, Google Classroom, and Sped/Intervention using Acellus.
- technical training on Weekly Engagement Records
- Summer opportunities for professional learning focused on Virtual Engagement Strategies

Online resources have been made readily available for staff to conduct lessons on line and devices and curriculum resources have been purchased and provided.

Future and ongoing training with Educlimber, a tool to track students progress and intervention targets, as well as Emotional Well-Being Strategies will be infused in staff meetings.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

When Horizon staff pivoted to remote work in the Spring of 2020, staff engaged in a process to develop Memorandums of Understanding in order to adjust work responsibilities while following safety precautions consistent with official public health guidelines to minimize risk. In April, Horizon Charter School reopened operations in a modified format and with the goal that continuity of operations would be maintained to the extent feasible. Horizon staff recognized that this rapidly changing environment required a degree of flexibility. Schedules were created with the intent to provide essential public school services while maintaining a safe working environment. Continued communication was encouraged and supervisors and staff were afforded the opportunity to repurpose work that is reasonably related to their current assignment

and takes into consideration the work environment. As the opening of a new school year began, continuous communication and new Memorandums of Understanding are being developed to adapt to evolving organizational demands and updated health guidelines.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Horizon Charter recognizes the need to offer additional supports for students with unique needs.

All students with IEPs have synchronous learning supports that match the previous offer of FAPE pre-COVID and supplement of asynchronous learning. Devices such as document cameras, mi-fis and Chromebooks were provided when specific needs were demonstrated to address access issues.

GATE education was provided for students through a supported Home Study model and designed with the support of a GATE educator. Students participated in Inquiry/Interest-based learning projects with evidence based outcomes.

Asynchronous online learning platforms specifically targeted for language and reading needs were available for student access.

The Guidance Department provided a multitude of resources accessible on the HUB, as well as offered appointment through an online scheduler to address any social emotional or academic needs.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Horizon Charter School will use a variety of assessment and evidence based sources to determine learning loss of students due to the COVID-19 interruption to learning services.

All students take beginning of year diagnostic assessments in ELA and Math, K-8, to provide current levels of performance and identify learning gaps.

Students who were previously enrolled at Horizon, will have previous years results to compare in order to determine learning loss.

Because of our learning partnership with parents, Horizon staff will elicit input from parents about perceived learning loss.

Targeted resources and instructional options will be offered to accelerate learning to close achievement gaps.

Students who have targeted intervention needs will be placed on a specific learning plan to address identified needs.

Additional materials have been purchased in anticipation of learning loss in ELA, Math and ELD.

Students who have learning gaps will be assessed with more frequency to monitor growth and to adjust learning plans if needed.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

In Horizon's Home Study program, Supervising teachers will partner with families as Home teachers to design plans that are personalized to student's needs.

In using asynchronous platforms in addition to a variety of applicable materials, supervising teachers will direct families toward learning targets tied to engagement and pacing goals to accelerate learning that was lost.

Supervising teachers will work with the Guidance department and students to design personalized plans for High School students to achieve graduation requirements in a timely program, as well as encourage students to access opportunities to prepare for college and career readiness while addressing any learning gaps due to COVID-19.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Through Professional Learning Communities and data teams, Horizon educators will evaluate the effectiveness of services and supports to address learning loss by engaging in Plan, Do, Study Act cycles using relevant data and evidence-based indicators.

Through these teams, recommendations will be made to adjust actions to meet the needs of students who are experiencing learning loss.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Summer Academic Recovery Program to allow for Summer graduations and progress toward graduation requirements.	$83,000	Yes
Edmentum ESL Readsmart- Online curriculum to support learning loss in reading and ELD.	$4,800	Yes
Educlimber- Assessment data and tracking system to organize student assessment results with student information systems to disaggragate the date to make informed instructional decisions.	$10,900	Yes
Curriculum and Associates- iready diagnostics allows ELA and Math diagnostic assessments and screening for all K-8 students	$18,300	Yes
Mi-fi Smart pops- connectivity for families and staff who experience wi-fi issues	$72,000	Yes
Laptops for new staff- Due to increased enrollment additional teacher laptops were necessary	$35,130	

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Description	Total Funds	Contributing
Additional targeted resources for Learning Loss or targeted needs in ELA, Math, and ELD based on Beginning of Year assessment results	$108,339	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Horizon Charter Schools will support mental health and social and emotional well-being of pupils and staff during the 20-21 school year by making resources available on the Homeschool Hub and at staff meetings and by providing ongoing professional development to all staff using state and local guidance such as Stronger Together - Coronavrius (COVID-19) (CA Dept of Education).

RESOURCES

1. For parents, students, staff, and the public:

- COVID-19 Updates section was added to Hub landing page with links to the Placer County Office of Education COVID-19 Crisis Response page and the California Department of Education Coronavirus Response and School Reopening Guidance page.
- Information links were posted to Hub landing page such as COVID-19 Child Care Resources, COVID-19 Food Resources, Social-Emotional Support for Students, Professional Wellness Teams Slideshow, and Headspace for Educators.
- Crisis hotlines for crisis support, suicide prevention, and disaster distress are posted on Hub landing page, High School page, and Staff page as well as all COVID-19 information pages.

2. For staff and teachers:

- A STAFF Covid-19 Updates Hub page was created and is updated monthly with resources to support mental health of staff as well as students and families. Some resources available on the page are Mental Health Resources for K-12 Educators During COVID-19 (from CDE), Help for Students in Crisis (from CDE), Social-Emotional Support for Students (compiled by SPED Department), Helping Children and Families Cope with COVID-19, and Talking to Children About COVID-19.

PROFESSIONAL DEVELOPMENT

1. For all staff:

- To maintain positive relationships among all staff, Professional Wellness Teams (staff support groups) were created in August and received initial training in how to support one another's social and emotional well-being in the workplace. Staff created a schedule to meet regularly--at least monthly--in their Professional Wellness Team to develop staff relationships and coping strategies and to support one another using tools and resources supplied by school psychologists.
- Monthly, school psychologists will share a well-being practice and resource for use in Professional Wellness Teams.
- Staff was provided reminders about Employee Assistance Program (EAP) and how to access the benefits at August 11 Inservice. This information is also posted on Hub.
- Staff was required to participate in online training modules Coronavirus Awareness and Coronavirus: Cleaning and Disinfecting You Workplace.

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2. For certificated staff:

- Tools to support the social and emotional well-being of students were shared with staff at August inservice.
- At monthly staff meetings, professional learning and/or training in tools and resources to support social and

emotional well-being of students will be incorporated.

- Mandatory online training modules in Youth Suicide: Awareness, Prevention and Postvention was assigned to all

certificated staff to be completed by 9-22-2020.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Horizon Charter School is fortunate to have a staff administrator serving as Parent Liaison. Because of this role, we are able to identify trends based on stakeholder input and address parent education needs in a prevention model.

Horizon Charter School will also engage in tiered reengagement strategies when students are absent from learning or not participating in instruction. In both the Home Study program and the Distance Learning program, teachers have been trained to adjust learning plans to increase engagement through a personalized approach. If this adjustment does not bring about a change in engagement, families will be contacted to create a collaborative plan. If students are still struggling to engage other support services will be considered through a process with the Regional Administrator. Options include, but are not limited to, MTSS social emotional supports, Guidance counselors, Truancy processes and SSTs.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Because we predominantly serve students in Home Study programs in multiple counties, we are not obligated to provide wide-spread Nutrition services according to our charter. However, students who attend the Lincoln Montessori program do have access to Nutrition

Services supplied by Western Placer Unified School District with Horizon Charter School support. Notifications are sent to families through the Lincoln Montessori School with information about how these meals can be accessed.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
45.86%%	$152,470

Required Descriptions

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[For the actions 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 needs of these students.]

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Needs of foster youth, English Learners, and low income students will be considered first by a process to disaggregate the student achievement data according to identified subgroups first. Next action plans will be put into place reflecting these needs as priority, and finally resources will be allocated to address the needs of these students in the first position.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
In-person/InterCONNECT Update

AGENDA ITEM AREA:
Information/Discussion

REQUESTED BY:
Scott Leaman, Superintendent

ENCLOSURES:
No

DEPARTMENT:
Superintendent

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
October 20, 2020

ROLL CALL REQUIRED:
No

BACKGROUND:

A report on the start of in-person and InterCONNECT instruction will be provided to the Board

RECOMMENDATION:
No action is required on this item.

`WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Adoption of Revised/New Exhibits/Policies/Regulations

AGENDA ITEM AREA:
Action

REQUESTED BY:
Scott Leaman
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
October 20, 2020

ROLL CALL REQUIRED:
No

BACKGROUND:
These new and/or revised exhibits/policies/regulations are now being presented for approval by the Board of Trustees.

- AR 6174 – Education for English Learners
- BP/AR 5141.52 – Suicide Prevention
- BP/AR 5144.1 – Suspension and Expulsions/Due Process
- BP/AR 6172.1 – Concurrent Enrollment in College Classes (New Policy)
- BP 0470 – COVID – 19 Mitigation Plan (New Policy)

RECOMMENDATION:
Administration recommends the Board of Trustees approve the new and revised Exhibits, Policies, and Regulations as submitted.

wp/rk/factform

POLICY GUIDE SHEET
December 2019
Page 1 of 1

Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

AR 6174 - Education for English Learners
(AR revised)

Regulation updated to clarify the process for assessment and identification of English learners, including additional notification requirements. Section on "Reclassification/Redesignation" revised to require English learners who are reclassified as fluent English proficient to be monitored for at least four years following their reclassification, consistent with CDE's Federal Program Monitoring instrument. Regulation also adds further information regarding the composition and duties of the school-level and district-level English Learner Advisory Committee.

EDUCATION FOR ENGLISH LEARNERS

Definitions

English learner means a student who is age 3-21 years, who is enrolled or is preparing to enroll in an elementary or secondary school, and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the student the ability to meet state academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. An English learner may include a student who was not born in the United States or whose native language is a language other than English; a student who is Native American or Alaska Native, or a native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or a student who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant. (Education Code 306; 20 USC 7801)

Designated English language development means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted English language development standards to assist English learners to develop critical English language skills necessary for academic content learning in English. (5 CCR 11300)

Integrated English language development means instruction in which the state-adopted English language development standards are used in tandem with the state-adopted academic content standards. Integrated English language development includes specially designed academic instruction in English. (5 CCR 11300)

Native speaker of English means a student who has learned and used English at home from early childhood and English has been the primary means of concept formation and communication. (Education Code 306)

Identification and Assessment

Upon enrollment in the district, each student's primary language shall be determined through use of a home language survey. (Education Code 52164.1; 5 CCR 11307**, 11518.5**)

Any student who are identified as having a primary language other than English, as determined by the home language survey, and who has not yet previously been identified as an English learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be initially assessed for English proficiency using the English Language Proficiency Assessments for California (ELPAC). **Prior to administering the ELPAC, the Superintendent or designee shall notify the student's parent/guardian in writing that the student will be administered the initial ELPAC.** (Education Code 313, 52164.1; 5 CCR 11518.5)

EDUCATION FOR ENGLISH LEARNERS (continued)

~~Each year after a student is identified as an English learner and until the student is redesignated as English proficient, the summative assessment of the ELPAC shall be administered to the student during a four-month period after January 1 as determined by the California Department of Education. (Education Code 313)~~

Administration of the ELPAC, including the use of variations and accommodations in test administration when authorized, shall be conducted in accordance with test publisher instructions and 5 CCR 11518.5-11518.35.

(cf. 6159 - Individualized Education Program)
(cf. 6162.51 – State Academic Achievement Tests)
(cf. 6164.6 - Identification and Education under Section 504)

Based on the initial assessment, the student shall be classified either as initially fluent in English proficient or as an English learner. The Superintendent or designee shall notify the student's parent/guardian, in writing, of the results of the ELPAC initial assessment within 30 calendar days after the student's date of initial enrollment, or, if administered prior to the student's initial date of enrollment, up to 60 calendar days prior to such enrollment, but not before July 1 of the school year of the student's initial enrollment. The notice shall indicate whether the student met the ELPAC initial assessment criterion for proficiency and include the district's contact information for use if the parent/guardian has questions or concerns regarding the student's classification. (5 CCR 11518.5)

Each year after a student is identified as an English learner and until the student is redesignated as English proficient, the summative assessment of the ELPAC shall be administered to the student during a four-month period after January 1 as determined by the California Department of Education. (Education Code 313)

Superintendent or designee shall notify parents/guardians of their child's results on the **summative assessment of the** ELPAC within 30 calendar days following receipt of the results from the test contractor or, if the results are received from the test contractor after the last day of instruction for the school year, within 15 working days of the start of the next school year. (Education Code 52164.1; 5 CCR 11518.15)

(cf. 5145.6 - Parental Notifications)

The parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title I or Title III funds shall receive notification of the assessment of the student's English proficiency. Such notice shall be provided not later than 30 calendar days after the beginning of the school year or, if the student is identified for program participation during the school year, within two weeks of the student's placement in

EDUCATION FOR ENGLISH LEARNERS (continued)

the program. The notice shall include all of the following: (Education Code 313.2, 440; 20 USC 6312)

1. The reason for the identification of the student as an English learner and the need for placement in a language acquisition program

2. The level of English proficiency, how the level was assessed, and the status of the student's academic achievement

3. A description of the language acquisition program in which the student is, or will be, participating, including a description of all of the following:

   a. The methods of instruction used in the program and in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction

   b. The manner in which the program will meet the educational strengths and needs of the student

   c. The manner in which the program will help the student develop English proficiency and meet age-appropriate academic standards for grade promotion and graduation

   d. The specific exit requirements for the program, the expected rate of transition from the program into classrooms not tailored for English learner students, and the expected rate of graduation from secondary school if applicable

   e. ~~Where~~ **When** the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP

4. As applicable, the identification of a student as a long-term English learner or at risk of becoming a long-term English learner, as defined in Education Code 313.1, and the manner in which the program for English language development instruction will meet the educational strengths and needs of such students and help such students develop English proficiency and meet age-appropriate academic standards

5. Information about the parent/guardian's right to have the student immediately removed from a program upon the parent/guardian's request

6. Information regarding a parent/guardian's option to decline to enroll the student in the program or to choose another program or method of instruction, if available

EDUCATION FOR ENGLISH LEARNERS (continued)

7. Information designed to assist a parent/guardian in selecting among available programs, if more than one program is offered

Language Acquisition Programs

Whenever parents/guardians of enrolled students, and those enrolled for attendance in the next school year, request that the district establish a specific language acquisition program in accordance with Education Code 310, such requests shall be addressed through the following process: (5 CCR 11311)

1. The school shall make a written record of each request, including any request submitted verbally, that includes the date of the request, the names of the parent/guardian and student making the request, a general description of the request, and the student's grade level on the date of the request. As needed, the school shall assist the parent/guardian in clarifying the request. All requests shall be maintained for at least three years from the date of the request.

2. The school shall monitor requests on a regular basis and notify the Superintendent or designee when the parents/guardians of at least 30 students enrolled in the school, or at least 20 students in the same grade level, request the same or a substantially similar type of language acquisition program. If the requests are for a multilingual program model, the district shall consider requests from parents/guardians of students enrolled in the school who are native English speakers in determining whether this threshold is reached.

3. If the number of parents/guardians described in item #2 is attained, the Superintendent or designee shall:

    a. Within 10 days of reaching the threshold, notify the parents/guardians of students attending the school, the school's teachers, administrators, and the district's English learner parent advisory committee and parent advisory committee, in writing, of the requests for a language acquisition program

    b. Identify costs and resources necessary to implement any new language acquisition program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent/guardian and community engagement to support the proposed program goals

    c. Within 60 calendar days of reaching the threshold number of parents/guardians described in item #2 above, determine whether it is possible

EDUCATION FOR ENGLISH LEARNERS (continued)

to implement the requested language acquisition program and provide written notice of the determination to parents/guardians of students attending the school, the school's teachers, and administrators

d. If a determination is made to implement the language acquisition program, create and publish a reasonable timeline of actions necessary to implement the program. If a determination is made that it is not possible to implement the program, provide a written explanation of the reason(s) the program cannot be provided

The district shall notify parents/guardians at the beginning of each school year or upon the student's enrollment regarding the process to request a language acquisition program, including a dual-language immersion program, for their child. The notice shall also include the following: (5 CCR 11309, 11310)

1. A description of the programs provided, including structured English immersion

2. Identification of any language to be taught in addition to English when the program includes instruction in a language other than English

3. The manner in which the program is designed using evidence-based research and includes both designated and integrated English language development

4. The manner in which the district has allocated sufficient resources to effectively implement the program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development, and opportunities for parent/guardian and community engagement to support the program goals

5. The manner in which the program will, within a reasonable period of time, lead to language proficiency and achievement of the state-adopted content standards in English and, when the program includes instruction in another language, in that other language

6. The process to request establishment of a language acquisition program not offered at the school

7. For any dual-language immersion program offered, the specific languages to be taught. The notice also may include the program goals, methodology used, and evidence of the proposed program's effectiveness.

EDUCATION FOR ENGLISH LEARNERS (continued)

~~**Reclassification/Redesignation**~~

The district shall ~~continue to~~ provide additional and appropriate educational services to English learners for the purposes of overcoming language barriers and academic deficits in other areas of the core curriculum. ~~until they:~~ (5 CCR 11302)

~~1. Demonstrated English language proficiency comparable to that of the district's average native English language speakers~~

~~2. Recoup any academic deficits which may have been incurred in other areas of the core curriculum as a result of language barriers~~

English learners shall be redesignated as fluent English proficient when they are able to comprehend, speak, read and write English well enough to receive instruction in an English language mainstream classroom and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (Education Code 52164.6)

The procedures used to determine whether an English learner shall be reclassified as fluent English proficient shall include, but not be limited to: (Education Code 313; 52164.6; 5 CCR 11303)

1. Assessment of English language proficiency using an objective assessment instrument, including, but not limited to, the ELPAC

2. Participation of the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions related to the student

3. Parent/guardian involvement, including:

   a. Notice to parents/guardians of language reclassification and placement, including a description of the reclassification process and the parent/guardian's opportunity to participate

   b. Encouragement of parent/guardian participation in the district's reclassification procedure, including seeking parent/guardian opinion and consultation during the reclassification process

4. Student performance on an objective assessment of basic skills in English that shows whether the student is performing at or near grade level

The student's language proficiency assessments, the participants in the reclassification process, and any decisions regarding reclassification shall be retained in the student's permanent record. (5 CCR 11305)

EDUCATION FOR ENGLISH LEARNERS (continued)

(cf. 5125 - Student Records)

The Superintendent or designee shall monitor the progress of reclassified students to ensure their correct classification and placement. (5 CCR 11304)

The Superintendent or designee shall monitor students for at least four years following their reclassification to **ensure correct classification and placement and to** determine whether any additional academic support is needed.

Advisory Committees

A ~~parent/guardian advisory committee shall be established at the district level when there are more than 50 English learners in the district and at the school level~~ **school-level English Learner Advisory Committee (ELAC) shall be established** when there are more than 20 English learners at the school. Parents/guardians of English learners, **elected by parents/guardians of English learners at the school,** shall constitute committee membership in at least the same percentage as English learners represent of the total number of students in the school. **The school may designate for this purpose an existing school-level advisory committee provided that it meets these criteria for committee membership.** (Education Code 52176; 5 CCR 11308)

The ELAC shall be responsible for assisting in the development of a schoolwide needs assessment, recommending ways to make parents/guardians aware of the importance of school attendance, and advising the principal and school staff in the development of a detailed master plan for English learners for the individual school and submitting the plan to the Governing Board for consideration for inclusion in the district master plan. (Education Code 52176)

When the district has more than 50 English learners, the Superintendent or designee shall establish a District English Learner Advisory Committee (DELAC), the majority of whose membership shall be composed of parents/guardians of English learners who are not employed by the district. Alternatively, the district may use a subcommittee of an existing districtwide advisory committee on which parents/guardians of English learners have membership in at least the same percentage as English learners represent of the total number of students in the district. (Education Code 52176)

The ~~district's English language advisory committee~~**DELAC** shall advise the Board on at least the following tasks: (5 CCR 11308)

1. ~~The development of a~~ **Developing a district master** plan for education programs and services for English learners, taking into consideration the school site plans for English learners

EDUCATION FOR ENGLISH LEARNERS (continued)

2. ~~The~~ **Conducting a** districtwide needs assessment on a school-by-school basis

3. ~~Establishment of~~ **Establishing** a district program, goals, and objectives for programs and services for English learners

4. ~~Development of~~ **Developing** a plan to ensure compliance with applicable teacher or **instructional** aide requirements

5. ~~Administration of~~ **Administering** the annual language census

6. ~~Review of~~ **Reviewing** and commenting on the district's reclassification procedures

7. **Reviewing and commenting on the required written parental notifications**

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)

In order to assist the advisory committee in carrying out its responsibilities, the Superintendent or designee shall ensure that committee members receive appropriate training and materials. This training shall be planned in full consultation with the members. (5 CCR 11308)

LCAP Advisory Committee

When there are at least 15 percent English learners in the district, with at least 50 students who are English learners, a district-level English learner parent advisory committee shall be established to review and comment on the district's local control and accountability plan (LCAP) in accordance with BP 0460 - Local Control and Accountability Plan. The committee shall be composed of a majority of parents/guardians of English learners. (Education Code 52063; 5 CCR 11301, 15495)

(cf. 0460 - Local Control and Accountability Plan)

The ~~advisory committee established pursuant to 5 CCR 11308, as described in the section "Advisory Committee" above,~~ ~~could~~ **DELAC may also** serve as the LCAP English learner advisory committee ~~if its composition includes a majority of parents/guardians of English learners~~.

Regulation **WESTERN PLACER UNIFIED SCHOOL DISTRICT**
approved: September 4, 2007 Lincoln, California
revised: October 16, 2007, September 2, 2014, January 19, 2016, September 18, 2018
November 5, 2019, October 20, 2020

POLICY GUIDE SHEET
March 2020

Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

BP/AR 5141.52 - Suicide Prevention
(BP/AR revised)

Policy and regulation updated to reflect **NEW LAW (AB 1767)** which mandates age-appropriate policy on suicide prevention, intervention, and postvention for students in grades K-6 beginning in the 2020-21 school year. Policy reflects requirements to consult with specified stakeholders on policy development, coordinate with the county mental health plan whenever a referral is made for mental health or related services for a student in grades K-6 who is a Medi-Cal beneficiary, and ensure that employees act within the authorization and scope of their credential or license. Policy also reflects **NEW LAW (AB 34)** which requires the district, beginning in the 2020-21 school year, to post its suicide prevention policy in a prominent location on its web site. Regulation updated to move material regarding the printing of the national suicide hotline number on student identification cards to a new section. Regulation also adds an optional postvention strategy to identify and monitor students significantly affected by suicide and those at risk of imitative behavior.

BP/AR 5144.1 - Suspension and Expulsion/Due Process
(BP/AR revised)

Policy and regulation updated to reflect **NEW LAW (SB 419)** which prohibits districts from suspending students in grades 4-8 for disrupting school activities or willfully defying the authority of school personnel. Policy also references **NEW LAW (AB 982)** which requires a district to provide a student who is suspended for two or more days with the homework assigned during the period of suspension. Regulation adds new section on "Additional Grounds for Suspension and Expulsion: Grades 9-12" reflecting the option to suspend, but not expel, a student in grades 9-12 for disruption or willful defiance.

BP/AR 6172.1 - Concurrent Enrollment in College Classes
(BP/AR revised)

Policy updated to include exceptions in determining the five percent enrollment cap on the number of students at each grade level who may be recommended for community college summer session and to reflect **NEW LAW (AB 1729)** which extends such exceptions through January 1, 2027. Policy reflects **NEW LAW (SB 554)** which authorizes an adult education student pursuing a high school diploma or high school equivalency certificate to attend community college as a special part-time student. Policy and regulation add new sections for districts that wish to establish a College and Career Access Pathways (CCAP) partnership program, in which the board enters into an agreement with the governing board of a community college district to offer or expand dual enrollment opportunities for students who may not already be college bound or are unrepresented in higher education. Regulation clarifies the board's responsibility, whenever a community college class will be offered on a high school campus, to determine the time that the campus is considered open to the general public and available for members of the public to attend such a class at the high school.

SUICIDE PREVENTION

The Board of Trustees recognize that suicide is a major cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. In an effort to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

In developing **policy** ~~measures~~ and strategies for **suicide prevention and intervention, the Superintendent or designee shall consult with school and community stakeholders such as** ~~use by the district, the Superintendent or designee may consult with school health professionals,~~ administrators, other staff, parents/guardians, students**; school-employed mental health professionals such as**, school counselors, school psychologists, school social workers **and school nurses;** suicide prevention experts~~,~~ **such as** local health agencies, mental health professionals, and community organizations**; law enforcement; and, in developing policy for grades K-6, the county mental health plan. (Education Code215)**.

(cf. 1220 - Citizen Advisory Committees)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

The Board shall ensure that measures and strategies for students in grades K-6 are age appropriate and delivered and discussed in a manner that is sensitive to the needs of young students. (Education Code 215)

~~Such m~~**M**easures and strategies **for suicide prevention, intervention, and postvention** shall include, but are not limited to:

1. Staff development on suicide awareness and prevention for teachers, school counselors, and other district employees who interact with students**, as described in the accompanying administrative regulation**

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

2. Instruction to students in problem-solving and coping skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others

(cf. 6142.8 - Comprehensive Health Education)

3. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students

SUICIDE PREVENTION (continued)

(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

4. The provision of information to parents/guardians regarding risk factors and warning signs of suicide, the severity of the youth suicide problem, the district's suicide prevention curriculum, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis

5. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions

6. Crisis intervention procedures for addressing suicide threats or attempts

7. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning ~~youth~~. (Education Code 215)

If a referral is made for mental health or related services for a student in grade K-6 who is a Medi-Cal beneficiary, the Superintendent or designee shall coordinate and consult with the county mental health plan. (Education Code 215)

(cf. 5141.6 - School Health Services)

District employees shall act only within the authorization and scope of their credential or license. Nothing in this policy shall be construed as authorizing or encouraging district employees to diagnose or treat mental illness unless they are specifically licensed and employed to do so. (Education Code 215)

SUICIDE PREVENTION (continued)

The Board shall review, and update as necessary, this policy at least every five years. (Education Code 215)

The Superintendent or designee shall post this policy on the district's web site, in a prominent location and in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

Legal Reference:

EDUCATION CODE
215 Student suicide prevention policies
215.5 Suicide prevention hotline contact information on student identification cards
216 Suicide prevention online training programs
234.6 Posting suicide prevention policy on web site
32280-32289.5 Comprehensive safety plan
49060-49079 Student records
49602 Confidentiality of student information
49604 Suicide prevention training for school counselors
GOVERNMENT CODE
810-996.6 Government Claims Act
PENAL CODE
11164-11174.3 Child Abuse and Neglect Reporting Act
WELFARE AND INSTITUTIONS CODE
5698 Emotionally disturbed youth; legislative intent
5850-~~5883~~ 5886 Children's Mental Health Services Act
COURT DECISIONS
Corales v. Bennett (Ontario-Montclair School District), (2009) 567 F.3d 554

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008
Health Framework for California Public Schools, Kindergarten Through Grade Twelve, ~~2003~~ 2019
CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS
School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009
NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS PUBLICATIONS
Preventing Suicide, Guidelines for Administrations and Crisis Teams, 2015
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS
National Strategy for Suicide Prevention: Goals and Objectives for Action, rev. 2012
Preventing Suicide: A Toolkit for High Schools, 2012

Management Resources: (see next page)

SUICIDE PREVENTION (continued)

Management Resources:

WEB SITES

American Association of Suicidology: http://www.suicidology.org
American Foundation for Suicide Prevention: http://afsp.org
American Psychological Association: http://www.apa.org
American School Counselor Association: http://www.schoolcounselor.org
California Department of Education, Mental Health: http://www.cde.ca.gov/ls/cg/mh
California Department of Health Care Services, ***Mental Health Services*** ~~*Suicide Prevention Program:*~~
http://www.dhcs.ca.gov/services/MH/Pages/SuicidePrevention.aspx
Centers for Disease Control and Prevention, Mental Health: http://www.cdc.gov/mentalhealth
National Association of School Psychologists: http://www.nasponline.org
National Institute for Mental Health: http://www.nimh.nih.gov
Suicide Prevention Resource Center: https://www.sprc.org/about-suicide
Suicide Prevention Lifeline: https://suicidepreventionlifeline.org
Trevor Project: http://thetrevorproject.org
U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration: http://www.samhsa.gov

SUICIDE PREVENTION

~~Student identification cards shall include the National Suicide Prevention Lifeline telephone number and may also include the Crisis Text Line and/or a local suicide prevention hotline telephone number. (Education Code 215.5)~~

Staff Development

Suicide prevention training shall be provided to teachers, counselors, and other district employees who interact with students. The training shall be offered under the direction of a district counselor/psychologist and/or in cooperation with one or more community mental health agencies.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Materials for training shall include how to identify appropriate mental health services at the school site and within the community, and when and how to refer youth and their families to those services. Materials also may include programs that can be completed through self-review of suitable suicide prevention materials. (Education Code 215)

Staff development shall include research and information related to the following topics:

1. The higher risk of suicide among certain groups, including, but not limited to, students who are ~~bereaved~~ **impacted** by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning ~~youth~~

2. Individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, impulsivity, and other factors

(cf. 5131.6 - Alcohol and Other Drugs)

3. Warning signs that may indicate depression, emotional distress, or suicidal intentions, such as changes in students' personality or behavior and verbalizations of hopelessness or suicidal intent

4. Protective factors that may help to decrease a person's suicide risk, such as resiliency, problem-solving ability, access to mental health care, and positive connections to family, peers, school, and community

SUICIDE PREVENTION (continued)

5. Instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health

6. School and community resources and services, including resources and services that meet the specific needs of high-risk groups

(cf. 5141.6 - School Health Services)
(cf. 6164.2 - Guidance/Counseling Services)

7. Appropriate ways to interact with a student who is demonstrating emotional distress or is suicidal and procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide, including, but not limited to, appropriate protocols for monitoring the student while the immediate referral of the student to medical or mental health services is being processed

8. District procedures for responding after a suicide has occurred

Instruction

The district's comprehensive health education program shall promote the healthy mental, emotional, and social development of students and shall be aligned with the state content standards and curriculum framework. Suicide prevention instruction shall be incorporated into the health education curriculum ~~at appropriate secondary grades~~ **in an age appropriate manner** and shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors **in oneself and others** and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide

2. Develop coping and resiliency skills and self-esteem

3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent

4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking services for mental health, substance abuse, and/or suicide prevention

(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5141.6 - School Health Services)
(cf. 6142.8 - Comprehensive Health Education)
(cf. 6164.2 - Guidance/Counseling Services)

SUICIDE PREVENTION (continued)

Student Identification Cards

Note: **The following section is for use by districts that serve students in grades 7-12.** ~~Effective July 1, 2019,~~ Education Code 215.5~~, as added by SB 972 (Ch. 460, Statutes of 2018),~~ requires districts that issue or reissue student identification cards to have printed on either side of the card the telephone number of the National Suicide Prevention Lifeline (1-800-273-8255), and allows to have printed on the card the Crisis Text Line (texting HOME to 741741) and/or a local suicide prevention hotline telephone number. If, as of July 1, 202~~0~~19, the district has unissued student identification cards that do not comply with the above requirements, the cards should be issued until the supply is depleted.

Student identification cards **for students in grades 7-12** shall include the National Suicide Prevention Lifeline telephone number and may also include the Crisis Text Line and/or a local suicide prevention hotline telephone number. (Education Code 215.5)

Intervention

Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

Every statement regarding suicidal intent shall be taken seriously. Whenever a staff member suspects or has knowledge of a student's suicidal intentions based on the student's verbalizations or act of self-harm, the staff member shall promptly notify the principal or school counselor, who shall implement district intervention protocols as appropriate.

Although any personal information that a student discloses to a school counselor shall generally not be revealed, released, referenced, or discussed with third parties, the counselor may report to the principal or student's parents/guardians when he/she has reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student or others within the school community. In addition, the counselor may disclose information of a personal nature to psychotherapists, other health care providers, or the school nurse for the sole purpose of referring the student for treatment. (Education Code 49602)

(cf. 5141 - Health Care and Emergencies)

~~School employee shall act only within the authorization and scope of their credential or license. An employee is not authorized to diagnose or treat mental illness unless he/she is specifically licensed and employed to do so. (Education Code 215)~~

SUICIDE PREVENTION (continued)

Whenever schools establish a peer counseling system to provide support for students, peer counselors shall receive training that includes identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

(cf. 5138 - Conflict Resolution/Peer Mediation)

When a suicide attempt or threat is reported, the principal or designee shall ensure student safety by taking the following actions:

1. Immediately securing medical treatment and/or mental health services as necessary

2. Notifying law enforcement and/or other emergency assistance if a suicidal act is being actively threatened

3. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene

4. Removing other students from the immediate area as soon as possible

(cf. 0450 - Comprehensive Safety Plan)
(cf. 5141 - Health Care and Emergencies)

The principal or designee shall document the incident in writing, including the steps that the school took in response to the suicide attempt or threat.

(cf. 5125 - Student Records)

The Superintendent or designee shall follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed. If the parent/guardian does not access treatment for the student, the Superintendent or designee may meet with the parent/guardian to identify barriers to treatment and assist the family in providing follow-up care for the student. If follow-up care is still not provided, the Superintendent or designee shall consider whether it is necessary, pursuant to laws for mandated reporters of child neglect, to refer the matter to the local child protective services agency.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

For any student returning to school after a mental health crisis, the principal or designee and/or school counselor may meet with the parents/guardians and, if appropriate, with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school and determine the need for ongoing support.

SUICIDE PREVENTION (continued)

Postvention

In the event that a student dies by suicide, the Superintendent or designee shall communicate with the student's parents/guardians to offer condolences, assistance, and resources. In accordance with the laws governing confidentiality of student record information, the Superintendent or designee shall consult with the parents/guardians regarding facts that may be divulged to other students, parents/guardians, and staff.

The Superintendent or designee shall implement procedures to address students' and staff's grief and to minimize the risk of imitative suicide or suicide contagion. The Superintendent or designee shall provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. **Students significantly affected by suicide death and those at risk of imitative behavior should be identified and closely monitored.** School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Any response to media inquiries shall be handled by the district-designated spokesperson who shall not divulge confidential information. The district's response shall not sensationalize suicide and shall focus on the district's postvention plan and available resources.

(cf. 1112- Media Relations)

After any suicide or attempted suicide by a student, the Superintendent or designee shall provide an opportunity for all staff who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

SUSPENSION AND EXPULSION/DUE PROCESS

The Board of Trustees desire to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary process for addressing violations of those standards, including suspension and/or expulsion.

(cf. 5131 – Conduct)
(cf. 5131.1 – Bus Conduct)
(cf. 5131.2 – Bullying)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when ~~his/her~~ **the** behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds

2. While going to or coming from school

3. During the lunch period, whether on or off the school campus

(cf. 5112.5 - Open/Closed Campus)

4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

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

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when ~~his/her~~ **the student's** presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5144 - Discipline)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.5 - Student Success Teams)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

OPTION 1: No student in grades K-~~3~~ **8** may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

OPTION 2: No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

(cf. 5131.7 - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm

3. Brandishing a knife at another person

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4

6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation, ~~under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12,"~~ the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

Note: The following paragraph is for use by districts that contract with the California Department of Education (CDE) to operate a California State Preschool Program. Education Code 8239.1~~, as added by AB 752 (Ch. 708, Statutes of 2017),~~ prohibits the expulsion or disenrollment of a child in a preschool program unless the district has taken specified steps and the child's continued enrollment would present a serious safety threat to the child or other enrolled children. For further details regarding the steps the district must take prior to expelling a child, see BP 5148.3 - Preschool/Early Childhood Education.

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

(cf. 5148.3 - Preschool/Early Childhood Education)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

(cf. 5119 - Students Expelled from Other Districts)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that

involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregated data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

(cf. 0460 - Local Control and Accountability Plan)

Legal Reference: (see next page)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Legal Reference:

EDUCATION CODE
212.5 Sexual harassment
233 Hate violence
1981-1981.5 Enrollment of students in community school
8239.1 Prohibition against expulsion of preschool student
17292.5 Program for expelled students
32261 Interagency School Safety Demonstration Act of 1985
35145 Open board meetings
35146 Closed sessions (regarding suspensions)
35291 Rules (for government and discipline of schools)
35291.5 Rules and procedures on school discipline
48645.5 Readmission; contact with juvenile justice system
48660-48667 Community day schools
48853.5 Foster youth
48900-48927 Suspension and expulsion
48950 Speech and other communication
48980 Parental notifications
49073-49079 Privacy of student records
52052 Numerically significant student subgroups
52060-52077 Local control and accountability plan
64000-64001 Consolidated application
CIVIL CODE
47 Privileged communication
48.8 Defamation liability
CODE OF CIVIL PROCEDURE
1985-1997 Subpoenas; means of production
GOVERNMENT CODE
11455.20 Contempt
54950-54963 Ralph M. Brown Act
HEALTH AND SAFETY CODE
11014.5 Drug paraphernalia
11053-11058 Standards and schedules
LABOR CODE
230.7 Employee time off to appear in school on behalf of a child

Legal Reference continued: (see next page)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Legal Reference: (continued)

PENAL CODE
31 Principal of a crime, defined
240 Assault defined
241.2 Assault fines
242 Battery defined
243.2 Battery on school property
243.4 Sexual battery
245 Assault with deadly weapon
245.6 Hazing
261 Rape defined
266c Unlawful sexual intercourse
286 Sodomy defined
288 Lewd or lascivious acts with child under age 14
288a Oral copulation
289 Penetration of genital or anal openings
417.27 Laser pointers
422.55 Hate crime defined
422.6 Interference with exercise of civil rights
422.7 Aggravating factors for punishment
422.75 Enhanced penalties for hate crimes
626.2 Entry upon campus after written notice of suspension or dismissal without permission
626.9 Gun-Free School Zone Act of 1995
626.10 Dirks, daggers, knives, razors or stun guns
868.5 Supporting person; attendance during testimony of witness
WELFARE AND INSTITUTIONS CODE
729.6 Counseling
UNITED STATES CODE, TITLE 18
921 Definitions, firearm
UNITED STATES CODE, TITLE 20
1415(k) Placement in alternative educational setting
7151 Gun free schools

Legal Reference continued: (see next page)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Legal Reference: (continued)

UNITED STATES CODE, TITLE 42
11432-11435 Education of homeless children and youths
COURT DECISIONS
T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267
Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421
Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H., (2001) 85 Cal.App.4th 1321
Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182
Garcia v. Los Angeles Board of Education (1991) 123 Cal.App.3d 807
John A. v. San Bernardino School District (1982) 33 Cal. 3d 301
ATTORNEY GENERAL OPINIONS
84 Ops.Cal.Atty.Gen. 146 (2001)
80 Ops.Cal. Atty.Gen. 348 (1997)
80 Ops.Cal.Atty.Gen. 91 (1997)
80 Ops.Cal.Atty.Gen. 85 (1997)

Management Resources:

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014
WEB SITES
CSBA: http://www.csba.org
California Attorney General's Office: http://www.caag.state.ca.us
California Department of Education: http://www.cde.ca.gov
U.S. Department of Education: Office for Civil Rights
http://www.ed.gov/about/offices/list/ocr/docs/crdc-2012-data-summary.pdf
U.S. Department of Education, Office of Safe and Healthy Students:
http://www2.ed.gov/about/offices/list/oese/oshs

Policy
adopted: September 4, 2007
revised: August 19, 2014
revised: May 19, 2015
revised: October 20, 2015
revised: February 5, 2019
revised: October 20, 2020

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

SUSPENSION AND EXPULSION/DUE PROCESS

Definitions

Suspension ~~from school~~ means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Board of Trustees for students of the same grade level

2. Referral to a certificated employee designated by the principal to advise students

3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education Code 48925)

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion. (Education Code 48900.1, 48980)

(cf. 5144 - Discipline)
(cf. 5145.6 - Parental Notifications)

Grounds for Suspension and Expulsion: Grades K-12

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows **and in the sections "Additional Grounds for Suspension and Expulsion: Grades 4-12" and "Additional Grounds for Suspension and Expulsion: Grades 9-12" below**:

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(a) and (t))

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Education Code 48900(b))

(cf. 5131 - Conduct)
(cf. 5131.7 - Weapons and Dangerous Instruments)

3. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))

(cf. 3513.4 - Drug and Alcohol Free Schools)
(cf. 5131.6 - Alcohol and Other Drugs)

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid, substance or material and represented same as controlled substance, alcohol beverage, or intoxicant. (Education Code 48900(d))

5. Committed or attempted to commit robbery or extortion. (Education Code 48900(e))

6. Caused or attempted to cause damage to school property or private property. (Education Code 48900(f))

7. Stole or attempted to steal school property or private property. (Education Code 48900(g))

8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing ~~his/her own~~ prescription products. (Education Code 48900(h))

(cf. 5131.62 – Tobacco)

9. Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900(i))

10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Education Code 48900(j))

11. Knowingly received stolen school property or private property. (Education Code 48900(l))

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

12. Possessed an imitation firearm (Education Code 48900(m))

    Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4. (Education Code 48900(n))

14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (Education Code 48900(o))

15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code 48900(p))

16. Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

    Hazing mean a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. *Hazing* does not include athletic events or school-sanctioned events. (Education Code 48900(q))

17. Engaged in an act of bullying (Education Code 48900(r))

    Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to ~~himself/herself~~ **self** or ~~his/her~~ property; cause the student to experience a substantially detrimental effect on ~~his/her~~ physical or mental health; or cause the student to experience substantial interferences with ~~his/her~~ academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

    Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 below in ~~items #1-3 of~~ **the section** "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission communication originated on or off the school site~~, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site,~~ by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager~~. A post on a social network Internet web site, including, but not limited to, posting to or creating a burn page or creation of a credible~~ **, of a communication including, but not limited to:** ~~impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.~~ (Education Code 48900(r))

a. A message, text, sound, video, or image

b. A post on a social network Internet web site, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of ~~his/her~~ **the student's** age, or for a person of ~~his/her~~ **the student's** age ~~with his/her~~ **and** disability. (Education Code 48900(r))

(cf. 1114 - District-Sponsored Social Media)
(cf. 5131.2 - Bullying)
(cf. 6163.4 – Student Use of Technology)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6164.6 - Identification and Education under Section 504)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))

19. Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

A *terrorist threat* includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person, or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

Additional Grounds for Suspension and Expulsion: Grades 4-12

~~Any student in grades 4-12 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))~~

~~*(cf. 5131.4 - Student Disturbances)*~~

A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that ~~he/she~~ **the student**:

1. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

Sexual harassment means that conduct, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

(cf. 5145.7 - Sexual Harassment)

2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one of more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

(cf. 5145.9 - Hate-Motivated Behavior)

3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

(cf. 5145.3 - Nondiscrimination/Harassment)

Additional Grounds for Suspension and Expulsion: Grades 9-12

Any student in grades ~~4-12~~ 9-12 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

(cf. 5131.4 - Student Disturbances)

Suspension from Class by a Teacher

A teacher may suspend a student~~, including a grade K-3 student,~~ from class for the remainder of the day and the following day for ~~disruption, willful defiance, or~~ any of the ~~other~~ acts specified in Education Code 48900 and listed as items #1-18 under "Grounds for Suspension and Expulsion: Grades K-12" above **or for disruption or willful defiance at any grade level, including grades K-8** . (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, ~~he/she~~ **the student** shall be appropriately supervised during the class periods from which ~~he/she~~ **the student** has been removed. (Education Code 48910)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

As soon as possible after the teacher decides to suspend the student, ~~he/she~~ **the student** shall ask the student's parent/guardian to attend a parent-teacher conference regarding suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which ~~he/she~~ **the student** was suspended. (Education Code 48910)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Suspension by Superintendent, Principal or Principal's Designee

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" ~~and~~ for which ~~he/she~~ **a recommendation of expulsion** is required ~~to recommend expulsion~~. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct in the student. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the Superintendent, principal, or designee shall document the other means of correction used and retain them in the student's record. (Education Code 48900.5)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

(cf. 5125 - Student Records)

Length of Suspension

The Superintendent, principal or principal's designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class for the purpose of adjustment, ~~he/she~~ **the student** may be suspended for not more than 30 days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

(cf. 6184 – Continuation Education)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

1. **Informal Conference:** Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, presented with the available evidence against ~~him/her~~ **the student**, and given the opportunity to present ~~him/her~~ **the student's** version and evidence ~~in support of his/her defense~~. (Education Code 48911)

   This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference and the conference shall be held within two school days, unless the student waives ~~his/her~~ **the** right to it or is physically unable to attend for any reason. In such case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

2. **Administrative Actions:** All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

3. **Notice to Parents/Guardians:** At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911)

   This notice shall state the specific offense committed by the student. (Education Code 48900.8)

   In addition, the notice may state the date and time when the student may return to school.

4. **Parent/Guardian Conference:** Whenever a student is suspended, school officials may request a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

   If school officials request to meet with the parent/guardian, the notice may state that the law requires the parent/guardian to respond to such requests without delay. However, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference. (Education Code 48911)

5. **Extension of Suspension:** If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911(g))

   a. The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.

   b. The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

c. If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)

(cf. 6173.1 - Education for Foster Youth)

d. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students. (Education Code 48918.1)

(cf. 6173 - Education for Homeless Children)

In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct ~~his/her~~ **the** behavior and keep ~~him/her~~ **the student** in school.

Suspension by the Board

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion: Grades K-12," ~~and~~ "Additional Grounds for Suspension and Expulsion: Grades 4-12," **and "Additional Grounds for Suspension and Expulsion: Grades 9-12"** above and within the limits specified in "Suspension by Superintendent, Principal or Principal's Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold closed sessions if a public hearing would lead to disclosure of information violating a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

(cf. 9321 - Closed Session ~~Purposes and Agendas~~)

The Board shall provide the student and ~~his/her~~ parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

On-Campus Suspension

A students for whom an expulsion action has not been initiated and who pose no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The on-campus suspension classroom shall be staffed in accordance with law.

2. The student shall have access to appropriate counseling services.

3. The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.

4. The student shall be responsible for contacting ~~his/her~~ **the student's** teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to a on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

Superintendent or Principal's Authority to Recommend Expulsion

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, ~~he/she~~ **the Superintendent or principal shall** recommend a student's expulsion for any of the following acts: (Education Code 48915)

1. Causing serious physical injury to another person, except in self-defense

2. Possession of any knife or other dangerous object of no reasonable use to the student

3. Unlawful possession of any controlled substance, as listed in Health and Safety Code 11053-11058, except (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication ~~for his/her use~~ or other medication prescribed ~~for him/her~~ by a physician

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

4. Robbery or extortion

5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether ~~he/she~~ **the student** should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Stipulated Expulsion

After a determination that a student has committed an expellable offense, the Superintendent, principal, or designee shall offer the student and ~~his/her~~ parent/guardian the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after the student or ~~his/her~~ parent/guardian has been given written notice of the expulsion hearing pursuant to Education Code 48918.

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

The stipulation agreement shall be in writing and shall be signed by the student and ~~his/her~~ parent/guardian. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of ~~his/her~~ **the** right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student and ~~his/her~~ parent/guardian shall be effective upon approval by the Board.

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, ~~he/she~~ **the Superintendent or designee** shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of ~~his/her~~ **the** right to: (Education Code 48918.5)

1. Receive five days' notice of ~~his/her~~ **the** scheduled testimony at the hearing

2. Have up to two adult support persons of ~~of his/her choosing~~ choosing present in the hearing at the time ~~he/she~~ **the witness** testifies

3. Have a closed hearing during the time ~~he/she~~ **the witness** testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing.

2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.

3. A copy of district disciplinary rules which relate to the alleged violation.

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment.

   This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

(cf. 5119 - Students Expelled from Other Districts)

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney advisor.

   Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

   Nonattorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case, and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing.

7. The opportunity to confront and question all witnesses who testify at the hearing.

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

If the student facing expulsion is a foster student, the Superintendent or designee shall also send notice of the hearing to the student's attorney and a representative of an appropriate child welfare agency at least 10 days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a homeless student, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

1. **Closed Session:** Notwithstanding Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code 48918)

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student shall also be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to ~~have his/her testimony heard~~ **testify** in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including but not limited to videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

2. **Record of Hearing:** A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

3. **Subpoenas:** Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with the Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20 (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

4. **Presentation of Evidence:** Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12," ~~and~~ "Additional Grounds for Suspension and Expulsion: Grades 4-12," **and "Additional Grounds for Suspension and Expulsion: Grades 9-12"** above. . (Education Code 48918(h))

   Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

   In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. **Testimony by Complaining Witnesses:** The following procedures shall be observed when hearings involve allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

   a. Any complaining witness shall be given five days' notice before being called to testify.

   b. Any complaining witness shall be entitled to have up to two adult support persons, including but not limited to, a parent/guardian or legal counsel, present during ~~his/her~~ **the** testimony.

   c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.

   d. The person presiding over the hearing may remove a support person who~~m he/she finds~~ is disrupting the hearing.

   e. If one or both support persons are also witnesses, the hearing shall be conducted according to Penal Code 868.5.

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.

(1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

(2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which ~~he/she~~ **the complaining witness** may leave the hearing room.

(3) The person conducting the hearing may:

(a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness

(b) Limit the time for taking the testimony of a complaining witness to ~~the~~ **normal school** hours ~~he/she is normally in school~~, if there is no good cause to take the testimony during other hours

(c) Permit one of the support persons to accompany the complaining witness to the witness stand

6. **Decision:** The Board's decision on whether to expel a student shall be made within 40 school days after the student is removed from ~~his/her~~ school ~~of attendance~~, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918)

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures as apply to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing." including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918 (a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by ~~his/her~~ **the student's** parent/guardian, the Superintendent or designee shall consult with the parent/guardian and district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

agreement, the final action to expel shall be taken by the Board in public. (Education Code 48918(j))

~~*(cf. 9321.1 - Closed Session Actions and Reports)*~~

The Board's decision is final. If the decision is to not to expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for an any "mandatory recommendation and mandatory expulsion" act listed in the section "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during the summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review, as well as assessment at the time of review for readmission

2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, and other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12," ~~or~~ "Additional Grounds for Suspension and Expulsion: Grades 4-12," **or "Additional Grounds for Suspension and Expulsion: Grades 9-12"** (Education Code 48900.8)

2. The fact that a description of readmission procedures will be made available to the student and ~~his/her~~ parent/guardian (Education Code 48916)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

3. Notice of the right to appeal the expulsion to the County Board of Education (Education Code 48918)

4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)

5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision to Suspend Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion, the Board shall take into account the following criteria:

1. The student's pattern of behavior

2. The seriousness of the misconduct

3. The student's attitude toward the misconduct and ~~his/her~~ willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)

2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)

3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12," ~~or~~ "Additional Grounds for Suspension and Expulsion: Grades 4-12," **or "Additional Grounds for Suspension and Expulsion: Grades 9-12"** above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)

4. When the suspension of the enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)

6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall also inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of ~~his/her~~ **the student's** status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))

7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board of Education. (Education Code 48917)

Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board of Education. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

If student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board of Education. The district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notifications to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48900(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate county or district law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

Placement During Expulsion

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems

2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at any of these

3. Not housed at the school site attended by the student at the time of suspension

(cf. 6158 – Independent Study)
(cf. 6185 - Community Day School)

When the placement described above is not available, and when the County Superintendent so certifies, students expelled for only acts described in items #6-12 under "Grounds for Suspension and Expulsion: Grades K-12" and items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school, or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Prior to the date set by the Board for the student's readmission:

1. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

2. The Superintendent or designee shall transmit to the Board ~~his/her~~ a recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for open session is received from the parent/guardian or adult student, it shall be honored to the extent that privacy rights of other students are not violated.

3. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding re-admission.

4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)

5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.

6. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The Board shall maintain a record of each suspension and expulsion, including the specific cause(s).

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

(cf. 5119 - Students Expelled from Other Districts)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Regulation
approved: September 4, 2007
revised: October 20, 2009
revised: December 7, 2010
revised: August 19, 2014
revised: May 19, 2015, October 20, 2015
revised: February 5, 2019
revised: October 20, 2020

CONCURRENT ENROLLMENT IN COLLEGE CLASSES

The ~~Governing~~ Board **of Trustees** desires to provide opportunities for eligible district students to enroll concurrently in courses offered at postsecondary institutions in order to foster individual student achievement, increase opportunities for students to complete college preparatory course requirements and/or participate in career technical education (CTE), and prepare students for a smooth transition into college by providing exposure to the collegiate environment.

(cf. 6143 - Courses of Study)
(cf. 6172 - Gifted and Talented Student Program)
(cf. 6178 - Career Technical Education)
(cf. 6178.2 - Regional Occupational Center/Program)

When it is determined that the postsecondary course in which the student intends to enroll is substantially equivalent to a course provided by the district, the student may receive credit toward high school graduation requirements in addition to credit received from the college.

(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.11 - Alternative Credits Toward Graduation)

Approval of Concurrent Enrollment

The Board may approve a limited number of students of any age or grade level to apply for part-time or full-time concurrent enrollment in a community college or four-year college when it is determined to be in the student's best interest and the student is adequately prepared for such coursework.

Upon recommendation of the principal and with parent/guardian consent, the Board may authorize a student to attend a community college during any session or term as a special part-time or full-time student and to undertake one or more courses of instruction offered at the community college level. (Education Code 48800)

Within the enrollment limits and exceptions allowed by law, the principal may recommend a student for community college summer session if that student demonstrates adequate preparation in the discipline to be studied and exhausts all opportunities to enroll in an equivalent course, if any, at the school of attendance. (Education Code 48800)

A student's parent/guardian, regardless of the student's age or grade level, may petition the Board to authorize special full-time attendance at a community college on the ground that the student would benefit from advanced scholastic or career technical work that would be available. If the petition is denied, an appeal may be filed with the County Board of Education. (Education Code 48800.5)

NEW POLICY

CONCURRENT ENROLLMENT IN COLLEGE CLASSES (continued)

If the Board denies a request for special part-time or full-time enrollment at a community college for a student who is identified as highly gifted and talented, the Board shall issue its written recommendation and the reasons for the denial at its next regularly scheduled Board meeting that falls at least 30 days, but within 60 days, after the request has been submitted. (Education Code 48800, 48800.5)

The Board may authorize a student who is pursuing a high school diploma or a high school equivalency certificate through an adult education program, upon recommendation of the administrator of the student's adult school, to attend a community college during any session or term as a special part-time student. (Education Code 52620)

(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)
(cf. 6200 - Adult Education)

College and Career Access Pathways Partnerships

The Board may enter into a College and Career Access Pathways (CCAP) partnership agreement with the board of a community college district for the purpose of offering or expanding dual enrollment opportunities for students. The agreement shall be approved at an open public Board meeting, with an opportunity for public input provided prior to the Board taking action. If the CCAP agreement provides for CTE pathways, the Board shall consult with and consider input from appropriate local workforce board(s) to determine the extent to which the pathways are aligned with regional and statewide employment needs. (Education Code 76004)

Program Evaluation

The Superintendent or designee shall regularly report to the Board regarding the number and demographics of district students participating in the concurrent enrollment option, their success in completing college preparatory courses ("a-g" courses) and postsecondary courses, and any impact on their achievement in district courses and graduation rates.

(cf. 0500 - Accountability)
(cf. 6162.5 - Student Assessment)
(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference: (see next page)

NEW POLICY

CONCURRENT ENROLLMENT IN COLLEGE CLASSES (continued)

Legal Reference:

EDUCATION CODE

11300-11302 Early and middle college high schools
42238.02 Definition of unduplicated student
46141 Minimum day, high school
46145-46147 Minimum day, high school
48800-48802 Enrollment of gifted students in community college
51225.3 Alternative means of satisfying graduation requirements
52620 Adult education and attendance at community college
76000-76004 Enrollment in community college
76140 No community college fee/tuition for special part-time students
87010 Definition of sex offense
87011 Definition of controlled substance offense

Management Resources:

WEB SITES

California Community Colleges: http://www.cccco.edu
California Department of Education: http://www.cde.ca.gov
California Postsecondary Education Commission: http://www.cpec.ca.gov
California State University: http://www.calstate.edu
Foundation for California Community Colleges: https://foundationccc.org
University of California: http://www.universityofcalifornia.edu

NEW POLICY

CONCURRENT ENROLLMENT IN COLLEGE CLASSES

Credit

Unless enrolled as part of a College and Career Access Pathways (CCAP) partnership agreement in which students are authorized to take up to 15 units per term in a community college, as described below, district students enrolled in a community college as special part-time students may enroll in up to 11 units per semester, or the equivalent. Such students shall receive credit for community college courses that they complete in an amount jointly determined appropriate by the district and the community college governing board. (Education Code 48800, 76001, 76004)

(cf. 6146.11 - Alternative Credits Toward Graduation)

A written agreement regarding the student's enrollment in postsecondary courses and the credits to be awarded for successful completion shall be signed by the student, parent/guardian, principal, and college representative. The student shall be informed whether the credits to be earned are considered academic credits or elective credits, whether the credits count towards high school graduation requirements, and whether the course would need to be completed again during the college years to satisfy college graduation requirements.

To receive district credit for coursework completed at a community college or four-year college, the student or parent/guardian shall submit a transcript showing completion of the course with a passing grade.

(cf. 5125 - Student Records)

College and Career Access Pathways Partnerships

The district may enter into a CCAP agreement, in accordance with Education Code 76004, which includes terms regarding course offerings, student eligibility, protocols for sharing information, joint facilities use, and staff qualifications.

A copy of the CCAP agreement shall be filed with the Office of the Chancellor of the California Community Colleges and with the California Department of Education before the start of the agreement. (Education Code 76004)

Only courses that provide career technical education or preparation for transfer, assist in improving high school graduation rates, or help high school students achieve college and career readiness shall be offered, and physical education courses shall not be provided. (Education Code 76004)

Students may enroll in up to 15 units of community college courses per term if all of the following circumstances are satisfied: (Education Code 76004)

New Policy

CONCURRENT ENROLLMENT IN COLLEGE CLASSES (continued)

1. The units constitute no more than four community college courses per term.

2. The units are part of an academic program that is part of a CCAP agreement.

3. The units are part of an academic program that is designed to award students both a high school diploma and an associate degree or a certificate or credential.

A high school student shall submit one parental consent form and principal recommendation for the duration of the student's concurrent enrollment under a CCAP partnership. (Education Code 76004)

The district shall report information annually to the office of the Chancellor of the California Community Colleges as specified in Education Code 76004.

Minimum School Day

The minimum day of attendance in district schools shall be 180 minutes for any student who is enrolled part-time in a community college and any student in grades 11-12 who is enrolled part-time in the California State University or University of California, when the student is enrolled in classes for which academic credit will be provided upon satisfactory completion of enrolled courses. (Education Code 46146, 48801)

(cf. 6112 - School Day)

A student enrolled full-time at a community college shall be exempted from full-time attendance in the district's regular education program. (Education Code 48800.5)

(cf. 5112.1 - Exemptions from Attendance)

However, both part-time and full-time community college students shall be required to undertake courses of instruction of a scope and duration sufficient to satisfy the requirements of law. (Education Code 48800.5, 48801)

Community College Classes on High School Campus

If a community college class is to be offered at a district high school campus, the class shall be held during the time the campus is open to the general public as determined by the Governing Board. Members of the public who are enrolled in community college class(es) shall register immediately upon entering school buildings or grounds.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 1250 - Visitors/Outsiders)
(cf. 3515 - Campus Security)
(cf. 4157/4257/4357 - Employee Safety)
(cf. 5142 - Safety)

Regulation approved: October 20, 2020

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

District Name:_____

Contact Name:_____ Phone:_____ Email: _____

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
BP 0470	COVID-19 Mitigation Plan	NEW POLICY	

COVID-19 MITIGATION PLAN

The following policy establishes actions that will be taken by the district to provide a safe learning and working environment during the coronavirus (COVID-19) pandemic, and shall supersede any conflicting language in existing district policies or administrative regulations until the ~~Governing~~ Board **of Trustees** determines that the need for this policy no longer exists. The Board acknowledges that, due to the evolving nature of the pandemic, federal, state, and local orders impacting district operations are subject to change without notice. In the event that any federal, state, or local order may conflict with this policy, the order shall govern.

(cf. 2210 - Administrative Discretion Regarding Board Policy)
(cf. 5141.22 - Infectious Diseases)
(cf. 9310 - Board Policies)

The Board may also adopt resolutions or take other actions as needed to respond to such orders or provide further direction during the pandemic.

The Board recognizes that students and staff have the right to a safe campus that protects their physical and psychological health and well-being. School campuses shall only be open when deemed safe for in-person instruction. The Board's decision to reopen school campuses for classes, before or after school programs, child care centers, and/or preschool programs shall be made in consultation with state and local health officials, the county office of education, and neighboring school districts. The district shall evaluate its capacity to implement safety precautions and to conduct full or partial school operations, and shall consider student, parent/guardian, and community input.

(cf. 0400 - Comprehensive Plans)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)

Prior to the return to on-campus teaching and learning, the Superintendent or designee shall provide to students, parents/guardians, and staff current information about COVID-19, including its symptoms, how it is transmitted, how to prevent transmission, the current recommendations from the state and local departments of public health, and any other information and/or resources to prepare for a safe return to on-campus teaching and learning. The Superintendent or designee shall also provide information on the processes and protocols the district will follow to minimize the health risks associated with COVID-19, including, but not limited to, physically separating individuals (social distancing), limits on large gatherings, the provision of personal protective equipment (PPE) such as masks and gloves, and the sanitization of facilities.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
(cf. 6020 - Parent Involvement)

NEW POLICY

COVID-19 MITIGATION PLAN (continued)

Student Support

The Board recognizes that the consequences of the COVID-19 pandemic, including fear for one's safety, the economic crisis, the loss of school-based relationships, and disruptions in student learning, impact all students but may have a disproportionate effect on the youngest students, students with disabilities, those students most vulnerable to basic needs insecurity or child abuse and neglect, and other at-risk students.

(cf. 0415- Equity)

As school campuses reopen, staff shall provide a caring and nurturing educational environment for students. The district may provide instruction on social-emotional well-being to all students, including information on how to deal with stress and anxiety in healthy ways and the importance of emotional well-being for academic success.

(cf. 6142.8 - Comprehensive Health Education)

Staff shall pay careful attention to students' increased mental health concerns. Counseling, other support services, and/or referrals to other agencies shall be available to assist students in dealing with the social and emotional effects of COVID-19, such as stress, anxiety, depression, grief, social isolation, and post-traumatic stress disorder.

(cf. 5141.5 - Mental Health)
(cf. 5141.52 - Suicide Prevention)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.5 - Student Success Teams)

As needed, the district may provide referrals of students and families to basic needs assistance or social services, and may assess students for eligibility for the free and reduced-price meal program or assistance under the McKinney-Vento Homeless Assistance Act.

(cf. 6173 - Education for Homeless Children)

The Superintendent or designee shall ensure that staff understand their obligations as mandated reporters to report suspected child abuse or neglect, regardless of whether the student is on campus or participating in distance learning.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

The Superintendent or designee may provide information to staff and parents/guardians regarding how to provide mental health support to students. The Superintendent or designee may also provide counseling to staff who are experiencing emotional difficulties as a result of COVID-19.

NEW POLICY

COVID-19 MITIGATION PLAN (continued)

Instruction/Schedules

The district shall offer a combination of on-campus instruction and distance learning to meet the needs of all students.

(cf. 6157 - Distance Learning)
(cf. 6158 - Independent Study)

The Superintendent or designee shall work with school principals, teachers, other staff, students, and parents/guardians to recommend to the Board a schedule of on-campus instruction for each school. If all students cannot attend on-campus instruction for the entire school day due to space limitations as a result of social distancing requirements, the Superintendent or designee shall consider arrangements for rotating groups of students, such as on a daily or weekly basis, and/or shall provide on-campus instruction to students with the greatest need for in-person supervision.

(cf. 6111 - School Calendar)
(cf. 6112 - School Day)

Priority for on-campus instruction shall be given to the lowest performing students, students with disabilities, elementary level students, students at risk of child abuse and neglect, homeless students, foster youth, and English learners. To the extent practicable, the district shall also consider the needs of essential workers, as designated in the Governor's executive orders, for child care during normal school hours.

(cf. 6173.1 - Education for Foster Youth)
(cf. 6174 - Education for English Learners)

On-campus instruction may be prioritized for subjects that are difficult to deliver through distance learning, such as laboratory science, art, or career technical education.

For distance learning, lessons may be delivered through live video sessions, pre-recorded lectures, or other technology-based distance learning platforms and/or the district may supplement on-campus instruction with home assignments. As much as possible, distance learning shall be provided through small-group synchronous learning.

Appropriate training shall be provided to teachers and other instructional staff involved in distance learning, including training on how to use any technology or platform approved for distance learning by the school and opportunities for the sharing of best practices among instructional staff. Available training resources may also be provided to students and parents/guardians when necessary.

NEW POLICY

COVID-19 MITIGATION PLAN (continued)

Evaluation of Academic Progress Following Campus Closure

Upon return to on-campus instruction following an extended campus closure, the Superintendent or designee shall evaluate the impact of the campus closure on students' academic progress. Such evaluation may:

1. Address student-specific needs arising from the transition back into on-campus instruction

2. Consider whether or not a student has experienced a regression of skills and/or lack of progress

3. If regression and/or a lack of progress is present, identify opportunities for recovery, including supplemental educational services and/or new or different support services

(cf. 6179 - Supplemental Instruction)

For students with disabilities, the evaluation of academic progress shall also be used to determine whether an additional or revised individualized education program (IEP) or Section 504 plan is needed for the student to be academically successful when returning to on-campus instruction. The Superintendent or designee may prioritize urgent student need in scheduling initial and triennial assessments and annual IEP meetings. The Superintendent or designee shall ensure district compliance with all procedural timelines for IEPs and Section 504 plans as required, unless amended by executive order.

(cf. 6159 - Individualized Education Program)
(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)
(cf. 6164.6 - Identification and Education Under Section 504)

Grading

For each grading period, student progress shall be reported in accordance with BP/AR 5121 - Grades/Evaluation of Student Achievement. However, in the event that school campuses are closed for an extended period of time during any grading period, the Board may, upon recommendation by the Superintendent or designee, adopt one or more alternative grading policies which may vary by grade level or type of course. Options for such grading include, but are not limited to:

1. Assignment of final grades based on the student's grades when the campus shutdown occurred, with opportunities to increase the final grade based on progress through distance learning or other assignments and assessments

2. Assignment of pass/no pass grades for all courses

COVID-19 MITIGATION PLAN (continued)

3. Grading based on students' understanding of applicable course content through assessments, projects, portfolios, or other appropriate means

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

Health Screening of Students

To the extent feasible, students shall be screened for COVID-19 symptoms before boarding a school bus and/or upon arrival at school each day. The Superintendent or designee shall work with local health officials to determine the appropriate means of screening, which may include temperature checks with a no-touch thermometer.

If the screening indicates a fever or other COVID-19 symptoms, or if the student exhibits symptoms at any time during the school day, the student shall be placed in a supervised isolation area until the student's parent/guardian is contacted and the student can be transported home or to a health care facility. School staff may provide the parent/guardian with referrals to school or community health centers for further testing.

(cf. 5141 - Health Care and Emergencies)
(cf. 5141.3 - Health Examinations)
(cf. 5141.6 - School Health Services)

Student Absence and Attendance

The Board recognizes that COVID-19 will continue to impact the attendance of students following the reopening of school campuses. The Superintendent or designee shall notify students and parents/guardians of expectations regarding school attendance. Such notification shall direct any student who contracts the virus or lives with someone who has been diagnosed with COVID-19 to stay home in accordance with state and local health directives so as to curtail the spread of the disease.

Students who are infected with COVID-19 shall be excluded from on-campus instruction until a medical provider states in writing that the student is no longer contagious. (Education Code 49451; Health and Safety Code 120230; 5 CCR 202)

Students who are identified as being in a high-risk population for serious complications from COVID-19 because of a medical condition may request assessment and accommodations under Section 504 and/or an alternative instructional method that allows the student to continue receiving instruction off campus.

When a student is absent, the student's parent/guardian shall notify the school of the reason for the absence. A physician's verification of a student's illness or quarantine may be submitted, but is not required.

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(cf. 5113 - Absences and Excuses)

If a student would otherwise be required to attend on-campus instruction but is kept home by the parents/guardians due to concerns for the welfare of their child, the principal or designee shall work with the student and parent/guardian to find alternative means of instruction, which may include distance or blended learning, independent study, printed class assignments, or other reasonable means.

(cf. 6154 - Homework/Makeup Work)

The Superintendent or designee shall maintain enrollment and student attendance data, including the participation of students in distance learning, and shall report data in accordance with state requirements.

The district employee designated as the attendance supervisor pursuant to Education Code 48240 shall track patterns of student absence throughout the district and regularly report such information to the Superintendent. When a student who is participating in distance learning repeatedly fails to check in with the teacher when required, the teacher and/or attendance supervisor shall attempt to contact the student or parent/guardian to resolve the issues leading to the absence.

(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5113.11 - Attendance Supervision)

Social Distancing

In order to maintain a campus environment that allows for social distancing, the district shall assess the capacity of school facilities, including classrooms, cafeterias, multi-purpose rooms, gyms, and outdoor areas, and determine the means by which the facilities can best be utilized considering space and time alternatives. To the extent reasonably possible, the district may:

1. Within classrooms, space desks at least six feet apart and position them in a way that limits students facing each other

2. Stagger students in areas of high traffic, such as when students are using lockers, lining up for class, or passing between classes

3. Mark six-foot boundaries within classrooms, common areas, outdoor spaces, and places where students are likely to gather so that students and staff are more readily aware of and can more easily abide by social distancing requirements

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COVID-19 MITIGATION PLAN (continued)

4. Utilize restroom stalls and sinks in a manner that allows for social distancing, such as limiting the number of students and/or staff who may use the restroom at a time, blocking off every other stall or sink from use, and/or marking six-foot boundaries

5. Minimize the mixing of students from different classrooms in common spaces, such as in cafeterias and libraries

6. Conduct recess and physical education classes in a manner that allows for social distancing and minimizes the use of physical education equipment

7. Assess the capacity of school buses and develop a plan for bus routes and bus seating consistent with social distancing objectives

(cf. 3540 - Transportation)
(cf. 3543 - Transportation Safety and Emergencies)

8. Encourage students to walk, bicycle, or travel by private vehicle to reduce the number of students traveling on school buses. Schools may provide designated areas with proper distancing for bicycles to be stored during the school day, and may mark spaces for private vehicle drop-off and pick-up zones.

(cf. 5142.2 - Safe Routes to School Program)

Large gatherings, such as assemblies, rallies, field trips, extracurricular activities, and athletic events, shall be suspended until the Board determines, consistent with guidance from state and local health officials, that it is safe to resume such activities. The Superintendent or designee may grant an exception if an activity can be arranged to take place in phases or per class, or modified in a manner that would keep participants from violating social distancing recommendations. When deciding whether an activity may resume, the Superintendent or designee may consider the size of the group that participates, the extent to which the students and other attendees have physical contact, whether the activity can be modified to avoid physical contact, if shared equipment is required for the activity, and if social distancing can be maintained.

(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)
(cf. 6153 - School-Sponsored Trips)

Personal Protective Equipment and Hygiene Practices

The Board encourages students, staff, and visitors to wear PPE while on school campuses or school buses, especially in high-traffic areas and/or when social distancing is not possible. If

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COVID-19 MITIGATION PLAN (continued)

the use of PPE in schools is required by state or local health officials, the district shall provide PPE to students and staff who do not bring their own personal PPE. Students and staff shall be provided instruction in the proper use, removal, disposal, and cleaning of PPE.

Face coverings shall not be required for children younger than two years, or for anyone who has trouble breathing or is incapacitated or otherwise unable to remove the covering without assistance. Reasonable accommodations shall be made for anyone who is unable to wear a face covering for medical reasons.

The Board also encourages students and staff to practice good hygiene, such as appropriate covering of coughs and sneezes and regular hand washing of at least 20 seconds, including before eating and after blowing one's nose, coughing, or sneezing. The district shall provide adequate time and opportunity for students to wash hands, and shall make hand sanitizer available in areas where handwashing is less accessible. Signage regarding healthy hygiene practices and how to stop the spread of COVID-19 may be posted in and around school facilities.

Sanitization of Facilities and Equipment

School facilities, school buses, and shared equipment such as desks, tables, sports/playground equipment, computers, door handles, light switches, and other frequently used equipment and supplies shall be cleaned and disinfected daily with appropriate cleaning agents. Disinfectants and cleaning agents shall be stored properly and in a manner not accessible to students.

(cf. 3510 - Green School Operations)
(cf. 3514.1 - Hazardous Substances)
(cf. 4157/4257/4357 - Employee Safety)

The Superintendent or designee shall ensure that ventilation systems are operating properly and that air flow and ventilation within district facilities is increased, to the extent possible, by opening windows and doors and using fans and air conditioning. Garbage shall be removed daily and disposed of safely.

Food Services

The Superintendent or designee shall ensure that students have access to clean drinking water other than through a drinking fountain, and food which is procured, stored, and served in a manner that reduces the likelihood of COVID-19 transmission and follows state and national guidelines for nutrition.

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

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COVID-19 MITIGATION PLAN (continued)

For meals that are consumed on school grounds, the Superintendent or designee shall ensure that students will be able to maintain proper social distancing while eating. In order to do so, the Superintendent or designee may consider the consumption of meals in classrooms, gyms, the outdoors, and/or other district grounds.

Meal service shall also be available to students participating in distance learning, which may include and/or entirely consist of a "grab and go" service or delivery.

Due to the changing financial circumstances of many families as a result of COVID-19, the Superintendent or designee shall regularly provide information to students and parents/guardians regarding the free and reduced-price meal program, eligibility, and how to apply for the program.

(cf. 3553 - Free and Reduced Price Meals)

Staff

Prior to reopening campuses, the Superintendent or designee shall review staff assignments and, upon request, may reassign employees to reduce exposure to the virus, especially for high-risk staff. When feasible for the position, employees may be granted a remote work assignment.

(cf. 4030 - Nondiscrimination in Employment)
(cf. 4113 - Assignment)
(cf. 4113.4/4213.4/4313.4 - Temporary Modified/Light-Duty Assignment)
(cf. 4113.5/4213.5/4313.5 - Working Remotely)

In the event that employees are unable to perform their duties due to partial or full closure of campuses, the Board shall compensate employees as permitted by law.

(cf. 4151/4251/4351 - Employee Compensation)

Any employee who contracts the virus, shows symptoms of possible infection, or is caring for someone who has been diagnosed with the virus shall self-quarantine for the period of time recommended by health authorities in order to prevent the spread of the disease to students or other staff.

An employee may use personal illness and injury leave and/or family care and medical leave, as applicable, if the employee is unable to work or telework because the employee is ill or needs to take care of a spouse, parent/guardian, or child with COVID-19 or other serious health condition. (Education Code 44978, 45191; Government Code 12945.1-12945.2; Labor Code 245-249; 29 USC 2601-2654)

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COVID-19 MITIGATION PLAN (continued)

(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)
(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)
(cf. 4261.1 - Personal Illness/Injury Leave)

Until December 31, 2020, an eligible employee may take paid sick leave for up to 80 hours, or the number of hours that a part-time employee works on average over a two-week period, if the employee is unable to work or telework because the employee is: (29 USC 2601)

1. Subject to a federal, state, or local quarantine or isolation order related to COVID-19

2. Advised by a health care provider to self-quarantine due to concerns related to COVID-19

3 Experiencing symptoms of COVID-19 and seeking a medical diagnosis

4. Caring for an individual who is subject to a federal, state, or local quarantine or isolation order or has been advised by a health care provider to self-quarantine

5. Caring for the employee's child whose school or child care provider is closed or unavailable for reasons related to COVID-19

6. Experiencing any other substantially similar condition specified by the U.S. Department of Health and Human Services

Employees shall be paid their regular rate of pay for leave taken pursuant to items #1-3 above, or two-thirds their regular rate of pay for leave taken pursuant to items #4-6 above, within the limits specified in law. (29 USC 2601)

For the purpose specified in item #5 above, eligible employees who have been employed by the district for at least 30 calendar days shall be granted extended leave for up to 12 work weeks upon request. The first 10 days of such leave shall be unpaid unless the employee uses accrued vacation leave, personal leave, sick leave, or paid sick leave granted pursuant to 29 USC 2601. After the first 10 days, the district shall pay not less than two-thirds of the employee's regular pay for the number of hours per week the employee normally works, with a maximum of $200 per day and $10,000 for the total period. Eligibility for extended leave for this purpose is subject to the employee's eligibility for leave pursuant to the Family and Medical Leave Act. (29 USC 2601, 2620)

The district shall post, in conspicuous places where employee notices are customarily posted, a notice prepared by the U.S. Department of Labor regarding the requirements of 29 USC 2601 and 2620. (29 USC 2601)

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COVID-19 MITIGATION PLAN (continued)

Follow-Up with Infected Persons/Contact Tracing

The Superintendent or designee shall work with county health officials to track confirmed cases of students and staff with COVID-19, including, but not limited to, following up with students, their parents/guardians, and staff who exhibit symptoms while at school and those who report an absence or miss work due to illness. The Superintendent or designee shall report confirmed cases to local health authorities.

If a student, family member of a student, or staff member has tested positive for COVID-19, the district shall assist local health officials in conducting contact-tracing to identify potentially exposed individuals and ask them to self-quarantine, which may include not participating in on-campus instruction. While maintaining the privacy of the infected person, the district shall inform other students and staff with whom the infected person may have had contact in school.

Nondiscrimination

The Board prohibits discrimination based on actual or perceived medical condition or disability status. (Government Code 11135)

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

Individual students and staff shall not be identified as being COVID-positive, nor shall students be shamed, treated differently, or denied access to a free and appropriate public education because of their COVID-19 status or medical condition. Staff shall not disclose confidential or privileged information, including the medical history or health information of students and staff. (Education Code 49450)

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

The Superintendent or designee shall investigate any reports of harassment, intimidation, and bullying targeted at any student based on COVID status, exposure, or high-risk status.

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 5131.2 - Bullying)
(cf. 5145.3 - Nondiscrimination/Harassment)

Community Relations

The Superintendent or designee shall use a variety of methods to regularly communicate with students, parents/guardians, and the community regarding district operations, school schedules, and steps the district is taking to promote the health and safety of students. In

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COVID-19 MITIGATION PLAN (continued)

addition, the members of the Board have a responsibility as community leaders to communicate matters of public interest in a manner that is consistent with Board policies and bylaws regarding public statements.

(cf. 1100 - Communication with the Public)
(cf. 1112 - Media Relations)
(cf. 9010 - Public Statements)

The district shall continue to collaborate with local health officials and agencies, community organizations, and other stakeholders to ensure that district operations reflect current recommendations and best practices for keeping students, staff, and visitors safe during the COVID-19 state of emergency. The Superintendent or designee shall keep informed about resources and services available in the community to assist students and families in need.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 1700 - Relations Between Private Industry and the Schools)

While the Board recognizes the rights of parents/guardians to participate in the education of their children and the critical importance of parental involvement in the educational process, all visitors and volunteers are encouraged to respect guidelines regarding social distancing and large gatherings. School visitors and volunteers shall be limited in number and expected to observe all district protocols for COVID-19. The Superintendent or designee may place signage around the school advising that visitors and volunteers may be required to use PPE while on school sites and interacting with school personnel, and may keep a supply of such equipment available for their use.

(cf. 1240 - Volunteer Assistance)
(cf. 1250 - Visitors/Outsiders)

Use of school facilities by persons or organizations for community purposes involving large gatherings shall be suspended until the Board determines, consistent with guidance from state and local health officials, that it is safe to resume such activities. The Superintendent or designee may only grant an exception if the number of participants in the activity will be limited and the person or organization follows the processes and protocols established by the district to minimize the health risks associated with COVID-19.

(cf. 1330 - Use of School Facilities)

Potential Reclosure of Campus

The district shall monitor student and staff absences and data provided by local health officials to determine if there is a risk of resurgence of COVID-19 and a need to reclose

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COVID-19 MITIGATION PLAN (continued)

school campuses for the protection of students, staff, and the community. The Superintendent or designee shall develop plans and procedures for alternative methods of operations to the extent possible in the event that reclosure becomes necessary.

If any person diagnosed with COVID-19 is known to have been in district building(s), the Superintendent or designee shall immediately notify local health officials to determine a course of action. The building should be closed until cleaning and disinfecting of the building can be completed and the district can consult with local health officials to determine, based on up-to-date information about the specific cases in the community, whether an extended closure is needed to stop or slow further spread of COVID-19.

If local health officials report that there has been no community transmission of COVID-19, or minimal to moderate transmission in the community, school campuses may not necessarily be closed, but the district shall continue to take all preventative measures described in this policy.

If local health officials report substantial community transmission of COVID-19, campus closures of more than two weeks may be necessary, and the Superintendent or designee shall cancel group activities and events during that period. Campuses shall not reopen until recommended by local health officials.

Legal Reference: (see next page)

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Legal Reference:

EDUCATION CODE
44978 Sick leave for certificated employees
45191 Leave of absence for illness and injury, classified employees
48205 Excused absences
48213 Prior parent notification of exclusion; exemption
48240 Supervisors of attendance
49451 Exemption from physical exam; exclusion from attendance
GOVERNMENT CODE
11135 Nondiscrimination in programs or activities funded by state
12945.1-12945.2 California Family Rights Act
HEALTH AND SAFETY CODE
120230 Exclusion from attendance
LABOR CODE
245-249 Healthy Workplaces, Healthy Families Act of 2014
CODE OF REGULATIONS, TITLE 2
11087-11098 California Family Rights Act
CODE OF REGULATIONS, TITLE 5
202 Exclusion from attendance
306 Explanation of absence
420-421 Record of verification of absence due to illness and other causes
UNITED STATES CODE, TITLE 29
2601-2654 Family and Medical Leave Act of 1993, as amended, especially:
2601 Paid sick leave
2620 Public health emergency leave
UNITED STATES CODE, TITLE 42
1760 Note National School Lunch program waivers addressing COVID-19
CODE OF FEDERAL REGULATIONS, TITLE 29
825.100-825.702 Family and Medical Leave Act of 1993

Management Resources: (see next page)

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Management Resources:

CSBA PUBLICATIONS
Sample School Board Resolution on Grading During Emergency School Closures
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
FAQs for 2019 Novel Coronavirus
FAQs on Grading and Graduation Requirements
CALIFORNIA DEPARTMENT OF PUBLIC HEALTH PUBLICATIONS
CDPH Guidance for the Prevention of COVID-19 Transmission for Gathering, March 16, 2020
School Guidance on Novel Coronavirus or COVID-19, March 7, 2020
CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS
Considerations for Schools, rev. May 19, 2020
Interim Guidance for Schools and Day Camps, May 2020
Interim Guidance for Administrators of U.S. K-12 Schools and Child Care Programs to Plan, Prepare, and Respond to Coronavirus Disease 2019 (COVID-19), March 25, 2020
OFFICE OF THE GOVERNOR PUBLICATIONS
Executive Order N-30-20, March 17, 2020
Executive Order N-26-20, March 13, 2020
OFFICE OF MANAGEMENT AND BUDGET PUBLICATIONS
Administrative Relief for Recipients and Applicants of Federal Financial Assistance Directly Impacted by the Novel Coronavirus (COVID-19) Due to Loss of Operations, Memorandum M-20-17, March 19, 2020
U.S. DEPARTMENT OF LABOR POSTERS
Employee Rights: Paid Sick Leave and Expanded Family and Medical Leave Under the Families First Coronavirus Response Act
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
California Department of Public Health: https://www.cdph.ca.gov
Centers for Disease Control and Prevention: https://www.cdc.gov/coronavirus/2019-ncov
Office of the Governor: https://www.gov.ca.gov
Office of Management and Budget: https://www.whitehouse.gov/omb
U.S. Department of Labor: https://www.dol.gov
World Health Organization: https://www.who.int

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