


**N O T I C E**

**BOARD MEETING OF THE BELLEVUE UNION SCHOOL**

**DISTRICT BOARD OF TRUSTEES WILL BE HELD ON Wednesday**

**June 30 2021, CLOSED SESSION 5:30PM & 6:00PM OPEN SESSION**

**IN PERSON at 3150 EDUCATION DR & ZOOM TELECONFERENCE**

**HOSTED BY BELLEVUE UNION SCHOOL DISTRICT 3150**

**EDUCATION DRIVE SANTA ROSA, CA 95407**

**DATED: June 25, 2021**

**David Alexander, Ed.D.**
**SECRETARY TO THE BOARD**
**AND DISTRICT SUPERINTENDENT**

**POSTED: June 25, 2021**

# BELLEVUE UNION SCHOOL DISTRICT
## Regular Board Meeting
## In Person At the BUSD District Office 3150 Education Dr &
## Video Teleconference Streamed Via Zoom linked on the BUSD Homepage
## Hosted by Bellevue Union School District
## Wednesday June 30, 2021

**As authorized by the Governor's Emergency Executive Order issued on March 12, the Bellevue Union School District Board of Education will conduct Board of Education meetings by live video conference until further notice. The meeting will be live streamed live on the District's YouTube page which can be reached via a link from our Bellevue Union School District homepage @ www.BUSD.org**

## AGENDA

1. Call To Order 5:30 PM

    1.1. Public Comment on Closed Session Agenda

    *The Public is invited to address the Board regarding items that are on the Closed Session Agenda. Speakers are limited to 3 minutes each. Because this is the time for the public to comment, it is our time to hear from you. Although the Board will not respond, we want you to know that we are listening to you carefully.*

    *To access the **Public Comment Form**, please click on the link: BUSD Digital Comment Form to submit your comment to Moriah Hart prior to the start of the meeting. All comments received prior to the start of the meeting will be shared during the scheduled public comment portion of the agenda.*

2. Adjourn To Closed Session

    2.1. Closed Session Agenda
        2.1.1. Consideration of Student Matter – Confidential Matter Involved §35146
            2.1.1.1. Interdistrict Attendance Permit Appeals

3. Reconvene to Open Session 6:00 PM

    3.1. Flag Salute

    3.2. Report on Previous Closed Session
        3.2.1. Public Employee Performance Evaluation § 54957
            3.2.1.1. Superintendent

    3.3 Consider Agenda Adjustment

    3.4 Public Comment

    *At this time, members of the public may express opinions or make statements regarding issues pertinent to the District. Action may not be taken on statements or testimony made regarding any item not on the agenda, per Government Code 54954.2. There will be a limit of three minutes placed on each individual making a statement and a total 30 minute time allocation. Persons wishing to speak should complete a*

*Speaker's Card and present it to the Board Secretary (Superintendent). After receiving recognition from the President, please stand and address the Board. Because this is the time for the public to comment, it is our time to hear from you. Although Government Code Section 54954.2(a) limits the ability of Board Members to respond to public comments we want you to know that we are listening to you carefully.*

*To access the **Public Comment Form**, please click on the link: BUSD Digital Comment Form to submit your comment to Moriah Hart prior to the start of the meeting. All comments received prior to the start of the meeting will be shared during the scheduled public comment portion of the agenda.*

4. Informational

   4.1. Board Policy Manual Revisions per California School Boards Association (CBSA) Update Recommendations 1st Reading, David Alexander, Ed.D., Superintendent
   4.2. Quarterly Facility Update, Roger Farrell, Director of Maintenance & Operations
   4.3. Kawana Springs Modernization Report, Don Tomasi, Design Principal, TLCDArchitecture
   4.4. Planning Update, David Alexander, Ed.D., Superintendent
   4.5. Local Performance Indicator Report, David Alexander, Ed.D., Superintendent

5. Action
   5.1. Consider Approval of Declaration of Need for the 2021-22 School Year
   5.2. Consider Approval of Memorandum of Understanding Between Bellevue Union School District and California School Employees Association and its Bellevue Chapter No. 501 Regarding Extending the 2020-2021 10 Month Employee Work Calendar
   5.3. Consider Approval of the 2021-2024 Local Control Accountability Plans (LCAP) for Bellevue Union School District
   5.4. Consider Approval of the 2021/22 LCAP Federal Addendum
   5.5. Consider Approval of the 2019/20 Local Control Accountability Plans (LCAP) Annual Update/Learning Continuity Plan Annual Update
   5.6. Consider Approval of the FY 2021-22 LCFF Budget Overview for Parents
   5.7. Consider Approval of FY 2021-22 Budget and Statement of Reserves for Bellevue Union School District
   5.8. Consider Approval of FY 2020/21 AB1200 Disclosure(s) as Required by Government Code Section 3547.5 and the California Code of Regulations Title V, Section 15449
   5.9. Consider Approval of Superintendent's Employment Agreement and Evaluation
   5.10. Consider Approval of Tentative Agreement between Bellevue Union School District (BUSD) and the California School Employees Association (CSEA) Resolving FY 2020/21 & FY 2021/22 Negotiations
   5.11. Consider Approval of Revised Salary Schedules for FY 2020-21 and FY 2021-22 for Certificated, Classified, Confidential, Certificated Administration, Classified Administration, and Superintendent
   5.12. Consider Approval of Resolution No. 15 Authorizing the Establishment of Fund 08, Student Activity Special Revenue Fund
   5.13. Consider Approval of Resolution No. 16 Authorizing the District to Contract with the California Department of Education for the purpose of providing child care and development services and to authorize designated personnel to sign contract documents for Fiscal Year 2021-22.
   5.14. Ratification of Bills and Warrants

6. Consent Calendar

6.1. Surplus Technology Equipment
6.2. Surplus Maintenance Vehicles
6.3. Agreement between BUSD and North Coast School of Education (NCSOE) for Credentialing Services 2021-22
6.4. Service Agreement with Red Light Learning for Translation Services for 2021-22
6.5. Board Meeting Minutes
  6.5.1. Special Board Meeting Minutes June 1, 2021
  6.5.2. Special Board Meeting Minutes May 27, 2021
  6.5.3. Regular Board Meeting Minutes May 18, 2021
6.6. Interdistrict Requests 2020-21
6.7. Interdistrict Requests 2021-22
6.8. Personnel Activity Log

7. Reports

7.1. California School Employees Association, Chapter 501
7.2. Bellevue Education Association
7.3. Principal Reports
7.4. Board Reports/Board Items
7.5. Superintendent Report
  7.5.1. Attendance/Enrollment Update

8. Planning

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| July 20, 2021 | Regular Board Meeting | 5:30 pm | To be live streamed on zoom, linked on the District's Homepage: www.busd.org |

9. Return to Closed session as needed

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*Notice*

*The Bellevue Union School District complies with the Americans with Disabilities Act. Should you require special accommodations, or more information about accessibility, please contact the Superintendent's Office by calling (707)542-5197 x2. All efforts will be made for reasonable accommodations.*

*Agenda available in Spanish upon request. Orden del día disponible en español si se solicita.*

*District Employees, parents and community members shall treat each other with civility, courtesy and respect. Civility Policy (BP 1313)*

Bellevue Union School District

Agenda Item for Board Meeting

Agenda Category: Informational Item

Agenda Item Title: Board Policy Manual Revisions per California School Boards Association (CBSA) Update Recommendations - First Reading

Prepared By: David Alexander, Ed.D., Superintendent

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Background:
The California School Boards Association (CBSA) policy services provide sample policies, administrative regulations, bylaws and exhibits as a resource for school districts and county offices of education to develop their own policy manual. These policies are in line with current state/federal laws and have been reviewed and compared to our local policies.

This is the first reading. No action will be taken until the second reading/adoption.

Recommended Action:
No action

Supporting Documents:
Board Policy Manual Revisions per California School Boards Association (CBSA) Update Recommendations - First Reading

# CSBA POLICY GUIDE SHEET
# October 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.

**NEW - Exhibit 1113 - District and School Web Sites**

New exhibit lists material which state and/or federal law explicitly requires to be posted on district and/or school web sites, including a citation to the legal authority and a reference to the board policy, administrative regulation, or board bylaw that further describes the requirement.

**Board Policy 3280 - Sale or Lease of District-Owned Real Property**

Policy updated to reflect **NEW LAW (SB 820, 2020)** which adds, until July 1, 2024, an exception to the requirement that boards appoint an advisory committee for the sale or lease of district-owned property if the property has not operated as an early childhood education facility or for elementary or secondary instruction, and **NEW LAW (SB 98, 2020)** which authorizes, until July 1, 2024, the proceeds from the sale or lease of property purchased entirely with local funds to be used for any one-time general fund purpose if certain conditions are met. Policy also adds material regarding the authorization for boards to meet in closed session with real property negotiators, the requirement to notify the Office of Public School Construction within 90 days if the district sells property that utilized funds received from a state school facilities program within the previous 10 years and the proceeds were not used for specified purposes, and conditions under which the State Allocation Board may require a return of the funds.

**Board Policy 3530 - Risk Management/Insurance**

Policy updated to address the basis upon which insurance decisions should be made and the provision of safety-related training and protective equipment for staff. Policy also updated to delete material regarding the removal of an insurance agent as being implicit in a governing board's authority and explicit in insurance contracts. Timeline for reporting to the board on risk management activities revised from twice a year to periodically to give boards flexibility based on district need.

**Administrative Regulation 3530 - Risk Management/Insurance**

Regulation updated to provide more detail in the list of risk management procedures, including examples of methods for identifying risks in district operations, the prioritization of risks based on frequency and potential impact, and examples of strategies to prevent loss. Regulation also adds optional language regarding the documentation of safety incidents.

**Board Policy 4119.11/4219.11/4319.11 - Sexual Harassment**

Policy updated to clarify that, in some instances, it may be necessary to concurrently review a sexual harassment complaint under both the Title IX sexual harassment complaint procedures and the district's procedure reflecting state law, as described in AR 4030 - Nondiscrimination in Employment, in order to meet the applicable timelines. Policy also adds the requirement to provide supportive measures to the respondent as well as the complainant.

**Administrative Regulation 4119.11/4219.11/4319.11 - Sexual Harassment**

Regulation updated to add section on "Definitions," including the federal definition of sexual harassment for purposes of applying the Title IX complaint procedures. Section identifying the Title IX Coordinator(s) moved and revised to reference CSBA's AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures. Section on "Notifications" adds federal requirement to disseminate the district's sexual harassment policy and procedures, along with the name and contact information of the Title IX Coordinator, by posting them in a prominent location on the district's web site and including them in any handbook provided to employees or employee organizations. New section on "Complaint Procedures" references the applicable procedures and the responsibility of the district to take prompt action to stop the sexual harassment, prevent recurrence, and address any continuing effects.

**Administrative Regulation 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures**

Regulation updated to clarify that a sexual harassment complaint that is dismissed or denied under Title IX may still be subject to review under state law pursuant to AR 4030 - Nondiscrimination in Employment and thus the two procedures should be implemented concurrently in order to meet the applicable timelines. Regulation also updated to clarify that the applicability of the Title IX sexual harassment complaint procedures is limited to conduct that allegedly occurs in an education program or activity over which the district exercises control; revise the timeframe for concluding the complaint process from 45 to 60 days; reflect the right to pursue civil law remedies; and add the requirement to maintain a record of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment.

**NEW - Exhibit 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures**

New exhibit presents a sample of the required notification to employees, job applicants, and employee organizations regarding the district's Title IX sexual harassment policy, the district's Title IX coordinator, and grievance procedures pursuant to 34 CFR 106.8.

**Board Policy 4157/4257/4357 - Employee Safety**

Policy updated to reflect **NEW STATE REGULATION (Register 2020, No. 10)** which requires districts to provide employees with access to the district's injury and illness prevention program, and to add the prohibition against discharging or discriminating against an employee for exercising any right protected by the Occupational Safety and Health Act.

**Administrative Regulation 4157/4257/4357 - Employee Safety**

Regulation updated to reflect **NEW STATE REGULATION (Register 2020, No. 10)** which requires that access to the district's injury and illness prevention program be provided to employees by either providing access in a reasonable time, place, and manner or providing unobstructed access through the district's server or web site. Regulation also updated to add material regarding the provision of facilities for quick drenching within the work area for immediate use when there is exposure to injurious corrosive materials. Regulation adds a section on "Protection from Communicable Diseases and Infections" which includes the development of an exposure control plan for bloodborne pathogens and strategies to prevent and mitigate infectious diseases, and a section on "COVID-19 Exposure" reflecting **NEW LAW (AB 685, 2020)** which specifies notifications that must be provided if the district receives notice of potential exposure to COVID-19 or the Division of Occupational Safety and Health (Cal/OSHA) prohibits entry into any district work site that exposes employees to the risk of COVID-19.

**Administrative Regulation 4157.1/4257.1/4357.1 - Work-Related Injuries**

Regulation updated to reflect **NEW LAW (AB 1804, 2019)** which requires that a report of death or serious injury or illness be immediately reported to Cal/OSHA by telephone or through an online mechanism established by Cal/OSHA, with clarification that districts may make the report by telephone or email until Cal/OSHA has an online mechanism available, and **NEW LAW (AB 1805, 2019)** which redefines "serious injury or illness." Regulation adds optional language regarding the responsibility of employees to document any incident, and combines options regarding the reporting of incidents to the insurance carrier or Department of Industrial Relations. Regulation also reflects **NEW LAW (SB 1159, 2020)** which provides that an employee will be presumed to be entitled to workers' compensation benefits for illness or injury resulting from COVID-19 if the diagnosis was made within 14 days after the employee performed labor or services at the place of employment and other conditions are met.

**Board Policy 5113.1 - Chronic Absence and Truancy**

Policy updated to designate the attendance supervisor as the person responsible for performing various assignments related to absence and truancy; reflect a tiered approach for reducing chronic absence which includes universal strategies and letters to parents/guardians; expand material regarding early intervention; add the provision of training and information to staff for the implementation of a trauma-informed approach to chronic absence; reflect chronic absence as a measure of district and school performance on the California School Dashboard; and add grade level to the list of specific data to be provided to the board regarding attendance, absence, and truancy.

**Administrative Regulation 5113.1 - Chronic Absence and Truancy**

Regulation updated to reflect law allowing the referral of a chronic absentee (rather than a student who is "irregular in attendance") to a school attendance review board (SARB), a truancy mediation, or a comparable program and requiring documentation of the interventions undertaken at the school when making such a referral. Regulation also revised to give students who are absent the opportunity to make up missed work for full credit and support to limit the impact of absences on grades. Regulation clarifies that parents/guardians of students between 13 and 18 years of age must be notified, upon initial identification of their child for truancy, that the student may be subject to suspension, or delay of driving privilege.

**Administrative Regulation 5113.11 - Attendance Supervision**

Regulation updated to reflect the requirements to investigate complaints of violations of compulsory education laws, gather and transmit to the county superintendent of schools the number and type of referrals made to the SARB and of requests for petitions made to the juvenile court, and refer a matter to court if a parent/guardian continually and willfully fails to respond to SARB directives or services.

**Board Policy 5145.7 - Sexual Harassment**

Policy updated to clarify that, in some instances, it may be necessary to concurrently review a sexual harassment complaint under both the Title IX sexual harassment complaint procedures and the district's uniform complaint procedures (UCP) in order to meet the applicable timelines. Policy also adds the requirement to provide supportive measures to the respondent as well as the complainant.

**Administrative Regulation 5145.7 - Sexual Harassment**

Regulation updated to add section on "Definitions," including the federal definition of sexual harassment for purposes of applying the Title IX complaint procedures. Section identifying the Title IX Coordinator(s) moved and revised to reference CSBA's AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Section on "Notifications" adds requirement to notify students and parents/guardians that the district does not discrimination on the basis of sex and that inquiries about the application of Title IX may be referred to the Title IX Coordinator or the U.S. Department of Education; deletes requirement to provide contact information of the Title IX Coordinator to employees, bargaining units, and job applicants which is addressed in AR 4119.11/4219.11/4319.11 - Sexual Harassment; and reflects **NEW LAW (AB 34, 2019)** which requires districts to post the definition of sex discrimination and harassment in a prominent location on the district's web site.

**Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures**

Regulation updated to clarify that a sexual harassment complaint that is dismissed or denied under Title IX may still be subject to review under the district's UCP and thus the two procedures should be implemented concurrently in order to meet the applicable timelines. Regulation also updated to clarify that the applicability of the Title IX sexual harassment complaint procedures is limited to conduct that allegedly occurs in an education program or activity over which the district exercises control; add optional language providing that an employee must forward a report of sexual harassment to the Title IX Coordinator within one day, consistent with AR 5145.7 - Sexual Harassment; revise the timeframe for concluding the complaint process from 45 to 60 days to align with requirements of the UCP; reflect the right to appeal the district's decision to the California Department of Education consistent with the UCP or to pursue civil law remedies; and add the requirement to maintain a record of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment.

**NEW - Exhibit 5145.71 - Title IX Sexual Harassment Complaint Procedures**

New exhibit presents a sample of the required notification to students and parents/guardians regarding the district's Title IX sexual harassment policy, the district's Title IX coordinator, and grievance procedures pursuant to 34 CFR 106.8.

**Board Policy 6161.1 - Selection and Evaluation of Instructional Materials**

Policy updated to reflect **NEW LAW (SB 820, 2020)** which revises the definition of "technology-based materials" to include the electronic equipment required to make use of those materials, making such equipment subject to the determination of sufficiency. Policy also deletes unnecessary legal citations related to the State Board of Education's (SBE) adoption of academic standards, deletes section on "Review Process"

which was moved to the AR, deletes option in regard to public hearings on the sufficiency of textbooks and other instructional materials for schools that operate on a multitrack year-round calendar since such schools can use the same language as those that operate on a traditional calendar, and adds references to sample board policy and regulations for complaints concerning instructional materials.

**Administrative Regulation 6161.1 - Selection and Evaluation of Instructional Materials**

Regulation updated to add section on "Review Process" formerly in the BP and revise the section to encourage input from a diverse group of stakeholders. Section on "Criteria for Selection and Adoption of Instructional Materials" revised to delete unnecessary legal citations related to SBE's adoption of academic standards; move material regarding publisher requirements for grades 9-12 to end of list ot make it easier for K-8 districts to delete; replace the list of nondiscrimination categories with a reference to BP 0410 - Nondiscrimination in District Programs and Activities; add a new item on criteria for technology-based materials; emphasize the importance of the accurate portrayal of the cultural and racial diversity of society in instructional materials; and delete an outdated item regarding quality, durability and appearance. "Conflict of Interest" section revised to delete redundant and difficult-to-enforce item.

**Exhibit 6161.1 - Selection and Evaluation of Instructional Materials**

Exhibit updated to delete unnecessary legal citations related to SBE's adoption of academic standards and to change "foreign language" to "world language" consistent with current law.

**Exhibit(1) 9323.2 - Actions by the Board**

Exhibit updated to clarify items under "Actions Requiring a Two-Thirds Vote of the Board" and "Actions Requiring a Four-Fifths Vote of the Board" regarding emergency facilities conditions as only applying to districts that have adopted the Uniform Public Construction Cost Accounting Act procedures. Item regarding the expenditure and transfer of funds or use of district property or personnel to meet a national or local emergency created by war moved from "Actions Requiring a Four-Fifths Vote of the Board" to "Action Requiring a Four-Fifths Vote of the Board Members Present at the Meeting" to more accurately reflect law.

# CSBA POLICY GUIDE SHEET
# December 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.

**Administrative Regulation 0430 - Comprehensive Local Plan for Special Education**

Regulation updated to reflect **NEW LAW (SB 98, 2020)** which extends, from July 1, 2021 to July 1, 2023, the date by which the Special Education Local Plan Area (SELPA) must include in its local plan an annual assurances support plan demonstrating how the SELPA and its participating agencies are coordinating to assure effective outcomes for students with disabilities.

**Board Policy 1312.3 - Uniform Complaint Procedures**

Policy updated to reflect the relationship between the state uniform complaint procedures (UCP) and **NEW FEDERAL REGULATIONS (85 Fed. Reg. 30026)** regarding Title IX complaints of sexual harassment. Policy also reflects **NEW STATE REGULATIONS (Register 2020, No. 21)** which limit the applicability of the UCP for complaints regarding special education and child nutrition programs, add procedures for addressing complaints regarding health and safety deficiencies in license-exempt California State Preschool Programs (CSPP), and delete the referral of complaints of fraud to the California Department of Education (CDE). The list of programs subject to the UCP revised and reorganized to more directly reflect CDE's 2020-21 Federal Program Monitoring (FPM) instrument.

**Administrative Regulation 1312.3 - Uniform Complaint Procedures**

Regulation updated to provide optional language stating that the compliance officer for purposes of the UCP will be the same person designated to serve as the Title IX Coordinator for addressing complaints of sexual harassment. Section on "Notifications" reflects CDE's 2020-21 FPM instrument which requires additional content for the annual notification to students, parents/guardians, employees, and others. Regulation also updated to reflect **NEW STATE REGULATIONS (Register 2020, No. 21)** which (1) clarify that for complaints related to the local control and accountability plan (LCAP) the date of the alleged violation is the date when the County Superintendent of Schools approves the LCAP, (2) designate the final written decision as the "investigation report" and specifies required components for that report, (3) change the timeline for filing an appeal to CDE from 15 calendar days to 30 calendar days, (4) expand the basis upon which an appeal may be filed, (5) require the district to submit specified documents to CDE within 10 days after the district has been notified that an appeal has been filed, (6) require the district to investigate and address any allegations that CDE determines were not addressed in the district's investigation, (7) require CDE to issue a written decision regarding an appeal within 60 days of CDE's receipt of the appeal unless extended by written agreement or documentation by CDE of exceptional circumstances, and (8) authorize either party to request reconsideration by the Superintendent of Public Instruction or designee within 30 days of the appeal decision. Section on "Health and Safety Complaints for License-Exempt Preschool Programs" reflects a requirement of new state regulations to include in the annual UCP notification a list of which district programs are licensed or exempt from licensing.

**Board Policy 4119.25/4219.25/4319.25 - Political Activities of Employees**

Policy updated to recognize the importance of employee political activity, voting, and civic engagement, and reflect Pickering v. Board of Education Township High School District regarding the prohibition against dismissing or demoting an employee due to engagement in constitutionally protected political activity.

**Administrative Regulation 4119.25/4219.25/4319.25 - Political Activities of Employees**

Regulation updated to reflect law which makes it a misdemeanor to use any reproduction of the district's seal in any campaign literature or mass mailing with the intent to deceive voters, the prohibition against posting or distributing political campaign materials in classrooms or through distance learning platforms, and the court's decision in San Leandro Teachers Association v. Governing Board of San Leandro Unified School District regarding the district's ability to refuse to permit the use of school mailboxes for union

communications involving candidate endorsements. Regulation also updated to delete material regarding employee organization communications which do not constitute political activity, now addressed in 4140/4240/4340 - Bargaining Units, and to delete material regarding employee activities during a concerted action or work stoppage.

**Board Policy 5126 - Awards for Achievement**

Policy updated to add optional language for the presentation of biliteracy awards to students who are English learners upon their reclassification as fluent English proficient. New optional section on "State Seal of Civic Engagement" addresses awards for students who have demonstrated excellence in civics education and participation and an understanding of the U.S. Constitution, the California Constitution, and the democratic system of government. Policy also clarifies that a district committee established by the board to administer a scholarship and loan fund is subject to the open meeting requirements of the Brown Act.

**Administrative Regulation 5126 - Awards for Achievement**

Regulation updated to add eligibility criteria for the Golden State Seal Merit Diploma which had been removed while the criteria were in flux. Regulation also adds eligibility criteria for the State Seal of Biliteracy and reflects **NEW LAW (SB 98, 2020)** which authorizes the Superintendent of Public Instruction to provide alternative criteria for students on track to graduate in 2020 or 2021 who were not able to take the English Language Proficiency Assessments for California or who did not receive a letter grade in English language arts due to COVID-19, and waives the requirement to take the California Assessment of Student Performance and Progress for students who were not able to take the exam. New section on "State Seal of Civic Engagement" includes eligibility criteria, clarifies that the state criteria establish a framework for the development of qualifications based on local contexts, and adds material regarding the provision of insignias.

**Board Policy 5141.31 - Immunizations**

Policy updated to reflect **NEW LAWS (SB 276, 2019 and SB 714, 2019)** which specify conditions under which a medical exemption is effective. Policy also deletes outdated date regarding immunization requirements for enrollment or advancement to grade 7.

**Administrative Regulation 5141.31 - Immunizations**

Regulation updated to delete outdated material regarding immunization requirements for enrollment or advancement to grade 7, and to add material regarding immunization records and the California Immunization Registry (CAIR). Regulation also updated to reflect **NEW LAWS (SB 276, 2019 and SB 714, 2019)** addressing medical exemptions, including provisions that (1) medical exemption requests must be made by a licensed physician or surgeon on an electronic, standardized, statewide form developed by the California Department of Public Health (CDPH) and transmitted using CAIR; (2) a student who has a medical exemption issued prior to January 1, 2020 must be allowed to continue enrollment until the next grade span, except that after July 1, 2021 a student may not be admitted or advanced to grade 7 unless the student has been immunized as required or a medical exemption form has been filed; (3) temporary exemptions cannot exceed one year and all medical exemptions cannot extend beyond the grade span; (4) medical exemptions may be revoked by CDPH if it is determined that the exemption does not meet applicable criteria; (5) a parent/guardian may appeal the revocation of a student's medical exemption to the Secretary of California Health and Human Services; and (6) districts must annually file the written report on the immunization status of new students to CDPH and the local department of public health.

**Board Policy 5148.3 - Preschool/Early Childhood Education**

Policy updated to reflect **NEW STATE REGULATIONS (Register 2020, No. 21)** which establish modifications to the UCP for investigating and resolving complaints alleging violation of applicable health or safety requirements for license-exempt programs operating under the CSPP.

**Administrative Regulation 5148.3 - Preschool/Early Childhood Education**

Regulation updated to clarify that families need to meet at least one of two specified criteria to be eligible for subsidized services. Regulation also reflects **NEW LAW (SB 75, 2019)** which authorizes eligibility for a full-day CSPP without meeting the requirements related to the need for child care services if all families meeting those requirements have been enrolled and establishes enrollment priorities for schools where at least 80 percent of students are eligible for free or reduced-price meals.

**Board Policy 6170.1 - Transitional Kindergarten**

Policy updated to clarify that it is only districts with an extended day kindergarten program that are authorized to maintain transitional kindergarten (TK) and kindergarten programs for different lengths of time either at the same or different school sites and reflect **NEW LAW (SB 98, 2020)** which extends, until August 1, 2021, the requirement for credentialed teachers who are first assigned to a TK class to meet additional qualifications.

**Board Bylaw 9012 - Board Member Electronic Communications**

Bylaw updated to clarify that electronic communications should not be used as a means to restrict access to a public forum, that meeting locations include teleconference locations, and that the prohibition against serial meetings includes a series of communications directly or through intermediaries. Bylaw reflects **NEW LAW (AB 992, 2020)** which authorizes board members to engage in separate conversations or communications on social media platforms that are open and accessible to the public as a long as a majority of the board does not use the platform to discuss among themselves business within the subject matter jurisdiction of the board, board members do not respond directly to any communication from other board members, and board members do not comment on or use digital icons to express reactions to communications made by other board members. Bylaw also references court decisions which clarify that a public official's social media account which includes discussion of public business may be considered a public forum from which the official cannot exclude access or comments by members of the public based on viewpoint.

**Board Bylaw 9320 - Meetings and Notices**

Bylaw updated to clarify that meeting locations include teleconference locations and reflect **NEW LAW (AB 992, 2020)** which authorizes board members to engage in separate conversations or communications on social media platforms that are open and accessible to the public as a long as a majority of the board does not use the platform to discuss among themselves business within the subject matter jurisdiction of the board, board members do not respond directly to any communication from other board members, and board members do not comment on or use digital icons to express reactions to communications made by other board members. Bylaw also updated to clarify the vote requirements for holding a closed session during an emergency meeting and for adjourning or continuing a board meeting to a later time or location.

# CSBA POLICY GUIDE SHEET
# March 2021

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.

**Board Policy 0420.42 - Charter School Renewal**

Policy updated to reflect **NEW LAW (SB 98, 2020)** which amends the criteria for renewal when the two consecutive years immediately preceding the renewal include the 2019-20 school year (i.e., renewals submitted in 2020-21 and 2021-22). Policy adds the requirement that the determination of a charter school's academic progress be based on all the state indicators in the California School Dashboard for which it receives performance levels, provided that the charter school has schoolwide performance levels on at least two measurements of academic performance per year and for at least two student subgroups. Policy also reflects action taken by the State Board of Education (SBE) in November 2020 to approve a list of valid and reliable indicators of academic progress and postsecondary outcomes that may be used to demonstrate a charter school's academic performance.

**Board Policy 3110 - Transfer of Funds**

Policy updated to reflect **NEW LAW (SB 98, 2020)** which authorizes, for the 2020-21 and 2021-22 fiscal years if the state defers any payments owed to districts, the temporary transfer of up to 85 percent of the maximum amount held in any fund or account for the payment of obligations. Item #4 revised to clarify requirements for transfers from special reserve funds for capital outlay or other purposes into the general fund for general operating purposes of the district.

**Board Policy 3230 - Federal Grant Funds**

Policy updated to reflect **NEW FEDERAL REGULATIONS (85 Fed. Reg. 49506)**, effective November 12, 2020, which clarify and renumber requirements for the use and accounting of federal grant funds pursuant to the Office of Management and Budget's Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (commonly called the "Uniform Guidance"). Policy reflects an amendment to the Uniform Guidance which extends the timeframe for submitting the final performance report from 90 to 120 calendar days after the ending date of the grant.

**Administrative Regulation 3230 - Federal Grant Funds**

Regulation updated to reflect **NEW FEDERAL REGULATIONS (85 Fed. Reg. 49506)**, effective November 12, 2020, which clarify and renumber requirements for the use and accounting of federal grant funds pursuant to the Uniform Guidance. Regulation reflects amendments to the Uniform Guidance which (1) extend the timeframe for paying all obligations of federal funds from 90 to 120 calendar days after the end of the funding period; (2) require districts to give a preference to the purchase, acquisition, or use of goods, products, or materials from the United States as practicable; and (3) increase the threshold for "micro-purchases" and "small purchases" that qualify for simplified procurement procedures. Regulation also adds the requirement to provide for disciplinary actions to be applied when officers, employees, or representatives of the district violate conflict of interest standards. Section on "Personnel" revised to (1) add the district's responsibility to check employee records and ensure that the charges are accurate, allowable, and properly allocated and (2) clarify the documentation requirements for employees whose salary is paid with state or local funds but is used to meet a cost-sharing or matching requirement of the federal grant.

**Administrative Regulation 3311.2 - Lease-Leaseback Contracts**

Regulation updated to (1) include the maximum term for the lease-leaseback contract as specified in law, (2) reflect the requirement for site and plan approval prior to entering into an agreement, (3) add optional language for a board resolution declaring the intent to enter into a lease-leaseback contract, and (4) move evaluation criteria into the list of items that must be included in the request for sealed proposals. Regulation also reflects **NEW LAW (AB 2311, 2020)** which requires districts to include in all bid documents and construction contracts a notice that the project is subject to state "skilled and trained workforce" requirements.

**Administrative Regulation 3311.3 - Design-Build Contracts**

Regulation updated to reflect **NEW LAW (AB 2311, 2020)** which requires districts to include in all bid documents and construction contracts a notice that the project is subject to state "skilled and trained workforce" requirements. Regulation also adds a definition of "skilled and trained workforce," and describes the district's responsibilities if the contractor fails to demonstrate compliance with these requirements.

**Administrative Regulation 3320 - Claims and Actions Against the District**

Regulation updated to add introductory information explaining the procedures that may be used to file a claim for money or damages against the district depending on the cause of action. Section on "Time Limitations" reorganized and clarified, especially with regard to the time limits for claims related to causes of actions which are excepted from the Government Claims Act, are not governed by any other claim presentation statute or regulation, and are addressed through procedures established by the district. Regulation also reflects **NEW LAW (SB 1473, 2020)** which allows a person to submit a claim, amendment to a claim, or application for a late claim by electronic means, if so authorized by a board resolution, in which case the subsequent notices provided by the district must be sent to the electronic address from which the claim was sent unless the claimant specifies an alternative electronic address for that purpose.

**Board Policy 3452 - Student Activity Funds**

Policy updated to clarify that the policy does not apply to school-connected organizations that are not composed entirely of students or subject to the board's control and regulation. Section on "Fundraising" adds a reference to policy that addresses online fundraising, and addresses fundraising events that involve the sale of foods and/or beverages. Section on "Management and Reporting of Funds" updated to reflect Governmental Accounting Standards Board (GASB) Statement 84, which provides that, if the district has administrative or direct financial involvement with the student organization's assets, as defined, the student activity fund may be considered a governmental fund subject to specific accounting and financial reporting requirements.

**Board Policy 3515.3 - District Police/Security Department**

Policy updated to reflect **NEW LAW (SB 98, 2020)** which encourages districts to redirect resources currently allocated to district police departments into student support services and professional development on cultural competency and restorative justice. Policy also updates the board's philosophical statement, adds optional language regarding staff training on appropriate contact with district police or security officers, and reflects **NEW LAW (AB 846, 2020)** which requires districts to review the job description that is used in recruitment and hiring and make changes that emphasize community-based policing and collaborative problem solving while de-emphasizing the paramilitary aspects of the job. Section on "Conduct of Officers" revised to prohibit discrimination based on protected characteristics, prohibit district officers from assisting with immigration enforcement at district schools, and reflect requirement for district police departments to adopt policy that provides a minimum standard on the use of force. Policy also reflects the district's eligibility to receive surplus military equipment if the board approves the acquisition of such equipment, and adds a section on "Records" which limits officers' access to or release of student records except when otherwise authorized or required by law.

**Administrative Regulation 3515.3 - District Police/Security Department**

Regulation updated to reflect law which, effective July 1, 2021, extends the requirement to complete a specified course of training to include security officers who work 20 hours per week or less. Regulation also clarifies that the additional training requirements of Penal Code 832 apply to security officers who carry a firearm while performing their duties. Section on "Qualifications of Police Officers" adds the requirement to complete specialized training within two years of the first date of employment. New section on "Use of Force" reflects (1) **NEW LAW (AB 1196, 2020)** which prohibits a law enforcement agency from authorizing the use of carotid restraints or choke holds, and (2) the requirement for district police departments to adopt policy that provide a minimum standard on the use of force that includes specified components and is consistent with guidelines established by the Commission on Peace Officer Standards and Training.

**Board Policy 3600 - Consultants**

Policy updated to reflect **NEW LAW (AB 2257, 2020)** which recodifies the three-part test established in Dynamex Operations West, Inc. v. Superior Court of Los Angeles to determine whether a person providing services for remuneration should be classified as an employee or an independent contractor, and **NEW LAWS (AB 2257 and AB 323, 2020)** which establish exceptions to the use of the three-part test. Requirement to afford equal opportunity for contracts revised to add ethnicity and reflect **NEW LAW (AB 3364, 2020)** which changes the term "military and veteran status" to "veteran or military status."

**Board Policy 6142.8 - Comprehensive Health Education**

Policy updated to reflect the 2019 state curriculum framework for health education, including emphasis on the physical, mental, and social well-being of students and integration of health education with other content areas of the district's curriculum. Policy also reflects law which authorizes districts to provide age-appropriate comprehensive sexual health education prior to grade 7, and law which authorizes instruction in grades K-12 in sexual abuse and sexual assault awareness and prevention provided students are allowed to be excused from such instruction with the written request of the parent/guardian.

**Administrative Regulation 6142.8 - Comprehensive Health Education**

Regulation updated to more directly reflect state content standards for injury prevention and safety and for personal and community health. Regulation also adds a new section on "High School Health Education" for districts that require a course in health education for graduation, which reflects law requiring that the course in health education include instruction in sexual harassment and violence and instruction in performing compression-only cardiopulmonary resuscitation. Section on "Students Excused from Health Instruction" expanded to address excusals from (1) comprehensive sexual health education and HIV prevention education; (2) instruction in sexual abuse and/or sexual assault awareness and prevention; (3) any exam, survey, or questionnaire which contains questions about the student's or family's personal beliefs or practices in sex, family life, morality, or religion; and (4) anonymous, voluntary, and confidential tests, questionnaires, and surveys containing age-appropriate questions about students' attitudes concerning or practices relating to sex.

**Board Policy 7210 - Facilities Financing**

Policy updated to add state facilities funding from the Leroy F. Greene School Facilities Act as a method of funding facilities and to reflect **NEW LAW (SB 820, 2020)** which requires filing the audit of completed facilities projects with the California State Controller. Policy also adds the requirement to comply with law and board policy regarding debt issuance and management.

# DISTRICT AND SCHOOL WEB SITES

## MATERIALS REQUIRED TO BE POSTED ON DISTRICT WEB SITE

### Materials to Prominently Display

The following must be posted in a prominent location on the district's web site, such as on the home page when required by law:

1. The district's local control and accountability plan (LCAP), any updates or revisions to the LCAP, and the local control funding formula budget overview (Education Code 52064.1, 52065). See AR 0460 - Local Control and Accountability Plan.

2. A direct link to the current board agenda containing the time and location of the meeting and a brief general description of each item of business to be transacted or discussed at the meeting, including items to be discussed in closed session, or a link to the district's agenda management platform where the current agenda shall be the first available (Government Code 54954.2, 54956). Post at least 72 hours before a regular board meeting or 24 hours before a special meeting. See BB 9320 - Meetings and Notices and BB 9322 - Agenda/Meeting Materials.

3. The district's policy on student suicide prevention including, for grades K-6, the age appropriateness of the policy (Education Code 234.6). See BP 5141.52 - Suicide Prevention.

4. The district's policies and procedures prohibiting discrimination, harassment, student sexual harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media (Education Code 234.6). See AR 5131.2 - Bullying and AR 5145.3 - Nondiscrimination/Harassment.

5. The district's policy on preventing and responding to hate violence, if the district has adopted such a policy (Education Code 234.6). See BP 5145.9 - Hate-Motivated Behavior.

6. The definition of discrimination and harassment based on sex as described in Education Code 230, including the rights set forth in Education Code 221.8 (Education Code 234.6). See AR 5145.3 - Nondiscrimination/Harassment.

7. Information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the name and contact information of the Title IX Coordinator, the rights of students and the public as specified in Education Code 221.8, the responsibilities of the district under Title IX, web links to information about those rights and responsibilities on the web sites of the Office for Equal Opportunity and the U.S. Department of Education's

**DISTRICT AND SCHOOL WEB SITES** (continued)

Office for Civil Rights, a description of how to file a complaint of noncompliance under Title IX with specified components, and a link to Title IX information posted on the California Department of Education's (CDE) web site (Education Code 221.6, 221.61, 234.6; 34 CFR 106.8). See AR 5145.3 - Nondiscrimination/Harassment and AR 5145.7 - Sexual Harassment.

8. A link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families (Education Code 234.5, 234.6). See AR 5145.3 - Nondiscrimination/Harassment.

9. If the district has formed a community facilities district (Mello-Roos district) for the acquisition or improvement of school facilities, a copy of the annual report for the fiscal year if requested pursuant to Government Code 53343.1, the report provided to the California Debt and Investment Advisory Commission pursuant to Government Code 53359.5, and the report provided to the State Controller's office pursuant to Government Code 12463.2 (Government Code 53343.2). Post within seven months after the last day of the fiscal year. See BP 7212 - Mello-Roos Districts.

**Other Postings**

The following materials are also required to be posted on the district web site. However, there are no specific requirements related to where they are posted on the web site.

1. The Special Education Local Plan Area's approved comprehensive local plan for special education, annual budget plan, annual service plan, and annual assurances support plan and any updates or revisions to the plans (Education Code 56205.5). See AR 0430 - Comprehensive Local Plan for Special Education.

2. The district's nondiscrimination policy and regulation, including the complaint procedure and the compliance coordinator's contact information (34 CFR 100.6, 106.8). See BP 0410 - Nondiscrimination in District Programs and Activities and AR 4030 - Nondiscrimination in Employment.

3. Training materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person(s) who facilitate an informal resolution process in response to a Title IX sexual harassment complaint (34 CFR 106.45). See AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures and AR 5145.71 - Title IX Sexual Harassment Complaint Procedures.

4. For all schools offering competitive athletics, the total enrollment of the school classified by gender, the number of students enrolled at the school who participate in

**DISTRICT AND SCHOOL WEB SITES** (continued)

competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level (Education Code 221.9). The information shall be posted at the end of the school year on the school's web site or, if the school does not have a web site, on the district's web site. See AR 6145.2 - Athletic Competition.

5. If the district has interdistrict attendance agreement(s), the procedures and timelines for requesting an interdistrict transfer permit, including, but not limited to, a link to the board's policy on interdistrict attendance, the date that the district will begin accepting applications, reasons that the district may approve/deny the request, the process for appeal, that failure to meet timelines will be deemed an abandonment of the request, and the condition under which an exiting interdistrict transfer permit may be revoked or rescinded (Education Code 46600.2). See AR 5117 - Interdistrict Transfer.

6. If the district has elected to be a school district of choice, application information including, at a minimum, any applicable form, the timeline for a transfer, and an explanation of the selection process (Education Code 48301). See AR 5117 - Interdistrict Transfer.

7. For districts that offer grade 9, the district's policy and protocols related to student placement in mathematics courses (Education Code 51224.7). See AR 6152.1 - Placement in Mathematics Courses.

8. The section(s) of the district's employee code of conduct addressing interactions with students (Education Code 44050). Post these section(s) or a link to them on each school's web site or, if a school does not have its own web site, on the district's web site in a manner that is accessible to the public without a password. See BP 4119.21/4219.21/4319.21 - Professional Standards and BP 4119.24/4219.24/4319.24 - Maintaining Appropriate Adult-Student Interactions.

9. The district's meal payment collection policy and procedures (CDE Nutrition Services Division Management Bulletin SNP-03-2017). See AR 3551 - Food Services Operations/Cafeteria Fund.

10. If the district includes information about the free and reduced-priced meal program on its web site, a nondiscrimination statement about the district's status as an equal opportunity provider and the address of the agency with responsibility to handle complaints made against the district (U.S. Department of Agriculture's FNS Instruction 113-1). For the required wording of the statement, see E 3555 - Nutrition Program Compliance.

**DISTRICT AND SCHOOL WEB SITES** (continued)

11. The school's or district's integrated pest management plan, whenever a school chooses to use a pesticide not exempted pursuant to Education Code 17610.5 (Education Code 17611.5). Post on the school's web site or, if the school does not have a web site, then on the district's web site. See AR 3514.2 Integrated Pest Management.

12. When a citizens' oversight committee is formed after the approval of a bond under the 55 percent majority threshold, the committee's minutes, documents received, and reports issued (Education Code 15280). See AR 7214 - General Obligation Bonds.

13. Copy of each school's school accountability report card, on or before February 1 of each year (Education Code 35258). See BP 0510 - School Accountability Report Card.

14. Results of the Western Association of Schools and Colleges (WASC) or other accrediting agency's inspection of a school, within 60 days of receiving the results. (This notification could be made in writing to parents/guardians instead of or in addition to posting the results on the district's web site.) In addition, if a school loses its WASC or other agency's accreditation, the district and school shall post on their web sites a notice of the loss of accreditation and potential consequences (Education Code 35178.4). See BP 6190 - Evaluation of the Instructional Program.

# SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY

The Governing Board believes that district facilities and resources should be utilized in an economical and practical manner. The Superintendent or designee shall periodically study the current and projected use of all district facilities to ensure the efficient utilization of space for the effective delivery of instruction.

*(cf. 1330 - Use of School Facilities)*
*(cf. 7110 - Facilities Master Plan)*
*(cf. 7111 - Evaluating Existing Buildings)*
*(cf. 7160 - Charter School Facilities)*

Prior to the sale or lease of any surplus real property, the Board shall appoint a district advisory committee to advise the Board regarding the use or disposition of schools or school building space which is not needed for school purposes. The Board may elect not to appoint a district advisory committee for any of the following: (Education Code 17388, 17391)

1. A rental of property for a period of time not exceeding 30 days

2. A lease or rental of surplus property to a private educational institution for the purpose of offering summer school

3. A sale, lease, or rental of surplus property to be used for teacher or other employee housing

4. Until July 1, 2024, a sale or lease of surplus property that has not previously operated, or was not constructed to be operated, as an early childhood education facility or a school for elementary or secondary instruction

*(cf. 1220 - Citizen Advisory Committees)*

In addition, to ensure that the proposed disposition of the property conforms with any general plan adopted by the local planning agency that affects or includes the area where the surplus property is located, the Board shall submit a report to the local planning agency describing the location of the surplus property and the purpose and extent of the proposed sale or lease. (Government Code 65402)

The Board shall determine whether the sale or lease of the surplus property is subject to review under the California Environmental Quality Act. (Public Resources Code 21000-21177; 14 CCR 15061-15062)

The Board may meet in closed session with its real property negotiator prior to the sale or lease of real property by the district in order to grant its negotiator authority regarding the minimum price or rent and terms of the sale or lease. (Government Code 54956.8)

*(cf. 9321 - Closed Session)*

**SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY** (continued)

When selling or leasing district real property, the Board shall comply with applicable procedures and give priority to specified public agencies as required by law. (Education Code 17230, 17464, 17485-17499; Government Code 54222)

*(cf. 5148 - Child Care and Development)*
*(cf. 5148.2 - Before/After School Programs)*
*(cf. 5148.3 - Preschool/Early Childhood Education)*

**Resolution of Intention to Sell or Lease**

Before ordering the sale or lease of any real property, the Board shall adopt a resolution by a two-thirds vote of all of its members at a regularly scheduled open meeting. The resolution shall describe the property proposed to be sold or leased in such a manner as to identify it, specify the minimum price or rent, describe the terms upon which it will be sold or leased, and specify the commission or rate, if any, which the Board will pay to a licensed real estate broker out of the minimum price or rent. The resolution shall fix a time, not less than three weeks thereafter, for a public meeting, held at the Board's regular meeting place, at which sealed proposals to purchase or lease will be received and considered. (Education Code 17466)

*(cf. 9320 - Meetings and Notices)*
*(cf. 9323.2 - Actions by the Board)*

The Superintendent or designee shall provide notice of the adoption of the resolution and of the time and place of the meeting that will be held to consider bids by posting copies of the resolution, signed by the Board, in three public places not less than 15 days before the date of the meeting. In addition, the notice shall be published at least once a week for three successive weeks before the meeting, in a newspaper of general circulation published in the county in which the district is located, if such a newspaper exists. (Education Code 17469)

At least 60 days prior to the public meeting, the Superintendent or designee shall take reasonable steps to provide written notification of the public meeting, by certified mail, to the former owner from whom the district acquired the property. (Education Code 17470)

**Acceptance/Rejection of Bids**

At the public meeting specified in the resolution of intention to sell or lease property, the Board shall open, examine, and declare all sealed bids. Before accepting a written proposal, the Board shall call for oral bids in accordance with law. (Education Code 17472, 17473)

The Board may reject any and all bids, either written or oral, and withdraw the properties from sale when the Board determines that rejection is in the best public interest. If no

**SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY** (continued)

proposals are submitted or the submitted proposals do not conform to all the terms and conditions specified in the resolution of intention to lease, the Board may lease the property in accordance with Education Code 17477. (Education Code 17476, 17477)

Of the proposals submitted by responsible bidders which conform to all terms and conditions specified in the resolution of intention to sell or lease, the Board shall finally accept the highest bid after deducting the commission, if any, to be paid to a licensed real estate broker, unless the Board accepts a higher oral bid or rejects all bids. (Education Code 17472)

The final acceptance of the bid may be made either at the same meeting specified in the resolution or at any adjourned/continued meeting held within 10 days. Upon acceptance of the bid, the Board may adopt a resolution of acceptance that directs the Board president, or any other Board member, to execute the deed or lease and to deliver the document upon performance and compliance by the successful bidder of all of the terms and conditions of the contract. (Education Code 17475-17478)

*(cf. 1431 - Waivers)*

**Use of Proceeds**

The Superintendent or designee shall ensure that the proceeds from the sale or lease with an option to purchase of surplus district property are used for one-time expenditures and not for ongoing expenditures such as salaries and general operating expenses. (Education Code 17462; 2 CCR 1700)

Proceeds from a sale of surplus district property shall generally be used for capital outlay or maintenance costs that the Board determines will not recur within a five-year period. Proceeds from a lease of district property with an option to purchase may be deposited into a restricted fund for the routine repair of district facilities, as defined by the SAB, for up to a five-year period. (Education Code 17462)

However, if the Board and SAB determine that the district has no anticipated need for additional sites or building construction for the next 10 years and no major deferred maintenance requirements, the proceeds from the sale or lease with an option to purchase may be deposited in a special reserve fund for the future maintenance and renovation of school sites or in the district's general fund. (Education Code 17462)

*(cf. 3100 - Budget)*
*(cf. 3460 - Financial Reports and Accountability)*

In addition, until July 1, 2024, if district surplus property was purchased entirely with local funds, the proceeds from the sale or lease of the property, together with any personal

**SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY** (continued)

property located on the property, may be deposited into the general fund of the district and may be used for any one-time general fund purpose. Before exercising this authority, the Board shall: (Education Code 17463.7)

1. Submit to SAB documents certifying that the sale of real property does not violate the provisions of a local bond act and the real property is not suitable to meet projected school construction needs for the next 10 years

2. At a public meeting, adopt a plan for expending one-time resources from the sale or lease of the property which identifies the source and intended use of the surplus property proceeds and describes the reasons that the expenditure will not result in ongoing fiscal obligations for the district

Whenever the district sells real property that was purchased, improved, or modernized with funds that were received from a state school facilities funding program within the previous 10 years, the district shall notify OPSC within 90 calendar days of the sale of the property if the proceeds from the sale are not used for capital outlay and the property is not sold to a charter school, another school district, a county office of education, or an agency that will use the property exclusively for the delivery of child care and development services. If SAB subsequently makes a finding that the sale is subject to Education Code 17462.3, the district shall return the funds to the SAB within 90 calendar days of the finding. (2 CCR 1702)

*Legal Reference: (see next page)*

**SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY** (continued)

*Legal Reference:*

*EDUCATION CODE*
*17219-17224 Acquisition of property not utilized as school site; nonuse payments; exemptions*
*17230-17234 Surplus property*
*17385 Conveyances to and from school districts*
*17387-17391 Advisory committees for use of excess school facilities*
*17400-17429 Leasing property*
*17430-17447 Leasing facilities*
*17453 Lease of surplus district property*
*17455-17484 Sale or lease of real property, especially:*
*17462.3 State Allocation Board program to reclaim funds*
*17485-17500 Surplus school playground (Naylor Act)*
*17515-17526 Joint occupancy*
*17527-17535 Joint use of district facilities*
*33050 Request for waiver*
*38130-38139 Civic Center Act*
*GOVERNMENT CODE*
*50001-50002 Definitions*
*54220-54232 Surplus land, especially:*
*54222 Offer to sell or lease property*
*54950-54963 Brown Act, especially:*
*54952 Legislative body, definition*
*PUBLIC RESOURCES CODE*
*21000-21177 California Environmental Quality Act*
*CODE OF REGULATIONS, TITLE 2*
*1700-1702 Surplus property; use of proceeds*
*COURT DECISIONS*
*San Lorenzo Valley Community Advocates for Responsible Education v. San Lorenzo Valley Unified School District, (2006) 139 Cal.App.4th 1356*
*ATTORNEY GENERAL OPINIONS*
*94 Ops.Cal.Atty.Gen. 82 (2011)*

*Management Resources:*

*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*
*Closing a School Best Practices Guide*
*OFFICE OF PUBLIC SCHOOL CONSTRUCTION PUBLICATIONS*
*Unused Site Program Handbook, December 2015*
*WEB SITES*
*CSBA: http://www.csba.org*
*California Department of Education, School Facilities Planning Division: http://www.cde.ca.gov/ls/fa*
*Coalition for Adequate School Housing: http://www.cashnet.org*
*Office of Public School Construction: http://www.dgs.ca.gov/opsc*

# RISK MANAGEMENT/INSURANCE

The Governing Board desires to promote the safety of students, staff, and the public while protecting district resources. The Superintendent or designee shall establish a risk management program that uses effective safety and loss control practices.

The district shall strive to keep its liability at a minimum and its insurance premiums as low as possible while maintaining adequate protection against loss which may occur due to hazards facing the district.

To determine the most economical means of insuring the district consistent with required services, the Superintendent or designee shall annually review the district's options for obtaining coverage, including qualified insurance agents, a joint powers agency, self-insurance, or a combination of these means. Decisions regarding the means of insuring the district shall be based on a careful analysis of past claims records indicating the frequency and magnitude of losses and a prediction of future losses.

To minimize the district's exposure to liability, the Board shall adopt clear policies related to discrimination, harassment, safety procedures, and the timely handling of claims. The Superintendent or designee shall enforce these policies and related procedures fairly and consistently. The Superintendent or designee shall provide safety-related training and protective equipment to staff as appropriate for their position.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*
*(cf. 0450 - Comprehensive Safety Plan)*
*(cf. 3320 - Claims and Actions Against the District)*
*(cf. 4030 - Nondiscrimination in Employment)*
*(cf. 4119.11/4219.11/4319.11- Sexual Harassment)*
*(cf. 4157/4257/4357 - Employee Safety)*
*(cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)*
*(cf. 5142 - Safety)*
*(cf. 5145.3 - Nondiscrimination/Harassment)*
*(cf. 5145.7 - Sexual Harassment)*
*(cf. 9260 - Legal Protection)*

The Superintendent or designee shall periodically report to the Board on the district's risk management activities, including, but not limited to, the district's property and liability risks and exposures and the effectiveness of the district's risk management and loss control practices.

*Legal Reference: (see next page)*

**RISK MANAGEMENT/INSURANCE** (continued)

*Legal Reference:*

*EDUCATION CODE*
*17029.5 Contract funding; board liability*
*17565-17592 Board duties re property maintenance and control*
*32350 Liability on equipment loaned to district*
*35162 Power to sue, be sued, hold and convey property*
*35200-35214 Liabilities, especially:*
*35208 Liability insurance*
*35211 Driver training civil liability insurance*
*35213 Reimbursement for loss, destruction, or damage of personal property*
*35214 Liability self-insurance*
*35331 Medical or hospital service for students on field trip*
*39837 Transportation of students to places of summer employment*
*41021 Requirement for employees' indemnity bonds*
*44873 Qualifications for physician (liability coverage)*
*49470-49474 District medical services and insurance*
*GOVERNMENT CODE*
*820.9 Board members not vicariously liable for injuries caused by district*
*831.7 Hazardous recreational activities*
*989-991.2 Local public entity insurance*
*LABOR CODE*
*3200-4855 Workers' compensation*

*Management Resources:*

*WEB SITES*
*California Association of Joint Powers Authorities: https://www.cajpa.org*
*California Association of School Business Officials: https://www.casbo.org*
*California Department of Industrial Relations, Division of Occupational Safety and Health: https://www.dir.ca.gov/dosh*
*Public Agency Risk Management Association: https://www.parma.com*

# RISK MANAGEMENT/INSURANCE

## Risk Management

The Superintendent or designee, in consultation with risk management, insurance, safety, or other professionals as appropriate, shall:

1. Identify the risks inherent in district operations and programs, including physical sites, educational and experiential programs, computer networks and systems, employment and staffing, and transportation services, using methods that may include, but are not limited to, physical inspections, surveys, staff interviews, compliance reviews, contract reviews, review of policies and procedures, and consultation with experts

2. Analyze, evaluate, and prioritize identified risks based on the frequency and likelihood of the risk and the potential impact to the district

3. Develop strategies to reduce or mitigate identified risks, such as new or modified policies, processes, or procedures; training or loss prevention programs; and/or additional or repairs to equipment, real property, computer networks, or other physical assets

4. Implement strategies to promote safety and prevent loss, taking into account the nature of the risks, the associated exposures, and the costs and benefits associated with the proposed response

5. Mitigate potential loss following an incident through activities such as effective claims management, litigation management, disaster recovery, or a modified duty program for workers' compensation

*(cf. 0450 - Comprehensive Safety Plan)*
*(cf. 1330 - Use of School Facilities)*
*(cf. 4157/4257/4357- Employee Safety)*
*(cf. 5142 - Safety)*

The Superintendent or designee shall advise the Governing Board of any needed action requiring Board approval.

Following any incident resulting in potential or actual harm or injury to a person or damage to property, staff shall promptly document the date and time of the incident, a description of the incident, and any persons present.

Employees are expected to take reasonable precautions for the care and safety of the school equipment with which they have been entrusted. Employees may be held responsible for recurring damage or losses that occur due to their negligence or lack of supervision. Responsibilities related to safety and loss control shall be included in employee job descriptions.

**RISK MANAGEMENT/INSURANCE** (continued)

**Insurance**

Insurance or risk pooled coverage shall include, but not be limited to:

1. Liability insurance (Education Code 35200-35214)

2. Insurance against fire or other property damage (Education Code 17565)

3. Workers' compensation insurance (Labor Code 3700)

4. Fidelity bond insurance for employees whose duty includes handling district funds, and other employees as needed (Education Code 41021)

*(cf. 4154/4254/4354 - Health and Welfare Benefits)*
*(cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)*
*(cf. 5143 - Insurance)*

The following policy shall apply to all district employees, interns, volunteers, contractors, job applicants, and other persons with an employment relationship with the district.

The Governing Board is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and retaliatory behavior or action against any person who complains, testifies, or otherwise participates in the complaint process established for the purpose of this policy.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*
*(cf. 4030 - Nondiscrimination in Employment)*

Sexual harassment includes, but is not limited to, harassment that is based on the sex, gender, gender identity, gender expression, or sexual orientation of the victim and harassment based on pregnancy, childbirth, or related medical conditions.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation

2. Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply

3. Ensuring prompt, thorough, fair, and equitable investigation of complaints

4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

The Superintendent or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

**Sexual Harassment Reports and Complaints**

District employees who feel that they have been sexually harassed in the performance of their district responsibilities or who have knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to their direct supervisor, a

**SEXUAL HARASSMENT** (continued)

district administrator, or the district's Title IX Coordinator. Employees may bypass their supervisor in filing a complaint if the supervisor is the subject of the complaint. A supervisor or administrator who receives a harassment complaint shall promptly notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures or AR 4030 - Nondiscrimination in Employment, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 4119.12/4219.12/4319.12 concurrently meets the requirements of AR 4030.

*(cf. 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaints)*

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

Upon investigation of a sexual harassment complaint, any district employee found to have engaged or participated in sexual harassment or to have aided, abetted, incited, compelled, or coerced another to commit sexual harassment in violation of this policy shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

*(cf. 4117.7/4317.7 - Employment Status Reports)*
*(cf. 4118 - Dismissal/Suspension/Disciplinary Action)*
*(cf. 4218 - Dismissal/Suspension/Disciplinary Action)*

*Legal Reference: (see next page)*

**SEXUAL HARASSMENT** (continued)

*Legal Reference:*

*EDUCATION CODE*
*200-262.4 Prohibition of discrimination on the basis of sex*
*GOVERNMENT CODE*
*12900-12996 Fair Employment and Housing Act, especially:*
*12940 Prohibited discrimination*
*12950 Sexual harassment; distribution of information*
*12950.1 Sexual harassment training*
*LABOR CODE*
*1101 Political activities of employees*
*1102.1 Discrimination: sexual orientation*
*CODE OF REGULATIONS, TITLE 2*
*11009 Employment discrimination*
*11021 Retaliation*
*11023 Harassment and discrimination prevention and correction*
*11024 Sexual harassment training and education*
*11034 Terms, conditions, and privileges of employment*
*CODE OF REGULATIONS, TITLE 5*
*4900-4965 Nondiscrimination in elementary and secondary education programs*
*UNITED STATES CODE, TITLE 20*
*1681-1688 Title IX of the Education Amendments of 1972*
*UNITED STATES CODE, TITLE 42*
*2000e-2000e-17 Title VII, Civil Rights Act of 1964, as amended*
*CODE OF FEDERAL REGULATIONS, TITLE 34*
*106.1-106.9 Nondiscrimination on the basis of sex in education programs or activities*
*106.51-106.82 Nondiscrimination on the basis of sex in employment in education programs or activities*
*COURT DECISIONS*
*Department of Health Services v. Superior Court of California, (2003) 31 Cal.4th 1026*
*Faragher v. City of Boca Raton, (1998) 118 S.Ct. 2275*
*Burlington Industries v. Ellreth, (1998) 118 S.Ct. 2257*
*Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989*
*Oncale v. Sundowner Offshore Serv. Inc., (1998) 118 S.Ct. 998*
*Meritor Savings Bank, FSB v. Vinson et al., (1986) 447 U.S. 57*

*Management Resources:*

*U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS*
*Promising Practices for Preventing Harassment, November 2017*
*WEB SITES*
*California Department of Fair Employment and Housing: http://www.dfeh.ca.gov*
*Equal Employment Opportunity Commission: http://www.eeoc.gov*
*U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr/index.html*

The following administrative regulation shall apply to all allegations of sexual harassment involving employees, interns, volunteers, and job applicants, but shall not be used to resolve any complaint by or against a student.

**Definitions**

*Sexual harassment* includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire. Conduct is considered to be sexual harassment when made against another person of the same or opposite sex in the work or educational setting under any of the following conditions: (Education Code 212.5; Government Code 12940; 2 CCR 11034)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.

2. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual.

3. The conduct has the purpose or effect of having a negative impact upon the individual's work performance or of creating an intimidating, hostile, or offensive work environment.

4. Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district.

*(cf. 4030 - Nondiscrimination in Employment)*

For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, *sexual harassment* is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity

3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

**SEXUAL HARASSMENT** (continued)

*(cf. 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaints)*

**Examples of Sexual Harassment**

Examples of actions that might constitute sexual harassment under state or federal law in accordance with the definitions above, in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors

2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects

3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

**Title IX Coordinator/Compliance Officer**

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee, investigate, and resolve sexual harassment complaints processed under AR 4030 - Nondiscrimination in Employment. The Title IX Coordinator(s) may be contacted at:

Director of Human Resources_____
(title or position)
3150 Education Dr_____
(address)
_707-542-5197_____
(telephone number)
_hr@busd.org_____
(email)

**SEXUAL HARASSMENT** (continued)

## Training

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours, and nonsupervisory employees receive at least one hour, of classroom or other effective interactive training and education regarding sexual harassment. All newly hired employees and employees promoted to a supervisory position shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A *supervisory employee* is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

*(cf. 4300 - Administrative and Supervisory Personnel)*

Such training may be completed by employees individually or as part of a group presentation, may be completed in shorter segments as long as the applicable hourly requirement is met, and may be provided in conjunction with other training provided to the employees. The training shall be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1)

The district's sexual harassment training and education program shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

1. Information and practical guidance regarding federal and state laws concerning the prohibition, prevention, and correction of sexual harassment

2. The types of conduct that constitute sexual harassment

3. Remedies available for victims in civil actions, and potential employer/individual exposure/liability

4. Strategies to prevent harassment in the workplace

5. Supervisors' obligation to report sexual harassment, discrimination, and retaliation of which they become aware

**SEXUAL HARASSMENT** (continued)

6. Practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources

7. The limited confidentiality of the complaint process

8. Resources for victims of unlawful harassment, such as to whom they should report any alleged harassment

9. Steps necessary to take appropriate remedial measures to correct harassing behavior, which includes the district's obligation to conduct an effective workplace investigation of a harassment complaint

10. What to do if the supervisor is personally accused of harassment

11. The essential elements of the district's anti-harassment policy, and how to use the policy if a harassment complaint is filed

    Employees shall receive a copy of the district's sexual harassment policy and administrative regulations, which they shall read and acknowledge that they have received.

12. Information, including practical examples, of harassment based on gender identity, gender expression, and sexual orientation

13. Prevention of abusive conduct, including a review of the definition and elements of abusive conduct pursuant to Government Code 12950.1, the negative effects that abusive conduct has on the victim and other in the workplace, the detrimental consequences of this conduct on employee productivity and morale, and that a single act does not constitute abusive conduct unless the act is severe or egregious

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

**Notifications**

The Superintendent or designee shall notify employees that the district does not discriminate on the basis of sex as required by Title IX, that the Title IX nondiscrimination requirement

**SEXUAL HARASSMENT** (continued)

extends to employment, and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

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

The district shall notify employees, bargaining units, and applicants for employment of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the Board policy and this administrative regulation shall:

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

2. Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired (Education Code 231.5)

3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)

4. Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site (34 CFR 106.8)

5. Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to employees or employee organizations (34 CFR 106.8)

All employees shall receive a copy of an information sheet prepared by the California Department of Fair Employment and Housing (DFEH) or the district that contains, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment

2. The definition of sexual harassment under applicable state and federal law

3. A description of sexual harassment, with examples

**SEXUAL HARASSMENT** (continued)

4. The district's complaint process available to the employee

5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)

6. Directions on how to contact DFEH and the EEOC

7. The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, the DFEH poster on discrimination in employment and the illegality of sexual harassment and the DFEH poster regarding transgender rights. (Government Code 12950)

**Complaint Procedures**

All complaints and allegations of sexual harassment by and against employees shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to AR 4030 - Nondiscrimination in Employment.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, and address any continuing effects.

The complaint procedures described in this administrative regulation shall be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a district employee, while in an education program or activity in which a district school exercises substantial control over the context and respondent, was subjected to one or more of the following forms of sexual harassment: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on a person's participation in unwelcome sexual conduct

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity

3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

*(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)*

All other sexual harassment complaints or allegations shall be investigated and resolved in accordance with AR 4030 - Nondiscrimination in Employment. The determination of whether the allegations meet the definition of sexual harassment under Title IX shall be made by the district's Title IX Coordinator.

*(cf. 4030 - Nondiscrimination in Employment)*

Because the complainant has a right to pursue a complaint under AR 4030 for any allegation that is dismissed or denied under the Title IX complaint procedure, the Title IX Coordinator shall ensure that all requirements and timelines for AR 4030 are concurrently met while implementing the Title IX procedure.

**Reporting Allegations/Filing a Formal Complaint**

An employee who is the alleged victim of sexual harassment may submit a report of sexual harassment to the district's Title IX Coordinator using the contact information listed in AR 4119.11/4219.11/4319.11 - Sexual Harassment or to the employee's direct supervisor or other district administrator, who shall forward the report to the Title IX Coordinator within one day of receiving the report.

Upon receiving such a report, the Title IX Coordinator shall inform the complainant of the right to file a formal complaint and the process for filing a formal complaint.

A formal complaint, with the complainant's physical or digital signature, may be filed with the Title IX Coordinator in person, by mail, by email, or by any other method authorized by the district. (34 CFR 106.30)

**TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES** (continued)

Even if the alleged victim chooses not to file a formal complaint, the Title IX Coordinator shall file a formal complaint in situations when a safety threat exists. In addition, the Title IX Coordinator may file a formal complaint in other situations as permitted under the Title IX regulations, including as part of the district's obligation to not be deliberately indifferent to known allegations of sexual harassment. In such cases, the Title IX Coordinator shall provide the alleged victim notices as required by the Title IX regulations at specific points in the complaint process.

The Title IX Coordinator, investigator, decision-maker, or a facilitator of an informal resolution process shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. Such persons shall receive training in accordance with 34 CFR 106.45. (34 CFR 106.45)

**Supportive Measures**

Upon receipt of a report of Title IX sexual harassment, the Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures and shall consider the complainant's wishes with respect to the supportive measures implemented. Supportive measures shall be offered as appropriate, as reasonably available, and without charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures shall be nondisciplinary, nonpunitive, and not unreasonably burden the other party, including measures designed to protect the safety of all parties or the district's educational environment or to deter sexual harassment. Supportive measures may include, but are not limited to, counseling, extensions of deadlines, modifications of work schedules, mutual restrictions on contact, changes in work locations, leaves of absence, increased security, and monitoring of certain areas of the campus. (34 CFR 106.30, 106.44)

The district shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the district's ability to provide the supportive measures. (34 CFR 106.30)

**Emergency Removal**

If a district employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process. (34 CFR 106.44)

If the respondent is a student, the district may, on an emergency basis, remove the student from the district's education program or activity, provided that the district conducts an individualized safety and risk analysis, determines that removal is justified due to an

**TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES** (continued)

immediate threat to the physical health or safety of any student or other individual arising from the allegations, and provides the student with notice and an opportunity to challenge the decision immediately following the removal. This authority to remove a student does not modify a student's rights under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. (34 CFR 106.44)

**Dismissal of Complaint**

The Title IX Coordinator shall dismiss a formal complaint if the alleged conduct would not constitute sexual harassment as defined in 34 CFR 106.30 even if proved. The Title IX Coordinator shall also dismiss any complaint in which the alleged conduct did not occur in the district's education program or activity or did not occur against a person in the United States, and may dismiss a formal complaint if the complainant notifies the district in writing that the complainant would like to withdraw the complaint or any allegations in the complaint, the respondent is no longer employed by the district, or sufficient circumstances prevent the district from gathering evidence sufficient to reach a determination with regard to the complaint. (34 CFR 106.45)

Upon dismissal, the Title IX Coordinator shall promptly send written notice of the dismissal and the reasons for the dismissal simultaneously to the parties, and shall inform them of their right to appeal the dismissal of a formal complaint or any allegation in the complaint in accordance with the appeal procedures described in the section "Appeals" below. (34 CFR 106.45)

If a complaint is dismissed, the conduct may still be addressed pursuant to AR 4030 - Nondiscrimination in Employment as applicable.

**Informal Resolution Process**

When a formal complaint of sexual harassment is filed, the district may offer an informal resolution process, such as mediation, at any time prior to reaching a determination regarding responsibility. The district shall not require a party to participate in the informal resolution process or to waive the right to an investigation and adjudication of a formal complaint. (34 CFR 106.45)

The district may facilitate an informal resolution process provided that the district: (34 CFR 106.45)

1. Provides the parties with written notice disclosing the allegations, the requirements of the informal resolution process, the right to withdraw from the informal process and

**TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES** (continued)

resume the formal complaint process, and any consequences resulting from participating in the informal resolution process, including that records will be maintained or could be shared.

2. Obtains the parties' voluntary, written consent to the informal resolution process

**Written Notice**

If a formal complaint is filed, the Title IX Coordinator shall provide the known parties with written notice of the following: (34 CFR 106.45)

1. The district's complaint process, including any informal resolution process

2. The allegations potentially constituting sexual harassment with sufficient details known at the time, including the identity of parties involved in the incident if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident if known. Such notice shall be provided with sufficient time for the parties to prepare a response before any initial interview.

   If, during the course of the investigation, new Title IX allegations arise about the complainant or respondent that are not included in the initial notice, the Title IX Coordinator shall provide notice of the additional allegations to the parties.

3. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the complaint process

4. The opportunity for the parties to have an advisor of their choice who may be, but is not required to be, an attorney, and the ability to inspect and review evidence

5. The prohibition against knowingly making false statements or knowingly submitting false information during the complaint process

The above notice shall also include the name of the investigator, facilitator of an informal process, and decision-maker and shall inform the parties that, if at any time a party has concerns regarding conflict of interest or bias regarding any of these persons, the party should immediately notify the Title IX Coordinator.

**TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES** (continued)

**Investigation Procedures**

During the investigation process, the district's designated investigator shall: (34 CFR 106.45)

1. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence

2. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence

3. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney

4. Not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding, although the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings as long as the restrictions apply equally to both parties

5. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate

6. Send in an electronic format or hard copy to both parties and their advisors, if any, the evidence obtained as part of the investigation that is directly related to the allegations raised in the complaint, and provide the parties at least 10 days to submit a written response for the investigator to consider prior to the completion of the investigative report

7. Objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence, and determine credibility in a manner that is not based on a person's status as a complainant, respondent, or witness

8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the determination of responsibility, send to the parties and their advisors, if any, the investigative report in an electronic format or a hard copy, for their review and written response

**TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES** (continued)

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. (34 CFR 106.45)

Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.

If the complaint is against an employee, rights conferred under an applicable collective bargaining agreement shall be applied to the extent they do not conflict with the Title IX requirements.

**Written Decision**

The Superintendent shall designate an employee as the decision-maker to determine responsibility for the alleged conduct, who shall not be the Title IX Coordinator or a person involved in the investigation of the matter. (34 CFR 106.45)

After the investigative report has been sent to the parties but before reaching a determination regarding responsibility, the decision-maker shall afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party

The decision-maker shall issue, and simultaneously provide to both parties, a written decision as to whether the respondent is responsible for the alleged conduct. (34 CFR 106.45)

The written decision shall be issued within 60 calendar days of the receipt of the complaint.

The timeline may be temporarily extended for good cause with written notice to the complainant and respondent of the extension and the reasons for the action. (34 CFR 106.45)

In making this determination, the decision-maker shall use the "preponderance of the evidence" standard for all formal complaints of sexual harassment. (34 CFR 106.45)

The written decision shall include the following: (34 CFR 106.45)

1. Identification of the allegations potentially constituting sexual harassment as defined in 34 CFR 106.30

**TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES** (continued)

2. A description of the procedural steps taken from receipt of the formal complaint through the written decision, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held if the district includes hearings as part of the grievance process

3. Findings of fact supporting the determination

4. Conclusions regarding the application of the district's code of conduct or policies to the facts

5. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's educational program or activity will be provided by the district to the complainant

6. The district's procedures and permissible bases for the complainant and respondent to appeal

**Appeals**

Either party may appeal the district's decision or dismissal of a formal complaint or any allegation in the complaint, if the party believes that a procedural irregularity affected the outcome, new evidence is available that could affect the outcome, or a conflict of interest or bias by the Title IX Coordinator, investigator(s), or decision-maker(s) affected the outcome. If an appeal is filed, the district shall: (34 CFR 106.45)

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties

2. Ensure that the decision-maker(s) for the appeal is trained in accordance with 34 CFR 106.45 and is not the same decision-maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator

3. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome

4. Issue a written decision describing the result of the appeal and the rationale for the result

5. Provide the written decision simultaneously to both parties

**TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES** (continued)

An appeal must be filed in writing within 10 calendar days of receiving the notice of the decision or dismissal, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered.

A written decision shall be provided to the parties within 20 calendar days from the receipt of the appeal.

Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights within 180 days of the date of the most recently alleged misconduct.

The complainant shall be advised of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable.

**Remedies**

When a determination of responsibility for sexual harassment has been made against the respondent, the district shall provide remedies to the complainant. Such remedies may include the same individualized services described above in the section "Supportive Measures," but need not be nondisciplinary or nonpunitive and need not avoid burdening the respondent. (34 CFR 106.45)

**Disciplinary Actions**

The district shall not impose any disciplinary sanctions or other actions against a respondent, other than supportive measures as described above in the section "Supportive Measures," until the complaint procedure has been completed and a determination of responsibility has been made. (34 CFR 106.44)

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

*(cf. 4117.7/4317.7 - Employment Status Report)*
*(cf. 4118 - Dismissal/Suspension/Disciplinary Action)*
*(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)*
*(cf. 4218 - Dismissal/Suspension/Disciplinary Action)*

**Record-Keeping**

The Superintendent or designee shall maintain, for a period of seven years: (34 CFR 106.45)

**TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES** (continued)

1. A record of all reported cases and Title IX investigations of sexual harassment, any determinations of responsibility, any audio or audiovisual recording and transcript if applicable, any disciplinary sanctions imposed, any remedies provided to the complainant, and any appeal or informal resolution and the results therefrom.

2. A record of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment, including the district's basis for its conclusion that its response was not deliberately indifferent, the measures taken that were designed to restore or preserve equal access to the education program or activity, and, if no supportive measures were provided to the complainant, the reasons that such a response was not unreasonable in light of the known circumstances.

3. All materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person who facilitates an informal resolution process. The district shall make such training materials publicly available on its web site, or if the district does not maintain a web site, available upon request by members of the public.

*(cf. 1113 - District and School Web Sites)*
*(cf. 3580 - District Records)*

*Legal Reference: (see next page)*

**TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES** (continued)

*Legal Reference:*

*EDUCATION CODE*
*200-262.4 Prohibition of discrimination on the basis of sex*
*48900 Grounds for suspension or expulsion*
*48900.2 Additional grounds for suspension or expulsion; sexual harassment*
*48985 Notices, report, statements and records in primary language*
*CIVIL CODE*
*51.9 Liability for sexual harassment; business, service and professional relationships*
*1714.1 Liability of parents/guardians for willful misconduct of minor*
*GOVERNMENT CODE*
*12950.1 Sexual harassment training*
*CODE OF REGULATIONS, TITLE 5*
*4600-4670 Uniform complaint procedures*
*4900-4965 Nondiscrimination in elementary and secondary education programs*
*UNITED STATES CODE, TITLE 20*
*1092 Definition of sexual assault*
*1221 Application of laws*
*1232g Family Educational Rights and Privacy Act*
*1681-1688 Title IX of the Education Amendments of 1972*
*UNITED STATES CODE, TITLE 34*
*12291 Definition of dating violence, domestic violence, and stalking*
*UNITED STATES CODE, TITLE 42*
*1983 Civil action for deprivation of rights*
*2000d-2000d-7 Title VI, Civil Rights Act of 1964*
*2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended*
*CODE OF FEDERAL REGULATIONS, TITLE 34*
*99.1-99.67 Family Educational Rights and Privacy*
*106.1-106.82 Nondiscrimination on the basis of sex in education programs*
*COURT DECISIONS*
*Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567*
*Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130*
*Reese v. Jefferson School District, (2000, 9th Cir.) 208 F.3d 736*
*Davis v. Monroe County Board of Education, (1999) 526 U.S. 629*
*Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274*
*Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473*
*Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447*

*Management Resources:*

*WEB SITES*
*CSBA: http://www.csba.org*
*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*

## NOTICE OF TITLE IX SEXUAL HARASSMENT POLICY

The Code of Federal Regulations, Title 34, Section 106.8 requires the district to issue the following notification to employees, job applicants, and employee organizations:

The district does not discriminate on the basis of sex in any education program or activity that it operates. The prohibition against discrimination on the basis of sex is required by federal law (20 USC 1681-1688; 34 CFR Part 106) and extends to employment. The district also prohibits retaliation against any employee for filing a complaint or exercising any right granted under Title IX.

Title IX requires a school district to take immediate and appropriate action to address any potential Title IX violations that are brought to its attention. Any inquiries about the application of Title IX, this notice, and who is protected by Title IX may be referred to the district's Title IX Coordinator, to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

The district has designated and authorized the following employee as the district's Title IX Coordinator, to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, and stalking:

Director of Student Services_____
(*name and/or title/position*)
3150 Education Dr_____
(*address*)
707-542-5197_____
(*telephone number*)
studentservices@busd.org_____
(*email address*)

Any individual may report sex discrimination, including sexual harassment, to the Title IX Coordinator or any other school employee at any time, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon receiving an allegation of sexual harassment, the Title IX Coordinator will promptly notify the parties, in writing, of the applicable district complaint procedure.

To view an electronic copy of the district's policies and administrative regulations on sexual harassment, including the grievance process that complies with 34 CFR 106.45, please see BP/AR 4119.11/4219.11/4319.11 - Sexual Harassment and AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures on the district's web site at _____(*insert website link*)_____.

**TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES** (continued)

To inspect or obtain a copy of the district's sexual harassment policies and administrative regulations, please contact:_____(*insert location/phone/email of contact person*) _____.

Materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person who facilitates an informal resolution process are also publicly available on the district's web site or at the district office upon request.

**All Personnel** BP 4157(a)
4257
**EMPLOYEE SAFETY** 4357

The Governing Board is committed to maximizing employee safety and believes that workplace safety is the responsibility of every employee. Working conditions and equipment shall comply with standards prescribed by federal, state, and local laws and regulations.

*(cf. 0450 - Comprehensive Safety Plan)*

No employee shall be required or permitted to be in any place of employment which is unsafe or unhealthful. (Labor Code 6402)

The Superintendent or designee shall promote safety and correct any unsafe work practices through education and enforcement.

All employees are expected to use safe work practices and, to the extent possible, correct any unsafe conditions which may occur. If an employee is unable to correct an unsafe condition, the employee shall immediately report the problem to the Superintendent or designee.

*(cf. 4118 - Dismissal/Suspension/Disciplinary Action)*
*(cf. 4218 - Dismissal/Suspension/Disciplinary Action)*

The Superintendent or designee shall establish and implement a written injury and illness prevention program, and provide employees with access to such program, in accordance with law. (Labor Code 6401.7; 8 CCR 3203)

*(cf. 3514 - Environmental Safety)*
*(cf. 3514.1 - Hazardous Substances)*
*(cf. 3516 - Emergencies and Disaster Preparedness Plan)*
*(cf. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)*
*(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)*
*(cf. 4119.43/4219.43/4319.43 - Universal Precautions)*
*(cf. 4157.2/4257.2/4357.2 - Ergonomics)*
*(cf. 4158/4258/4358 - Employee Security)*

The Superintendent or designee shall make first aid materials readily available at district workplaces and shall make effective provisions to prepare for prompt medical treatment in the event of an employee's serious injury or illness. (8 CCR 3400)

No employee shall be discharged or discriminated against for exercising any right regarding employee safety or health specified in Labor Code 6310, including:

1. Making a report or complaint

2. Instituting proceedings or causing proceedings to be instituted

3. Testifying with regard to employee safety or health

**EMPLOYEE SAFETY** (continued)

4. Participating in any occupational health and safety committee established pursuant to Labor Code 6401.7

5. Requesting access to injury or illness reports and records

6. Exercising any other right protected by the Occupational Safety and Health Act

*Legal Reference:*

*EDUCATION CODE*
*32030-32034 Eye safety*
*32225-32226 Communications devices in classrooms*
*32280-32289.5 School safety plans*
*44984 Required rules for industrial accident and illness leave of absence*
*GOVERNMENT CODE*
*3543.2 Scope of bargaining*
*LABOR CODE*
*132a Workers' compensation; nondiscrimination*
*3300 Definitions of employer*
*6305 Occupational safety and health standards; special order*
*6310 Retaliation for filing complaint prohibited*
*6400-6413.5 Responsibilities and duties of employers and employees, especially:*
*6401.7 Injury and illness prevention program*
*CODE OF REGULATIONS, TITLE 8*
*3203 Injury and illness prevention program*
*3204 Access to employee exposure and medical records*
*3400 Medical services and first aid*
*5095-5100 Control of noise exposure*
*5193 Bloodborne pathogens*
*14000-14316 Occupational injury or illness reports and records*
*CODE OF REGULATIONS, TITLE 17*
*2508 Reporting of communicable diseases*
*CODE OF FEDERAL REGULATIONS, TITLE 29*
*651-678 Occupational safety and health*
*1910.95 Occupational noise exposure*
*1910.1030 Bloodborne pathogens*

*Management Resources: (see next page)*

**EMPLOYEE SAFETY** (continued)

*Management Resources:*

*DEPARTMENT OF INDUSTRIAL RELATIONS PUBLICATIONS*
*Guide to Developing Your Workplace Injury and Illness Prevention Program, rev. August 2011*
*WEB SITES*
*California Department of Industrial Relations, Occupational Safety and Health: http://www.dir.ca.gov/occupational_safety.html*
*Centers for Disease Control and Prevention: http://www.cdc.gov*
*National Hearing Conservation Association: http://www.hearingconservation.org*
*National Institute for Occupational Safety and Health: http://www.cdc.gov/niosh*
*U.S. Department of Labor, Occupational Safety and Health Administration: http://www.osha.gov*

The Superintendent or designee shall provide safety devices and implement safeguards, methods, and processes that are reasonably necessary for the safety and health of employees in the workplace. (Labor Code 6401)

*(cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)*
*(cf. 4157.2/4257.2/4357.2 - Ergonomics)*
*(cf. 4161.11/4261.11/4361.11 - Industrial Accident/Illness Leave)*

## Injury and Illness Prevention Program

The district's injury and illness prevention program shall cover all district employees and all other workers whom the district controls or directs and directly supervises on the job to the extent that the workers are exposed to hazards specific to their worksite and job assignment. The obligation of contractors or other employers who control or direct and supervise their own employees on the job shall not be affected by the district's injury and illness prevention program. (Labor Code 6401.7)

The district's injury and illness prevention program shall include: (Labor Code 6401.7; 8 CCR 3203)

1. The name/position of the person(s) with authority and responsibility for implementing the program.

2. A system for ensuring that employees comply with safe and healthful work practices, which may include, but not be limited to:

    a. Recognition of employees who follow safe and healthful work practices

*(cf. 4156.2/4256.2/4356.2 - Awards and Recognition)*

    b. Training and retraining programs

    c. Disciplinary actions

*(cf. 4118 - Dismissal/Suspension/Disciplinary Action)*
*(cf. 4218 - Dismissal/Suspension/Disciplinary Action)*

3. A system for communicating with employees, in a form readily understandable by all employees on matters related to occupational health and safety, including provisions designed to encourage employees to report hazards at the worksite without fear of reprisal. The communications system may include, but not be limited to:

    a. Meetings

**EMPLOYEE SAFETY** (continued)

b. Training programs

c. Posting

d. Written communications

e. A system of anonymous notification by employees about hazards

f. A labor/management safety and health committee

4. Procedures for identifying and evaluating workplace hazards, including scheduled periodic inspections to identify unsafe conditions and work practices. Such inspections shall be made:

a. Whenever new substances, processes, procedures, or equipment that represents a new occupational safety or health hazard is introduced into the workplace

b. Whenever the district is made aware of a new or previously unrecognized hazard

*(cf. 3514 - Environmental Safety)*
*(cf. 3514.1 - Hazardous Substances)*

5. A procedure for investigating occupational injury or illness.

6. Methods and/or procedures for correcting unsafe or unhealthful conditions, work practices, and work procedures in a timely manner, based on the severity of the hazard, when the hazard is observed or discovered.

When an imminent hazard exists which cannot be immediately abated without endangering employee(s) and/or property, these procedures shall call for the removal of all exposed staff from the area except those necessary to correct the hazardous condition. Employees needed to correct the condition shall be provided necessary safeguards.

7. Provision of training and instruction as follows:

a. To all new employees

**EMPLOYEE SAFETY** (continued)

b. To all employees given new job assignments for which training has not previously been received

c. Whenever new substances, processes, procedures, or equipment is introduced into the workplace and represents a new hazard

d. Whenever the district is made aware of a new or previously unrecognized hazard

e. To supervisors, to familiarize them with the safety and health hazards to which employees under their immediate direction and control may be exposed

*(cf. 4131 - Staff Development)*
*(cf. 4231 - Staff Development)*
*(cf. 4331 - Staff Development)*

The Superintendent or designee shall provide employees, or their representative designated pursuant to 8 CCR 3203, with either of the following: (8 CCR 3203)

1. Access to the district's injury and illness prevention program in a reasonable time, place, and manner, but in no event later than five business days after the request for access is received from an employee or a designated representative of the employee

   When an employee or designated representative requests a copy of the district's injury and illness prevention program, the Superintendent or designee shall provide the requester a printed copy unless the employee or designated representative agrees to receive an electronic copy.

   The Superintendent or designee shall provide one printed copy free of charge. If the employee or designated representative requests additional copies within one year of the previous request and the district's injury and illness prevention program has not been updated with new information since the prior copy was provided, the district may charge reasonable reproduction costs pursuant to 8 CCR 3204 for the additional copies.

2. Unobstructed access to the district's injury and illness prevention program through the district's server or web site, which allows an employee to review, print, and email the current version of the district's injury and illness prevention program

The Superintendent or designee shall communicate the right and procedure to access the district's injury and illness prevention program to all employees. (8 CCR 3203)

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

**EMPLOYEE SAFETY** (continued)

## Labor/Management Safety and Health Committee

The district's labor/management safety and health committee shall: (8 CCR 3203)

1. Meet regularly, but not less than quarterly.

2. Prepare and make available to affected employees written records of the safety and health issues discussed at committee meetings and maintained for review by the California Department of Industrial Relations' Division of Occupational Safety and Health (Cal/OSHA) upon request. These records shall be maintained for at least one year.

3. Review results of the periodic, scheduled worksite inspections.

4. Review investigations of occupational accidents and causes of incidents resulting in occupational injury or illness or exposure to hazardous substances. As appropriate, the committee may submit suggestions to the Superintendent or designee regarding the prevention of future incidents.

5. Review investigations of alleged hazardous conditions brought to the attention of any committee member. When determined necessary by the committee, it may conduct its own inspection and investigation to assist in remedial solutions.

6. Submit recommendations to assist in the evaluation of employee safety suggestions.

7. Upon request of Cal/OSHA, verify abatement action taken by the district to abate citations issued by Cal/OSHA.

## Hearing Protection

Whenever employee noise exposure equals or exceeds the standards specified in law, the Superintendent or designee shall implement a hearing conservation program in accordance with state and federal regulations, including, when required, monitoring of sound levels, audiogram evaluation and audiometric testing of affected employees, the provision of hearing protectors, and employee training. (8 CCR 5095-5100; 29 CFR 1910.95)

## Eye Safety Devices

Eye safety devices shall be worn by employees whenever they are engaged in or observing an activity involving hazards or hazardous substances likely to cause injury to the eyes. (Education Code 32030-32034)

**EMPLOYEE SAFETY** (continued)

**First Aid and Medical Services**

The Superintendent or designee shall ensure the ready availability of medical personnel for advice and consultation on matters of industrial health or injury. Whenever a district facility or district grounds are not in close proximity to an infirmary, clinic, or hospital where all injured employees may be treated, the Superintendent or designee shall ensure that at least one employee is adequately trained to provide first aid. (8 CCR 3400)

The Superintendent or designee shall make adequate first aid materials readily available for employees at every worksite. Such materials shall be approved by a consulting physician and shall be kept in a sanitary and usable condition. The Superintendent or designee shall frequently inspect all first aid materials and replenish them as necessary. (8 CCR 3400)

The Superintendent or designee shall ensure that suitable facilities for quick drenching or flushing of the eyes and body are provided within the work area for immediate emergency use when the eyes or body or any person may be exposed to injurious corrosive materials. (8 CCR 3400)

To avoid unnecessary delay in medical treatment in the event of an employee's serious injury or illness, the Superintendent or designee shall use one or more of the following: (8 CCR 3400)

1. A communication system for contacting a physician or emergency medical service, such as access to 911 or equivalent telephone system. The communication system or the employees using the system shall have the ability to direct emergency services to the location of the injured or ill employee.

2. Readily accessible and available on-site treatment facilities suitable for treatment of reasonably anticipated injury and illness.

*(cf. 5141.6 - School Health Services)*

3. Proper equipment for prompt medical transport when transportation of injured or ill employees is necessary and appropriate.

**Protection from Communicable Diseases and Infections**

The Superintendent or designee shall develop an exposure control plan for bloodborne pathogens that is consistent with the district's injury and illness prevention program. The plan shall include a determination of which job classifications have occupational exposure to

**EMPLOYEE SAFETY** (continued)

blood or other potentially infectious materials; precautions to be implemented, including universal precautions, engineering and work practice controls, and personal protective equipment; availability of the hepatitis B vaccination; provision of information and training to employees; and follow-up actions to be taken if exposure occurs. The district shall ensure that a copy of the exposure control plan is accessible to employees in accordance with law. (8 CCR 5193; 29 CFR 1910.1030)

*(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)*
*(cf. 4119.43/4219.43/4319.43 - Universal Precautions)*

Strategies to prevent and mitigate the outbreak or spread of infectious diseases shall be followed for diseases that are communicated through airborne transmission, skin-to-skin contact, foodborne transmission, or other casual or noncasual means. Such strategies shall include, but are not limited to, communication and training about the disease(s); campus closures and alternative means of instruction when necessary; preventative measures, such as social distancing, personal protective equipment, temperature checks, and/or any other health screening allowed by law; and cleaning and sanitization of district facilities and equipment.

*(cf. 5141.22 - Infectious Diseases)*

The Superintendent of designee shall immediately report to the local health officer the presence or suspected presence of any communicable disease. (17 CCR 2508)

**COVID-19 Exposure**

If the district receives notice of potential exposure to COVID-19, the Superintendent or designee shall, within one business day of the notice, take all of the following actions: (Labor Code 6409.6)

1. Provide a written notice to all employees, and the employers of subcontracted employees, who were on the premises at the same worksite as the qualifying individual within the infectious period that they may have been exposed to COVID-19. The notice shall be provided in a manner normally used to communicate employment-related information, which may include, but is not limited to, personal service, email, or text message if it can reasonably be anticipated to be received by the employee within one business day of sending.

2. Provide a written notice to the exclusive representative, if any, of employees who were on the premises within the infectious period

3. Provide all employees who may have been exposed and the exclusive representative, if any, with information regarding:

**EMPLOYEE SAFETY** (continued)

a. COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws, including, but not limited to, workers' compensation

b. Available leave options for exposed employees

c. Antiretaliation and antidiscrimination protections of the employee

4. Notify all employees, and the employers of subcontracted employees and the exclusive representative, if any, of the disinfection and safety plan that the district plans to complete in accordance with Centers for Disease Control and Prevention guidelines

The above notifications shall be maintained for a period of at least three years. (Labor Code 6409.6)

If the district is notified of the number of cases that meet the definition of a COVID-19 outbreak, as defined by the California Department of Public Health, within 48 hours, the Superintendent or designee shall, within 48 hours of the notice, notify the local public health agency of the names, number, occupation, and worksite of employees who meet the definition of a qualifying individual. The Superintendent or designee shall continue to give notice to the local health department of any subsequent laboratory-confirmed cases of COVID-19 at the worksite. (Labor Code 6409.6)

In the event that Cal/OSHA prohibits entry into any district workplace or performance of a district operation or process based on a determination that the workplace exposes employees to the risk of COVID-19 infection and constitutes an imminent hazard to employees, the district shall post a notice thereof provided by Cal/OSHA in a conspicuous place at the work site. This notice shall not be removed except by an authorized representative of Cal/OSHA and only when the place of employment, operation, or process is made safe and the required safeguards or safety appliances or devices are provided. (Labor Code 6325)

In order to provide medical benefits, temporary or permanent disability benefits, wage replacement, retraining or skill enhancement, and/or death benefits in the event that an employee becomes injured or ill in the course of employment, the district shall provide all employees with insurance and workers' compensation benefits in accordance with law. The Superintendent or designee shall develop an efficient claims handling process that reduces costs and facilitates employee recovery.

*(cf. 3320 - Claims and Actions Against the District)*
*(cf. 4032 - Reasonable Accommodation)*
*(cf. 4113.4/4213.4/4313.4 - Temporary Modified/Light-Duty Assignment)*
*(cf. 4154/4254/4354 - Health and Welfare Benefits)*
*(cf. 4157/4257/4357 - Employee Safety)*
*(cf. 4157.2/4257.2/4357.2 - Ergonomics)*
*(cf. 4161.11/4261.11/4361.11 - Industrial Accident/Illness Leave)*

The Superintendent or designee shall notify every new employee, at the time of hire or by the end of the first pay period, of the employee's right to receive workers' compensation benefits if injured at work. (Labor Code 3551; 8 CCR 15596)

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

In addition, a notice regarding workers' compensation benefits shall be posted in a conspicuous location frequented by employees, where the notice may be easily read during the workday. (Labor Code 3550)

In the event that an employee is injured or becomes ill in the course of employment, the employee shall report the work-related injury or illness to the Superintendent or designee as soon as practicable. The employee and appropriate district staff shall also promptly document the date and time of any incident, a description of the incident, and any persons present.

Within one working day of receiving notice or knowledge of any injury to an employee in the course of employment, the Superintendent or designee shall provide a claim form and notice of potential eligibility for workers' compensation benefits to the employee or, in the case of the employee's death, to the employee's dependents. The claim form and notice shall be provided personally or by first class mail. (Labor Code 5401)

The Superintendent or designee shall additionally ensure that any employee who is a victim of a crime that occurred at the place of employment is given written notice personally or by first class mail within one working day of the crime, or when the district reasonably should have known of the crime, that the employee is eligible for workers' compensation benefits for injuries, including psychiatric injuries, that may have resulted from the crime. (Labor Code 3553)

**WORK-RELATED INJURIES** (continued)

The Superintendent or designee shall ensure that all employee notices described above are in the form prescribed by the Department of Industrial Relations (DIR), Division of Workers Compensation.

Upon learning of a work-related injury or illness, or injury or illness alleged to have arisen out of and in the course of employment, the Superintendent or designee shall report the incident to the district's insurance carrier or DIR, as applicable, within five days after obtaining knowledge of the injury or illness. If a subsequent death arises as a result of the reported injury or illness, an amended report indicating the death shall be filed within five days after being notified of or learning about the death. (Labor Code 6409.1)

In addition, in every case involving death or serious injury or illness, the Superintendent or designee shall immediately make a report to the Division of Occupational Safety and Health (Cal/OSHA) by telephone or through an online mechanism made available by Cal/OSHA. (Labor Code 6409.1)

For the purpose of this report, *serious injury or illness* means any injury or illness occurring in a place of employment or in connection with any employment that requires inpatient hospitalization for other than medical observation or diagnostic testing, or in which an employee suffers an amputation, the loss of an eye, or any serious degree of permanent disfigurement. (Labor Code 6302)

**Claims Related to COVID-19**

Until January 1, 2023, an employee is presumed to be entitled to workers' compensation benefits for illness or death resulting from COVID-19 if the diagnosis was made within 14 days after the employee performed labor or services at the place of employment and if the employee contracted COVID-19 during an outbreak at the employee's specific place of employment. (Labor Code 3212.86, 3212.88)

For this purpose, an *outbreak* means that, within 14 calendar days, one of the following occurs at a specific place of employment: (Labor Code 3212.88)

1. If a specific place of employment has 100 employees or fewer, four employees test positive for COVID-19.

2. If a specific place of employment has more than 100 employees, four percent of the number of employees who reported to the specific place of employment test positive for COVID-19.

**WORK-RELATED INJURIES** (continued)

3. A specific place of employment is ordered to close by a local public health department, the California Department of Public Health, Cal/OSHA, or the Superintendent due to a risk of infection with COVID-19.

The Superintendent or designee may rebut a presumption that COVID-19 was contracted during the course and scope of employment by offering evidence to the Workers' Compensation Appeals Board, such as the measures that were in place at the employee's specific place of employment to reduce potential transmission of COVID-19 and evidence of an employee's nonoccupational risk of contracting COVID-19. (Labor Code 3212.86, 3212.88)

*Legal Reference:*

*EDUCATION CODE*
*44984 Industrial accident and illness leaves, certificated employees*
*45192 Industrial accident and illness leaves, classified employees*
*LABOR CODE*
*3200-4856 Workers' compensation, especially:*
*3212.86 COVID-19: critical workers pre-July 5, 2020*
*3212.88 COVID-19: critical workers post-July 5, 2020*
*3550-3553 Employee notice*
*3600-3605 Conditions of liability*
*3760 Report of injury to insurer*
*4600 Provision of medical and hospital treatment by employer*
*4906 Disclosures and statements*
*5400-5413 Notice of injury or death*
*6302 Definition of serious injury or illness*
*6409.1 Reports*
*CODE OF REGULATIONS, TITLE 8*
*15596 Notice of employee rights to workers' compensation benefits*

*Management Resources:*

*DEPARTMENT OF INDUSTRIAL RELATIONS PUBLICATIONS*
*Workers' Compensation in California: A Guidebook for Injured Workers, 2016*
*Notice to Employees -- Injuries Caused by Work*
*Time of Hire Pamphlet*
*Workers' Compensation Claim Form (DWC 1) & Notice of Potential Eligibility*
*WEB SITES*
*California Department of Industrial Relations, Division of Occupational Safety and Health: http://www.dir.ca.gov/dosh*
*California Department of Industrial Relations, Division of Workers Compensation: http://www.dir.ca.gov/dwc*
*California Department of Public Health: https://www.cdph.ca.gov*

# CHRONIC ABSENCE AND TRUANCY

The Governing Board believes that absenteeism, whatever the cause, may be an early warning sign of poor academic achievement and may put students at risk of dropping out of school. The Board desires to ensure that all students attend school in accordance with the state's compulsory education law and take full advantage of educational opportunities provided by the district.

*(cf. 5113 - Absences and Excuses)*
*(cf. 5113.11 - Attendance Supervision)*

The Superintendent or designee shall establish a system to accurately track student attendance in order to identify individual students who are chronic absentees and truants, as defined in law and administrative regulation, and to identify patterns of absence throughout the district.

The Superintendent, attendance supervisor, or designee shall consult with students, parents/guardians, school staff, and community agencies, as appropriate, to identify factors contributing to chronic absence and truancy.

The Superintendent, attendance supervisor, or designee shall develop a tiered approach to reducing chronic absence. Such an approach shall include strategies for preventing attendance problems, which may include, but are not limited to, efforts to provide a safe and positive school environment, relevant and engaging learning experiences, school activities that help develop students' feelings of connectedness with the school, school-based health services, letters alerting parents/guardians to the value of regular school attendance, and incentives and rewards to recognize students who achieve excellent attendance or demonstrate significant improvement in attendance.

The tiered approach shall also provide for early outreach to students as soon as they show signs of poor attendance or if they were chronically absent in the prior school year. Early intervention may include personalized outreach, individual attendance plans, and/or mentoring to students with moderate levels of chronic absence, with additional intensive, interagency wrap-around services for students with the highest level of absence.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*
*(cf. 5126 - Awards for Achievement)*
*(cf. 5131 - Conduct)*
*(cf. 5131.2 - Bullying)*
*(cf. 5137 - Positive School Climate)*
*(cf. 5141.6 - School Health Services)*
*(cf. 5145.3 - Nondiscrimination/Harassment)*

Students with serious attendance problems shall be provided with interventions specific to their needs, which may include, but are not limited to, health care referrals, transportation assistance, counseling for mental or emotional difficulties, academic supports, efforts to address school or community safety concerns, discussions with the student and

**CHRONIC ABSENCE AND TRUANCY** (continued)

parent/guardian about their attitudes regarding schooling, or other strategies to remove identified barriers to school attendance. The Superintendent, attendance supervisor, or designee may collaborate with child welfare services, law enforcement, courts, public health care agencies, other government agencies, and/or medical, mental health, and oral health care providers to make alternative educational programs and support services available for students and families.

*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*
*(cf. 5030 - Student Wellness)*
*(cf. 5146 - Married/Pregnant/Parenting Students)*
*(cf. 5147 - Dropout Prevention)*
*(cf. 6158 - Independent Study)*
*(cf. 6164.2 - Guidance/Counseling Services)*
*(cf. 6164.5 - Student Success Teams)*
*(cf. 6173 - Education for Homeless Children)*
*(cf. 6173.1 - Education for Foster Youth)*
*(cf. 6173.2 - Education of Children of Military Families)*
*(cf. 6175 - Migrant Education Program)*
*(cf. 6179 - Supplemental Instruction)*
*(cf. 6181 - Alternative Schools/Programs of Choice)*
*(cf. 6183 - Home and Hospital Instruction)*
*(cf. 6184 - Continuation Education)*
*(cf. 6185 - Community Day School)*

The Superintendent or designee shall ensure that staff assigned to fulfill attendance-related duties are trained in implementing a trauma-informed approach to chronic absence and receive information about the high correlation between chronic absence and exposure to adverse childhood experiences.

*(cf. 4131 - Staff Development)*

Students who are identified as chronically absent or truant shall be subject to the interventions specified in law and administrative regulation.

*(cf. 5113.12 - District School Attendance Review Board)*

A student's truancy, tardiness, or other absence from school shall not be the basis for suspension or expulsion. Alternative strategies and positive reinforcement for attendance shall be used whenever possible.

*(cf. 5144 - Discipline)*
*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

**CHRONIC ABSENCE AND TRUANCY** (continued)

The Superintendent, attendance supervisor, or designee shall periodically report to the Board regarding student attendance patterns in the district, including rates of chronic absence and truancy districtwide and for each school, grade level, and numerically significant student subgroup as defined in Education Code 52052. Such information shall be used to evaluate the effectiveness of strategies implemented to reduce chronic absence and truancy and to develop annual goals and specific actions for student attendance and engagement to be included in the district's local control and accountability plan and other applicable school and district plans. As appropriate, the Superintendent or designee shall engage school staff in program evaluation and improvement and in the determination of how to best allocate available community resources.

*(cf. 0500 - Accountability)*
*(cf. 0400 - Comprehensive Plans)*
*(cf. 0420 - School Plans/Site Councils)*
*(cf. 0450 - Comprehensive Safety Plan)*
*(cf. 0460 - Local Control and Accountability Plan)*

*Legal Reference:*

*EDUCATION CODE*
*1740-1742 Employment of personnel to supervise attendance (county superintendent)*
*37223 Weekend classes*
*46000 Records (attendance)*
*46010-46014 Absences*
*46110-46119 Attendance in kindergarten and elementary schools*
*46140-46147 Attendance in junior high and high schools*
*48200-48208 Children ages 6-18 (compulsory full-time attendance)*
*48225.5 Work permits, entertainment and allied industries*
*48240-48246 Supervisors of attendance*
*48260-48273 Truants*
*48290-48297 Failure to comply; complaints against parents*
*48320-48325 School attendance review boards*
*48340-48341 Improvement of student attendance*
*48400-48403 Compulsory continuation education*
*48900 Suspension and expulsion*
*49067 Unexcused absences as cause of failing grade*
*52052 Accountability; numerically significant student subgroups*
*60901 Chronic absence*
*GOVERNMENT CODE*
*54950-54963 The Ralph M. Brown Act*
*PENAL CODE*
*270.1 Chronic truancy; parent/guardian misdemeanor*
*272 Parent/guardian duty to supervise and control minor child; criminal liability for truancy*
*830.1 Peace officers*

*Legal Reference continued: (see next page)*

**CHRONIC ABSENCE AND TRUANCY** (continued)

*Legal Reference: (continued)*
*VEHICLE CODE*
*13202.7 Driving privileges; minors; suspension or delay for habitual truancy*
*WELFARE AND INSTITUTIONS CODE*
*256-258 Juvenile hearing officer*
*601-601.4 Habitually truant minors*
*11253.5 Compulsory school attendance*
*CODE OF REGULATIONS, TITLE 5*
*306 Explanation of absence*
*420-421 Record of verification of absence due to illness and other causes*
*COURT DECISIONS*
*L.A. v. Superior Court of San Diego County, (2012) 209 Cal.App.4th 976*

*Management Resources:*
*ATTENDANCE WORKS PUBLICATIONS*
*District Attendance Tracking Tool*
*For School Board Members: Frequently Asked Questions About Chronic Absence*
*School Attendance Tracking Tool*
*Bringing Attendance Home: Engaging Parents in Preventing Chronic Absence, 2015*
*The Power of Positive Connections: Reducing Chronic Absence Through PEOPLE: Priority Early Outreach for Positive Linkages and Engagement, 2014*
*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*
*School Attendance Review Board: A Road Map for Improved School Attendance and Behavior, rev. 2018*
*WEB SITES*
*CSBA: http://www.csba.org*
*Attendance Works: http://www.attendanceworks.org*
*California Association of Supervisors of Child Welfare and Attendance: http://www.cascwa.org*
*California Department of Education: http://www.cde.ca.gov*
*California Healthy Kids Survey: http://chks.wested.org*
*California School Climate, Health, and Learning Survey System: http://www.cal-schls.wested.org*

# CHRONIC ABSENCE AND TRUANCY

## Definitions

*Chronic absentee* means a student who is absent for any reason on 10 percent or more of the school days in the school year, when the total number of days the student is absent is divided by the total number of days the student is enrolled and school was actually taught in the regular schools of the district, exclusive of Saturdays and Sundays. (Education Code 60901)

*Truant* means a student who is absent from school without a valid excuse three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. (Education Code 48260)

*Habitual truant* means a student who has been reported as a truant three or more times within the same school year, provided the district has made a conscientious effort to hold at least one conference with the student and the student's parent/guardian after either of the two previous reports. (Education Code 48262, 48264.5)

*Chronic truant* means a student who has been absent from school without a valid excuse for 10 percent or more of the school days in one school year, from the date of enrollment to the current date, provided the district has met the requirements of Education Code 48260, 48260.5, 48261, 48262, 48263, and 48291. (Education Code 48263.6)

For purposes of classifying a student as a truant, *valid excuse* includes, but is not limited to, the reasons for which a student shall be excused from school pursuant to Education Code 48205 and 48225.5 and AR 5113 - Absences and Excuses. A valid excuse may include other reasons that are within the discretion of school administrators and, based on the facts of the student's circumstances, are deemed to constitute a valid excuse. (Education Code 48260)

*(cf. 5113 - Absences and Excuses)*
*(cf. 5113.2 - Work Permits)*

## Addressing Chronic Absence

When a student is identified as a chronic absentee, the Superintendent, attendance supervisor, or designee shall communicate with the student and the student's parents/guardians to determine the reason(s) for the excessive absences, ensure the student and parents/guardians are aware of the adverse consequences of poor attendance, and jointly develop a plan for improving the student's school attendance.

*(cf. 5113.11 - Attendance Supervision)*
*(cf. 6020 - Parent Involvement)*

The student may be referred to a student success team or school-site attendance review team to assist in evaluating the student's needs and identifying strategies and programs to assist the

**CHRONIC ABSENCE AND TRUANCY** (continued)

student. When necessary, the student may be referred to a school attendance review board (SARB) program, a truancy mediation program established by the district attorney or the probation officer, or a comparable program deemed acceptable by the Superintendent or designee, in accordance with Education Code 48263 and item #3 in the section "Addressing Truancy" below.

*(cf. 5146 - Married/Pregnant/Parenting Students)*
*(cf. 5147 - Dropout Prevention)*
*(cf. 6164.2 - Guidance/Counseling Services)*
*(cf. 6164.5 - Student Success Teams)*
*(cf. 6173 - Education for Homeless Children)*
*(cf. 6173.1 - Education for Foster Youth)*
*(cf. 6173.2 - Education of Children of Military Families)*
*(cf. 6175 - Migrant Education Program)*

A student who is struggling academically may be offered tutoring or other supplemental instruction, extended learning opportunities, and/or alternative educational options as appropriate.

Students who are absent shall be given an opportunity to make up missed assignments or assessments and shall receive full credit for satisfactory completion of the work. Students with excessive absences shall be supported to the extent possible to limit the impact of absences on the student's grades.

*(cf. 5121 - Grades/Evaluation of Student Achievement)*
*(cf. 6158 - Independent Study)*
*(cf. 6176 - Weekend/Saturday Classes)*
*(cf. 6178.1 - Work-Based Learning)*
*(cf. 6179 - Supplemental Instruction)*
*(cf. 6181 - Alternative Schools/Programs of Choice)*
*(cf. 6183 - Home and Hospital Instruction)*
*(cf. 6184 - Continuation Education)*

Whenever chronic absenteeism is linked to a health, social-emotional, family, or other nonschool issue, the Superintendent or designee may recommend school or community resources and/or collaborate with community agencies and organizations to address the needs of the student and the student's family.

*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*
*(cf. 5141.6 - School Health Services)*

**Addressing Truancy**

An attendance supervisor or designee, peace officer, probation officer, or school administrator or designee may, as applicable, arrest or assume temporary custody during

**CHRONIC ABSENCE AND TRUANCY** (continued)

school hours of any minor student found away from home who is absent from school without a valid excuse. Any person arresting or assuming temporary custody of a minor student shall deliver the student and make reports in accordance with Education Code 48265 and 48266. (Education Code 48264, 48265, 48266)

*(cf. 3515.3 - District Police/Security Department)*

The Superintendent, attendance supervisor, or designee shall investigate a complaint from any person that a parent/guardian has violated the state compulsory education laws contained in Education Code 48200-48341. (Education Code 48290)

When a student has been identified as a truant as defined above, the following steps shall be implemented based on the number of truancies the student has committed:

1. Initial truancy

    a. The student shall be reported to the Superintendent, attendance supervisor, or designee. (Education Code 48260)

    b. The student's parent/guardian shall be notified by the most cost-effective method possible, which may include email or a telephone call, that: (Education Code 48260.5)

        (1) The student is truant.

        (2) The parent/guardian is obligated to compel the student to attend school and, if the parent/guardian fails to meet this obligation, the parent/guardian may be guilty of an infraction of the law and subject to prosecution pursuant to Education Code 48290-48296.

        (3) Alternative educational programs are available in the district.

        (4) The parent/guardian has the right to meet with appropriate school personnel to discuss solutions to the student's truancy.

        (5) The student may be subject to arrest or held in temporary custody by a probation officer, a peace officer, a school administrator or designee, or attendance supervisor or designee pursuant to Education Code 48264 if found away from home and absent from school without a valid excuse.

**CHRONIC ABSENCE AND TRUANCY** (continued)

(6) If the student is at least 13 years of age but under age 18, the student may be subject to the suspension, restriction, or delay of driving privilege pursuant to Vehicle Code 13202.7.

(7) It is recommended that the parent/guardian accompany the student to school and attend classes with the student for one day.

*(cf. 5145.6 - Parental Notifications)*

c. The student may be required to attend makeup classes on one day of a weekend pursuant to Education Code 37223. (Education Code 48264.5)

d. The student and, as appropriate, the student's parent/guardian may be requested to attend a meeting with a school counselor or other school designee to discuss the root causes of the attendance issue and develop a joint plan to improve the student's attendance. (Education Code 48264.5)

e. The Superintendent, attendance supervisor, or designee may notify the district attorney and/or probation officer of the student's name and the name and address of the student's parents/guardians. (Education Code 48260.6)

2. Second truancy

a. Any student who has once been reported as a truant shall again be reported to the Superintendent, attendance supervisor, or designee as a truant if the student is absent from school without a valid excuse one or more days or is tardy on one or more days during the school year. (Education Code 48261)

b. The student may be required to attend makeup classes on one day of a weekend pursuant to Education Code 37223. (Education Code 48264.5)

c. The student may be assigned to an after-school or weekend study program within the county. If the student fails to successfully complete this study program, the student shall be subject to item #3 below. (Education Code 48264.5)

d. An appropriate district staff member shall make a conscientious effort to hold at least one conference with the student and the student's parent/guardian by communicating with the parent/guardian at least once using the most cost-effective method possible, which may include email or a telephone call. (Education Code 48262)

**CHRONIC ABSENCE AND TRUANCY** (continued)

e. The student may be given a written warning by a peace officer. A record of that warning may be kept at the school for not less than two years or until the student graduates or transfers from the school. If the student transfers, the record may be forwarded to the new school. (Education Code 48264.5)

f. The Superintendent or designee may notify the district attorney and/or probation officer when the student continues to be classified as a truant after the parents/guardians have been notified in accordance with item #1b above. (Education Code 48260.6)

3. Third truancy (habitual truancy)

a. A student who is habitually truant, a chronic absentee, or habitually insubordinate or disorderly during attendance at school may be referred to, and required to attend, a SARB program, a truancy mediation program established by the district attorney or the probation officer, or a comparable program deemed acceptable by the Superintendent or designee. (Education Code 48263, 48264.5)

*(cf. 5113.12 - District School Attendance Review Board)*

b. Upon making a referral to the SARB or the probation department, the Superintendent, attendance supervisor, or other person designated to make the referral shall provide the student, the student's parent/guardian, and SARB or probation department with documentation of the interventions undertaken at the school. The attendance supervisor or designee shall also provide the student and the student's parent/guardian, in writing, the name and address of the SARB or probation department and the reason for the referral. This notice shall indicate that the student and the student's parent/guardian shall be required, along with the district staff person making the referral, to meet with the SARB or a probation officer to consider a proper disposition of the referral. (Education Code 48263)

c. If the student does not successfully complete the truancy mediation program or other similar program, the student shall be subject to item #4 below. (Education Code 48264.5)

d. If the Superintendent or designee determines that available community services cannot resolve the problem of the truant or insubordinate student or if the student and/or the student's parents/guardians have failed to respond to the directives of the district or to services provided, the Superintendent or designee may so notify the district attorney and/or the probation officer. (Education Code 48263)

**CHRONIC ABSENCE AND TRUANCY** (continued)

4. Fourth truancy

   a. Upon the fourth truancy within the same school year, the student may be referred to the jurisdiction of the juvenile court. (Education Code 48264.5; Welfare and Institutions Code 601)

   b. If a student has been adjudged by the county juvenile court to be a habitual truant, the Superintendent or designee shall notify the juvenile court and the student's probation or parole officer whenever the student is truant or tardy on one or more days without a valid excuse in the same or succeeding school year, or is habitually insubordinate or disorderly at school. The juvenile court and probation or parole officer shall be notified within 10 days of the violation. (Education Code 48267)

5. Chronic truancy (unexcused absence for 10 percent of school days)

   a. The Superintendent or designee shall ensure that the student's parents/guardians are offered language-accessible support services to address the student's truancy.

   b. If a chronically truant student is at least age six years and is in any of grades K-8, the Superintendent or designee shall notify the student's parents/guardians that failure to reasonably supervise and encourage the student's school attendance may result in the parent/guardian being found guilty of a misdemeanor pursuant to Penal Code 270.1.

**Records**

The Superintendent, attendance supervisor, or designee shall maintain accurate attendance records for students identified as habitual or chronic truants. In addition, the attendance supervisor, designee, and/or the staff persons who have direct contact with the student or parent/guardian shall document all their contacts regarding the student's attendance, including a summary of all conversations and a record of all intervention efforts.

*(cf. 5125 - Student Records)*

The Superintendent, attendance supervisor, or designee shall gather and transmit to the County Superintendent of Schools the number and types of referrals made to the SARB and of requests for petitions made to the juvenile court. (Education Code 48273)

## ATTENDANCE SUPERVISION

The Superintendent or designee shall appoint an attendance supervisor and any assistant attendance supervisor(s) as may be necessary to supervise the attendance of district students. (Education Code 48240, 48242)

Any person appointed as an attendance supervisor shall be appropriately certificated to perform the work. (Education Code 48241, 48245)

Such supervisors shall perform duties related to compulsory full-time education, truancy, compulsory continuation education, work permits, and any additional duties prescribed by the Superintendent or designee. (Education Code 48240)

*(cf. 5112.1 - Exemptions from Attendance)*
*(cf. 5113 - Absences and Excuses)*
*(cf. 5113.1 - Chronic Absence and Truancy)*
*(cf. 5113.2 - Work Permits)*
*(cf. 6184 - Continuation Education)*

The attendance supervisor shall promote a culture of attendance and establish a system to accurately track student attendance in order to achieve all of the following:

1. Raise the awareness of school personnel, parents/guardians, caregivers, community partners, and local businesses of the effects of chronic absenteeism and truancy and other challenges associated with poor attendance

2. Identify and respond to grade level or student subgroup patterns of chronic absenteeism or truancy

*(cf. 5146 - Married/Pregnant/Parenting Students)*
*(cf. 6173 - Education for Homeless Children)*
*(cf. 6173.1 - Education for Foster Youth)*
*(cf. 6173.2 - Education of Children of Military Families)*
*(cf. 6175 - Migrant Education Program)*

3. Identify and address factors contributing to chronic absenteeism and habitual truancy, including suspension and expulsion

*(cf. 5144.1 - Suspension and Expulsion/Due Process)*
*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

4. Ensure that students with attendance problems are identified as early as possible to provide applicable support services and interventions

5. Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism rates and truancy rates

*(cf. 0500 - Accountability)*

**ATTENDANCE SUPERVISION** (continued)

The attendance supervisor may provide support services and interventions, including, but not limited to, the following: (Education Code 48240)

1. A conference between school personnel, the student's parent/guardian, and the student

2. Promotion of cocurricular and extracurricular activities that increase student connectedness to school, such as tutoring, mentoring, the arts, service learning, or athletics

*(cf. 6142.4 - Service Learning/Community Service Classes)*
*(cf. 6142.6 - Visual and Performing Arts)*
*(cf. 6145 - Extracurricular and Cocurricular Activities)*
*(cf. 6145.2 - Athletic Competition)*

3. Recognition of students who achieve excellent attendance or demonstrate significant improvement in attendance

*(cf. 5126 - Awards for Achievement)*

4. Referral of the student to a school nurse, school counselor, school psychologist, school social worker, and other student support personnel for case management and counseling

*(cf. 5141.6 - School Health Services)*
*(cf. 6164.2 - Guidance/Counseling Services)*

5. Collaboration with child welfare services, law enforcement, courts, public health care agencies, government agencies, or medical, mental health, and oral health care providers to receive necessary services

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

6. Collaboration with school study teams, guidance teams, school attendance review teams, or other intervention-related teams to assess the attendance or behavior problem in partnership with the student and the student's parents/guardians or caregivers

*(cf. 6164.5 - Student Success Teams)*

7. In schools with significantly higher rates of chronic absenteeism, identification of barriers to attendance that may require schoolwide strategies rather than case management

**ATTENDANCE SUPERVISION** (continued)

8. Referral of the student for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program for a student with disabilities or creating a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973

*(cf. 6159 - Individualized Education Program)*
*(cf. 6164.6 - Identification and Education Under Section 504)*

9. Referral of the student to a school attendance review board (SARB) established pursuant to Education Code 48321 or to the probation department pursuant to Education Code 48263

*(cf. 5113.12 - District School Attendance Review Board)*

10. Referral of the student to a truancy mediation program operated by the county's district attorney or probation officer pursuant to Education Code 48260.6

Upon receiving any complaint that a parent/guardian or other person having control or charge of a student has violated Education Code 48200-48341, the state compulsory education laws, the attendance supervisor shall investigate the matter and, if a violation is found, shall recommend referral to a SARB. If the district is subsequently notified by the SARB that the parent/guardian continually and willfully has failed to respond to directives of the SARB or the services provided, the attendance supervisor shall refer the matter for possible prosecution in court in accordance with Education Code 48291-48292, as applicable. (Education Code 48290-48292)

The attendance supervisor shall gather and transmit to the County Superintendent of Schools the number and types of referrals made to the SARB and of requests for petitions made to the juvenile court. (Education Code 48273)

The attendance supervisor shall annually report student attendance data to the Superintendent or designee and the Governing Board. Such data shall include, by school, grade level, and each numerically significant student subgroup as defined in Education Code 52052, rates of school attendance, chronic absence in which students are absent on 10 percent of more of the school days in the school year, and dropout.

*(cf. 5147 - Dropout Prevention)*

*Legal References: (see next page)*

**ATTENDANCE SUPERVISION** (continued)

*Legal Reference:*

*EDUCATION CODE*
*1740 Employment of personnel to supervise attendance (county superintendent)*
*37223 Weekend classes*
*46000 Records (attendance)*
*46010-46014 Absences*
*46110-46119 Attendance in kindergarten and elementary schools*
*46140-46147 Attendance in junior high and high schools*
*48200-48208 Children ages 6-18 (compulsory full-time attendance)*
*48240-48246 Supervisors of attendance*
*48260-48273 Truants*
*48290-48297 Failure to comply; complaints against parents*
*48320-48325 School attendance review boards*
*48340-48341 Improvement of student attendance*
*48400-48403 Compulsory continuation education*
*52052 Accountability; numerically significant student subgroups*
*52060-52077 Local control and accountability plan*
*60901 Chronic absence*
*PENAL CODE*
*270.1 Chronic truancy; parent/guardian misdemeanor*
*WELFARE AND INSTITUTIONS CODE*
*601-601.4 Habitually truant minors*
*11253.5 Compulsory school attendance*
*CODE OF REGULATIONS, TITLE 5*
*306 Explanation of absence*
*420-421 Record of verification of absence due to illness and other causes*

*Management Resources:*

*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*
*School Attendance Review Board Handbook, 2015*
*School Attendance Improvement Handbook, 2000*
*WEB SITES*
*CSBA: http://www.csba.org*
*Attendance Works: http://www.attendanceworks.org*
*California Association of Supervisors of Child Welfare and Attendance: http://www.cascwa.org*
*California Department of Education: http://www.cde.ca.gov*

# SEXUAL HARASSMENT

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*
*(cf. 5131 - Conduct)*
*(cf. 5131.2 - Bullying)*
*(cf. 5137 - Positive School Climate)*
*(cf. 5145.3 - Nondiscrimination/Harassment)*

The district strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 5145.71 - Title IX Sexual Harassment Complaint Procedures or BP/AR 1312.3 - Uniform Complaint Procedures, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 5145.71 concurrently meets the requirements of BP/AR 1312.3.

*(cf. 1312.1 - Complaints Concerning District Employees)*
*(cf. 1312.3 - Uniform Complaint Procedures)*
*(cf. 5141.4 - Child Abuse Prevention and Reporting)*
*(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)*

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

The Superintendent or designee shall inform students and parents/guardians of the district's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the district's web site, and including it in student and staff handbooks. All district staff shall be trained regarding the policy.

## Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

**SEXUAL HARASSMENT** (continued)

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence

2. A clear message that students do not have to endure sexual harassment under any circumstance

3. Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained

4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved

5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students

6. Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made

7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues

8. A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

**Disciplinary Actions**

Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

*(cf. 5144 - Discipline)*
*(cf. 5144.1 - Suspension and Expulsion/Due Process)*
*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

**SEXUAL HARASSMENT** (continued)

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

*(cf. 4117.7/4317.7 - Employment Status Report)*
*(cf. 4118 - Dismissal/Suspension/Disciplinary Action)*
*(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)*
*(cf. 4218 - Dismissal/Suspension/Disciplinary Action)*

## Record-Keeping

In accordance with law and district policies and regulations, the Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

*(cf. 3580 - District Records)*

*Legal Reference: (see next page)*

**SEXUAL HARASSMENT** (continued)

*Legal Reference:*

*EDUCATION CODE*
*200-262.4 Prohibition of discrimination on the basis of sex*
*48900 Grounds for suspension or expulsion*
*48900.2 Additional grounds for suspension or expulsion; sexual harassment*
*48904 Liability of parent/guardian for willful student misconduct*
*48980 Notice at beginning of term*
*48985 Notices, report, statements and records in primary language*
*CIVIL CODE*
*51.9 Liability for sexual harassment; business, service and professional relationships*
*1714.1 Liability of parents/guardians for willful misconduct of minor*
*GOVERNMENT CODE*
*12950.1 Sexual harassment training*
*CODE OF REGULATIONS, TITLE 5*
*4600-4670 Uniform complaint procedures*
*4900-4965 Nondiscrimination in elementary and secondary education programs*
*UNITED STATES CODE, TITLE 20*
*1092 Definition of sexual assault*
*1221 Application of laws*
*1232g Family Educational Rights and Privacy Act*
*1681-1688 Title IX of the Education Amendments of 1972*
*UNITED STATES CODE, TITLE 34*
*12291 Definition of dating violence, domestic violence, and stalking*
*UNITED STATES CODE, TITLE 42*
*1983 Civil action for deprivation of rights*
*2000d-2000d-7 Title VI, Civil Rights Act of 1964*
*2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended*
*CODE OF FEDERAL REGULATIONS, TITLE 34*
*99.1-99.67 Family Educational Rights and Privacy*
*106.1-106.82 Nondiscrimination on the basis of sex in education programs*
*COURT DECISIONS*
*Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567*
*Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130*
*Reese v. Jefferson School District, (2000, 9th Cir.) 208 F.3d 736*
*Davis v. Monroe County Board of Education, (1999) 526 U.S. 629*
*Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274*
*Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473*
*Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447*

*Management Resources:*

*CSBA PUBLICATIONS*
*Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014*
*Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011*
*U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS*
*Q&A on Campus Sexual Misconduct, September 2017*

*Management Resources continued: (see next page)*

**SEXUAL HARASSMENT** (continued)

*Management Resources: (continued)*

*U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS (continued)*
*Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016*
*Dear Colleague Letter: Title IX Coordinators, April 2015*
*Sexual Harassment: It's Not Academic, September 2008*
*Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001*
*WEB SITES*
*CSBA: http://www.csba.org*
*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*

# SEXUAL HARASSMENT

## Definitions

*Sexual harassment* includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.

2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.

3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.

4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

*(cf. 1312.3 - Uniform Complaint Procedures)*
*(cf. 5131 - Conduct)*
*(cf. 5131.2 - Bullying)*
*(cf. 5145.3 - Nondiscrimination/Harassment)*
*(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)*

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, *sexual harassment* is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity

**SEXUAL HARASSMENT** (continued)

3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

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

**Examples of Sexual Harassment**

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment under state and/or federal law, in accordance with the definitions above, include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions

2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions

3. Graphic verbal comments about an individual's body or overly personal conversation

4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature

5. Spreading sexual rumors

6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class

7. Massaging, grabbing, fondling, stroking, or brushing the body

8. Touching an individual's body or clothes in a sexual way

9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex

10. Displaying sexually suggestive objects

11. Sexual assault, sexual battery, or sexual coercion

12. Electronic communications containing comments, words, or images described above

**Title IX Coordinator/Compliance Officer**

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in

**SEXUAL HARASSMENT** (continued)

accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee investigate, and/or resolve sexual harassment complaints processed under AR 1312.3 - Uniform Complaint Procedures. The Title IX Coordinator(s) may be contacted at:

Director of Student Services_____
(title or position)
3150 Education Dr_____
(address)
707-542-5197_____
(telephone number)
studentservices@busd.org_____
(email)

**Notifications**

The Superintendent or designee shall notify students and parents/guardians that the district does not discriminate on the basis of sex as required by Title IX and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

*(cf. 5145.6 - Parental Notifications)*

The district shall notify students and parents/guardians of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the district's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

3. Be summarized on a poster which shall be prominently and conspicuously displayed in each bathroom and locker room at each school. The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact

**SEXUAL HARASSMENT** (continued)

to report a charge of sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)

4. Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6; 34 CFR 106.8)

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

5. Be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session (Education Code 231.5)

6. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)

7. Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to students or parents/guardians (34 CFR 106.8)

The Superintendent or designee shall also post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

**Reporting Complaints**

A student or parent/guardian who believes that the student has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to a teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Within one school day of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report the observation to the principal or Title IX Coordinator. The report shall be made regardless of whether the alleged victim files a formal complaint or requests confidentiality.

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

**SEXUAL HARASSMENT** (continued)

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with applicable district complaint procedures.

**Complaint Procedures**

All complaints and allegations of sexual harassment by and against students shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to BP/AR 1312.3 - Uniform Complaint Procedures.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

# TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES

The complaint procedures described in this administrative regulation shall be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a student, while in an education program or activity in which a district school exercises substantial control over the context and respondent, was subjected to one or more of the following forms of sexual harassment: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity

3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

All other sexual harassment complaints or allegations brought by or on behalf of students shall be investigated and resolved in accordance with BP/AR 1312.3 - Uniform Complaint Procedures. The determination of whether the allegations meet the definition of sexual harassment under Title IX shall be made by the district's Title IX Coordinator.

Because the complainant has a right to pursue a complaint under BP/AR 1312.3 for any allegation that is dismissed or denied under the Title IX complaint procedure, the Title IX Coordinator shall ensure that all requirements and timelines for BP/AR 1312.3 are concurrently met while implementing the Title IX procedure.

*(cf. 1312.3 - Uniform Complaint Procedures)*

## Reporting Allegations/Filing a Formal Complaint

A student who is the alleged victim of sexual harassment or the student's parent/guardian may submit a report of sexual harassment to the district's Title IX Coordinator using the contact information listed in AR 5145.7 - Sexual Harassment or to any other available school employee, who shall forward the report to the Title IX Coordinator within one day of receiving the report.

*(cf. 5145.7 - Sexual Harassment)*

Upon receiving such a report, the Title IX Coordinator shall inform the complainant of the right to file a formal complaint and the process for filing a formal complaint. (34 CFR 106.44)

**TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES** (continued)

A formal complaint, with the complainant's physical or digital signature, may be filed with the Title IX Coordinator in person, by mail, by email, or by any other method authorized by the district. (34 CFR 106.30)

Even if the alleged victim chooses not to file a formal complaint, the Title IX Coordinator shall file a formal complaint in situations when a safety threat exists. In addition, the Title IX Coordinator may file a formal complaint in other situations as permitted under the Title IX regulations, including as part of the district's obligation to not be deliberately indifferent to known allegations of sexual harassment. In such cases, the Title IX Coordinator shall provide the alleged victim notices as required by the Title IX regulations at specific points in the complaint process.

The Title IX Coordinator, investigator, decision-maker, or a facilitator of an informal resolution process shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. Such persons shall receive training in accordance with 34 CFR 106.45. (34 CFR 106.45)

**Supportive Measures**

Upon receipt of a report of Title IX sexual harassment, the Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures and shall consider the complainant's wishes with respect to the supportive measures implemented. Supportive measures shall be offered as appropriate, as reasonably available, and without charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures shall be nondisciplinary, nonpunitive, and designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment or to deter sexual harassment. Supportive measures may include, but are not limited to, counseling, course-related adjustments, modifications of class schedules, mutual restrictions on contact, increased security, and monitoring of certain areas of the campus. (34 CFR 106.30, 106.44)

The district shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the district's ability to provide the supportive measures. (34 CFR 106.30)

**Emergency Removal from School**

A student shall not be disciplined for alleged sexual harassment under Title IX until the investigation has been completed. However, on an emergency basis, the district may remove a student from the district's education program or activity, provided that the district conducts

**TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES** (continued)

an individualized safety and risk analysis, determines that removal is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations, and provides the student with notice and an opportunity to challenge the decision immediately following the removal. This authority to remove a student does not modify a student's rights under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. (34 CFR 106.44)

If a district employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process. (34 CFR 106.44)

**Dismissal of Complaint**

The Title IX Coordinator shall dismiss a formal complaint if the alleged conduct would not constitute sexual harassment as defined in 34 CFR 106.30 even if proved. The Title IX Coordinator shall also dismiss any complaint in which the alleged conduct did not occur in the district's education program or activity or did not occur against a person in the United States, and may dismiss a formal complaint if the complainant notifies the district in writing that the complainant would like to withdraw the complaint or any allegations in the complaint, the respondent is no longer enrolled or employed by the district, or sufficient circumstances prevent the district from gathering evidence sufficient to reach a determination with regard to the complaint. (34 CFR 106.45)

Upon dismissal, the Title IX Coordinator shall promptly send written notice of the dismissal and the reasons for the dismissal simultaneously to the parties, and shall inform them of their right to appeal the dismissal of a formal complaint or any allegation in the complaint in accordance with the appeal procedures described in the section "Appeals" below. (34 CFR 106.45)

If a complaint is dismissed, the conduct may still be addressed pursuant to BP/AR 1312.3 - Uniform Complaint Procedures as applicable.

**Informal Resolution Process**

When a formal complaint of sexual harassment is filed, the district may offer an informal resolution process, such as mediation, at any time prior to reaching a determination regarding responsibility. The district shall not require a party to participate in the informal resolution process or to waive the right to an investigation and adjudication of a formal complaint. (34 CFR 106.45)

The district may facilitate an informal resolution process provided that the district: (34 CFR 106.45)

**TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES** (continued)

1. Provides the parties with written notice disclosing the allegations, the requirements of the informal resolution process, the right to withdraw from the informal process and resume the formal complaint process, and any consequences resulting from participating in the informal resolution process, including that records will be maintained or could be shared.

2. Obtains the parties' voluntary, written consent to the informal resolution process

3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student

**Written Notice**

If a formal complaint is filed, the Title IX Coordinator shall provide the known parties with written notice of the following: (34 CFR 106.45)

1. The district's complaint process, including any informal resolution process

2. The allegations potentially constituting sexual harassment with sufficient details known at the time, including the identity of parties involved in the incident if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident if known. Such notice shall be provided with sufficient time for the parties to prepare a response before any initial interview.

   If, during the course of the investigation, new Title IX allegations arise about the complainant or respondent that are not included in the initial notice, the Title IX Coordinator shall provide notice of the additional allegations to the parties.

3. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the complaint process

4. The opportunity for the parties to have an advisor of their choice who may be, but is not required to be, an attorney, and the ability to inspect and review evidence

5. The prohibition against knowingly making false statements or knowingly submitting false information during the complaint process

The above notice shall also include the name of the investigator, facilitator of an informal process, and decision-maker and shall inform the parties that, if at any time a party has concerns regarding conflict of interest or bias regarding any of these persons, the party should immediately notify the Title IX Coordinator.

**TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES** (continued)

**Investigation Procedures**

During the investigation process, the district's designated investigator shall: (34 CFR 106.45)

1. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence

2. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence

3. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney

4. Not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding, although the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings as long as the restrictions apply equally to both parties

5. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate

6. Send in an electronic format or hard copy to both parties and their advisors, if any, the evidence obtained as part of the investigation that is directly related to the allegations raised in the complaint, and provide the parties at least 10 days to submit a written response for the investigator to consider prior to the completion of the investigative report

7. Objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence, and determine credibility in a manner that is not based on a person's status as a complainant, respondent, or witness

8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the determination of responsibility, send to the parties and their advisors, if any, the investigative report in an electronic format or a hard copy, for their review and written response

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that

**TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES** (continued)

someone other than the respondent committed the conduct alleged by the complainant or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. (34 CFR 106.45)

Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.

If the complaint is against an employee, rights conferred under an applicable collective bargaining agreement shall be applied to the extent they do not conflict with the Title IX requirements.

**Written Decision**

The Superintendent shall designate an employee as the decision-maker to determine responsibility for the alleged conduct, who shall not be the Title IX Coordinator or a person involved in the investigation of the matter. (34 CFR 106.45)

After the investigative report has been sent to the parties but before reaching a determination regarding responsibility, the decision-maker shall afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party

The decision-maker shall issue, and simultaneously provide to both parties, a written decision as to whether the respondent is responsible for the alleged conduct. (34 CFR 106.45)

The written decision shall be issued within 60 calendar days of the receipt of the complaint.

The timeline may be temporarily extended for good cause with written notice to the complainant and respondent of the extension and the reasons for the action. (34 CFR 106.45)

In making this determination, the decision-maker shall use the "preponderance of the evidence" standard for all formal complaints of sexual harassment. The same standard of evidence shall be used for formal complaints against students as for complaints against employees. (34 CFR 106.45)

The written decision shall include the following: (34 CFR 106.45)

1. Identification of the allegations potentially constituting sexual harassment as defined in 34 CFR 106.30

2. A description of the procedural steps taken from receipt of the formal complaint through the written decision, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held if the district includes hearings as part of the grievance process

**TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES** (continued)

3. Findings of fact supporting the determination

4. Conclusions regarding the application of the district's code of conduct or policies to the facts

5. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's educational program or activity will be provided by the district to the complainant

6. The district's procedures and permissible bases for the complainant and respondent to appeal

**Appeals**

Either party may appeal the district's decision or dismissal of a formal complaint or any allegation in the complaint, if the party believes that a procedural irregularity affected the outcome, new evidence is available that could affect the outcome, or a conflict of interest or bias by the Title IX Coordinator, investigator(s), or decision-maker(s) affected the outcome. If an appeal is filed, the district shall: (34 CFR 106.45)

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties

2. Ensure that the decision-maker(s) for the appeal is trained in accordance with 34 CFR 106.45 and is not the same decision-maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator

3. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome

4. Issue a written decision describing the result of the appeal and the rationale for the result

5. Provide the written decision simultaneously to both parties

An appeal must be filed in writing within 10 calendar days of receiving the notice of the decision or dismissal, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered.

A written decision shall be provided to the parties within 20 calendar days from the receipt of the appeal.

**TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES** (continued)

The district's decision may be appealed to the California Department of Education within 30 days of the written decision in accordance with BP/AR 1312.3.

Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights within 180 days of the date of the most recently alleged misconduct.

The complainant shall be advised of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable.

**Remedies**

When a determination of responsibility for sexual harassment has been made against the respondent, the district shall provide remedies to the complainant. Such remedies may include the same individualized services described above in the section "Supportive Measures," but need not be nondisciplinary or nonpunitive and need not avoid burdening the respondent. (34 CFR 106.45)

**Corrective/Disciplinary Actions**

The district shall not impose any disciplinary sanctions or other actions against a respondent, other than supportive measures as described above in the section "Supportive Measures," until the complaint procedure has been completed and a determination of responsibility has been made. (34 CFR 106.44)

For students in grades 4-12, discipline for sexual harassment may include suspension and/or expulsion. After the completion of the complaint procedure, if it is determined that a student at any grade level has committed sexual assault or sexual battery at school or at a school activity off school grounds, the principal or Superintendent shall immediately suspend the student and shall recommend expulsion. (Education Code 48900.2, 48915)

*(cf. 5144 - Discipline)*
*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

Other actions that may be taken with a student who is determined to be responsible for sexual harassment include, but are not limited to:

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

2. Parent/guardian conference

3. Education of the student regarding the impact of the conduct on others

4. Positive behavior support

**TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES** (continued)

5. Referral of the student to a student success team

*(cf. 6164.5 - Student Success Teams)*

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

*(cf. 6145 - Extracurricular and Cocurricular Activities)*

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

*(cf. 4117.7/4317.7 - Employment Status Report)*
*(cf. 4118 - Dismissal/Suspension/Disciplinary Action)*
*(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)*
*(cf. 4218 - Dismissal/Suspension/Disciplinary Action)*

**Record-Keeping**

The Superintendent or designee shall maintain, for a period of seven years: (34 CFR 106.45)

1. A record of all reported cases and Title IX investigations of sexual harassment, any determinations of responsibility, any audio or audiovisual recording and transcript if applicable, any disciplinary sanctions imposed, any remedies provided to the complainant, and any appeal or informal resolution and the results therefrom

2. A record of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment, including the district's basis for its conclusion that its response was not deliberately indifferent, the measures taken that were designed to restore or preserve equal access to the education program or activity, and, if no supportive measures were provided to the complainant, the reasons that such a response was not unreasonable in light of the known circumstances

3. All materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person who facilitates an informal resolution process. The district shall make such training materials publicly available on its web site, or if the district does not maintain a web site, available upon request by members of the public.

*(cf. 1113 - District and School Web Sites)*
*(cf. 3580 - District Records)*

*Legal Reference: (see next page)*

**TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES** (continued)

*Legal Reference:*

*EDUCATION CODE*
*200-262.4 Prohibition of discrimination on the basis of sex*
*48900 Grounds for suspension or expulsion*
*48900.2 Additional grounds for suspension or expulsion; sexual harassment*
*48985 Notices, report, statements and records in primary language*
*CIVIL CODE*
*51.9 Liability for sexual harassment; business, service and professional relationships*
*1714.1 Liability of parents/guardians for willful misconduct of minor*
*GOVERNMENT CODE*
*12950.1 Sexual harassment training*
*CODE OF REGULATIONS, TITLE 5*
*4600-4670 Uniform complaint procedures*
*4900-4965 Nondiscrimination in elementary and secondary education programs*
*UNITED STATES CODE, TITLE 20*
*1092 Definition of sexual assault*
*1221 Application of laws*
*1232g Family Educational Rights and Privacy Act*
*1681-1688 Title IX of the Education Amendments of 1972*
*UNITED STATES CODE, TITLE 34*
*12291 Definition of dating violence, domestic violence, and stalking*
*UNITED STATES CODE, TITLE 42*
*1983 Civil action for deprivation of rights*
*2000d-2000d-7 Title VI, Civil Rights Act of 1964*
*2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended*
*CODE OF FEDERAL REGULATIONS, TITLE 34*
*99.1-99.67 Family Educational Rights and Privacy*
*106.1-106.82 Nondiscrimination on the basis of sex in education programs*
*COURT DECISIONS*
*Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567*
*Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130*
*Reese v. Jefferson School District, (2000, 9th Cir.) 208 F.3d 736*
*Davis v. Monroe County Board of Education, (1999) 526 U.S. 629*
*Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274*
*Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473*
*Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447*

*Management Resources: (see next page)*

**TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES** (continued)

*Management Resources:*

*CSBA PUBLICATIONS*

*Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014*

*Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011*

*FEDERAL REGISTER*

*Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, May 19, 2020, Vol. 85, No. 97, pages 30026-30579*

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

*Q&A on Campus Sexual Misconduct, September 2017*

*Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016*

*Dear Colleague Letter: Title IX Coordinators, April 2015*

*Sexual Harassment: It's Not Academic, September 2008*

*Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001*

*WEB SITES*

*CSBA: http://www.csba.org*

*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*

# TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES

## NOTICE OF TITLE IX SEXUAL HARASSMENT POLICY

The Code of Federal Regulations, Title 34, Section 106.8 requires the district to issue the following notification to students at all grade levels and their parents/guardians:

The district does not discriminate on the basis of sex in any education program or activity that it operates. The prohibition against discrimination on the basis of sex is required by federal law (20 USC 1681-1688; 34 CFR Part 106) and extends to employment. The district also prohibits retaliation against any student for filing a complaint or exercising any right granted under Title IX.

Title IX requires a school district to take immediate and appropriate action to address any potential Title IX violations that are brought to its attention. Any inquiries about the application of Title IX, this notice, and who is protected by Title IX may be referred to the district's Title IX Coordinator, to the Assistant Secretary for Civil Rights of the U.S. Department of Education or both.

The district has designated and authorized the following employee as the district's Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, and stalking:

Director of Student Services_____
(title or position)
3150 Education Dr_____
(address)
707-542-5197_____
(telephone number)
studentservices@busd.org_____
(email)

Any individual may report sex discrimination, including sexual harassment, to the Title IX Coordinator or any other school employee at any time, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon receiving an allegation of sexual harassment, the Title IX Coordinator will promptly notify the parties, in writing, of the applicable district complaint procedure.

To view an electronic copy of the district's policies and administrative regulations on sexual harassment, including the grievance process that complies with 34 CFR 106.45, please see BP/AR 5145.7 - Sexual Harassment and AR 5145.71 - Title IX Sexual Harassment Complaint Procedures on the district's web site at https://www.busd.org/titleix.

To inspect or obtain a copy of the district's sexual harassment policies and administrative regulations, please contact Bellevue Union School District Office at 3150 Education Drive, Santa Rosa, CA 95407 707-542-5197 superintendent@busd.org

Materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person who facilitates an informal resolution process are also publicly available on the district's web site or at the district office upon request.

## SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

The Governing Board desires that district instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, reflect and value society's diversity, and enhance instructors' ability to educate all students through the use of multiple teaching strategies and technologies. The Board shall adopt instructional materials based on a determination that such materials are an effective learning resource to help students achieve grade-level competency and that the materials meet criteria specified in law. Textbooks, technology-based materials, and other educational materials shall be aligned with academic content standards and the district's curriculum to ensure that they effectively support the district's adopted courses of study.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*
*(cf. 0415 - Equity)*
*(cf. 0440 - District Technology Plan)*
*(cf. 5145.3 - Nondiscrimination/Harassment)*
*(cf. 6000 - Concepts and Roles)*
*(cf. 6011 - Academic Standards)*
*(cf. 6141 - Curriculum Development and Evaluation)*
*(cf. 6143 - Courses of Study)*
*(cf. 6146.1 - High School Graduation Requirements)*
*(cf. 6161.11 - Supplementary Instructional Materials)*
*(cf. 6162.5 - Student Assessment)*
*(cf. 6163.1 - Library Media Centers)*

The Board shall select instructional materials for use in grades K-8 that have been approved by the State Board of Education (SBE) or that have, during the district's review process, been determined to be aligned with the state academic content standards adopted by SBE. (Education Code 60200, 60210)

The Board shall adopt instructional materials for grades 9-12 upon determining that the materials meet the criteria specified in law and the accompanying administrative regulation. (Education Code 60400)

In selecting or adopting instructional materials, the Board shall consider the recommendation of the Superintendent or designee and/or an advisory committee established to review the materials.

### Public Hearing on Sufficiency of Instructional Materials

The Board shall annually conduct one or more public hearings on the sufficiency of the district's instructional materials, including textbooks, technology-based materials, other educational materials, and tests. Technology-based materials include, but are not limited to, software programs, video disks, compact disks, optical disks, video and audio tapes, lesson plans, databases, and the electronic equipment required to make use of those materials by students and teachers as a learning resource. (Education Code 60010, 60119)

The hearing shall be held on or before the end of the eighth week from the first day students attend school for that year. (Education Code 60119)

The Board encourages participation by parents/guardians, teachers, interested community members, and bargaining unit leaders at the hearing. Ten days prior to the hearing, the Superintendent or designee shall post a notice in three public places within the district containing the time, place, and purpose of the hearing. The hearing shall not take place during or immediately following school hours. (Education Code 60119)

*(cf. 9322 - Agenda/Meeting Materials)*

At the hearing(s), the Board shall determine, through a resolution, whether each student in each school, including each English learner, has sufficient textbooks or other instructional materials that are aligned to the content standards adopted by SBE and consistent with the content and cycles of the curriculum framework adopted by SBE in each of the following subjects: (Education Code 60119)

1. Mathematics

*(cf. 6142.92 - Mathematics Instruction)*

2. Science

*(cf. 6142.93 - Science Instruction)*

3. History-social science

*(cf. 6142.94 - History-Social Science Instruction)*

4. English language arts, including the English language development component of an adopted program

*(cf. 6142.91 - Reading/Language Arts Instruction)*
*(cf. 6174 - Education for English Learners)*

5. World language

*(cf. 6142.2 - World Language Instruction)*

6. Health

*(cf. 6142.8 - Comprehensive Health Education)*

The Board shall also determine the availability of science laboratory equipment, as applicable to science laboratory courses offered in grades 9-12. (Education Code 60119)

In making these determinations, the Board shall consider whether each student has sufficient textbooks or other instructional materials to use in class and to take home. This does not require that each student have two sets of materials. However, materials shall not be considered sufficient if they are photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage. (Education Code 60119)

If materials are in a digital format, they shall be considered sufficient as long as each student, at a minimum, has and can access the same materials in the class and to take home as all other students in the same class or course in the district, and has the ability to use and access them at home. (Education Code 60119)

If the Board determines that there are insufficient textbooks or other instructional materials, the district shall provide information to classroom teachers and to the public setting forth, for each school in which an insufficiency exists, the percentage of students who lack sufficient standards-aligned textbooks or instructional materials in each subject area and the reasons that each student does not have sufficient textbooks or instructional materials. The Board shall take any action to ensure that each student has sufficient materials within two months of the beginning of the school year in which the determination is made. (Education Code 60119)

The degree to which every student has sufficient access to standards-aligned instructional materials shall be included in the district's local control and accountability plan. (Education Code 52060)

*(cf. 0460 - Local Control and Accountability Plan)*

## Complaints

Complaints concerning instructional materials shall be handled in accordance with BP/AR 1312.2 - Complaints Concerning Instructional Materials or AR 1312.4 - Williams Uniform Complaint Procedures, as applicable.

*(cf. 1312.2 - Complaints Concerning Instructional Materials)*
*(cf. 1312.4 - Williams Uniform Complaint Procedures)*

*Legal Reference: (see next page)*

*Legal Reference:*

*EDUCATION CODE*
*220 Prohibition against discrimination*
*1240 County superintendent, general duties*
*33050-33053 General waiver authority*
*33126 School accountability report card*
*35272 Education and athletic materials*
*44805 Enforcement of course of studies; use of textbooks, rules and regulations*
*49415 Maximum textbook weight*
*51501 Nondiscriminatory subject matter*
*52060-52077 Local control and accountability plan*
*60000-60005 Instructional materials, legislative intent*
*60010 Definitions*
*60040-60052 Instructional requirements and materials*
*60060-60063.5 Requirements for publishers and manufacturers*
*60070-60076 Prohibited acts (re instructional materials)*
*60110-60115 Instructional materials on alcohol and drug education*
*60119 Public hearing on sufficiency of materials*
*60200-60210 Elementary school materials*
*60226 Requirements for publishers and manufacturers*
*60350-60352 Core reading program instructional materials*
*60400-60411 High school textbooks*
*60510-60511 Donation for sale of obsolete instructional materials*
*60605 State content standards*
*60605.8 Common Core State Standards*
*60605.86-60605.88 Supplemental instructional materials aligned with Common Core State Standards*
*CODE OF REGULATIONS, TITLE 5*
*9505-9530 Instructional materials*

*Management Resources:*

*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*
*Instructional Materials FAQ*
*01-05 Guidelines for Piloting Textbooks and Instructional Materials, rev. January 2015*
*Standards for Evaluating Instructional Materials for Social Content, 2013*
*WEB SITES*
*CSBA: http://www.csba.org*
*Association of American Publishers: http://www.publishers.org*
*California Academic Content Standards Commission, Common Core State Standards: http://www.scoe.net/castandards*
*California Department of Education: http://www.cde.ca.gov*

## SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

### Review Process

The district's review process for evaluating instructional materials shall involve teachers in a substantial manner and shall encourage the participation of parents/guardians and community members in accordance with Education Code 60002. The review process may also involve administrators, other staff who have subject-matter expertise, and students as appropriate. The Superintendent or designee shall seek input from stakeholders with diverse backgrounds and perspectives.

*(cf. 6020 - Parent Involvement)*

If the district is considering the use of instructional materials for grades K-8 that have not been adopted by the State Board of Education (SBE), the Superintendent or designee shall ensure that a majority of the participants in the district's review process are classroom teachers who are assigned to the subject area or grade level of the materials. (Education Code 60210)

The Superintendent or designee shall present to the Governing Board recommendations for instructional materials and documentation that supports the recommendations.

All recommended instructional materials shall be available for public inspection at the district office.

*(cf. 5020 - Parent Rights and Responsibilities)*

When possible, the district may pilot instructional materials in a representative sample of classrooms for a specified period of time during a school year, in order to determine the extent to which the materials support the district's curricular goals and academic standards. Feedback from teachers piloting the materials shall be made available to the Board before the materials are adopted.

### Criteria for Selection and Adoption of Instructional Materials

In recommending instructional materials for adoption by the Board, the Superintendent or designee shall ensure that the materials:

1. Are aligned to the content standards adopted by SBE and consistent with the content and cycles of the curriculum framework adopted by SBE

*(cf. 6011 - Academic Standards)*

For grades K-8, only instructional materials on the list of materials adopted by SBE and/or other instructional materials that have not been adopted by SBE but are aligned with the state academic content standards or the Common Core State Standards may be recommended for selection. (Education Code 60200, 60210)

*(cf. 6161.11 - Supplementary Instructional Materials)*

For grades 9-12, instructional materials in history-social science, mathematics, English/language arts, and science shall be reviewed using a standards map in order to determine the extent to which the materials are aligned to state academic content standards.

2. Do not reflect adversely upon persons because of any characteristic specified in law and BP 0410 - Nondiscrimination in District Programs and Activities, nor contain any sectarian or denominational doctrine or propaganda contrary to law (Education Code 51501, 60044)

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

3. To the satisfaction of the Board, are accurate, objective, current, and suited to the needs and comprehension of district students at their respective grade levels (Education Code 60045)

4. With the exception of literature and tradebooks, use proper grammar and spelling (Education Code 60045)

5. Do not expose students to a commercial brand name, product, or corporate or company logo unless the Board makes a specific finding that the use is appropriate based on one of the following: (Education Code 60048, 60200)

   a. The commercial brand name, product, or corporate or company logo is used in text for an educational purpose as defined in guidelines or frameworks adopted by SBE.

   b. The appearance of a commercial brand name, product, or corporate or company logo in an illustration is incidental to the general nature of the illustration.

*(cf. 1325 - Advertising and Promotion)*

6. Meet the requirements of Education Code 60040-60043 for specific subject content, including, but not limited, accurately portraying society's cultural and racial diversity

7. Support the district's adopted courses of study and curricular goals

*(cf. 6141 - Curriculum Development and Evaluation)*
*(cf. 6142.2 - World Language Instruction)*
*(cf. 6142.8 - Comprehensive Health Education)*
*(cf. 6142.91 - Reading/Language Arts Instruction)*
*(cf. 6142.92 - Mathematics Instruction)*
*(cf. 6142.93 - Science Instruction)*
*(cf. 6142.94 - History-Social Science Instruction)*
*(cf. 6143 - Courses of Study)*
*(cf. 6146.1 - High School Graduation Requirements)*

8. Contribute to a comprehensive, balanced curriculum

9. Demonstrate reliable quality of scholarship as evidenced by:

    a. Accurate, up-to-date, and well-documented information

    b. Objective presentation of diverse viewpoints

    c. Clear, concise writing and appropriate vocabulary

    d. Thorough treatment of subject matter

10. Provide for a wide range of materials at all levels of difficulty, with appeal to students of varied interests, abilities, and developmental levels

11. Stimulate discussion of contemporary issues and improve students' thinking and decision-making skills

12. As appropriate, have corresponding versions available in languages other than English

13. Include high-quality teacher's guides

14. When available, include options for lighter weight materials in order to help minimize any injury to students by the combined weight of instructional materials

In addition to meeting the above criteria as applicable, technology-based materials shall:

1. Be both available and comparable to other, equivalent instructional materials (Education Code 60052)

2. Be accessible to all students, including economically disadvantaged students, students with disabilities, and English learners

3. Protect the privacy of student data

*(cf. 6157 - Distance Learning)*

**Conflict of Interest**

To ensure integrity in the evaluation and selection of instructional materials, individuals who are participating in the evaluation of instructional materials and are not otherwise designated in the district's conflict of interest code shall sign a disclosure statement indicating that they:

1. Will not accept any emolument, money, or other valuable thing or inducement to directly or indirectly introduce, recommend, vote for, or otherwise influence the adoption or purchase of any instructional material (Education Code 60072)

   Sample copies of instructional materials are excepted from this prohibition. (Education Code 60075)

2. Are not employed by nor receive compensation from the publisher or supplier of the instructional materials or any person, firm, organization, subsidiary, or controlling entity representing it

3. Do not have an interest as a contributor, author, editor, or consultant in any textbook or other instructional material submitted to the district

*(cf. 9270 - Conflict of Interest)*



**SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS**

## RESOLUTION ON SUFFICIENCY OF INSTRUCTIONAL MATERIALS

Whereas, the Governing Board of the *(name of school district)*, in order to comply with the requirements of Education Code 60119, held a public hearing on *(date)*, at *(time)* o'clock, which is on or before the eighth week of school (between the first day that students attend school and the end of the eighth week from that day) and which did not take place during or immediately following school hours, and;

Whereas, the Board provided at least 10 days' notice of the public hearing by posting it in at least three public places within the district stating the time, place, and purpose of the hearing, and;

Whereas, the Board encouraged participation by parents/guardians, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

Whereas, information provided at the public hearing detailed the extent to which sufficient textbooks or other instructional materials were provided to all students, including English learners, in the *(name of school district)*, and;

Whereas, the definition of "sufficient textbooks or instructional materials" means that each student, including each English learner, has a standards-aligned textbook or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, and;

Whereas, textbooks or instructional materials in core curriculum subjects should be aligned with state academic content standards and/or the Common Core State Standards adopted by the State Board of Education;

**Finding of Sufficient Textbooks or Instructional Materials**

Whereas, sufficient standards-aligned textbooks or other instructional materials that are consistent with the cycles and content of the curriculum frameworks were provided to each student, including each English learner, in the following subjects:

- Mathematics: *(List adopted textbooks or instructional materials for this subject for each grade level or school as well as applicable state adoption cycle.)*

_____

_____

- Science: *(List adopted textbooks or instructional materials for this subject for each grade level or school as well as applicable state adoption cycle.)*

_____

_____

- History-social science: *(List adopted textbooks or instructional materials for this subject for each grade level or school as well as applicable state adoption cycle.)*

_____
_____

- English language arts, including the English language development component of an adopted program: *(List adopted textbooks or instructional materials for this subject for each grade level or school as well as applicable state adoption cycle.)*

_____
_____

- World language: *(List adopted textbooks or instructional materials for this subject for each grade level or school as well as applicable state adoption cycle.)*

_____
_____

- Health: *(List adopted textbooks or instructional materials for this subject for each grade level or school as well as applicable state adoption cycle.)*

_____
_____

Whereas, laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive;

Therefore, it is resolved that for the (*year*) school year, the *(name of school district)* has provided each student with sufficient standards-aligned textbooks or other instructional materials that are consistent with the cycles and content of the curriculum frameworks.

**Finding of Insufficient Textbooks or Instructional Materials**

Whereas, information provided at the public hearing and to the Board at the public meeting detailed that insufficient standards-aligned textbooks or other instructional materials were provided to students in the following subjects and grade levels at district schools: *(For each school, list the percentage of students who lack sufficient standards-aligned textbooks or instructional materials in mathematics, science, history-social science, English language arts, world language, and health.)*

_____
_____

Whereas, sufficient textbooks or other instructional materials were not provided at each school listed above due to the following reasons: *(For each school at which there is an insufficiency, list the reasons that each student does not have sufficient instructional materials in each subject and grade level listed above.)*

_____
_____

Therefore, it is resolved, that for the (*year*) school year, the *(name of school district)* has not provided each student with sufficient textbooks or other instructional materials that are consistent with the cycles and content of the curriculum framework, and;

Be it further resolved, that the following actions will be taken to ensure that all students have sufficient standards-aligned textbooks or other instructional materials in all subjects that are consistent with the cycles and content of the curriculum frameworks within two months of the beginning of the school year in which this determination is made. *(List actions to be taken to resolve insufficiency.)*

_____
_____
_____

PASSED AND ADOPTED THIS day of at a meeting, by the following vote:

AYES:_____ NOES:_____ ABSENT:_____

Attest:

_____ _____
Secretary President



**ACTIONS BY THE BOARD**

## ACTIONS REQUIRING A SUPER MAJORITY VOTE

### Actions Requiring a Two-Thirds Vote of the Board

1. Resolution declaring the Governing Board's intention to sell or lease real property (Education Code 17466)

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

2. Resolution declaring the Board's intent to convey or dedicate property to the state or any political subdivision for the purposes specified in Education Code 17556 (Education Code 17557)

3. Resolution authorizing and directing the Board president, or any other presiding officer, secretary, or member, to execute a deed of dedication or conveyance of property to the state or a political subdivision (Education Code 17559)

4. Lease, for up to three months, of school property which has a residence on it and which cannot be developed for district purposes because funds are unavailable (Education Code 17481)

5. Request for temporary borrowing of funds needed for immediate requirements of the district to pay district obligations incurred before the receipt of district income for the fiscal year sufficient to meet the payment(s) (Government Code 53821)

6. Upon complying with Government Code 65352.2 and Public Resources Code 21151.2, action to render city or county zoning ordinances inapplicable to a proposed use of the property by the district (Government Code 53094)

*(cf. 7131 - Relations with Local Agencies)*

*(cf. 7150 - Site Selection and Development)*
*(cf. 7160 - Charter School Facilities)*

7. When the district is organized to serve only grades K-8, action to establish a community day school for any of grades K-8 (Education Code 48660)

*(cf. 6185 - Community Day School)*

8. When the district is organized to serve only grades K-8, has an average daily attendance (ADA) of 2,500 or less, or desires to operate a community day school to serve any of grades K-6 (and no higher grades) and seeks to situate a community day school on an existing school site, certification that satisfactory alternative facilities are not available for a community day school (Education Code 48661)

9. Resolution of intent to issue general obligation bonds with the approval of 55 percent of the voters of the district (Education Code 15266)

*(cf. 7214 - General Obligation Bonds)*

10. Resolution of intent to issue bonds within a school facilities improvement district with the approval of 55 percent of the voters of the school facilities improvement district (Education Code 15266)

*(cf. 7213 - School Facilities Improvement Districts)*

11. Resolution to place a parcel tax on the ballot (Government Code 53724)

*(cf. 3471 - Parcel Taxes)*

12. Resolution of necessity to proceed with an eminent domain action and, if the Board subsequently desires to use the property for a different use than stated in the resolution of necessity, a subsequent resolution so authorizing the different use (Code of Civil Procedure 1245.240, 1245.245)

13. When the district has a three-member Board and has adopted the procedures set forth in the Uniform Public Construction Cost Accounting Act (UPCCAA), action to respond to an emergency facilities condition without giving notice for bids to let contracts, including the repair or replacement of district facilities, the taking of any other action that is directly related to and immediately required by that emergency, the procurement of the necessary equipment, services, and supplies for those purposes, the delegation of authority to the Superintendent or designee to take such action, and the determination during a regular Board meeting of the need to continue the action (Public Contract Code 22035, 22050)

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

**Actions Requiring a Two-Thirds Vote of the Board Members Present at the Meeting**

1. Determination that there is a need to take immediate action and that the need for action came to the district's attention after the posting of the agenda. If less than two-thirds of the Board members are present at the meeting, a unanimous vote of all members present is required. (Government Code 54954.2)

2. Determination that a closed session is necessary during an emergency meeting. If less than two-thirds of the Board members are present, a unanimous vote of all members present is required. (Government Code 54956.5)

*(cf. 9320 - Meetings and Notices)*
*(cf. 9321 - Closed Session)*

**Actions Requiring a Four-Fifths Vote of the Board**

1. Resolution for district borrowing based on issuance of notes, tax anticipation warrants, or other evidences of indebtedness, in an amount up to 50 percent of the district's estimated income and revenue for the fiscal year or the portion not yet collected at the time of the borrowing (Government Code 53822, 53824)

2. Resolution for district borrowing, between July 15 and August 30 of any fiscal year, of up to 25 percent of the estimated income and revenue to be received by the district during that fiscal year from apportionments based on ADA for the preceding school year (Government Code 53823-53824)

3. Declaration of an emergency in order to authorize the district to include a particular brand name or product in a bid specification (Public Contract Code 3400)

*(cf. 3311 - Bids)*

4. When the district has a five-member or seven-member Board and has adopted the procedures set forth in UPCCAA, action to respond to an emergency facilities condition without giving notice for bids to let contracts, including the repair or replacement of district facilities, the taking of any other action that is directly related to and immediately required by that emergency, the procurement of the necessary equipment, services, and supplies for those purposes, the delegation of authority to the Superintendent or designee to take such action, and the determination during a regular Board meeting of the need to continue the action (Public Contract Code 22035, 22050)

5. Resolution to award a contract for a public works project at $212,500 or less to the lowest responsible bidder, when the district is using the informal process authorized under the UPCCAA for projects of $200,000 or less, all bids received are in excess of $200,000, and the Board determines that the district's cost estimate was reasonable (Public Contract Code 22034)

**Action Requiring a Four-Fifths Vote of the Board Members Present at the Meeting**

A four-fifths vote of the Board members present at the meeting shall be required to approve the expenditure and transfer of necessary funds and use of district property or personnel to meet a national or local emergency created by war, military, naval, or air attack, or sabotage, or to provide for adequate national or local defense. (Government Code 53790-53792)

*(cf. 3110 - Transfer of Funds)*

**Actions Requiring a Unanimous Vote of the Board**

1. Resolution authorizing and prescribing the terms of a lease of district property for extraction and taking of gas not associated with oil (Education Code 17510-17511)

2. Authorization of the use of day labor or force account, or waiver of the competitive bid process pursuant to Public Contract Code 20111, when the Board determines that an emergency exists requiring the repair, alteration, work, or improvement to any facility to permit the continuance of existing classes or to avoid danger to life or property, and upon approval of the County Superintendent of Schools (Public Contract Code 20113)

**Action Requiring a Unanimous Vote of the Board Members Present at the Meeting**

1. Private sale of surplus property without advertisement in order to establish that such property is not worth more than $2,500. Disposal of surplus property or donation to a charitable organization requires the unanimous vote of the Board members present to establish that the value of such property would not defray the cost of arranging its sale. (Education Code 17546)

*(cf. 3270 - Sale and Disposal of Books, Equipment and Supplies)*

# COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION

## Definitions

*Free appropriate public education* (FAPE) means special education and related services that are provided at public expense, under public supervision and direction, and without charge; meet the standards of the California Department of Education, including the requirements of 34 CFR 300.1-300.818; include appropriate preschool, elementary school, or secondary school education for individuals between the ages of 3 and 21; and are provided in conformity with an individualized education program (IEP) that meets the requirements of 34 CFR 300.320-300.324. (Education Code 56040; 34 CFR 300.17, 300.101, 300.104)

*Least restrictive environment* means that, to the maximum extent appropriate, students with disabilities, including individuals in public or private institutions or other care facilities, be educated with individuals who are nondisabled, including the provision of nonacademic and extracurricular services and activities. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (Education Code 56040.1; 34 CFR 300.107, 300.114, 300.117)

## Elements of the Local Plan

The local plan developed by the Special Education Local Plan Area (SELPA) shall include, but not be limited to: (Education Code 56122, 56205, 56206)

1. Policies, procedures, and programs, that are consistent with state laws, regulations, and policies and 20 USC 1412(a), 20 USC 1413(a)(1), and 34 CFR 300.201 governing the following:

    a. Free appropriate public education

    b. Full educational opportunity

    c. Child find and referral

    d. Individualized education programs, including development, implementation, review, and revision

    e. Least restrictive environment

    f. Procedural safeguards

    g. Annual and triennial assessments

    h. Confidentiality

**COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION** (continued)

i. Transition from the Infants and Toddlers with Disabilities programs pursuant to 20 USC 1431 to the preschool program

j. Children in private schools

k. Compliance assurances, including general compliance with the federal Individuals with Disabilities Education Act (20 USC 1400-1482), Section 504 of the federal Rehabilitation Act of 1973 (29 USC 794), the federal Americans with Disabilities Act of 1990 (42 USC 12101-12213), related federal regulations, and Education Code 56000-56865

l. A description of the governance and administration of the local plan in accordance with Education Code 56205(a)(12)

m. Personnel qualification to ensure that personnel, including special education teachers and personnel and paraprofessionals are appropriately and adequately prepared and trained in accordance with Education Code 56058 and 56070 and 20 USC 1412(a)(14) and 1413(a)(3)

n. Performance goals and indicators

o. Participation in state and districtwide assessments, including assessments described in 20 USC 6301 et seq. and alternate assessments in accordance with 20 USC 1412(a)(16), and reports relating to assessments

p. Supplementation of state, local, and other federal funds, including nonsupplantation of funds

q. Maintenance of financial effort

r. Opportunities for public participation before adoption of policies and procedures

s. Suspension and expulsion rates

t. Access to instructional materials by blind individuals with exceptional needs and others with print disabilities in accordance with 20 USC 1412(a)(23)

u. Overidentification and disproportionate representation by race and ethnicity of children as individuals with exceptional needs, including children with disabilities with a particular impairment described in 20 USC 1401 and 1412(a)(24)

**COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION** (continued)

v. Prohibition of mandatory medication use pursuant to Education Code 56040.5 and 20 USC 1412(a)(25)

2. An annual budget plan, including descriptions of the SELPA's allocation plan in accordance with Education Code 56836-56845, all revenues by revenue source received by the SELPA specifically for the purpose of special education, a breakdown of the distribution of funds to each local educational agency (LEA) within the SELPA, projected total special education expenditures by each LEA, projected total expenditures by the SELPA and the LEAs within the SELPA, projected funding to be received specifically for regionalized operations, and a breakdown of projected SELPA operating expenditures

3. An annual service plan, describing the services to be provided by each LEA, regardless of whether the LEA participates in the local plan, including the nature of the services and the physical location at which the services will be provided. This description shall demonstrate that all individuals with exceptional needs shall have access to services and instruction appropriate to meet their needs as specified in their individualized education programs.

4. Beginning July 1, 2023, an annual assurances support plan to demonstrate how the SELPA and its participating agencies are coordinating for purposes of assuring effective outcomes for students with disabilities, including a description of:

   a. How the governing board of the SELPA will support participating agencies in achieving the goals, actions, and services identified in their local control and accountability plans

   b. How the governing board of the SELPA will connect participating agencies in need of technical assistance to the statewide system of support

   c. The services, technical assistance, and support the governing board of the SELPA will provide to meet the required policies, procedures, and programs specified in Education Code 56205

5. A description of programs for early childhood special education from birth through five years of age

6. A description of the method by which members of the public, including parents/guardians of individuals with disabilities who are receiving services under the plan, may address questions or concerns pursuant to Education Code 56205

**COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION** (continued)

7. A description of a dispute resolution process, including mediation and arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan

8. Verification that the plan has been reviewed by the community advisory committee in accordance with Education Code 56205 and that the committee had at least 30 days to conduct this review before submission of the local plan to CDE

9. A description of the process being utilized to refer students for special education instruction pursuant to Education Code 56303

10. A description of the process being utilized to oversee and evaluate placements in nonpublic, nonsectarian schools, the method of ensuring that all requirements of each student's IEP are being met, and a method for evaluating whether the student is making appropriate educational progress

11. A description of how specialized equipment and services will be distributed within the local plan area in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environment

The local plan, annual budget plan, annual service plan, and annual assurances support plan shall be written in language that is understandable to the general public. They shall be adopted at a public hearing of the SELPA, for which notice of the hearing shall be posted in each school in the SELPA at least 15 days before the hearing. (Education Code 56205)

**Availability of the Plan**

The Superintendent or designee shall post on the district's web site the approved local plan, annual budget plan, annual service plan, and annual assurances support plan and any updates or revisions to the plans. A complete copy of the local plan, annual budget plan, annual service plan, annual assurances support plan, and policies and procedures shall be held on file in the district office and shall be accessible to any interested party. (Education Code 56205.5)

# UNIFORM COMPLAINT PROCEDURES

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

## Complaints Subject to UCP

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

1. Accommodations for pregnant and parenting students (Education Code 46015)

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

2. Adult education programs (Education Code 8500-8538, 52334.7, 52500-52617)

*(cf. 6200 - Adult Education)*

3. After School Education and Safety programs (Education Code 8482-8484.65)

*(cf. 5148.2 - Before/After School Programs)*

4. Agricultural career technical education (Education Code 52460-52462)

5. Career technical and technical education and career technical and technical training programs (Education Code 52300-52462)

*(cf. 6178 - Career Technical Education)*
*(cf. 6178.1 - Work-Based Learning)*

6. Child care and development programs (Education Code 8200-8498)

*(cf. 5148 - Child Care and Development)*

7. Compensatory education (Education Code 54400)

*(cf. 6171 - Title I Programs)*

8. Consolidated categorical aid programs (Education Code 33315; 34 CFR 299.10-299.12)

**UNIFORM COMPLAINT PROCEDURES** (continued)

9. Course periods without educational content, when students in grades 9-12 are assigned to such courses more than one week in any semester or in a course the student has previously satisfactorily completed, unless specified conditions are met (Education Code 51228.1-51228.3)

*(cf. 6152 - Class Assignment)*

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

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*
*(cf. 5145.3 - Nondiscrimination/Harassment)*
*(cf. 5145.7 - Sexual Harassment)*
*(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)*

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

*(cf. 6173 - Education for Homeless Children)*
*(cf. 6173.1 - Education for Foster Youth)*
*(cf. 6173.2 - Education of Children of Military Families)*
*(cf. 6173.3 - Education for Juvenile Court School Students)*

12. Every Student Succeeds Act (Education Code 52059; 20 USC 6301 et seq.)

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

*(cf. 0460 - Local Control and Accountability Plan)*

14. Migrant education (Education Code 54440-54445)

*(cf. 6175 - Migrant Education Program)*

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

**UNIFORM COMPLAINT PROCEDURES** (continued)

*(cf. 6142.7 - Physical Education and Activity)*

16. Student fees (Education Code 49010-49013)

*(cf. 3260 - Fees and Charges)*

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

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

*(cf. 6178.2 - Regional Occupational Center/Program)*

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

*(cf. 0420 - School Plans/Site Councils)*

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

*(cf. 0450 - Comprehensive Safety Plan)*

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

*(cf. 0420 - School Plans/Site Councils)*

22. State preschool programs (Education Code 8235-8239.1)

*(cf. 5148.3 - Preschool/Early Childhood Education)*

23. State preschool health and safety issues in license-exempt programs (Education Code 8235.5)

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

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

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process for resolving a complaint in a manner that is acceptable to all parties. An ADR process such as mediation may be offered to resolve complaints that

**UNIFORM COMPLAINT PROCEDURES** (continued)

involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

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

*(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)*
*(cf. 5125 - Student Records)*
*(cf. 9011 - Disclosure of Confidential/Privileged Information)*

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

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

*(cf. 4131 - Staff Development)*
*(cf. 4231 - Staff Development)*
*(cf. 4331 - Staff Development)*

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

*(cf. 3580 - District Records)*

**Non-UCP Complaints**

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

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

**UNIFORM COMPLAINT PROCEDURES** (continued)

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

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services. (5 CCR 4611)

3. Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing.

4. Any complaint alleging a violation of a state or federal law or regulation related to special education, a settlement agreement related to the provision of a free appropriate public education, or a due process hearing order shall be submitted to the California Department of Education (CDE) in accordance with AR 6159.1 - Procedural Safeguards and Complaints for Special Education. (5 CCR 3200-3205)

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

5. Any complaint alleging noncompliance of the district's food service program with laws regarding meal counting and claiming, reimbursable meals, eligibility of children or adults, or use of cafeteria funds and allowable expenses shall be filed with or referred to CDE in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15580-15584)

6. Any allegation of discrimination based on race, color, national origin, sex, age, or disability in the district's food service program shall be filed with or referred to the U.S. Department of Agriculture in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15582)

7. Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with AR 1312.4 - Williams Uniform Complaint Procedures. (Education Code 35186)

*(cf. 1312.4 - Williams Uniform Complaint Procedures)*

*Legal Reference: (see next page)*

**UNIFORM COMPLAINT PROCEDURES** (continued)

*Legal Reference:*

*EDUCATION CODE*
*200-262.4 Prohibition of discrimination*
*8200-8498 Child care and development programs*
*8500-8538 Adult basic education*
*18100-18203 School libraries*
*32280-32289 School safety plan, uniform complaint procedures*
*35186 Williams uniform complaint procedures*
*46015 Parental leave for students*
*48853-48853.5 Foster youth*
*48985 Notices in language other than English*
*49010-49014 Student fees*
*49060-49079 Student records, especially:*
*49069.5 Records of foster youth*
*49490-49590 Child nutrition programs*
*49701 Interstate Compact on Educational Opportunity for Military Children*
*51210 Courses of study grades 1-6*
*51222 Physical education, secondary schools*
*51223 Physical education, elementary schools*
*51225.1-51225.2 Foster youth, homeless children, former juvenile court school students, military-connected students, migrant students, and newly arrived immigrant students; course credits; graduation requirements*
*51226-51226.1 Career technical education*
*51228.1-51228.3 Course periods without educational content*
*52059.5 Statewide system of support*
*52060-52077 Local control and accountability plan, especially:*
*52075 Complaint for lack of compliance with local control and accountability plan requirements*
*52300-52462 Career technical education*
*52500-52616.24 Adult schools*
*54400-54425 Compensatory education programs*
*54440-54445 Migrant education*
*54460-54529 Compensatory education programs*
*59000-59300 Special schools and centers*
*64000-64001 Consolidated application process; school plan for student achievement*
*65000-65001 School site councils*
*GOVERNMENT CODE*
*11135 Nondiscrimination in programs or activities funded by state*
*12900-12996 Fair Employment and Housing Act*
*HEALTH AND SAFETY CODE*
*1596.792 California Child Day Care Act; general provisions and definitions*
*1596.7925 California Child Day Care Act; health and safety regulations*

*Legal Reference continued: (see next page)*

**UNIFORM COMPLAINT PROCEDURES** (continued)

*Legal Reference: (continued)*

*PENAL CODE*
*422.55 Hate crime; definition*
*422.6 Interference with constitutional right or privilege*
*CODE OF REGULATIONS, TITLE 2*
*11023 Harassment and discrimination prevention and correction*
*CODE OF REGULATIONS, TITLE 5*
*3200-3205 Special education compliance complaints*
*4600-4670 Uniform complaint procedures*
*4680-4687 Williams uniform complaint procedures*
*4690-4694 Complaints regarding health and safety issues in license-exempt preschool programs*
*900-4965 Nondiscrimination in elementary and secondary education programs*
*15580-15584 Child nutrition programs complaint procedures*
*UNITED STATES CODE, TITLE 20*
*1221 Application of laws*
*1232g Family Educational Rights and Privacy Act*
*1681-1688 Title IX of the Education Amendments of 1972*
*6301-6576 Title I Improving the Academic Achievement of the Disadvantaged*
*6801-7014 Title III language instruction for limited English proficient and immigrant students*
*UNITED STATES CODE, TITLE 29*
*794 Section 504 of Rehabilitation Act of 1973*
*UNITED STATES CODE, TITLE 42*
*2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended*
*2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964*
*6101-6107 Age Discrimination Act of 1975*
*11431-11435 McKinney-Vento Homeless Assistance Act*
*12101-12213 Title II equal opportunity for individuals with disabilities*
*CODE OF FEDERAL REGULATIONS, TITLE 28*
*35.107 Nondiscrimination on basis of disability; complaints*
*CODE OF FEDERAL REGULATIONS, TITLE 34*
*99.1-99.67 Family Educational Rights and Privacy Act*
*100.3 Prohibition of discrimination on basis of race, color or national origin*
*104.7 Designation of responsible employee for Section 504*
*106.1-106.82 Nondiscrimination on the basis of sex in education programs, especially:*
*106.8 Designation of responsible employee for Title IX*
*106.9 Notification of nondiscrimination on basis of sex*
*110.25 Notification of nondiscrimination on the basis of age*

*Management Resources: (see next page)*

**UNIFORM COMPLAINT PROCEDURES** (continued)

*Management Resources:*

*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*
*Uniform Complaint Procedure 2020-21 Program Instrument*
*Sample UCP Board Policies and Procedures*
*U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS*
*Dear Colleague Letter, September 22, 2017*
*Dear Colleague Letter: Title IX Coordinators, April 2015*
*Dear Colleague Letter: Responding to Bullying of Students with Disabilities, October 2014*
*Dear Colleague Letter: Harassment and Bullying, October 2010*
*U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS*
*Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001*
*U.S. DEPARTMENT OF JUSTICE PUBLICATIONS*
*Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, 2002*
*WEB SITES*
*CSBA: http://www.csba.org*
*California Department of Education: http://www.cde.ca.gov*
*Student Privacy Policy Office: https://www2.ed.gov/about/offices/list/opepd/sppo*
*U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/ocr*
*U.S. Department of Justice: http://www.justice.gov*

# UNIFORM COMPLAINT PROCEDURES

Except as the Governing Board may otherwise specifically provide in other district policies, these uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in BP 1312.3.

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

## Compliance Officers

The district designates the individual(s), position(s), or unit(s) identified below as responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws. The individual(s), position(s), or unit(s) also serve as the compliance officer(s) specified in AR 5145.3 - Nondiscrimination/Harassment responsible for handling complaints regarding unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) and in AR 5145.7 - Sexual Harassment for handling complaints regarding sexual harassment. The compliance officer(s) shall receive and coordinate the investigation of complaints and shall ensure district compliance with law.

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

For Students
Director of Student Services
3150 Education Dr
707-542-5197
studentservices@busd.org

For Employees:
Director of Human Resources
3150 Education Dr
707-542-5197
HR@busd.org

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

In no instance shall a compliance officer be assigned to a complaint in which the compliance officer has a bias or conflict of interest that would prohibit the fair investigation or resolution of the complaint. Any complaint against a compliance officer or that raises a concern about

**UNIFORM COMPLAINT PROCEDURES** (continued)

the compliance officer's ability to investigate the complaint fairly and without bias shall be filed with the Superintendent or designee who shall determine how the complaint will be investigated.

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

*(cf. 4331 - Staff Development)*
*(cf. 9124 - Attorney)*

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

**Notifications**

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

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

*(cf. 0420 - School Plans/Site Councils)*
*(cf. 1220 - Citizen Advisory Committees)*
*(cf. 4112.9/4212.9/4312.9 - Employee Notifications)*

*(cf. 5145.6 - Parental Notifications)*

**UNIFORM COMPLAINT PROCEDURES** (continued)

The notice shall include:

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

2. The title of the position responsible for processing complaints, the identity of the person(s) currently occupying that position if known, and a statement that such persons will be knowledgeable about the laws and programs that they are assigned to investigate

3. A statement that a UCP complaint must be filed no later than one year from the date the alleged violation occurred

4. A statement that, in the case of a complaint alleging unlawful discrimination, harassment, intimidation, or bullying, a UCP complaint must be filed no later than six months from the date of the alleged conduct or the date the complainant first obtained knowledge of the facts of the alleged conduct

5. A statement that a student enrolled in a public school shall not be required to pay a fee for participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities

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

*(cf. 0460 - Local Control and Accountability Plan)*
*(cf. 3260 - Fees and Charges)*

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

*(cf. 6173 - Education for Homeless Children)*
*(cf. 6173.1 - Education for Foster Youth)*
*(cf. 6173.2 - Education of Children of Military Families)*
*(cf. 6173.3 - Education for Juvenile Court School Students)*

**UNIFORM COMPLAINT PROCEDURES** (continued)

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

9. A statement that the complainant has a right to appeal the district's investigation report to CDE for programs within the scope of the UCP by filing a written appeal, including a copy of the original complaint and the district's decision, within 15 days of receiving the district's decision

10. A statement advising the complainant of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable

11. A statement that copies of the district's UCP are available free of charge

The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.61 shall be posted on the district web site and may be provided through district-supported social media, if available.

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

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

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

**Filing of Complaints**

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

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

**UNIFORM COMPLAINT PROCEDURES** (continued)

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

1. A complaint alleging district violation of applicable state or federal law or regulations governing the programs specified in the accompanying Board policy (item #1 of the section "Complaints Subject to UCP") may be filed by any individual, public agency, or organization. (5 CCR 4630)

2. Any complaint alleging noncompliance with law regarding the prohibition against student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent or designee.

3. A UCP complaint shall be filed no later than one year from the date the alleged violation occurred. For complaints related to the LCAP, the date of the alleged violation is the date when the County Superintendent of Schools approves the LCAP that was adopted by the Board. (5 CCR 4630)

4. A complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) may be filed only by a person who alleges having personally suffered unlawful discrimination, a person who believes that any specific class of individuals has been subjected to unlawful discrimination, or a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. The complaint shall be initiated no later than six months from the date that the alleged unlawful discrimination occurred, or six months from the date that the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)

5. When a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.

6. When the complainant of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) or the alleged victim, when not the complainant, requests confidentiality, the compliance officer shall inform the

**UNIFORM COMPLAINT PROCEDURES** (continued)

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

**Mediation**

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

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

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

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

**Investigation of Complaint**

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

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

**UNIFORM COMPLAINT PROCEDURES** (continued)

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

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

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

In accordance with law, the district shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

**Timeline for Investigation Report**

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written investigation report, as described in the section "Investigation Report" below, within 60 calendar days of the district's receipt of the complaint. (5 CCR 4631)

For any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), the respondent shall be informed of any extension of the timeline agreed to by the complainant. The respondent also shall be sent the investigation report at the same time it is provided to the complainant.

**Investigation Report**

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

1. The findings of fact based on the evidence gathered

2. A conclusion providing a clear determination for each allegation as to whether the district is in compliance with the relevant law

3. Corrective action(s) whenever the district finds merit in the complaint, including, when required by law, a remedy to all affected students and parents/guardians and, for a student fees complaint, a remedy that complies with Education Code 49013 and 5 CCR 4600





4. Notice of the complainant's right to appeal the district's investigation report to CDE, except when the district has used the UCP to address a complaint not specified in 5 CCR 4610

5. Procedures to be followed for initiating an appeal to CDE

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

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

If the complaint involves a limited-English-proficient student or parent/guardian and thestudent involved is enrolled in a school at which 15 percent or more of the students speak a single primary language other than English, then the investigation report shall also be translated into that language pursuant to Education Code 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

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

1. The complainant may pursue available civil law remedies outside of the district's complaint procedures, including seeking assistance from mediation centers or public/private interest attorneys, 60 calendar days after the filing of an appeal with CDE. (Education Code 262.3)

2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 262.3)

3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at www.ed.gov/ocr within 180 days of the alleged discrimination.



**UNIFORM COMPLAINT PROCEDURES** (continued)

**Corrective Actions**

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

*(cf. 5137 - Positive School Climate)*

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

1. Counseling

*(cf. 6164.2 - Guidance/Counseling Services)*

2. Academic support

3. Health services

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

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

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

7. Restorative justice

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

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate corrective actions that focus on a student offender may include, but are not limited to, the following:

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

2. Parent/guardian conference





3. Education regarding the impact of the conduct on others

4. Positive behavior support

5. Referral to a student success team

*(cf. 6164.5 - Student Success Teams)*

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

*(cf. 6145 - Extracurricular and Cocurricular Activities)*

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

*(cf. 5144 - Discipline)*
*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

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

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

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

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

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

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



**UNIFORM COMPLAINT PROCEDURES** (continued)

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

**Appeals to the California Department of Education**

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

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

1. The district failed to follow its complaint procedures.

2. Relative to the allegations of the complaint, the district's investigation report lacks material findings of fact necessary to reach a conclusion of law.

3. The material findings of fact in the district's investigation report are not supported by substantial evidence.

4. The legal conclusion in the district's investigation report is inconsistent with the law.

5. In a case in which the district found noncompliance, the corrective actions fail to provide a proper remedy.

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

1. A copy of the original complaint

2. A copy of the district's investigation report

3. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator

4. A report of any action taken to resolve the complaint

5. A copy of the district's UCP



**UNIFORM COMPLAINT PROCEDURES** (continued)

6. Other relevant information requested by CDE

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

**Health and Safety Complaints in License-Exempt Preschool Programs**

Any complaint regarding health or safety issues in a license-exempt CSPP program shall be addressed through the procedures described in 5 CCR 4690-4694.

In each license-exempt CSPP classroom, a notice shall be posted notifying parents/guardians, students, and teachers of the health and safety requirements of Title 5 regulations that apply to CSPP programs pursuant to Health and Safety Code 1596.7925 and the location at which to obtain a form to file any complaint alleging noncompliance with those requirements. (Education Code 8235.5; 5 CCR 4690)

The district's annual UCP notification distributed pursuant to 5 CCR 4622 shall clearly indicate which of its CSPP programs are operating as exempt from licensing and which

CSPP programs are operating pursuant to requirements under Title 22 of the Code of Regulations. (5 CCR 4691)

Any complaint regarding specified health or safety issues in a license-exempt CSPP program shall be filed with the preschool program administrator or designee, and may be filed anonymously. The complaint form shall specify the location for filing the complaint and shall contain a space to indicate whether the complainant desires a response to the complaint. If it is determined that the complaint is beyond the authority of the preschool program administrator, the matter shall be forwarded to the Superintendent or designee in a timely manner, not to exceed 10 working days, for resolution. (Education Code 8235.5; 5 CCR 4690)

Investigation of a complaint regarding health or safety issues in a license-exempt CSPP program shall begin within 10 days of receipt of the complaint. (Education Code 8235.5; 5 CCR 4692)

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





days of the initial filing of the complaint, report the resolution of the complaint to the complainant and CDE's assigned field consultant. If the preschool administrator makes this report, the information shall be reported at the same time to the Superintendent or designee. (Education Code 8235.5; 5 CCR 4692)

If a complainant is not satisfied with the resolution of a complaint, the complainant has the right to describe the complaint to the Board at a regularly scheduled meeting and, within 30 days of the date of the written report, may file a written appeal of the district's decision to the Superintendent of Public Instruction in accordance with 5 CCR 4632. (Education Code 8235.5; 5 CCR 4693, 4694)

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

The Governing Board recognizes the importance of political activity, voting, and civic engagement, and respects the right of district employees to engage in political discussions and activities as individuals on their own time and at their own expense. When engaging in such activities, employees shall make it clear that they are acting on their own behalf and not as representatives of the district.

*(cf. 1160 - Political Processes)*
*(cf. 6144 - Controversial Issues)*

District employees, as members of the community, may use school facilities for meetings, including political activities, as permitted under the Civic Center Act and district policy.

*(cf. 1330 - Use of School Facilities)*

Employees shall refrain from prohibited political activities identified in law, Board policy, and administrative regulations. Employees who engage in these activities shall be subject to disciplinary action and/or criminal penalties.

*(cf. 1325 - Advertising and Promotion)*
*(cf. 4118 - Dismissal/Suspension/Disciplinary Action)*
*(cf. 4218 - Dismissal/Suspension/Disciplinary Action)*

*Legal Reference: (see next page)*



**POLITICAL ACTIVITIES OF EMPLOYEES** (continued)

*Legal Reference:*

*EDUCATION CODE*
*7050-7058 Political activities of school officers and employees*
*38130-38139 Civic Center Act*
*51520 Prohibited solicitations on school premises*
*ELECTIONS CODE*
*18304 Prohibition against use of district seal in campaign literature*
*GOVERNMENT CODE*
*3543.1 Rights of employee organizations*
*8314 Prohibition against use of public resources for campaign activity*
*82041.5 Definition of mass mailing*
*PENAL CODE*
*424 Punishment for misuse of public funds*
*COURT DECISIONS*
*Heffernan v. City of Paterson, (2016) 136 S. Ct. 1412*
*Diquisto v. County of Santa Clara, (2010) 181 Cal. App. 4th 236*
*San Leandro Teachers Association v. Governing Board of the San Leandro Unified School District, (2010) 46 Cal. 4th 822*
*Downs v. Los Angeles Unified School District, (9th Cir. 2000) 228 F.3d 1003*
*California Teachers Association v. Governing Board of San Diego Unified School District, (1996) 45 Cal.App. 4th 1383*
*L.A. Teachers Union v. L.A. City Board of Education, (1969) 71 Cal.2d 551*
*Pickering v. Board of Education Township High School District, (1968) 88 S. Ct. 1731*

*ATTORNEY GENERAL OPINIONS*
*84 Ops.Cal.Atty.Gen. 106 (2001)*
*84 Ops.Cal.Atty.Gen. 52 (2001)*
*77 Ops.Cal.Atty.Gen. 56 (1994)*
*PUBLIC EMPLOYMENT RELATIONS BOARD RULINGS*
*City of Sacramento, (2019) PERB Dec. No. 2702m*
*Conejo Valley Unified School District, (2009) PERB Dec. No. 2054*
*East Whittier School District, (2004) PERB Dec. No. 1727*
*Turlock Joint Elementary School District, (2004) PERB Dec. No. 1490a*
*San Diego Community College District, (2001) PERB Dec. No. 1467*

*Management Resources:*
*WEB SITES*
*CSBA: http://www.csba.org*
*California Office of the Attorney General: http://oag.ca.gov*
*Public Employment Relations Board: http://www.perb.ca.gov*

Policy adopted: CSBA MANUAL MAINTENANCE SERVICE December 2020
**All Personnel** AR 4119.25(a) 4219.25 4319.25

**POLITICAL ACTIVITIES OF EMPLOYEES**

No employee shall be prohibited from soliciting or receiving political funds or contributions to promote the support or defeat of a ballot measure during nonworking time, including before and after school, the lunch period, or other scheduled work intermittency during the school day. (Education Code 7056)

District employees shall not:

1. Use district funds, services, supplies, equipment, work hours, or other public resources to urge the support or defeat of any ballot measure or candidate, including any candidate for election to the Governing Board (Education Code 7054, 7056; Government Code 8314)

2. Use the district's seal in any campaign literature or mass mailing with the intent to deceive voters, including, but not limited to, the use of a reproduction or facsimile of the seal in a manner that creates a misleading, erroneous, or false impression that the document is authorized by the Board, a Board member, or the district (Elections Code 18304)

*(cf. 1160 - Political Processes)*

3. During working hours, solicit or receive any political funds or contributions to promote the passage or defeat of a ballot measure that would affect the rate of pay, hours of work, retirement, civil service or other working conditions (Education Code 7056)

4. During working hours, solicit or receive any political funds or contributions to promote the passage or defeat of other types of ballot measures

5. Use district equipment for the preparation or reproduction of political campaign materials

*(cf. 3512 - Equipment)*

6. Post or distribute political campaign materials in classrooms, through distance learning platforms, or on district property

7. Disseminate political campaign materials through the district's mail service, e-mail, or staff mailboxes

*(cf. 4040 - Employee Use of Technology)*

8. Use students to write, address, or distribute political campaign materials

9. Present viewpoints on particular candidates or ballot measures in the classroom without giving equal time to the presentation of all perspectives



**POLITICAL ACTIVITIES OF EMPLOYEES** (continued)

*(cf. 6144 - Controversial Issues)*

10. Wear buttons, hats, or other articles of clothing that express political opinions on ballot measures or candidates during instructional time

**Political Activities of Employee Organizations**

Employee organizations shall not use district funds, services, supplies, or equipment, such as staff mailboxes or the district mail system, to urge the support or defeat of any ballot measure or candidate, including any candidate for election to the Board. (Education Code 7054)

*(cf. 4140/4240/4340 - Bargaining Units)*

No employee organization or its officers, agents, or representatives shall be prohibited from soliciting or receiving political funds or contributions to promote the passage or defeat of a ballot measure during nonworking time, including before and after school, the lunch period, or other scheduled work intermittency during the school day. (Education Code 7056)

# AWARDS FOR ACHIEVEMENT

The Governing Board encourages excellence as a goal for all students and wishes to publicly recognize students for exemplary achievement in academic, artistic, extracurricular, athletic, and community service activities.

*(cf. 5121 - Grades/Evaluation of Student Achievement)*
*(cf. 5127 - Graduation Ceremonies and Activities)*
*(cf. 6142.4 - Service Learning/Community Service Classes)*

## District/School Awards

Student awards may include verbal recognition, a letter, a certificate, a Board resolution, public ceremony, trophy, gift, plaque, or monetary gift.

The Superintendent or designee shall develop criteria for the selection of student award recipients.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*
*(cf. 0415 - Equity)*
*(cf. 6157 - Distance Learning)*
*(cf. 6158 - Independent Study)*
*(cf. 6159 - Individualized Education Program)*
*(cf. 6172 - Gifted and Talented Student Program)*
*(cf. 6181 - Alternative Schools/Programs of Choice)*
*(cf. 6183 - Home and Hospital Instruction)*
*(cf. 6184 - Continuation Education)*



# AWARDS FOR ACHIEVEMENT

## District/School Awards

The Superintendent or designee may appoint an awards committee at each school which may consist of school administrators, staff members, parents/guardians, community members, and student representatives. The committee shall submit recommendations for student awards to the Superintendent or designee for approval.

*(cf. 1220 - Citizen Advisory Committees)*

Individual awards in excess of $200 must be expressly approved by the Governing Board. (Education Code 44015)



## IMMUNIZATIONS

To protect the health of all students and staff and to curtail the spread of infectious diseases, the Governing Board shall cooperate with state and local public health agencies to encourage and facilitate immunization of all district students against preventable diseases.

*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*
*(cf. 5141.22 - Infectious Diseases)*
*(cf. 5141.26 - Tuberculosis Testing)*
*(cf. 6142.8 - Comprehensive Health Education)*

Each student enrolling for the first time in a district school, preschool, or child care and development program or enrolling in or advancing to grade 7 shall present an immunization record from any authorized private or public health care provider certifying that the student has received all required immunizations in accordance with law. Students shall be excluded from school or exempted from immunization requirements only as allowed by law.

*(cf. 5112.1 - Exemptions from Attendance)*
*(cf. 5112.2 - Exclusions from Attendance)*
*(cf. 5141.32 - Health Screening for School Entry)*
*(cf. 5148 - Child Care and Development)*
*(cf. 5148.3 - Preschool/Early Childhood Education)*

Transfer students shall be requested to present immunization records upon registration at district schools if possible.

*(cf. 6173 - Education for Homeless Children)*
*(cf. 6173.1 - Education for Foster Youth)*
*(cf. 6173.2 - Education of Children of Military Families)*

The Superintendent or designee may arrange for an authorized health care provider to administer immunizations at school to any student whose parent/guardian has consented in writing. At the beginning of the school year, parents/guardians shall be notified of their right to provide consent for the administration of an immunization to their child at school. (Education Code 48980, 49403)

*(cf. 5141.3 - Health Examinations)*
*(cf. 5141.6 - School Health Services)*
*(cf. 5145.6 - Parental Notifications)*

*Legal Reference: (see next page)*



**IMMUNIZATIONS** (continued)

*Legal Reference:*

*EDUCATION CODE*
*44871 Qualifications of supervisor of health*
*46010 Total days of attendance*
*48216 Immunization and exclusion from attendance*
*48853.5 Immediate enrollment of foster youth*
*48980 Required notification of rights*
*49403 Cooperation in control of communicable disease and immunizations*
*49426 Duties of school nurses*
*49701 Flexibility in enrollment of children of military families*
*51745-51749.6 Independent study*
*HEALTH AND SAFETY CODE*
*120325-120380 Immunization against communicable disease, especially:*
*120335 Immunization requirement for admission*
*120372 Statewide medical exemption electronic standardized form*
*120395 Information about meningococcal disease, including recommendation for vaccination*
*120440 Disclosure of immunization information*
*CODE OF REGULATIONS, TITLE 5*
*430 Student records; definition*
*CODE OF REGULATIONS, TITLE 17*
*6000-6075 School attendance immunization requirements*
*UNITED STATES CODE, TITLE 20*
*1232g Family Educational Rights and Privacy Act*
*UNITED STATES CODE, TITLE 42*
*11432 Immediate enrollment of homeless children*
*CODE OF FEDERAL REGULATIONS, TITLE 34*
*99.1-99.67 Family Educational Rights and Privacy*

*Management Resources:*

*CALIFORNIA DEPARTMENT OF PUBLIC HEALTH*
*Exemptions FAQs*
*Guide to Immunization Requirements for Pre-kindergarten (Child Care)*
*Guide to Immunization Requirements for K-12th Grade*
*Parents' Guide to Immunizations Required for Pre-kindergarten (Child Care)*
*Parents' Guide to Immunizations Required for School Entry*
*Vaccinations and Medical Exemptions Questions and Answers*
*California Immunization Handbook for Pre-kindergarten (Child Care) Programs and Schools, 10th Edition, July 2019*
*EDUCATION AUDIT APPEALS PANEL PUBLICATIONS*
*Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*

*U.S. DEPARTMENT OF EDUCATION GUIDANCE*
*Family Educational Rights and Privacy Act (FERPA) and H1N1, October 2009*

*Management Resources continued: (see next page)*



**IMMUNIZATIONS** (continued)

*Management Resources: (continued)*

*WEB SITES*
*California Department of Education: http://www.cde.ca.gov*
*California Department of Public Health, Immunization Branch: https://www.cdph.ca.gov/programs/cid/dcdc/pages/immunize.aspx*
*California Department of Public Health, Shots for Schools: https://www.shotsforschool.org*
*California Health & Human Services Agency: https://www.chhs.ca.gov/*
*Centers for Disease Control and Prevention: http://www.cdc.gov*
*Education Audit Appeals Panel: http://www.eaap.ca.gov*
*U.S. Department of Education: http://www.ed.gov*

# IMMUNIZATIONS

## Required Immunizations

Upon a student's registration at a district school, the Superintendent or designee shall provide the student's parents/guardians a written notice summarizing the state's immunization requirements.

The Superintendent or designee shall not unconditionally admit any student to a district school, preschool, or child care and development program for the first time nor admit or advance any student to grade 7, unless the student has been fully immunized. The student shall present documentation of full immunization, in accordance with the age/grade and dose required by the California Department of Public Health (CDPH), against the following diseases: (Health and Safety Code 120335; 17 CCR 6025)

1. Measles, mumps, and rubella

2. Diphtheria, tetanus, and pertussis (whooping cough)

3. Poliomyelitis (polio)

4. Hepatitis B

5. Varicella (chickenpox)

6. Haemophilus influenza type b (Hib meningitis)

7. Any other disease deemed appropriate by CDPH

*(cf. 5141.22 - Infectious Diseases)*
*(cf. 5148 - Child Care and Development)*
*(cf. 5148.3 - Preschool/Early Childhood Education)*
*(cf. 6170.1 - Transitional Kindergarten)*

However, full immunization against hepatitis B shall not be a condition by which the Superintendent or designee shall admit or advance any student to grade 7. (Health and Safety Code 120335)

A student who qualifies for an individualized education program (IEP), unless otherwise exempt, shall be fully immunized in accordance with Health and Safety Code 120335 and this regulation. However, the district shall continue to implement the student's IEP and shall not prohibit the student from accessing any special education and related services required by the student's IEP regardless of whether the student is fully immunized. (Health and Safety Code 120335)

*(cf. 6159 - Individualized Education Program)*



**IMMUNIZATIONS** (continued)

School personnel shall record information for each student regarding all doses of required immunizations and the status of all requirements in accordance with 17 CCR 6070. The school records shall be based on the student's immunization record provided by the student's health care provider, from the student's previous school immunization record, or through the California Immunization Registry (CAIR). (17 CCR 6070)

**Exemptions**

Exemption from one or more immunization requirements shall be granted under any of the following circumstances:

1. A medical exemption is submitted using the standardized form developed by CDPH and transmitted using CAIR which includes, but is not limited to, a description of the medical basis for which the exemption for each individual immunization is sought and whether the medical exemption is permanent or temporary. (Health and Safety Code 120372)

   A student who has a medical exemption issued prior to January 1, 2020 shall be allowed to continue enrollment until the next grade span, except that after July 1, 2021, a student may not be admitted or advanced to grade 7 unless the student has been immunized or a medical exemption form filed as stated above. (Health and Safety Code 120370)

   A temporary exemption shall not exceed one year, and all medical exemptions shall not extend beyond the grade span. (Health and Safety Code 120372)

   If a student's medical exemption is revoked by CDPH on the basis that the exemption does not meet applicable criteria for medical exemptions, the student shall continue in attendance and, within 30 calendar days of the revocation, commence the immunization schedule required for conditional admittance pursuant to 17 CCR 6050, as described below. (Health and Safety Code 120372)

   The student's parent/guardian may appeal a revocation to the Secretary of California Health and Human Services. If a revocation is appealed, the student shall continue in

attendance and shall not be required to commence the immunization schedule required for conditional admittance provided the appeal is filed within 30 calendar days of the revocation. (Health and Safety Code 120372, 120372.05)

2. The student's parent/guardian filed with the district, before January 1, 2016, a letter or written affidavit stating that an immunization is contrary to the student's personal beliefs, in which case the student shall be exempted from the immunization until the student enrolls in the next applicable grade span requiring immunization (birth to preschool, grades K-6, grades 7-12). (Health and Safety Code 120335)



**IMMUNIZATIONS** (continued)

*(cf. 6141.2 - Recognition of Religious Beliefs and Customs)*

When a student transfers to a different school within the district or transfers into the district from another school district in California, the student's personal beliefs exemption filed before January 1, 2016, shall remain in effect until the next applicable grade span. A student transferring from a school outside the district shall present a copy of the personal beliefs exemption upon enrollment. When a student transfers into the district from outside California and presents a personal beliefs exemption issued by another state or country prior to January 1, 2016, the Superintendent or designee may consult with legal counsel regarding the applicable immunization requirements.

3. The student is enrolled in an independent study program pursuant to Education Code 51745-51749.6 and does not receive classroom-based instruction. (Health and Safety Code 120335)

*(cf. 6158 - Independent Study)*

**Conditional Enrollment**

The Superintendent or designee may conditionally admit a student with documentation from an authorized health care provider that the student has not received all the immunizations required for the student's age group, but has commenced receiving doses of all required vaccines and is not due for any other doses at the time of admission. The Superintendent or designee shall notify the student's parents/guardians of the date by which the student must complete all the remaining doses as specified in 17 CCR 6035. (Health and Safety Code 120340; 17 CCR 6035)

*(cf. 5145.6 - Parental Notifications)*

In addition, a transfer student may be conditionally admitted for up to 30 school days while the student's immunization records are being transferred from the previous school. If such documentation is not presented within 30 days, the student shall be excluded from school until the required immunizations have been administered. (17 CCR 6035)

The Superintendent or designee shall immediately enroll homeless students, foster youth, and students of military families even if their immunization records are missing or unavailable at the time of enrollment. School or district staff shall work with the student's prior school to obtain the student's immunization records or shall ensure that the student is properly immunized. (Education Code 48853.5, 49701; Health and Safety Code 120341; 42 USC 11432)



**IMMUNIZATIONS** (continued)

*(cf. 6173 - Education for Homeless Children)*
*(cf. 6173.1 - Education for Foster Youth)*
*(cf. 6173.2 - Education of Children of Military Families)*

The Superintendent or designee shall review the immunization record of each student admitted conditionally every 30 days until that student has received all the required immunizations. If the student does not receive the required immunizations within the specified time limits, the student shall be excluded from further attendance until the immunizations are received. (Health and Safety Code 120375; 17 CCR 6040, 6070)

**Exclusions Due to Lack of Immunizations**

If an enrolled student who was previously believed to be in compliance with immunization requirements is subsequently discovered to not be in compliance with requirements for unconditional or conditional admission, the Superintendent or designee shall notify the parent/guardian that evidence of proper immunization or an appropriate exemption must be provided within 10 school days. This notice shall refer the parent/guardian to the student's usual source of medical care or, if the student has no usual source of medical care, then to the county health department or school immunization program, if any. (Education Code 48216; 17 CCR 6040)

*(cf. 5112.2 - Exclusions from Attendance)*
*(cf. 5141.6 - School Health Services)*

The Superintendent or designee shall exclude from further attendance an enrolled student who fails to obtain the required immunization within 10 school days following the parent/guardian's receipt of the notice specified above. The student shall remain excluded from school until documentation is provided indicating that the student has received a dose of each required vaccine due at that time. (17 CCR 6040, 6055)

The student shall also be reported to the attendance supervisor or principal.

**Exclusion Due to Exposure to Disease**

If the district has good cause to believe that a student has been exposed to a disease listed in the section "Required Immunizations" above and the student's documentation of immunization does not show proof of immunization against that disease, that student may be temporarily excluded from the school until the local health officer is satisfied that the student is no longer at risk of developing or transmitting the disease. (Health and Safety Code 120370)



**IMMUNIZATIONS** (continued)

**Records**

Each student's immunization record shall be retained as part of the student's mandatory permanent student record. District staff shall maintain the confidentiality of immunization records and may disclose such information to state and local health departments only in accordance with law. (Health and Safety Code 120375, 120440; 17 CCR 6070)

*(cf. 5125 - Student Records)*

The district shall also retain in the mandatory student record any physician or health officer statement, personal beliefs letter or affidavit, reason for conditional enrollment, or any other documentation related to the student's immunization record or exemptions.

At least annually, the Superintendent or designee shall file a written report on the immunization status of new students with CDPH and the local department of public health on forms prescribed by CDPH. (Health and Safety Code 120375; 17 CCR 6075)

**Audits**

If an audit reveals deficiencies in the district's reporting procedures, the Superintendent or designee shall present the Board with a plan to remedy such deficiencies.

# PRESCHOOL/EARLY CHILDHOOD EDUCATION

The Governing Board recognizes the value of high-quality preschool experiences to enhance children's social-emotional development, knowledge, skills, abilities, and attributes necessary for a successful transition into the elementary education program. The Board desires to provide children ages 3-4 years access to developmentally appropriate activities in a safe, adequately supervised, and cognitively rich environment.

The Superintendent or designee shall collaborate with the local child care and development planning council, the county office of education, other public agencies, organizations, and/or private preschool providers to assess the availability of preschool programs in the community and the extent to which the community's preschool needs are being met. The Board encourages the development of a comprehensive districtwide and/or countywide plan to increase children's access to high-quality preschool programs.

*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*
*(cf. 1700 - Relations Between Private Industry and the Schools)*
*(cf. 5148 - Child Care and Development)*

The Superintendent or designee shall provide information about preschool options in the community to parents/guardians upon request.

## District Preschool Programs

When the Board determines that it is feasible, the district may contract with the California Department of Education (CDE) to provide preschool services in facilities at or near district schools, either directly or through a subcontract with a public or private provider.

District preschool programs shall comply with all health and safety laws and regulations, including, when applicable, licensure requirements pursuant to 22 CCR 101156.

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

The Board shall set priorities for establishing or expanding services as resources become available, giving consideration to the benefits of providing early education programs for at-risk children and/or children residing in the attendance areas of the lowest performing district schools.

*(cf. 6171 - Title I Programs)*

Preschool classroom needs shall be addressed in the district's facilities master plan, including an assessment as to whether adequate and appropriate space exists on school sites. As necessary, the Superintendent or designee shall provide information to the Board regarding facilities financing options for preschool classrooms and/or facilities available through partnering organizations or agencies.





*(cf. 1330.1 - Joint Use Agreements)*
*(cf. 7110 - Facilities Master Plan)*
*(cf. 7210 - Facilities Financing)*

Because parents/guardians are essential partners in supporting the development of their children, the Superintendent or designee shall involve them in program planning.

*(cf. 5020 - Parent Rights and Responsibilities)*
*(cf. 6020 - Parent Involvement)*

The Superintendent or designee shall coordinate the district's preschool program, transitional kindergarten program (TK), and elementary education program to provide a developmental continuum that builds upon children's growing skills and knowledge.

*(cf. 6011 - Academic Standards)*
*(cf. 6170.1 - Transitional Kindergarten)*

The district's program shall be aligned with preschool learning foundations and curriculum frameworks developed by CDE which identify the knowledge, skills, and competencies that children typically attain as they complete their first or second year of preschool. The program shall be designed to facilitate children's development in essential skills in the areas of language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

The district's preschool program shall provide appropriate services to support the needs of at-risk children.

*(cf. 0415 - Equity)*
*(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)*
*(cf. 6173 - Education for Homeless Children)*
*(cf. 6173.1 - Education for Foster Youth)*
*(cf. 6173.2 - Education of Children of Military Families)*
*(cf. 6174 - Education for English Learners)*

*(cf. 6175 - Migrant Education Program)*

To maximize the ability of children to succeed in the preschool program, the program shall support children's health through proper nutrition and physical activity and shall provide or make referrals to available health and social services as needed.

*(cf. 3550 - Food Services/Child Nutrition Program)*
*(cf. 5030 - Student Wellness)*
*(cf. 5141.31 - Immunizations)*
*(cf. 5141.32 - Health Screening for School Entry)*
*(cf. 5141.6 - School Health Services)*



**PRESCHOOL/EARLY CHILDHOOD EDUCATION** (continued)

The district shall encourage volunteerism in the program and shall communicate frequently with parents/guardians of enrolled children regarding their child's progress.

*(cf. 1240 - Volunteer Assistance)*

The Superintendent or designee shall ensure that administrators, teachers, and paraprofessionals in district preschool programs possess the appropriate permit(s) issued by the Commission on Teacher Credentialing, meet any additional qualifications established by the Board, and participate in professional development opportunities designed to continually enhance their knowledge and skills.

*(cf. 4112.2 - Certification)*
*(cf. 4112.4/4212.4/4312.4 - Health Examinations)*
*(cf. 4112.5/4212.5/4312.5 - Criminal Record Check)*
*(cf. 4131 - Staff Development)*
*(cf. 4222 - Teacher Aides/Paraprofessionals)*
*(cf. 4231 - Staff Development)*
*(cf. 4331 - Staff Development)*

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

The Superintendent or designee shall ensure that subsidized preschool is provided to eligible families to the extent that state and/or federal funding is available and shall establish enrollment priorities in accordance with Education Code 8263 and 5 CCR 18106.

The Superintendent or designee shall recommend strategies to link the district's preschool program with other available child care and development programs in the district or

community in order to assist families whose child care needs extend beyond the length of time that the district's part-day preschool program is offered.

The Superintendent or designee shall develop and implement an annual plan of evaluation which conforms to state requirements. (5 CCR 18279)

The district's uniform complaint procedures, with modifications as necessary, shall be used to investigate and resolve complaints alleging violation of applicable health or safety requirements for license-exempt programs operating under the California State Preschool Program. However, licensed programs shall refer complaints alleging health and safety violations to the California Department of Social Services. (Education Code 8235.5; 5 CCR 4610, 4611, 4690-4694)





*(cf. 1312.3 - Uniform Complaint Procedures)*

The Superintendent or designee shall regularly report to the Board regarding enrollment in district preschool programs and the effectiveness of the programs in preparing preschoolers for transition into the elementary education program.

*(cf. 0500 - Accountability)*

*Legal Reference:*

*EDUCATION CODE*
*8200-8499.10 Child Care and Development Services Act, especially:*
*8200-8209 General provisions for child care and development services*
*8230-8233 Migrant child care and development program*
*8235-8239.1 California State Preschool Program*
*8240-8244 General child care and development programs*
*8250-8252 Programs for children with special needs*
*8263 Eligibility and priorities for subsidized child development services*
*8263.3 Disenrollment of families due to reduced funding levels*
*8264.8 Center-based child care programs, staffing ratios*
*8273.1 Family fees*
*8360-8370 Personnel qualifications*
*8400-8409 Contracts, administrative appeal procedure*
*8493-8498 Facilities, capital outlay*
*8499.3-8499.7 Local child care and development planning councils*
*44065 Interchange between certificated and classified positions*
*44256 Credential types*
*48000 Transitional kindergarten*
*48985 Notification, primary language other than English*
*HEALTH AND SAFETY CODE*
*1596.70-1596.895 California Child Day Care Act*
*1596.90-1597.21 Day care centers*
*120325-120380 Immunization requirements*
*CODE OF REGULATIONS, TITLE 5*
*4600-4670 Uniform complaint procedures*

*4690-4694 Health and safety complaints in license-exempt preschool programs*
*18000-18434 Child care and development programs, especially:*
*18130-18136 California State Preschool Program*
*18295 Waiver of qualifications for site supervisor*
*80105-80125 Permits authorizing service in child development programs*

*Legal Reference: (see next page)*



**PRESCHOOL/EARLY CHILDHOOD EDUCATION** (continued)

*Legal Reference: (continued)*
*CODE OF REGULATIONS, TITLE 22*
*101151-101239.2 General requirements, licensed child care centers, especially:*
*101151-101163 Licensing and application procedures*
*101212-101231 Continuing requirements*
*101237-101239.2 Facilities and equipment*
*UNITED STATES CODE, TITLE 20*
*1400-1482 Individuals with Disabilities Education Act*
*6311-6322 Title I, relative to preschool*
*6371-6376 Early Reading First*
*6381-6381k Even Start family literacy programs*
*6391-6399 Education of migratory children*
*UNITED STATES CODE, TITLE 42*
*9831-9852c Head Start programs*
*9857-9858r Child Care and Development Block Grant*
*CODE OF FEDERAL REGULATIONS, TITLE 45*
*1301.1-1305.2 Head Start*

*Management Resources:*
*CSBA PUBLICATIONS*
*What Boards of Education Can Do About Kindergarten Readiness, Governance Brief, May 2016*
*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*
*California Preschool Learning Foundations*
*Dream Big for Our Youngest Children: Final Report of the California Early Learning Quality Improvement System Advisory Committee, 2010*
*Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, 2nd ed., 2009*
*Prekindergarten Learning Development Guidelines, 2000*
*First Class: A Guide for Early Primary Education, 1999*
*U.S. DEPARTMENT OF EDUCATION PUBLICATIONS*
*Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings, 2016*
*Good Start, Grow Smart, April 2002*
*WEB SITES*
*CSBA: http://www.csba.org*
*California Association for the Education of Young Children: http://www.caeyc.org*
*California County Superintendents Educational Services Association: http://www.ccsesa.org*

*California Department of Education: http://www.cde.ca.gov*
*California Head Start Association: http://caheadstart.org*
*California Preschool Instructional Network: http://www.cpin.us*
*Child Development Policy Institute: http://www.cdpi.net*
*Cities, Counties, and Schools Partnership: http://www.ccspartnership.org*
*First 5 Association of California: http://www.ccfc.ca.gov*
*National Institute for Early Education Research: http://nieer.org*
*U.S. Department of Education: http://www.ed.gov*



# PRESCHOOL/EARLY CHILDHOOD EDUCATION

When approved by the California Department of Education (CDE) under the California State Preschool Program (CSPP), the district may operate one or more part-day preschool programs in accordance with law and the terms of its contract with CDE.

*(cf. 5148 - Child Care and Development)*

The district's preschool program shall include all required program components, as described in 5 CCR 18272-18281 and AR 5148 - Child Care and Development, for the educational program, the creation of a developmental profile for each child, staff development, parent involvement and education, community involvement, health and social services, nutrition, and program evaluation. (5 CCR 18271-28281)

## Minimum Hours/Days of Operation

The district's part-day preschool program shall operate a minimum of three hours per day, excluding time for home-to-school transportation, and for a minimum of 175 days per year unless otherwise specified in the program's contract. (Education Code 8235; 5 CCR 18136)

## Staffing

The preschool program shall maintain an adult-child ratio of at least one adult for every eight children and a teacher-child ratio of at least one teacher for every 24 children. If the district cannot recruit a sufficient number of parents/guardians or volunteers to meet the required adult-child ratio, teacher aides shall be hired as necessary. (5 CCR 18135, 18290)

*(cf. 1240 - Volunteer Assistance)*
*(cf. 6020 - Parent Involvement)*

Any person employed at a district preschool and any volunteer who provides care and supervision to children at a preschool shall, unless exempted by law, be immunized against influenza, pertussis, and measles in accordance with Health and Safety Code 1596.7995 and AR 5148 - Child Care and Development. Documentation of required immunizations, or applicable exemptions, shall be maintained in the employee's personnel file. (Health and Safety Code 1596.7995)

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

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

In addition, preschool teachers shall present evidence of a current tuberculosis clearance and meet other requirements as specified in Health and Safety Code 1597.055.

**Wraparound Child Care Services**

In accordance with its contract with CDE, the district may offer full-day services to meet the needs of eligible families through a combination of part-day preschool and wraparound child care services that are offered for the remaining portion of the day or year following





completion of the preschool services. Child care and development services offered through this program shall meet the requirements of general child care and development programs pursuant to Education Code 8240-8244. (Education Code 8239)

Wraparound services shall operate a minimum of 246 days per year unless otherwise specified in the contract. Within this period of time, the part-day preschool program shall operate 175-180 days. After the completion of the preschool program, a part-time general child care and development program may operate a full day for the remainder of the year. (Education Code 8239)

**Family Literacy Services**

When any district preschool program receives funding for family literacy services pursuant to Education Code 8238.4, the Superintendent or designee shall coordinate the provision of: (Education Code 8238)

1. Opportunities for parents/guardians to work with their children on interactive literacy activities, including activities in which parents/guardians actively participate in facilitating their children's acquisition of prereading skills through guided activities such as shared reading, learning the alphabet, and basic vocabulary development

2. Parenting education for parents/guardians of children in participating classrooms to support their child's development of literacy skills, including, but not limited to, parent education in:

    a. Providing support for the educational growth and success of their children

    b. Improving parent-school communications and parental understanding of school structures and expectations

    c. Becoming active partners with teachers in the education of their children

d. Improving parental knowledge of local resources for the identification of and services for developmental disabilities, including, but not limited to, contact information for the district special education referral

3. Referrals to providers of adult education and instruction in English as a second language as necessary to improve academic skills of parents/guardians

*(cf. 6200 - Adult Education)*

4. Staff development for teachers in participating classrooms that includes, but is not limited to:



**PRESCHOOL/EARLY CHILDHOOD EDUCATION** (continued)

a. Development of a pedagogical knowledge, including, but not limited to, improved instructional and behavioral strategies

b. Knowledge and application of developmentally appropriate assessments of the prereading skills of children in participating classrooms

c. Information on working with families, including the use of on-site coaching, for guided practice in interactive literacy activities

d. Providing targeted interventions for all young children to improve kindergarten readiness upon program completion

*(cf. 4131 - Staff Development)*

**Eligibility**

Children eligible for the district's CSPP program include those who will have their third or fourth birthday on or before December 1 of the fiscal year that they are being served. Children who have their third birthday on or after December 2 may be enrolled on or after their third birthday. (Education Code 8208, 8235, 8236)

To be eligible for subsidized services, families shall meet at least one requirement in each of the following areas: (Education Code 8235, 8239, 8263, 8263.1)

1. The family is a current aid recipient, income eligible, homeless, and/or one whose children are recipients of protective services or have been identified as being, or at risk of being, abused, neglected, or exploited.

2. The family needs child care services due to either of the following circumstances:

a. The child is identified by a legal, medical, or social services agency, the district liaison for homeless students, a Head Start program, or an emergency

or transitional shelter as being a recipient of protective services, as being or at risk of being neglected, abused, or exploited, or as being homeless.

*(cf. 6173 - Education for Homeless Children)*

b. The parents/guardians are engaged in vocational training leading directly to a recognized trade, paraprofession, or profession; are engaged in an educational program for English language learners or for the attainment of a high school diploma or general educational development certificate; are employed or seeking employment; are seeking permanent housing for family stability; or are incapacitated.



**PRESCHOOL/EARLY CHILDHOOD EDUCATION** (continued)

If all families meeting at least one of the criteria specified in item #2 have been enrolled, a full-day CSPP program may provide services to families who do not meet any of those criteria, provided the criteria in item #1 are met. (Education Code 8263)

**Enrollment Priority**

The Superintendent or designee shall consult the county's centralized eligibility list, when available, or shall maintain a district waiting list in accordance with admission priorities. As vacancies occur, applicants shall be contacted in order of their priority. (5 CCR 18106)

First priority for enrollment in a preschool program shall be given to neglected or abused children ages 3-4 who are recipients of child protective services or who, based upon written referral from a legal, medical, or social service agency, are at risk of being neglected, abused, or exploited. If unable to enroll a child in this category, the district shall refer the child's parent/guardian to local resource and referral services so that services for the child can be located. (Education Code 8236, 8236.3; 5 CCR 18131)

*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*
*(cf. 1700 - Relations Between Private Industry and the Schools)*

After all children with first priority are enrolled, the district shall give second priority to eligible children 4 years of age who are not enrolled in a transitional kindergarten (TK) program prior to enrolling eligible children 3 years of age. (Education Code 8236, 8236.3)

If a CSPP program is operating within the attendance boundaries of a school where at least 80 percent of the students are eligible for free or reduced-price meals, third priority for enrollment shall be for families who meet the criteria of Education Code 8263 specified in items #1-2 in the section "Eligibility" above. Any remaining slots may be open to any families not otherwise eligible, provided that the families prove residency within the attendance boundary of the school and priority is given to families with the lowest income. (Education Code 8236.3)

After all otherwise eligible children have been enrolled, the program may provide services to children with disabilities who are ages 3-4 and whose family income is above the income eligibility threshold. (Education Code 8235)

In addition, after enrolling all eligible children, up to 10 percent of the program's enrollment, calculated throughout the entire contract, may be filled with children who exceed the age limitations and children whose family income exceeds the income eligibility threshold by no more than 15 percent. (Education Code 8235; 5 CCR 18133)



**PRESCHOOL/EARLY CHILDHOOD EDUCATION** (continued)

The district may certify eligibility and enrollment up to 120 calendar days prior to the first day of the beginning of the preschool year. After establishing eligibility at the time of initial enrollment, a child shall remain eligible for the remainder of the program year. (Education Code 8237; 5 CCR 18082)

**Notice of Action**

Upon receiving a parent/guardian's application for services, the Superintendent or designee shall review the application and documentation and shall certify the eligibility of the family or child.

The district's decision to approve or deny a child's enrollment shall be communicated to the family through a written Notice of Action mailed or delivered within 30 days from the date the application is signed by the parent/guardian. (5 CCR 18094, 18095, 18118)

*(cf. 5145.6 - Parental Notifications)*

Subsequently, the Superintendent or designee shall mail or deliver a Notice of Action to a parent/guardian at least 14 calendar days before any intended change in services, including, but not limited to, an increase or decrease in fees, an increase or decrease in the amount of services, or termination of services, due to any of the following circumstances: (5 CCR 18095, 18119)

1. A determination during recertification or update of the application that the need or eligibility requirements are no longer being met or the fee or amount of service needs to be modified

2. Failure of the parent/guardian to document the family's need or eligibility after the district requested such documentation in writing

3. An indication by the parent/guardian that the parent/guardian no longer wants the service

4. The death of a parent/guardian or child

5. The conclusion of a limited-term agreement, provided that the parent/guardian has been informed in writing of the date that the services would terminate

For each child enrolled in the district's preschool program, the Superintendent or designee shall maintain a family data file including, but not limited to, a completed and signed application for services, documentation of income eligibility, and a copy of all Notices of Action. For each child not receiving subsidized services, the family data file shall also





include records of the specific reason(s) for enrolling each child, the child's family income, and evidence that the district has made a diligent search for children eligible for subsidized services. (5 CCR 18130, 18133, 18081, 18084)

*(cf. 1340 - Access to District Records)*
*(cf. 3580 - District Records)*
*(cf. 5125 - Student Records)*

**Combined Preschool/Transitional Kindergarten Classroom**

When a child is eligible for both the preschool program and the district's TK program, the district may place the child in a classroom which is commingled with children from both programs as long as the commingled program meets all of the requirements of each program as well as the following requirements: (Education Code 8235, 48000)

1. An early childhood environment rating scale, as specified in 5 CCR 18281, shall be completed for the classroom.

2. All children enrolled for 10 or more hours per week shall be evaluated using the Desired Results Developmental Profile, as specified in 5 CCR 18272.

3. The classroom shall be taught by a teacher who holds a credential issued by the Commission on Teacher Credentialing in accordance with Education Code 44065 and 44256.

4. The classroom shall comply with the adult-child ratio specified in Education Code 8264.8.

5. Contractors of the district shall report the services, revenues, and expenditures for children in the preschool program in accordance with 5 CCR 18068.

6. The classroom shall not include children enrolled in TK for a second year or children enrolled in a regular kindergarten classroom.

*(cf. 5111 - Admission)*
*(cf. 6170.1 - Transitional Kindergarten)*

**Fees and Charges**

Fees for participation in the district's preschool program shall be assessed and collected in accordance with the fee schedule established by the Superintendent of Public Instruction (SPI). (Education Code 8273; 5 CCR 18078)

*(cf. 3260 - Fees and Charges)*



**PRESCHOOL/EARLY CHILDHOOD EDUCATION** (continued)

However, no fee shall be charged to an income-eligible family whose child is enrolled in a part-day preschool program or a family that is receiving CalWORKs cash aid. (Education Code 8273.1; 5 CCR 18110)

A family may be exempt from the fees for up to 12 months if the child qualifies for preschool on the basis of being the recipient of child protective services or as being, or at risk of being, abused or neglected. (Education Code 8273.1)

The Superintendent or designee shall establish a process that involves parents/guardians in determining whether to require parents/guardians to provide diapers and/or whether and how much to charge parents/guardians for field trip expenses, within the limit specified in law. A child shall not be denied participation in a field trip due to the parent/guardian's inability or refusal to pay the fee, and no adverse action shall be taken against a parent/guardian for that inability or refusal. (Education Code 8273.3)

**Disenrollment Based on Reduced Funding**

When necessary due to a reduction in state reimbursements, families shall be disenrolled in the following order: (Education Code 8236, 8263.3)

1. Children 3 years of age whose families have the highest income in relation to family size shall be disenrolled first, followed by children 4 years of age whose families have the highest income in relation to family size.

   At each age level, if two or more families have the same income ranking, the child with disabilities shall be disenrolled last. If there are no families that have a child with disabilities, the child who has received services the longest shall be disenrolled first.

2. Families of children 3 or 4 years of age who are receiving child protective services or who have been documented to be at risk of being neglected or abused, regardless of income, shall be disenrolled last.

**Expulsion/Unenrollment Based on Behavior**

A district preschool program shall not expel or unenroll a child based on the child's behavior, unless the district first takes the following actions to address the child's behavior: (Education Code 8239.1)

1. Inform the parents/guardians of the child's persistent and serious challenging behaviors and consult with the parents/guardians and teacher in an effort to maintain the child's safe participation in the program



**PRESCHOOL/EARLY CHILDHOOD EDUCATION** (continued)

2. If the child has an individualized family service plan (IFSP) or individualized education program (IEP), with written parent/guardian consent, contact the agency or district employee responsible for such plan or program to seek consultation in regard to serving the child

*(cf. 6159 - Individualized Education Program)*

3. If the child does not have an IFSP or IEP, consider if it is appropriate to complete a universal screening of the child, including, but not limited to, screening the child's social and emotional development, referring the parents/guardians to community resources, implementing behavior supports within the program, and considering an IEP for the child

If the district has taken the actions specified in items #1-3 above and the child's continued enrollment would present a serious safety threat to the child or other enrolled children, the district shall refer the parents/guardians to other potentially appropriate placements, the local child care resource and referral agency, or any other referral service available in the local community. Within 180 days of the start of the process, the district may unenroll the child. (Education Code 8239.1)

Children with disabilities may only be suspended or expelled in conformance with the procedures and limitations of the Individuals with Disabilities Education Act.

**Parent Hearing**

If a parent/guardian disagrees with any district action to deny the child's eligibility for subsidized preschool services, disenroll the child due to a funding shortage, increase or decrease fees, increase or decrease the amount of services, terminate services, or otherwise change the level of services, the parent/guardian may file a request for a hearing with the Superintendent or designee within 14 calendar days of the date the Notice of Action was received. Within 10 calendar days of receiving the request for a hearing, the Superintendent or designee shall notify the parent/guardian of the time and place of the hearing, which, to the extent possible, shall be convenient for the parent/guardian. (5 CCR 18120)

The hearing shall be conducted in accordance with the procedures specified in 5 CCR 18120 by a district administrator who is at a staff level higher in authority than the staff person who made the contested decision. Within 10 calendar days after the hearing, the district administrator shall mail or deliver a written decision to the parent/guardian. If the parent/guardian disagrees with the written decision, the parent/guardian may, within 14 calendar days, appeal the decision to CDE. (5 CCR 18120-18122)



**TRANSITIONAL KINDERGARTEN**

The Governing Board desires to offer a high-quality transitional kindergarten (TK) program for eligible children who do not yet meet the minimum age criterion for kindergarten. The TK program shall assist students in developing the academic, social, and emotional skills needed to succeed in kindergarten and beyond.

The district's TK program shall be the first year of a two-year kindergarten program. (Education Code 48000)

The Board encourages ongoing collaboration among district preschool staff, other preschool providers, elementary teachers, administrators, and parents/guardians in the development, implementation, and evaluation of the district's TK program.

*(cf. 1220 - Citizen Advisory Committees)*
*(cf. 6020 - Parent Involvement)*

**Eligibility**

The district's TK program shall admit children whose fifth birthday is from September 2 through December 2. (Education Code 48000)

Parents/guardians of eligible children shall be notified of the availability of the TK program and of the age, residency, immunization, and any other enrollment requirements. Enrollment in the TK program shall be voluntary.

*(cf. 5111 - Admission)*
*(cf. 5111.1 - District Residency)*
*(cf. 5141.22 - Infectious Diseases)*
*(cf. 5141.3 - Health Examinations)*
*(cf. 5141.31 - Immunizations)*
*(cf. 5141.32 - Health Screening for School Entry)*

On a case-by-case basis, a child whose fifth birthday is on or before September 1 may be admitted into the district's TK program upon request of a child's parents/guardians, if the Superintendent or designee determines that it is in the child's best interest.

At any time during the school year, the district may admit into the TK program a child whose fifth birthday is after December 2 of that same school year, provided that the Superintendent or designee recommends that enrollment in a TK program is in the child's best interest and the child's parents/guardians approve. Prior to such enrollment, the child's parents/guardians shall be provided information regarding the advantages and disadvantages and any other explanatory information about the effect of early admittance. (Education Code 48000)



**TRANSITIONAL KINDERGARTEN** (continued)

## Curriculum and Instruction

The district's TK program shall be based on a modified kindergarten curriculum that is age and developmentally appropriate. (Education Code 48000)

*(cf. 6141 - Curriculum Development and Evaluation)*
*(cf. 6161.1 - Selection and Evaluation of Instructional Materials)*

The program shall be aligned with the preschool learning foundations and preschool curriculum frameworks developed by the California Department of Education (CDE). It shall be designed to facilitate students' development in essential knowledge and skills related to language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

*(cf. 5148.3 - Preschool/Early Childhood Education)*
*(cf. 6011 - Academic Standards)*
*(cf. 6174 - Education for English Learners)*

TK students may be placed in the same classrooms as kindergarten students when necessary, provided that the instructional program is differentiated to meet student needs.

TK students may be commingled in the same classroom with four-year-old students from a California State Preschool Program as long as all of the requirements of each program are met and the classroom does not include students enrolled in TK for a second year or students enrolled in a regular kindergarten. (Education Code 8235, 48000)

*(cf. 5148.3 - Preschool/Early Childhood Education)*

## Staffing

The Superintendent or designee shall ensure that teachers assigned to teach in TK classes possess a teaching credential or permit from the Commission on Teacher Credentialing (CTC) that authorizes such instruction.

**TRANSITIONAL KINDERGARTEN** (continued)

*(cf. 4112.2 - Certification)*

A credentialed teacher who is first assigned to a TK class after July 1, 2015, shall, by August 1, 2021, have at least 24 units in early childhood education and/or child development, comparable experience in a preschool setting, and/or a child development teacher permit issued by CTC. (Education Code 48000)

The Superintendent or designee may provide professional development as needed to ensure that TK teachers are knowledgeable about the standards and effective instructional methods for teaching young children.

*(cf. 4131 - Staff Development)*

**Continuation to Kindergarten**

Students who complete the TK program shall be eligible to continue in kindergarten the following school year. Parents/guardians of such students shall not be required to submit a signed Kindergarten Continuance Form for kindergarten attendance.

However, whenever children who would otherwise be age-eligible for kindergarten are enrolled in TK, the Superintendent or designee shall obtain a Kindergarten Continuance Form signed by the parent/guardian near the end of the TK year consenting to the child's enrollment in kindergarten the following year.

A student shall not attend more than two years in a combination of TK and kindergarten. (Education Code 46300)

*(cf. 5123 - Promotion/Acceleration/Retention)*

**Assessment**

The Superintendent or designee may develop or identify appropriate formal and/or informal assessments of TK students' development and progress. The Superintendent or designee shall monitor and regularly report to the Board regarding program implementation, the progress of students in meeting related academic standards, and student preparedness for future education.

*(cf. 0500 - Accountability)*
*(cf. 6162.5 - Student Assessment)*

*Legal Reference: (see next page)*

**TRANSITIONAL KINDERGARTEN** (continued)

*Legal Reference:*

*EDUCATION CODE*
*8235 California State Preschool Program*
*8970-8974 Early primary programs; extended-day kindergarten*
*37202 School calendar; equivalency of instructional minutes*
*44258.9 Assignment monitoring by county superintendent of schools*
*46111 Kindergarten, hours of attendance*
*46114-46119 Minimum school day, kindergarten*
*46300 Computation of ADA, inclusion of kindergarten and transitional kindergarten*
*48000 Age of admission, kindergarten and transitional kindergarten*
*48002 Evidence of minimum age required to enter kindergarten or first grade*
*48003 Kindergarten annual report*
*48200 Compulsory education, starting at age six*

*Management Resources:*

*CSBA PUBLICATIONS*
*What Boards of Education Can Do About Kindergarten Readiness, Governance Brief, May 2016*
*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*
*Transitional Kindergarten FAQs*
*Desired Results Developmental Profile, 2015*
*Transitional Kindergarten Implementation Guide: A Resource for California Public School District Administrators and Teachers, 2013*
*California Preschool Curriculum Framework, Vol. 3, 2013*
*California Preschool Learning Foundations, Vol. 3, 2012*
*California Preschool Curriculum Framework, Vol. 2, 2011*
*California Preschool Learning Foundations, Vol. 2, 2010*
*California Preschool Curriculum Framework, Vol. 1, 2010*
*California Preschool Learning Foundations, Vol. 1, 2008*
*WEB SITES*
*CSBA: http://www.csba.org*
*California Department of Education: http://www.cde.ca.gov*
*California Kindergarten Association: http://www.ckanet.org*
*Commission on Teacher Credentialing: http://www.ctc.ca.gov*
*Transitional Kindergarten California: https://tkcalifornia.org*

# BOARD MEMBER ELECTRONIC COMMUNICATIONS

The Governing Board recognizes that electronic communication is an efficient and convenient way for Board members to communicate and expedite the exchange of information within the district and with members of the public. Board members shall exercise caution so as to ensure that electronic communications are not used as a means for the Board to deliberate outside of an agendized Board meeting, circumvent the public's right to access records regarding district business, or restrict access to a public forum.

*(cf. 1100 - Communication with the Public)*
*(cf. 9000 - Role of the Board)*
*(cf. 9322 - Agenda/Meeting Materials)*

A majority of the Board shall not, outside of an authorized meeting, use a series of electronic communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board. (Government Code 54952.2)

*(cf. 9320 - Meetings and Notices)*

Examples of permissible electronic communications concerning district business include, but are not limited to, dissemination of Board meeting agendas and agenda packets, reports of activities from the Superintendent, and reminders regarding meeting times, dates, and places.

Board members may engage in separate conversations or communications with members of the public on a social media platform to answer questions, provide information, or solicit information regarding a matter that is within the subject matter jurisdiction of the Board, as long as a majority of the Board does not use the platform to discuss among themselves any business of a specific nature that is within the subject matter jurisdiction of the Board. A Board member is prohibited from responding directly to any communication from other Board members regarding matters that are within the subject matter jurisdiction of the Board or using digital icons (e.g., "likes" or emojis) to express reactions to communications made by other Board members. (Government Code 54952.2)

Whenever a Board member uses a social media platform to communicate with the public about district business or Board activities, the Board member shall not block access to a member of the public based on the viewpoint expressed by that individual.

Board members may use electronic communications to discuss matters that do not pertain to district business, regardless of the number of Board members participating in the discussion.

Board members shall make every effort to ensure that their electronic communications conform to the same standards and protocols established for other forms of communication. A Board member may respond, as appropriate, to an electronic communication received from a member of the community and should make clear that the response does not necessarily

reflect the views of the Board as a whole. Any complaint or request for information should



**BOARD MEMBER ELECTRONIC COMMUNICATIONS** (continued)

be forwarded to the Superintendent in accordance with Board bylaws and protocols so that the issue may receive proper consideration and be handled through the appropriate district process. As appropriate, communication received from the media shall be forwarded to the designated district spokesperson.

*(cf. 1112 - Media Relations)*
*(cf. 1312.1 - Complaints Concerning District Employees)*
*(cf. 1312.2 - Complaints Concerning Instructional Materials)*
*(cf. 1312.3 - Uniform Complaint Procedures)*
*(cf. 1312.4 - Williams Uniform Complaint Procedures)*
*(cf. 3320 - Claims and Actions Against the District)*
*(cf. 9005 - Governance Standards)*
*(cf. 9121 - President)*
*(cf. 9200 - Limits of Board Member Authority)*

To the extent possible, electronic communications regarding any district-related business shall be transmitted through a district-provided device or account. When any such communication is transmitted through a Board member's personal device or account, the Board member shall copy the communication to a district electronic storage device for easy retrieval.

*(cf. 1340 - Access to District Records)*
*(cf. 3580 - District Records)*

*Legal Reference:*

*EDUCATION CODE*
*35140 Time and place of meetings*
*35145 Public meetings*
*35145.5 Agenda; public participation; regulations*
*35147 Open meeting law exceptions and applications*
*GOVERNMENT CODE*
*6250-6270 California Public Records Act*
*11135 State programs and activities, discrimination*
*54950-54963 The Ralph M. Brown Act, especially:*
*54952.2 Meeting, defined*
*54953 Meetings to be open and public; attendance*
*54954.2 Agenda posting requirements, board actions*
*COURT DECISIONS*
*Garnier v. Poway Unified School District, No. 17-cv-2215-W (JLB), 2019 WL 4736208 (S.D. Cal. September 26, 2019)*
*Knight First Amendment Institute at Columbia University v. Trump, 928 F.3d 226 (2019)*
*City of San Jose v. Superior Court (2017) 2 Cal.5th 608*

*Management Resources: (see next page)*



**BOARD MEMBER ELECTRONIC COMMUNICATIONS** (continued)

*Management Resources:*

*CSBA PUBLICATIONS*
*The Brown Act: School Boards and Open Meeting Laws, rev. 2019*
*Legal Alert: Tips for Governing Boards in Response to Public Records Act Ruling on Electronic Communications, March 2017*
*ATTORNEY GENERAL PUBLICATIONS*
*The Brown Act: Open Meetings for Legislative Bodies, 2003*
*WEB SITES*
*CSBA: http://www.csba.org*
*CSBA, GAMUT Meetings: https://www.csba.org/ProductsAndServices/AllServices/GamutMeetingsPolicy*
*California Attorney General's Office: https://oag.ca.gov*

**MEETINGS AND NOTICES**

Meetings of the Governing Board are conducted for the purpose of accomplishing district business. In accordance with state open meeting laws (Brown Act), the Board shall hold its meetings in public and shall conduct closed sessions during such meetings only as authorized by law. To encourage community involvement in the schools, Board meetings shall provide opportunities for questions and comments by members of the public. All meetings shall be conducted in accordance with law and the Board's bylaws, policies, and administrative regulations.

*(cf. 9321 - Closed Session)*
*(cf. 9322 - Agenda/Meeting Materials)*
*(cf. 9323 - Meeting Conduct)*

A Board meeting exists whenever a majority of Board members gather at the same time and location, including teleconference location, to hear, discuss, deliberate, or take action upon any item within the subject matter jurisdiction of the Board or district. (Government Code 54952.2)

A majority of the Board shall not, outside of an authorized meeting, use a series of communications of any kind, directly or through intermediaries, including social media and other electronic communications, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board. (Government Code 54952.2)

However, an employee or district official may engage in separate conversations with Board members in order to answer questions or provide information regarding an item within the subject matter jurisdiction of the Board, as long as that employee or district official does not communicate the comments or position of any Board members to other Board members. (Government Code 54952.2)

*(cf. 9012 - Board Member Electronic Communications)*

In order to help ensure the participation of individuals with disabilities at Board meetings, the Superintendent or designee shall provide appropriate disability-related accommodations or modifications upon request in accordance with the Americans with Disabilities Act. (Government Code 54953.2, 54954.1, 54954.2)

**Regular Meetings**

The Board shall hold one regular meeting each month. Regular meetings shall be held at 5:30p.m. on the third Tuesday at the Bellevue Union School District Office.

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public and on the district's Internet web site. (Government Code 54954.2)

*(cf. 1113 - District and School Web Sites)*



**MEETINGS AND NOTICES** (continued)

Whenever agenda materials relating to an open session of a regular meeting are distributed to the Board less than 72 hours before the meeting, the Superintendent or designee shall make the materials available for public inspection at a public office or location designated for that purpose. (Government Code 54957.5)

*(cf. 1340 - Access to District Records)*

## Special Meetings

Special meetings of the Board may be called at any time by the presiding officer or a majority of the Board members. However, a special meeting shall not be called regarding the salary, salary schedule, or other compensation of the Superintendent, assistant superintendent, or other management employee as described in Government Code 3511.1. (Government Code 54956)

*(cf. 2121 - Superintendent's Contract)*

Written notice of special meetings shall be delivered personally or by any other means to all Board members and the local media who have requested such notice in writing. The notice also shall be posted on the district's Internet web site. The notice shall be received at least 24 hours before the time of the meeting. The notice shall also be posted at least 24 hours before the meeting in a location freely accessible to the public. The notice shall specify the time and location of the meeting and the business to be transacted or discussed. No other business shall be considered at this meeting. (Education Code 35144; Government Code 54956)

Any Board member may waive the 24-hour written notice requirement prior to the time of the meeting by filing a written waiver of notice with the clerk or secretary of the Board or by being present at the meeting at the time it convenes. (Government Code 54956)

Every notice of a special meeting shall provide an opportunity for members of the public to directly address the Board concerning any item that has been described in the meeting notice, before or during the item's consideration. (Government Code 54954.3)

## Emergency Meetings

In the case of an *emergency situation* for which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency meeting without complying with the 24-hour notice and/or 24-hour posting requirement for special meetings pursuant to Government Code 54956. The Board shall comply with all other requirements for special meetings during an emergency meeting. (Government Code 54956.5)

**MEETINGS AND NOTICES** (continued)

An *emergency situation* means either of the following: (Government Code 54956.5)

1. An emergency, which shall be defined as a work stoppage, crippling activity, or other activity that severely impairs public health and/or safety as determined by a majority of the members of the Board

*(cf. 4141.6/4241.6 - Concerted Action/Work Stoppage)*

2. A dire emergency, which shall be defined as a crippling disaster, mass destruction, terrorist activity, or threatened terrorist act that poses peril so immediate and significant that requiring the Board to provide one-hour notice before holding an emergency meeting may endanger the public health and/or safety as determined by a majority of the members of the Board

*(cf. 3516 - Emergencies and Disaster Preparedness Plan)*

Except in the case of a dire emergency, the Board president or designee shall give notice of the emergency meeting by telephone at least one hour before the meeting to the local media that have requested notice of special meetings. All telephone numbers provided by the media in the most recent request for notification must be exhausted. If telephone services are not functioning, the notice requirement of one hour is waived and, as soon after the meeting as possible, the Board shall notify those media representatives of the meeting and shall describe the purpose of the meeting and any action taken by the Board. In the case of a dire emergency, the Board president or designee shall give such notice at or near the time notification is given to the other members of the Board about the meeting. (Government Code 54956.5)

The minutes of the meeting, a list of persons the Board president or designee notified or attempted to notify, a copy of the roll call vote, and any actions taken at the meeting shall be posted for at least 10 days in a public place as soon after the meeting as possible. (Government Code 54956.5)

**Adjourned/Continued Meetings**

The Board may adjourn/continue any regular or special meeting to a later time and location that shall be specified in the order of adjournment. Less than a quorum of the Board may adjourn such a meeting. If no Board members are present, the secretary or the clerk may declare the meeting adjourned to a later time and shall give notice in the same manner required for special meetings. (Government Code 54955)

Within 24 hours after the time of adjournment, a copy of the order or notice of adjournment/continuance shall be conspicuously posted on or near the door of the place where the meeting was held. (Government Code 54955)



**MEETINGS AND NOTICES** (continued)

**Study Sessions, Retreats, Public Forums, and Discussion Meetings**

The Board may occasionally convene a study session or public forum to study an issue in more detail or to receive information from staff or feedback from members of the public.

The Board may also convene a retreat or discussion meeting to discuss Board roles and relationships.

*(cf. 2000 - Concepts and Roles)*
*(cf. 2111 - Superintendent Governance Standards)*
*(cf. 9000 - Role of the Board)*
*(cf. 9005 - Governance Standards)*
*(cf. 9400 - Board Self-Evaluation)*

Public notice shall be given in accordance with law when a quorum of the Board is attending a study session, retreat, public forum, or discussion meeting. All such meetings shall comply with the Brown Act and shall be held in open session and within district boundaries. Action items shall not be included on the agenda for these meetings.

**Other Gatherings**

Attendance by a majority of Board members at any of the following events is not subject to the Brown Act provided that a majority of the Board members do not discuss specific district business among themselves other than as part of the scheduled program: (Government Code 54952.2)

1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to school board members

2. An open, publicized meeting organized by a person or organization other than the district to address a topic of local community concern

3. An open and noticed meeting of another body of the district

4. An open and noticed meeting of a legislative body of another local agency

5. A purely social or ceremonial occasion

6. An open and noticed meeting of a standing committee of the Board, provided that the Board members who are not members of the standing committee attend only as observers

*(cf. 9130 - Board Committees)*



**MEETINGS AND NOTICES** (continued)

Individual contacts or conversations between a Board member and any other person are not subject to the Brown Act. (Government Code 54952.2)

**Location of Meetings**

Meetings shall not be held in a facility that prohibits the admittance of any person on the basis of ancestry or any characteristic listed in Government Code 11135. In addition, meetings shall not be held in a facility which is inaccessible to individuals with disabilities or where members of the public must make a payment or purchase in order to be admitted. (Government Code 54961)

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

Meetings shall be held within district boundaries, except to do any of the following: (Government Code 54954)

1. Comply with state or federal law or court order or attend a judicial or administrative proceeding to which the district is a party

2. Inspect real or personal property which cannot conveniently be brought into the district, provided that the topic of the meeting is limited to items directly related to the property

3. Participate in meetings or discussions of multiagency significance, provided these meetings are held within one of the other agencies' boundaries, with all participating agencies giving the notice required by law

4. Meet in the closest meeting facility if the district has no meeting facility within its boundaries or if its principal office is located outside the district

5. Meet with elected or appointed state or federal officials when a local meeting would be impractical, solely to discuss legislative or regulatory issues affecting the district over which the state or federal officials have jurisdiction

6. Meet in or near a facility owned by the district but located outside the district, provided the meeting agenda is limited to items directly related to that facility

7. Visit the office of the district's legal counsel for a closed session on pending litigation, when doing so would reduce legal fees or costs

8. Attend conferences on nonadversarial collective bargaining techniques



**MEETINGS AND NOTICES** (continued)

9. Interview residents of another district regarding the Board's potential employment of an applicant for Superintendent of the district

10. Interview a potential employee from another district

Meetings exempted from the boundary requirements, as specified in items #1-10 above, shall still be subject to the notice and open meeting requirements for regular and special meetings when a quorum of the Board attends the meeting.

If a fire, flood, earthquake, or other emergency renders the regular meeting place unsafe, meetings shall be held for the duration of the emergency at a location designated by the Board president or designee, who shall so inform all news media who have requested notice of special meetings by the most rapid available means of communication. (Government Code 54954)

**Teleconferencing**

A teleconference is a meeting of the Board in which Board members are in different locations, connected by electronic means through audio and/or video. (Government Code 54953)

The Board may use teleconferences for all purposes in connection with any meeting within the Board's subject matter jurisdiction. All votes taken during a teleconference meeting shall be by roll call. (Government Code 54953)

During the teleconference, at least a quorum of the members of the Board shall participate from locations within district boundaries. (Government Code 54953)

Agendas shall be posted at all teleconference locations and shall list all teleconference locations whenever they are posted elsewhere. Additional teleconference locations may be provided to the public. (Government Code 54953)

All teleconference locations shall be accessible to the public. All teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board, including the right of the public to address the Board directly at each teleconference location. (Government Code 54953)

All Board policies, administrative regulations, and bylaws shall apply equally to meetings that are teleconferenced. The Superintendent or designee shall facilitate public participation in the meeting at each teleconference location.

*Legal Reference: (see next page)*



**MEETINGS AND NOTICES** (continued)

*Legal Reference:*

*EDUCATION CODE*
*35140 Time and place of meetings*
*35143 Annual organizational meeting, date, and notice*
*35144 Special meeting*
*35145 Public meetings*
*35145.5 Agenda; public participation; regulations*
*35146 Closed sessions in connection with a student*
*35147 Open meeting law exceptions and applications*
*GOVERNMENT CODE*
*3511.1 Local agency executives*
*11135 State programs and activities; prohibition of discrimination*
*54950-54963 The Ralph M. Brown Act, especially:*
*54953 Meetings to be open and public; attendance*
*54954 Time and place of regular meetings*
*54954.2 Agenda posting requirements, board actions*
*54956 Special meetings; call; notice*
*54956.5 Emergency meetings*
*UNITED STATES CODE, TITLE 42*
*12101-12213 Americans with Disabilities Act*
*CODE OF FEDERAL REGULATIONS, TITLE 28*
*35.160 Effective communications for individuals with disabilities*
*36.303 Auxiliary aids and services for individuals with disabilities*
*COURT DECISIONS*
*Garnier v. Poway Unified School District, No. 17-cv-2215-W (JLB), 2019 WL 4736208 (S.D. Cal. September 26, 2019)*
*Knight First Amendment Institute at Columbia University v. Trump, 928 F.3d 226 (2019)*
*Wolfe v. City of Fremont, (2006) 144 Cal.App. 4th 5443*
*ATTORNEY GENERAL OPINIONS*
*88 Ops.Cal.Atty.Gen. 218 (2005)*
*84 Ops.Cal.Atty.Gen. 181 (2001)*
*84 Ops.Cal.Atty.Gen. 30 (2001)*
*79 Ops.Cal.Atty.Gen. 69 (1996)*
*78 Ops.Cal.Atty.Gen. 327 (1995)*

*Management Resources: (see next page)*

**MEETINGS AND NOTICES** (continued)

*Management Resources:*

*CSBA PUBLICATIONS*
*The Brown Act: School Boards and Open Meeting Laws, rev. 2019*
*INSTITUTE FOR LOCAL GOVERNMENT PUBLICATIONS*
*The ABCs of Open Government Laws*
*LEAGUE OF CALIFORNIA CITIES PUBLICATIONS*
*Open and Public IV: A Guide to the Ralph M. Brown Act, 2nd Ed., 2010*
*WEB SITES*
*CSBA: http://www.csba.org*
*CSBA, GAMUT Meetings:*
*https://www.csba.org/ProductsAndServices/AllServices/GamutMeetingsPolicy*
*California Attorney General's Office: https://oag.ca.gov/home*
*Institute for Local Government: http://www.ca-ilg.org*
*League of California Cities: http://www.cacities.org*

# CHARTER SCHOOL RENEWAL

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

*(cf. 0420.4 - Charter School Authorization)*
*(cf. 0420.41 - Charter School Oversight)*
*(cf. 0420.43 - Charter School Revocation)*
*(cf. 0500 - Accountability)*

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

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

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

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

## Criteria for Granting or Denying Renewal

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

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

**CHARTER SCHOOL RENEWAL** (continued)

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

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

1. Renewal of Five to Seven Years

   a. A charter school that is not eligible for technical assistance pursuant to Education Code 47607.3 shall be granted renewal for a period of five to seven years when, for two consecutive years immediately preceding the renewal, or for two of the three years immediately preceding the renewal for any renewal submitted in the 2020-21 or 2021-22 school year, the charter school achieved either of the following: (Education Code 47607)

      (1) Received the two highest performance levels schoolwide on all the state indicators included in the Dashboard for which the charter school receives performance levels, provided the charter school has schoolwide performance levels on at least two measurements of academic performance per year in each of the two years

      (2) For all measurements of academic performance, received performance levels schoolwide that are the same or higher than the state average and, for a majority of numerically significant student subgroups performing statewide below the state average in each respective year, received performance levels that are higher than the state average, provided that the charter school has performance levels on at least two measurements of academic performance for at least two subgroups

   b. If the charter school satisfies the above criteria, it shall only be required to update the renewal petition to include a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed and, as necessary, to reflect the current program offered by the charter school. (Education Code 47607)

2. Renewal of Five Years

**CHARTER SCHOOL RENEWAL** (continued)

a. A renewal shall be granted for five years if clear and convincing evidence, demonstrated by verified data, shows either of the following: (Education Code 47607.2)

(1) Measurable increases in academic achievement, as defined by at least one year's progress for each year in school

(2) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers

b. For any such charter school, the Board may deny the renewal petition upon making written factual findings that the charter school failed to meet or make sufficient progress toward meeting standards that provide a benefit to students at the school, that the closure of the charter school is in the best interest of students, and that the Board's decision provided greater weight to performance on measurements of academic performance. (Education Code 47607.2)

3. Denial/Two-Year Renewal

a. The Board shall generally not renew a charter if, for two consecutive years immediately preceding the renewal decision, or for two of the three years immediately preceding the renewal for any renewal submitted in the 2020-21 or 2021-22 school year, either of the following applies: (Education Code 47607.2)

(1) The charter school has received the two lowest performance levels schoolwide on all the state indicators included in the Dashboard for which it receives performance levels, provided the charter school has schoolwide performance levels on at least two measurements of academic performance per year in each of the two years

(2) For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or lower than the state average and, for a majority of numerically significant student subgroups performing statewide below the state average in each respective year, received performance levels that are lower than the state average, provided that the charter school has performance levels on at least two measurements of academic performance for at least two subgroups

b. However, the Board may grant a two-year renewal to any such charter school if the Board makes written factual findings, setting forth specific facts to support the findings, that: (Education Code 47607.2)

**CHARTER SCHOOL RENEWAL** (continued)

(1) The charter school is taking meaningful steps to address the underlying cause(s) of low performance, and those steps are reflected, or will be reflected, in a written plan adopted by the governing body of the charter school.

(2) There is clear and convincing evidence, demonstrated by verified data, showing achievement of the criteria specified in item #2a above

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

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

**Timelines for Board Action**

Within 60 days of receiving the renewal petition, the Board shall hold a public hearing to review documentation submitted by the charter school, determine the level of support for the petition, and obtain public input. A petition is deemed received on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete. (Education Code 47605)

**CHARTER SCHOOL RENEWAL** (continued)

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

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

If the Board fails to make a written factual finding when required for denial of the petition pursuant to the section "Criteria for Granting or Denying Renewal" above within the required time period, the absence of a written factual finding shall be deemed an approval of the renewal petition. (5 CCR 11966.4)

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

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

**School Closure**

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

*Legal Reference: (see next page)*

**CHARTER SCHOOL RENEWAL** (continued)

*Legal Reference:*
*EDUCATION CODE*
*47600-47616.7 Charter Schools Act of 1992*
*52052 Definition of numerically significant student subgroup*
*56145-56146 Special education services in charter schools*
*60600-60649 Assessment of academic achievement*
*CODE OF REGULATIONS, TITLE 5*
*11962-11962.1 Definitions*
*11966.4 Submission of charter renewal petition*
*11966.5 Charter petitions that have not been renewed; submission to county board of education*
*UNITED STATES CODE, TITLE 20*
*7223-7225 Charter schools*

*Management Resources:*
*CSBA PUBLICATIONS*
*The Role of the Charter School Authorizer, Online Course*
*Charter Schools: A Guide for Governance Teams, rev. 2016*
*WEB SITES*
*CSBA: http://www.csba.org*
*California Charter Authorizing Professionals: https://calauthorizers.org*
*California Charter Schools Association: https://www.ccsa.org*
*California Department of Education, Charter Schools: http://www.cde.ca.gov/sp/ch*
*National Association of Charter School Authorizers: https://www.qualitycharters.org*
*U.S. Department of Education: http://www.ed.gov*

# TRANSFER OF FUNDS

The Governing Board recognizes its responsibility to monitor the district's fiscal practices to ensure accountability regarding the expenditure of public funds and compliance with legal requirements.

*(cf. 0460 - Local Control and Accountability Plan)*
*(cf. 3100 - Budget)*
*(cf. 3400 - Management of District Assets/Accounts)*
*(cf. 3460 - Financial Reports and Accountability)*

The total amount budgeted by the district for each major classification of expenditures, as listed in the California Department of Education's budget forms, shall be the maximum amount which the district may expend for that classification for the school year. (Education Code 42600)

However, when it is in the best interest of the district, the Board may:

1. At any time, adopt a written resolution providing for transfers from the designated fund balance or the unappropriated fund balance to any expenditure classification or between classifications. The resolution shall be filed with the County Superintendent of Schools and the County Auditor. (Education Code 42600)

*(cf. 9323.2 - Actions by the Board)*

2. Direct the temporary transfer of monies held in any district fund or account to another fund or account as necessary for the payment of obligations. Such borrowing shall occur only when the fund or account receiving the money will earn sufficient income during the current fiscal year to repay the amount transferred. No more than 75 percent of the maximum amount held in any fund or account during the current fiscal year may be transferred. Amounts transferred shall be repaid in the same fiscal year, or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year. (Education Code 42603)

   For the 2020-21 and 2021-22 fiscal years only, if the state defers any payments owed to districts, the Board may direct the temporary transfer of up to 85 percent of the maximum amount held in any fund or account during the current fiscal year for the payment of obligations. Such borrowing shall occur only when the fund or account receiving the money will earn sufficient income during the current fiscal year to repay the amount transferred. Prior to exercising this authority, the Board shall hold a public hearing and adopt a resolution authorizing such transfer. (Education Code 42603.1)

3. At the close of a school year, request that the County Superintendent make transfers between the designated fund balance or the unappropriated fund balance and any

**TRANSFER OF FUNDS** (continued)

expenditure classification(s), or balance any expenditure classifications of the district budget as necessary for the payment of obligations incurred during that school year. (Education Code 42601)

4. If any special reserve funds that are maintained for capital outlay or other purposes pursuant to Education Code 42842 are not actually encumbered for ongoing expenses, transfer those monies into the general fund for the general operating purposes of the district. If any monies remain in the special reserve fund at the conclusion of a project, the Board may submit a written request to the County Superintendent, Auditor, and Treasurer to discontinue the special reserve fund and transfer those monies to the district's general fund. (Education Code 42841-42843)

5. Transfer monies between other funds or accounts when authorized by law.

*Legal Reference:*

*EDUCATION CODE*
*78 Definition, governing board*
*5200 Districts governed by boards of education*
*16095 Transfer of district funds to district state school building fund*
*41010 California School Accounting Manual*
*41301 Section A state school fund allocation schedule*
*42125 Designated and unappropriated fund balances*
*42238-42251 Apportionments to districts, especially:*
*42238.01-42238.07 Local control funding formula*
*42600 District budget limitation on expenditure*
*42601 Transfers between funds to permit payment of obligations at close of year*
*42603 Temporary Transfer of monies held in any fund or account to another fund; repayment*
*42603.1 Temporary transfer of monies held in any fund or account to another fund; state deferrals; fiscal years 2020-21 and 2021-22*
*42840-42843 Special reserve fund*
*52616.4 Expenditures from adult education fund*

*Management Resources:*

*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*
*California School Accounting Manual*
*WEB SITES*
*CSBA: http://www.csba.org*
*California Department of Education: http://www.cde.ca.gov*
*Fiscal Crisis and Management Assistance Team: http://www.fcmat.org*

# FEDERAL GRANT FUNDS

The Governing Board recognizes the district's responsibility to maintain fiscal integrity and transparency in the use of all funds awarded through federal grants. The district shall comply with all requirements detailed in any grant agreement with an awarding agency and with the federal Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards specified in 2 CFR 200.0-200.521 and any stricter state laws and district policy.

Any goods or services purchased with federal funds shall be reasonable in cost and necessary for the proper and efficient performance or administration of the program.

The Superintendent or designee shall ensure that the district's financial management systems and procedures provide for the following: (2 CFR 200.302)

1. Identification in district accounts of each federal award received and expended and the federal program under which it was received

*(cf. 3100 - Budget)*

2. Accurate, current, and complete disclosure of the financial results of each federal award or program in accordance with the reporting requirements of 2 CFR 200.328 and 200.329

*(cf. 3460 - Financial Reports and Accountability)*

3. Records and supporting documentation that adequately identify the source and application of funds for federally funded activities, including information pertaining to federal awards, authorizations, financial obligations, unobligated balances, assets, expenditures, income, and interest

*(cf. 1340 - Access to District Records)*
*(cf. 3580 - District Records)*

4. Effective control over and accountability for all funds, property, and other assets and assurance that all assets are used solely for authorized purposes

5. Comparison of actual expenditures with budgeted amounts for each federal award

6. Written procedures to implement provisions governing payments as specified in 2 CFR 200.305

7. Written procedures for determining the allowability of costs in accordance with 2 CFR 200.400-200.475 and the terms and conditions of the federal grant award

*(cf. 3400 - Management of District Assets/Accounts)*

**FEDERAL GRANT FUNDS** (continued)

The Superintendent or designee shall develop and implement appropriate internal control processes to reasonably assure that transactions are properly executed, recorded, and accounted for so that the district can prepare reliable financial statements and federal reports, maintain accountability over assets, and demonstrate compliance with federal laws, regulations, and conditions of the federal award. (2 CFR 200.61, 200.62, 200.303)

Equipment purchased with federal funds shall be properly inventoried and adequately maintained to safeguard against loss, damage, or theft of the property.

*(cf. 3270 - Sale and Disposal of Books, Equipment and Supplies)*
*(cf. 3440 - Inventories)*
*(cf. 3512 - Equipment)*

All staff involved in the administration or implementation of programs and activities supported by federal funds shall receive information and training on the allowable use of federal funds, purchasing procedures, and reporting processes commensurate with their duties.

*(cf. 4131 - Staff Development)*
*(cf. 4231 - Staff Development)*
*(cf. 4331 - Staff Development)*

The district shall submit financial and performance reports to the awarding agency in accordance with the schedule and indicators required for that federal grant by law and the awarding agency. As required, such reports may include a comparison of actual accomplishments to the objectives of the federal award, the relationship between financial data and performance accomplishments, the reasons that established goals were not met if applicable, cost information to demonstrate cost-effective practices, analysis and explanation of any cost overruns or high unit costs, and other relevant information. The final performance report shall be submitted no later than 120 calendar days after the ending date of the grant. (2 CFR 200.301, 200.328, 200.329)

*(cf. 0500 - Accountability)*
*(cf. 6190 - Evaluation of the Instructional Program)*

*Legal Reference: (see next page)*

**FEDERAL GRANT FUNDS** (continued)

*Legal Reference:*
*EDUCATION CODE*
*42122-42129 Budget requirements*
*64001 School plan for student achievement, consolidated application programs*
*CODE OF FEDERAL REGULATIONS, TITLE 2*
*180.220 Amount of contract subject to suspension and debarment rules*
*200.0-200.521 Federal uniform grant guidance, especially:*
*200.1-200.99 Definitions*
*200.100-200.113 General provisions*
*200.317-200.326 Procurement standards*
*200.327-200.329 Monitoring and reporting*
*200.333-200.337 Record retention*
*200.400-200.475 Cost principles*
*200.500-200.521 Audit requirements*
*CODE OF FEDERAL REGULATIONS, TITLE 34*
*76.730-76.731 Records related to federal grant programs*
*CODE OF FEDERAL REGULATIONS, TITLE 48*
*2.101 Federal acquisition regulation; definitions*

*Management Resources:*
*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*
*California Department of Education Audit Guide*
*California School Accounting Manual*
*EDUCATION AUDIT APPEALS PANEL PUBLICATIONS*
*Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*
*U.S. DEPARTMENT OF EDUCATION PUBLICATIONS*
*Questions and Answers Regarding 2 CFR Part 200*
*WEB SITES*
*California Department of Education: http://www.cde.ca.gov*
*Education Audit Appeals Panel: http://www.eaap.ca.gov*
*Office of Management and Budget, Uniform Guidance: https://www.whitehouse.gov/omb*
*State Controller's Office: http://www.sco.ca.gov*
*System for Award Management (SAM): http://www.sam.gov/SAM*
*U.S. Department of Education: http://www.ed.gov*
*U.S. Government Accountability Office: http://www.gao.gov*

# FEDERAL GRANT FUNDS

To ensure the lawful expenditure of any federal formula or discretionary grant funds awarded to the district, the Superintendent or designee shall comply with the requirements of the Office of Management and Budget's Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (the "Uniform Guidance"), as contained in 2 CFR 200.0-200.521 and Appendices I-XII.

## Allowable Costs

Prior to obligating or spending any federal grant funds, the Superintendent or designee shall determine whether a proposed purchase is an allowable expenditure in accordance with 2 CFR 200.400-200.475 and the terms and conditions of the award. The Superintendent or designee shall also determine whether the expense is a direct or indirect cost as defined in 2 CFR 200.413 and 200.414 and, if the purchase will benefit other programs not included in the grant award, the appropriate share to be allocated to the federal grant.

*(cf. 3350 - Travel Expenses)*

The Superintendent or designee shall review and approve all transactions involving federal grant funds and shall ensure the proper coding of expenditures consistent with the California School Accounting Manual.

*(cf. 3300 - Expenditures and Purchases)*
*(cf. 3314 - Payment for Goods and Services)*

## Period of Performance

All obligations of federal funds shall occur on or between the beginning and ending dates of the grant project and shall be paid no later than 120 calendar days after the end of the funding period, unless specifically authorized by the grant award to be carried over beyond the initial term of the grant. (2 CFR 200.77, 200.308, 200.309, 200.344)

## Procurement

When procuring goods and services with a federal grant, the Superintendent or designee shall comply with the standards contained in 2 CFR 200.317-200.327 and Appendix II of Part 200, and with any applicable state bidding or procurement law or district policy that is more restrictive.

As appropriate to encourage greater economy and efficiency, the Superintendent or designee shall avoid acquisition of unnecessary or duplicative items, give consideration to consolidating or breaking out procurements, analyze lease versus purchase alternatives, consider entering into an interagency agreement for procurement of common or shared goods and services, and/or use federal excess or surplus property. (2 CFR 200.318)

**FEDERAL GRANT FUNDS** (continued)

The procurement of goods or services with federal funds shall be conducted in a manner that provides full and open competition in accordance with state laws and district regulations and the following requirements:

1. Any purchase of supplies or services that does not exceed the "micro-purchase" threshold established by the district in accordance with 48 CFR 2.101 may be awarded without soliciting competitive quotes, provided that the district considers the price to be reasonable and maintains written evidence of this reasonableness in the record of all micro-purchases. (2 CFR 200.67, 200.320)

2. For any purchase that exceeds the micro-purchase threshold but is less than the bid limit required by Public Contract Code 20111, the Superintendent or designee shall utilize "small-purchase" procedures that include obtaining price or rate quotes from an adequate number of qualified sources. (2 CFR 200.320)

3. Contracts for goods or services over the bid limits required by Public Contract Code 20111 shall be awarded pursuant to California law and AR 3311 - Bids, unless exempt from bidding under the law.

*(cf. 3311 - Bids)*

4. If a purchase is exempt from bidding and the district's solicitation is by a request for proposals, the award may be made by either a fixed-price or cost-reimbursement type contract awarded to the entity whose proposal is most advantageous to the program, with price and other factors considered. (2 CFR 200.320)

*(cf. 3312 - Contracts)*

5. Procurement by noncompetitive proposals (sole sourcing) may be used only when the item is available exclusively from a single source, the need or emergency will not permit a delay resulting from competitive solicitation, the awarding agency expressly authorizes sole sourcing in response to the district's request, and/or competition is determined inadequate after solicitation of a number of sources. (2 CFR 200.320)

6. Time and materials type contracts may be used only after a determination that no other contract is suitable and if the contract includes a ceiling price that the contractor exceeds at its own risk. *Time and materials type contract* means a contract for which the cost is the sum of the actual cost of materials and direct labor hours charged at fixed hourly rates that reflect wages, general administrative expenses, and profit. (2 CFR 200.318)

**FEDERAL GRANT FUNDS** (continued)

For any purchase of $25,000 or more, the Superintendent or designee shall verify that any vendor which is used to procure goods or services is not excluded or disqualified by the federal government. (2 CFR 180.220, 200.214)

All solicitations shall incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description shall not, in competitive procurements, contain features which unduly restrict competition. The description shall avoid detailed product specifications to the extent possible, but may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, shall set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. When it is impractical or not economical to make a clear and accurate description of the technical requirements, a brand name or equivalent description may be used to define the performance or other salient requirements of procurement, clearly stating the specific features of the named brand which must be met by offers. In addition, every solicitation shall identify all requirements which the offer must fulfill and any other factors to be used in evaluating bids or proposals. (2 CFR 200.319)

The Superintendent or designee shall maintain sufficient records to document the procurement, including, but not limited to, the rationale for the method of procurement, selection of the contract type, contractor selection or rejection, and the basis for the contract price. (2 CFR 200.318)

The Superintendent or designee shall ensure that all contracts for purchases using federal grant funds contain the applicable contract provisions described in Appendix II to Part 200 - Contract Provisions for Non-Federal Entity Contracts Under Federal Awards. (2 CFR 200.327)

**Capital Expenditures**

The Superintendent or designee shall obtain prior written approval from the awarding agency before using federal funds to make capital expenditures, including the acquisition of land, facilities, equipment, and intellectual property and expenditures to make additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations, or alterations to capital assets that materially increase their value or useful life. (2 CFR 200.313, 200.439)

**Conflict of Interest**

Governing Board members, district employees, and other district representatives shall not participate in the selection, award, or administration of a contract supported by federal funds if they have a real or apparent conflict of interest, such as when they or a member of their

**FEDERAL GRANT FUNDS** (continued)

immediate family, their partner, or an organization which employs or is about to employ any of them has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. Such persons are prohibited from soliciting or accepting gratuities, favors, or anything of monetary value from contractors or subcontractors unless the gift is an unsolicited item of nominal value. (2 CFR 200.318)

Employees engaged in the selection, award, and administration of contracts shall also comply with BB 9270 - Conflict of Interest.

*(cf. 9270 - Conflict of Interest)*

Persons involved in the selection, award, or administration of a contract supported by federal funds shall be subject to discipline for any violation of conflict of interest standards. (2 CFR 200.318)

*(cf. 4118 - Dismissal/Suspension/Disciplinary Action)*
*(cf. 4218 - Dismissal/Suspension/Disciplinary Action)*
*(cf. 4218.1 - Dismissal/Suspension/Disciplinary Action (Merit System))*

## Cash Management

The Superintendent or designee shall ensure the district's compliance with 2 CFR 200.305 pertaining to payments and cash management, including compliance with applicable methods and procedures that minimize the time elapsing between the transfer of funds to the district and the district's disbursement of funds. (2 CFR 200.305)

When authorized by law, the district may receive advance payments of federal grant funds, limited to the minimum amounts needed and timed in accordance with the actual immediate cash requirements of the district for carrying out the purpose of the program or project. Except under specified conditions, the district shall maintain the advance payments in an interest-bearing account. The district shall remit interest earned on the advanced payment to the awarding agency on an annual basis, but may retain interest amounts specified in 2 CFR 200.305 for administrative expenses. (2 CFR 200.305)

When required by the awarding agency, the district shall instead submit a request for reimbursement of actual expenses incurred. The district may also request reimbursement as an alternative to receiving advance payments. (2 CFR 200.305)

The Superintendent or designee shall maintain source documentation supporting the expenditure of federal funds, such as invoices, time sheets, payroll stubs, or other appropriate documentation.

**FEDERAL GRANT FUNDS** (continued)

## Personnel

All district employees who are paid in full or in part with federal funds shall document the amount of time they spend on grant activities. Such records shall be incorporated into the official records of the district and shall be subject to a system of internal controls which provides reasonable assurance that the charges are accurate, allowable, and properly allocated in accordance with 2 CFR 200.430. (2 CFR 200.430)

Salaries and wages of employees whose salary is paid with state or local funds but are used to meet a cost-sharing or matching requirement of the federal grant shall be documented in the same manner as salaries and wages claimed for reimbursement under a federal grant. (2 CFR 200.430)

## Records

Except as otherwise provided in 2 CFR 200.334, or where state law or district policy requires a longer retention period, financial records, supporting documents, statistical records, and all other district records related to a federal award shall be retained for a period of three years from the date of submission of the final expenditure report or, for a federal award that is renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report. (2 CFR 200.334)

*(cf. 1340 - Access to District Records)*
*(cf. 3580 - District Records)*

## Audits

Whenever the district expends $750,000 or more in federal grant funds during a fiscal year, it shall arrange for either a single audit or a program-specific audit in accordance with 2 CFR 200.507 or 200.514. (2 CFR 200.501)

The Superintendent or designee shall ensure that the audit meets the requirements specified in 2 CFR 200.500-200.521.

Specified records pertaining to the audit of federal funds expended by the district shall be transmitted to the clearinghouse designated by the federal Office of Management and Budget and shall be made available for public inspection. Such records shall be transmitted within 30 days after receipt of the auditor's report or within nine months after the end of the audit period, whichever is sooner, unless a longer period is agreed to in advance by the federal agency or a different period is specified in a program-specific audit guide. (2 CFR 200.512)

**FEDERAL GRANT FUNDS** (continued)

In the event that the audit identifies any deficiency, the Superintendent or designee shall promptly act to either correct the identified deficiency, produce recommended improvements, or demonstrate that the audit finding is invalid or does not warrant action. (2 CFR 200.26, 200.508, 200.511)

# LEASE-LEASEBACK CONTRACTS

The district may lease currently owned district property to any person, firm, or corporation for a minimum of $1 per year for a term not to exceed 99 years, as long as the lease requires the person, firm, or corporation to construct a building or buildings on the property for the district's use during the lease and the property and building(s) will vest in the district at the expiration of the lease ("lease-leaseback"). (Education Code 17403, 17406)

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

Before the district enters into such a lease or agreement, it shall have available a site upon which a building may be constructed for use by the district, shall have complied with requirements related to the selection and approval of sites, and shall have prepared and adopted plans and specifications for the building that have been approved in accordance with Education Code 17280-17316. (Education Code 17402)

*(cf. 7150 - Site Selection and Development)*

## Procedures for Awarding the Contract

The district's intent to enter into a lease-leaseback contract may be described in a resolution adopted by the Governing Board which includes, but is not be limited to, a description of the available site and the building to be constructed, the amount and term of the lease, and where to obtain information about the procedures for submitting a proposal.

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

To make this determination, the district shall use the following procedures: (Education Code 17406; Public Contract Code 2600)

1. **Request for Sealed Proposals:** The Superintendent or designee shall prepare a request for sealed proposals which shall include:

   a. An estimate of the project's price

   b. A clear, precise description of any preconstruction services that may be required and the facilities to be constructed

   c. The key elements of the contract to be awarded

   d. A description of the format that proposals shall follow and the elements they shall contain

**LEASE-LEASEBACK CONTRACTS** (continued)

e. The standards the district will use in evaluating proposals and the qualifications of the proposers, including:

(1) Relevant experience

(2) Safety record

(3) Price proposal, including, at the district's discretion, either a lump-sum price for the contract to be awarded or the proposer's proposed fee to perform the services requested, including the proposer's proposed fee to perform preconstruction services or any other work related to the facilities to be constructed, as requested by the district

(4) Whether each criterion will be evaluated on a pass-fail basis or will be scored as part of the "best value" score, and whether proposers must achieve any minimum qualification score for award of the contract

(5) For each scored criterion, the methodology and rating or weighting system that will be used by the district in evaluating the criterion, including the weight assigned to the criterion and any minimum acceptable score

(6) Other factors established by the district

f. The date on which proposals are due

g. The timetable the district will follow in reviewing and evaluating proposals

h. A statement that the project is subject to the skilled and trained workforce requirements specified in Public Contract Code 2600-2603

2. **Notice:** At least 10 days before the date for receipt of the proposals, the Superintendent or designee shall give notice of the request for sealed proposals using both of the following methods:

a. Providing notice at least once a week for two weeks in a local newspaper of general circulation pursuant to Public Contract Code 20112

b. Providing notice in a trade paper of general circulation published in the county where the project is located

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

**LEASE-LEASEBACK CONTRACTS** (continued)

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

*(cf. 3311 - Bids)*

4. **Evaluation of Proposals:** All proposals received shall be reviewed to determine whether they meet the format requirements and the standards specified in the request for sealed proposals. The district shall evaluate the qualifications of the proposers based solely upon the criteria and evaluation methodology set forth in the request for sealed proposals, and shall assign a best value score to each proposal. Once the evaluation is complete, all responsive proposals shall be ranked from the highest best value to the lowest best value to the district.

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

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

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

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

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

**Skilled and Trained Workforce**

Prior to entering into a lease-leaseback agreement, the Superintendent or designee shall have on file the contractor's enforceable commitment that the contractor and its subcontractors at every tier will use a skilled and trained workforce to perform all work on the project or

**LEASE-LEASEBACK CONTRACTS** (continued)

contract that falls within an apprenticeable occupation in the building and construction trades. The entity may demonstrate such commitment through a project labor agreement, by becoming a party to the district's project labor agreement, or through an agreement with the district to provide evidence of compliance on a monthly basis during the performance of the project or contract. (Education Code 17407.5; Public Contract Code 2602)

*Skilled and trained workforce* means that all the workers performing the work are either skilled journeypersons or apprentices registered in a state-approved apprenticeship program. At least 60 percent of the skilled journeypersons employed to perform the work shall be graduates of an apprenticeship program for the applicable occupation or at least 60 percent of the hours worked by skilled journeypersons shall be performed by graduates of an apprenticeship program, with the exception of certain occupations specified in Public Contract Code 2601 which are subject to a 30 percent threshold. (Public Contract Code 2601)

If the contractor fails to provide the monthly report demonstrating compliance with the skilled and trained workforce requirements or provides an incomplete report, the district shall withhold further payments until a complete report is provided. If a report does not demonstrate compliance with the skilled and trained workforce requirements, the district shall withhold further payments until the contractor provides a sufficient plan to achieve substantial compliance with respect to the relevant apprenticeable occupation, prior to completion of the contract or project. In addition, the district shall forward to the Labor Commissioner a copy of the monthly report, any plan to achieve compliance, and the district's response to that plan. (Public Contract Code 2602)

*(cf. 9124 - Attorney)*

*Legal Reference: (see next page)*

**LEASE-LEASEBACK CONTRACTS** (continued)

*Legal Reference:*

*EDUCATION CODE*
*17280-17316 Construction of school buildings; approvals*
*17400-17429 Leasing property, especially:*
*17400 Definitions*
*17403 Term of lease or agreement*
*17406 Lease-leaseback contract*
*17407.5 Use of a skilled and trained workforce*
*PUBLIC CONTRACT CODE*
*2600-2603 Skilled and trained workforce requirements*
*20111.6 Prequalification procedures*
*20112 Notices*
*COURT DECISIONS*
*McGee v. Balfour Beatty Construction, LLC, et al. (2016) 247 Cal. App. 4th 235*
*Davis v. Fresno Unified School District, (2015) 237 Cal.App.4th 261*

*Management Resources:*

*WEB SITES*
*CSBA: http:// www.csba.org*
*California Association of School Business Officials: http://www.casbo.org*

# DESIGN-BUILD CONTRACTS

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

*(cf. 3311 - Bids)*
*(cf. 3312 - Contracts)*
*(cf. 7110 - Facilities Master Plan)*
*(cf. 7140 - Architectural and Engineering Services)*

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

## Procedures for Awarding the Contract

The procurement process for design-build projects shall be as follows: (Education Code 17250.25, 17250.35; Public Contract Code 2600)

1. **Performance Specifications:** The district shall prepare a set of documents setting forth the scope and estimated price of the project. The documents may include, but are not limited to:

   a. The size, type, and desired design character of the project

   b. Performance specifications that cover the quality of materials, equipment, and workmanship

   c. Preliminary plans or building layouts

   d. Any other information deemed necessary to describe adequately the district's needs

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

2. **Prequalification:** The district shall prepare and issue a request for qualifications in order to prequalify, or develop a short list of, the design-build entities whose proposals shall be evaluated for final selection. The request for qualifications shall include, but is not limited to, all of the following elements:

   a. Identification of the basic scope and needs of the project or contract, the expected cost range, the methodology that will be used by the district to evaluate proposals, the procedure for final selection of the design-build entity, and any other information deemed necessary by the district to inform interested parties of the contracting opportunity

**DESIGN-BUILD CONTRACTS** (continued)

b. Significant factors that the district reasonably expects to consider in evaluating qualifications, including technical design and construction expertise, acceptable safety record, and all other non-price-related factors

c. A standard template request for statements of qualifications prepared by the district, which shall contain all of the information required pursuant to Education Code 17250.25

d. A notice that the project is subject to the skilled and trained workforce requirements specified in Public Contract Code 2600-2603

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

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

4. **Selection Based on Low Bid:** For those projects utilizing low bid as the final selection method, the bidding process shall result in lump-sum bids by the prequalified or short-listed design-build entities, and the contract shall be awarded to the lowest responsible bidder.

5. **Selection Based on Best Value:** For those projects utilizing best value as a selection method, the following procedures shall be used:

a. Competitive proposals shall be evaluated using only the criteria and selection procedures specifically identified in the request for proposals. Criteria shall be weighted as deemed appropriate by the district and shall, at a minimum, include price, unless a stipulated sum is specified; technical design and construction experience; and life-cycle costs over 15 or more years.

b. Following any discussions or negotiations with responsive proposers and completion of the evaluation process, the responsive proposers shall be ranked on a determination of value provided, provided that no more than three proposers are required to be ranked.

**DESIGN-BUILD CONTRACTS** (continued)

c. The contract shall be awarded to the responsible entity whose proposal is determined by the district to have offered the best value to the public.

d. The district shall publicly announce the contract award, identifying the entity to which the award is made and the basis of the award. This statement and the contract file shall provide sufficient information to satisfy an external audit.

**Skilled and Trained Workforce**

A design-build entity shall not be prequalified or short-listed unless the entity provides an enforceable commitment to the district that the entity and its subcontractors at every tier will use a skilled and trained workforce to perform all work on the project or contract that falls within an apprenticeable occupation in the building and construction trades. The entity may demonstrate such commitment through a project labor agreement, by becoming a party to the district's project labor agreement, or through an agreement with the district to provide evidence of compliance on a monthly basis during the performance of the project or contract. (Education Code 17250.25; Public Contract Code 2602)

*Skilled and trained workforce* means that all the workers performing the work are either skilled journeypersons or apprentices registered in a state-approved apprenticeship program. At least 60 percent of the skilled journeypersons employed to perform the work shall be graduates of an apprenticeship program for the applicable occupation or at least 60 percent of the hours worked by skilled journeypersons shall be performed by graduates of an apprenticeship program, with the exception of certain occupations specified in Public Contract Code 2601 which are subject to a 30 percent threshold. (Public Contract Code 2601)

If the contractor fails to provide the monthly report demonstrating compliance with the skilled and trained workforce requirements or provides an incomplete report, the district shall withhold further payments until a complete report is provided. If a report does not demonstrate compliance with the skilled and trained workforce requirements, the district shall withhold further payments until the contractor provides a sufficient plan to achieve substantial compliance with respect to the relevant apprenticeable occupation, prior to completion of the contract or project. In addition, the district shall forward to the Labor Commissioner a copy of the monthly report, any plan to achieve compliance, and the district's response to that plan. (Public Contract Code 2602)

*Legal Reference: (see next page)*

**DESIGN-BUILD CONTRACTS** (continued)

*Legal Reference:*
*EDUCATION CODE*
*17250.10-17250.55 Design-build contracts*
*PUBLIC CONTRACT CODE*
*2600-2603 Skilled and trained workforce requirements*

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

# CLAIMS AND ACTIONS AGAINST THE DISTRICT

Any claim against the district for money or damages shall be filed and acted upon in accordance with the Government Claims Act (Government Code 810-996.6) or other applicable law. Claims that are specifically excepted from the Government Claims Act by Government Code 905 and are not governed by any other statute or regulation may be filed and acted upon in accordance with district-established procedures pursuant to Government Code 935.

Unless otherwise provided by law, a written claim shall be presented to and acted upon by the Governing Board in accordance with such procedures prior to filing a lawsuit against the district for money or damages.

## Time Limitations

The following time limitations apply to the presentation of claims for money or damages against the district:

1. Claims relating to a cause of action for death or for injury to a person, personal property, or growing crops shall be presented to the Board not later than six months after the accrual of the cause of action. (Government Code 911.2)

2. Claims relating to any other cause of action subject to the Government Claims Act shall be filed not later than one year after the accrual of the cause of action. (Government Code 911.2)

3. Claims relating to childhood sexual assault and other causes of action which are specifically excepted from the Government Claims Act by Government Code 905 but are subject to a claims presentation procedure in another ~~a~~ statute or regulation shall be presented to the Board in accordance with the applicable governing statute or regulation. (Government Code 905)

*(cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)*
*(cf. 5141.4 - Child Abuse Prevention and Reporting)*

4. Claims relating to any cause of action which is specifically excepted from the Government Claims Act by Government Code 905 but is not governed by any other claim presentation statute or regulation shall be presented to the Board within the time limits specified in items #1 and 2 above, depending on the applicable cause of action. (Government Code 911.2, 935)

## Receipt of Claims

A claim–shall be deemed presented and received when delivered to the district office or deposited in a post office, mailbox, sub-post office, substation, mail chute, or other similar

**CLAIMS AND ACTIONS AGAINST THE DISTRICT** (continued)

facility maintained by the U.S. government, in a sealed envelope properly addressed to the district office with postage paid, or when otherwise actually received in the district office or by the Board secretary or clerk. (Government Code 915, 915.2)

A claim may be submitted electronically in the manner specified by the Superintendent or designee. (Government Code 915, 915.2)

Upon receipt of a claim against the district pursuant to the Government Claims Act, the Superintendent or designee shall promptly provide written notice to the district's joint powers authority or insurance carrier in accordance with the applicable conditions of coverage.

**Review of Contents of the Claim**

The Superintendent or designee shall review any claim received to ensure that the claim contains all of the following information as specified in Government Code 910 and 910.2:

1. The name and post office address of the claimant

2. The post office address to which the person presenting the claim desires notices to be sent

3. The date, place, and other circumstances of the occurrence or transaction which gave rise to the claim asserted

4. A general description of the indebtedness, obligation, injury, damage, or loss incurred insofar as it may be known at the time of presentation of the claim

5. The name(s) of the district employee(s) causing the injury, damage, or loss, if known

6. The amount claimed if it totals less than $10,000, including the estimated amount of any prospective injury, damage, or loss, insofar as it may be known at the time of the claim, together with the basis of computation of the amount claimed. If the amount claimed exceeds $10,000, the dollar amount shall not be included in the claim and the claimant shall indicate whether the claim is a limited civil case of $25,000 or less.

7. The signature of the claimant or the person acting on the claimant's behalf

**Notice of Claim Insufficiency**

If a claim is found insufficient or not to satisfy the form requirements under Government Code 910 and 910.2, the Board or its designee shall, within 20 days of receipt of the claim, provide a notice in the manner specified in Government Code 915.4 that states the particular defects or omission in the claim. (Government Code 910.8, 915.4)

**CLAIMS AND ACTIONS AGAINST THE DISTRICT** (continued)

The Board shall not act upon the claim until at least 15 days after such notice is given. (Government Code 910.8)

**Amendment to Claims**

Within the time limits provided in the section "Time Limitations" above or prior to final action by the Board, whichever is later, a claim may be amended if, as amended, it relates to the same transaction or occurrence which gave rise to the original claim. (Government Code 910.6)

**Late Claims**

When a claim that is required to be presented not later than six months after the accrual of the cause of action, as specified in the section "Time Limitations" above, is not presented within that time, an application to present a late claim may be presented to the Board, in the manner specified in Government Code 915 and 915.2, within a reasonable time not to exceed one year after the accrual of the cause of action. The application shall include the proposed claim and shall state the reason for the delay in presenting the claim. (Government Code 911.4, 915, 915.2)

If the claim is presented late and is not accompanied by an application to present a late claim, the Board or its designee may, within 45 days, give written notice that the claim was not presented timely and that it is being returned without further action. (Government Code 911.3)

The Board shall grant or deny the application to present a late claim within 45 days after it is presented. This 45-day period may be extended by written agreement of the claimant and the Board provided that such agreement is made before the expiration of the 45-day period. (Government Code 911.6)

The Board shall grant the application to present a late claim where one or more of the following conditions are applicable: (Government Code 911.6)

1. The failure to present the claim was through mistake, inadvertence, surprise, or excusable neglect and the district was not prejudiced in its defense regarding the claim by the claimant's failure to present the claim within the time limit.

2. The person who sustained the alleged injury, damage, or loss was a minor during all of the time specified for presentation of the claim.

**CLAIMS AND ACTIONS AGAINST THE DISTRICT** (continued)

3. The person who sustained the alleged injury, damage, or loss was physically or mentally incapacitated during all of the time specified for presentation of the claim and the disability was the reason the person failed to present the claim.

4. The person who sustained the alleged injury, damage, or loss died before the expiration of the time specified for the presentation of the claim.

If the application to present a late claim is denied, the claimant shall be given notice in substantially the same form as set forth in Government Code 911.8 and in the manner specified in Government Code 915.4. (Government Code 911.8, 915.4)

If the Board does not take action on the application to present a late claim within 45 days, the application shall be deemed to have been denied on the 45th day unless the time period has been extended, in which case it shall be denied on the last day of the period specified in the extension agreement. (Government Code 911.6)

**Action on Claims**

Within 45 days after the presentation or amendment of a claim, the Board shall take action on the claim. This time limit may be extended by written agreement between the district and the claimant before the expiration of the 45-day period. If the 45-day period has expired, the time limit may be extended if legal action has not commenced or been barred by legal limitations. (Government Code 912.4)

The Board may act on the claim in one of the following ways: (Government Code 912.4, 912.6)

1. If the Board finds that the claim is not a proper charge against the district, the claim shall be rejected.

2. If the Board finds that the claim is a proper charge against the district and is for an amount justly due, the claim shall be allowed.

3. If the Board finds that the claim is a proper charge against the district but is for an amount greater than is justly due, the Board shall either reject the claim or allow it in the amount justly due and reject it as to the balance.

4. If legal liability of the district or the amount justly due is disputed, the Board may reject or compromise the claim.

5. If the Board takes no action on the claim, the claim shall be deemed rejected.

**CLAIMS AND ACTIONS AGAINST THE DISTRICT** (continued)

If the Board allows the claim in whole or in part or compromises the claim and the claimant accepts the amount allowed or offered to settle the claim, the Board may require the claimant to accept it in settlement of the entire claim. (Government Code 912.6)

The Board or its designee shall transmit to the claimant written notice of action taken or of inaction which is deemed rejection. The notice shall be in the form set forth in Government Code 913 and shall be provided in the manner specified in Government Code 915.4. (Government Code 913, 915.4)

# STUDENT ACTIVITY FUNDS

The Governing Board recognizes that student organizations can provide students with an opportunity to conduct worthwhile cocurricular activities while helping students learn about effective financial practices and develop leadership and management skills. To that end, the Board may approve the formation of associated student body organizations which are composed entirely of students, operate under the oversight of the principal or other district-employed advisor, and are subject to the control and regulation of the Board. Student organizations may raise and spend funds to support activities that promote the general welfare, morale, and educational experiences of the student body.

*(cf. 1230 - School Connected Organizations)*
*(cf. 6145 - Extracurricular and Cocurricular Activities)*
*(cf. 6145.5 - Student Organizations and Equal Access)*

## Fundraising

At the beginning of each school year, each principal or designee shall submit to the Superintendent or designee a list of the fundraising events that each student organization proposes to hold that year. The Superintendent or designee shall review the proposed events and determine whether the events contribute to the educational experience and do not conflict with or detract from the school's educational program. When reviewing proposed events, the Superintendent or designee shall consider the effects of the activities on student health and safety, evaluate the risk of liability to the district, and ensure that the proposed activities are in compliance with law, Board policy, and administrative regulation.

*(cf. 1321 - Solicitation of Funds from and by Students)*
*(cf. 3290 - Gifts, Grants and Bequests)*
*(cf. 3530 - Risk Management/Insurance)*
*(cf. 5030 - Student Wellness)*
*(cf. 5142 - Safety)*
*(cf. 5143 - Insurance)*

Fundraising events that involve the sale of food and/or beverages shall comply with applicable state and/or federal nutrition standards and BP/AR 3554 - Other Food Sales. If the fundraising event involves the sale of noncompliant food and/or beverages, it shall not take place from midnight until at least one-half hour after the end of the school day, or not be conducted on school premises.

*(cf. 3554 - Other Food Sales)*

## Management and Reporting of Funds

Student body funds shall be managed in accordance with law, regulations, Board policies, and sound business procedures designed to encourage the largest possible educational return to students without sacrificing the security of funds.

**STUDENT ACTIVITY FUNDS** (continued)

The Superintendent or designee shall develop internal control procedures to safeguard the organization's assets, promote the success of fundraising ventures, provide reliable financial information, protect employees and volunteers from accusations of impropriety, and reduce the risk and promote the detection of fraud and abuse. These procedures shall detail the oversight of activities and funds including, but not limited to, the appropriate role and provision of training for staff and students, parameters for events on campus, appropriate and prohibited uses of funds, and accounting and record-keeping processes, including procedures for handling questionable expenditures.

*(cf. 3400 - Management of District Assets/Accounts)*

The principal or designee shall be responsible for the proper conduct of all student organization financial activities. The budget adopted by the student body organization should serve as the financial plan for the school year and shall be submitted to the Superintendent or designee at the beginning of each school year. The Superintendent or designee shall monitor the budget and periodically review the organization's use of funds to ensure compliance with the district's internal control procedures.

Funds derived from the student body shall be expended according to procedures established by the student organization. All expenditures must be approved by a Board-designated employee or official, the certificated employee who is the designated student organization advisor, and a student organization representative. (Education Code 48933)

When student body funds are expended for equipment, supplies, or activities that support the district's athletic program, the Superintendent or designee shall ensure that the expenditures are aligned with the district's commitment to provide equitable opportunities for males and females.

*(cf. 6145.2 - Athletic Competition)*

Because of the district's administrative and/or direct financial involvement in the assets of the student organization, the student activity fund shall be reported within the district's fund in accordance with Governmental Accounting Standards Board Statement 84.

The Board shall provide an annual audit of student organization accounts by a certified public accountant or licensed public accountant. The cost of the audit shall be paid from district funds. (Education Code 41020)

*(cf. 3460 - Financial Reports and Accountability)*

*Legal Reference: (see next page)*

**STUDENT ACTIVITY FUNDS** (continued)

*Legal Reference:*

*EDUCATION CODE*
*35182.5 Non-nutritious foods and beverages, vending machines*
*35564 Funds, obligations of the student body*
*41020 Requirement for annual audit*
*48930-48938 Student body organization*
*49431 Sale of food, elementary school*
*49431.2 Sale of food, middle and high schools*
*49431.5 Sale of beverages, elementary, middle, and high schools*
*51520 School premise, prohibited solicitations*
*51521 Fundraising projects*
*CODE OF REGULATIONS, TITLE 5*
*4922 Nondiscrimination in intramural, interscholastic, and club activities*
*15500 Food sales, elementary schools*
*15501 Food sales, ~~middle~~ high schools and junior high schools*
*CODE OF FEDERAL REGULATIONS, TITLE 34*
*106.41 Nondiscrimination in athletic programs*
*COURT DECISIONS*
*Prince v. Jacoby, (2002) 303 F.3d 1074*

*Management Resources:*

*FISCAL CRISIS MANAGEMENT AND ASSISTANCE TEAM PUBLICATIONS*
*Fiscal Alert: GASB 84 and Its Impact on Associated Student Body Accounts, May 2020*
*Associated Student Body Accounting Manual, Fraud Prevention Guide and Desk Reference, 2015*
*GOVERNMENTAL ACCOUNTING STANDARDS BOARD PUBLICATIONS*
*Implementation Guide No. 2019-2, Fiduciary Activities, June 2019*
*Statement No. 84, January 2017*
*WEB SITES*
*California Department of Education: http://www.cde.ca.gov*
*Fiscal Crisis Management and Assistance Team: http://www.fcmat.org*
*Governmental Accounting Standards Board: www.gasb.org*

# CONSULTANTS

The Governing Board authorizes the use of consultants and other independent contractors to provide expert professional advice or specialized technical or training services which are not needed on a continuing basis and which cannot be provided by district staff because of limitations of time, experience, or knowledge. Individuals, firms, or organizations employed as independent contractors may assist management with decisions and/or project development related to financial, economic, accounting, engineering, legal, administrative, instructional, or other matters.

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

As part of the contract process, the Superintendent or designee shall determine that the individual, firm, or organization is properly classified as an independent contractor.

A person providing labor or services for remuneration shall be considered an employee rather than an independent contractor unless the district is able to demonstrate that all of the following conditions have been met: (Labor Code 2775)

1. The person is free from the control and direction of the district in connection with the performance of the work.

2. The person is performing work that is outside the usual course of the district providing educational services.

3. The person is customarily engaged in an independently established trade, occupation, or business of the same nature as the work to be performed.

The determination of whether an individual acting as a sole proprietor or a firm or other business organization is an independent contractor shall be made in accordance with Labor Code 2775-2785, as applicable.

All consultant contracts shall be brought to the Board for approval.

*(cf. 3311 - Bids)*
*(cf. 3312 - Contracts)*
*(cf. 4132/4232/4332 - Publication or Creation of Materials)*

All qualified independent contractors shall be accorded equal opportunity for contracts regardless of actual or perceived race, ethnicity, color, national origin, ancestry, age, religious creed, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran or military status, sex, sexual orientation, gender, gender identity, gender expression, immigration status, or association with a person or group with one or more of these actual or perceived characteristics. (Education Code 220; Government Code 12940)

**CONSULTANTS** (continued)

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*
*(cf. 0415 - Equity)*
*(cf. 4030 - Nondiscrimination in Employment)*

Independent contractors shall submit a written conflict of interest statement disclosing financial interests as determined necessary by the Superintendent or designee, depending on the range of duties to be performed by the consultant. The Superintendent or designee shall consider this statement when deciding whether to recommend approval of the contract.

Any consultant hired by the district who is subject to the filing requirements in the district's conflict of interest code shall file a Statement of Economic Interests within the time period required by law. (Government Code 87302)

*(cf. 9270 - Conflict of Interest)*

When employees of a public university, county office of education, or other public agency serve as consultants or independent contractors in other capacities for the district, they shall certify as part of the agreement that they will not receive salary or remuneration other than vacation pay from any other public agency for the specific days when they work for the district.

The Board prohibits the harassment of an independent contractor by any district employee or by any other person with whom the independent contractor comes in contact during the course of employment with the district. Additionally, the Board prohibits the harassment of a district employee by an independent contractor. Any complaint of harassment shall be investigated and resolved in accordance with applicable district complaint procedures. (Government Code 12940)

*(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)*
*(cf. 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures)*

*Legal Reference: (see next page)*

**CONSULTANTS** (continued)

*Legal Reference:*

*EDUCATION CODE*
*220 Prohibition of discrimination*
*10400-10407 Cooperative improvement programs*
*17596 Limit on continuing contracts*
*35010 Control of districts; prescription and enforcement of rules*
*35172 Promotional activities*
*35204 Contract with attorney*
*44925 Part-time readers employed as independent contractors*
*45103 Classified service in districts not incorporating the merit system*
*45103.5 Contracts for food service consulting services*
*45134-45135 Employment of retired classified employee*
*45256 Merit system districts; classified service; positions established for professional experts on a temporary basis*
*GOVERNMENT CODE*
*12940 Unlawful employment practices*
*53060 Contract for special services and advice*
*82019 Designated employee; definition*
*87302 Conflict of interest code*
*LABOR CODE*
*2775-2787 Worker status: employees*
*UNEMPLOYMENT INSURANCE CODE*
*606.5 Determination of employment status*
*621 Employee defined*
*CODE OF REGULATIONS, TITLE 2*
*18700.3 Consultant*
*COURT DECISIONS*
*Dynamex Operations West, Inc. v. Superior Court of Los Angeles (2018) 4 Cal. 5th 903*
*S.G. Borello & Sons, Inc. v. Department of Industrial Relations (1989) 48 Cal. 3d 341*

# COMPREHENSIVE HEALTH EDUCATION

The Governing Board believes that health education should foster the knowledge, skills, and attitudes that students need in order to lead healthy lives and avoid high-risk behaviors, and that creating a safe, supportive, inclusive, and nonjudgmental environment is crucial in promoting healthy development for all students. The district's health education program shall be part of a coordinated school health system which supports the physical, mental, and social well-being of students and is linked to district and community services and resources.

*(cf. 0415 - Equity)*
*(cf. 3513.3 - Tobacco-Free Schools)*
*(cf. 3514 - Environmental Safety)*
*(cf. 3550 - Food Service/Child Nutrition Program)*
*(cf. 3554 - Other Food Sales)*
*(cf. 5131.6 - Alcohol and Other Drugs)*
*(cf. 5131.62 - Tobacco)*
*(cf. 5131.63 - Steroids)*
*(cf. 5137 - Positive School Climate)*
*(cf. 5141.22 - Infectious Diseases)*
*(cf. 5141.23 - Asthma Management)*
*(cf. 5141.3 - Health Examinations)*
*(cf. 5141.32 - Health Screening for School Entry)*
*(cf. 5141.4 - Child Abuse Prevention and Reporting)*
*(cf. 5141.5 - Mental Health)*
*(cf. 5141.52 - Suicide Prevention)*
*(cf. 5141.6 - School Health Services)*
*(cf. 5141.7 - Sun Safety)*
*(cf. 5142 - Safety)*
*(cf. 5145.3 - Nondiscrimination/Harassment)*
*(cf. 5146 - Married/Pregnant/Parenting Students)*
*(cf. 6164.2 - Guidance/Counseling Services)*

Goals for the district's health education program shall be designed to promote student wellness and shall include, but not be limited to, goals for nutrition promotion and education, physical activity, and other school-based activities that promote student well-being.

*(cf. 0200 - Goals for the School District)*
*(cf. 5030 - Student Wellness)*
*(cf. 6142.7 - Physical Education and Activity)*

The district shall provide a planned, sequential, research-based, and developmentally appropriate health education curriculum for students in grades K-12 which is aligned with the state's content standards and curriculum framework and integrated with other content areas of the district's curriculum. The Superintendent or designee shall determine the grade levels and subject areas in which health-related topics will be addressed, in accordance with law, Board policy, and administrative regulation.

*(cf. 6011 - Academic Standards)*
*(cf. 6141 - Curriculum Development and Evaluation)*
*(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)*
*(cf. 6143 - Courses of Study)*



**COMPREHENSIVE HEALTH EDUCATION** (continued)

As appropriate, the Superintendent or designee shall involve school administrators, teachers, school nurses, health professionals representing various fields of health care, parents/guardians, community-based organizations, and other community members in the development, implementation, and evaluation of the district's health education program. Health and safety professionals may be invited to provide related instruction in the classroom, school assemblies, and other instructional settings.

*(cf. 1220 - Citizen Advisory Committees)*
*(cf. 1240 - Volunteer Assistance)*
*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*
*(cf. 1700 - Relations Between Private Industry and the Schools)*
*(cf. 6020 - Parent Involvement)*
*(cf. 6145.8 - Assemblies and Special Events)*
*(cf. 6162.8 - Research)*

The Superintendent or designee shall provide professional development as needed to ensure that health education teachers are knowledgeable about academic content standards, the state curriculum framework, and effective instructional methodologies.

*(cf. 4131 - Staff Development)*

The Superintendent or designee shall provide periodic reports to the Board regarding the implementation and effectiveness of the district's health education program, which may include, but not be limited to, a description of the district's program and the extent to which it is aligned with the state's content standards and curriculum framework, the amount of time allotted for health instruction at each grade level, student achievement of district standards for health education, and the manner in which the district's health education program supports the physical, mental, and social well-being of students.

*(cf. 0500 - Accountability)*
*(cf. 6190 - Evaluation of the Instructional Program)*

*Legal Reference: (see next page)*

**COMPREHENSIVE HEALTH EDUCATION** (continued)

*Legal Reference:*

*EDUCATION CODE*
*8850.5 Family relationships and parenting education*
*35183.5 Sun protection*
*49413 First aid and cardiopulmonary resuscitation training*
*49430-49434 Pupil Nutrition, Health and Achievement Act of 2001*
*49490-49494 School breakfast and lunch programs*
*49500-49505 School meals*
*51202 Instruction in personal and public health and safety*
*51203 Instruction on alcohol, narcotics and dangerous drugs*
*51210 Areas of study; grades 1-6*
*51210.8 State content standards for health education*
*51220.5 Parenting skills; areas of instruction*
*51225.36 Sexual harassment and violence instruction; affirmative consent standard*
*51225.6 Compression-only cardiopulmonary resuscitation instruction*
*51260-51269 Drug education*
*51513 Personal beliefs; exams, questionnaires, and surveys*
*51880-51881.5 Health education, legislative findings and intent*
*51890-51891 Comprehensive health education programs and community participation; definitions*
*51900.6 Sexual abuse and sexual assault awareness and prevention*
*51913 District health education plan*
*51920 Inservice training, health education*
*51930-51939 California Healthy Youth Act; Comprehensive sexual health and HIV/AIDS prevention education*
*67386 Affirmative consent; definition*
*CALIFORNIA CODE OF REGULATIONS, TITLE 5*
*11800-11801 District health education plan*
*UNITED STATES CODE, TITLE 42*
*1751-1769j National School Lunch Program, especially:*
*1758b Local wellness policy*
*1771-1793 Child nutrition programs, including National School Breakfast Program*

*Management Resources:*

*CSBA PUBLICATIONS*
*Why Schools Hold the Promise for Adolescent Mental Health, Governance Brief, May 2019*
*The Impact of Marijuana Legalization on K-12: The Effect of Marijuana on the Brain, November 2018*
*Preventing Catastrophic Heal Illness, Governance Brief, July 2018*
*Integrating Physical Activity into the School Day, April 2016*
*Promoting Healthy Relationships for Adolescents: Board Policy Considerations, August 2014*
*Monitoring for Success: A Guide for Assessing and Strengthening Student Wellness Policies, 2012*
*Promoting Oral Health for California's Students: New Roles, New Opportunities for Schools, Policy Brief, November 2008*
*Asthma Management in the Schools, Policy Brief, March 2008*
*Sun Safety in Schools, Policy Brief, July 2006*
*Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. April 2006*

*Management Resources continued: (see next page)*



**COMPREHENSIVE HEALTH EDUCATION** (continued)

*Management Resources: (continued)*

*AMERICAN ASSOCIATION FOR HEALTH EDUCATION PUBLICATIONS*
*National Health Education Standards: Achieving Excellence, rev. November 2012*
*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*
*Health Education Framework for California Public Schools: Kindergarten Through Grade Twelve, 2019*
*Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008*
*HUMAN RIGHTS CAMPAIGN FOUNDATION PUBLICATIONS*
*California LGBTQ Youth Report, January 2019*
*WEB SITES*
*CSBA: http://www.csba.org*
*American School Health Association: http://www.ashaweb.org*
*California Association of School Health Educators: http://www.cashe.org*
*California Department of Education, Health Education: http://www.cde.ca.gov/ci/he*
*California Department of Public Health: http://www.cdph.ca.gov*
*California Healthy Kids Resource Center: http://www.californiahealthykids.org*
*California Subject Matter Project, Physical Education-Health Project: https://csmp.online*
*Center for Injury Prevention Policy and Practice: http://www.cippp.org*
*Centers for Disease Control and Prevention: http://www.cdc.gov*
*Human Rights Campaign Foundation: https://www.hrc.org*
*National Center for Health Education: http://www.nche.org*
*National Hearing Conservation Association: http://www.hearingconservation.org*
*Shape America Society of Health and Physical Educators: https://www.shapeamerica.org*

# COMPREHENSIVE HEALTH EDUCATION

## Content of Instruction

The district's health education program shall include instruction at the appropriate grade levels in the following content areas:

1. Alcohol, tobacco, and other drugs

*(cf. 3513.3 - Tobacco-Free Schools)*
*(cf. 5131.6 - Alcohol and Other Drugs)*
*(cf. 5131.62 - Tobacco)*
*(cf. 5131.63 - Steroids)*

2. Human growth, development, and sexual health

*(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)*

3. Injury prevention and safety

   Instruction related to injury prevention and safety may include, but is not limited to, first aid, protective equipment such as helmets, violence prevention, topics related to bullying and harassment, emergency procedures, and Internet safety.

*(cf. 0450 - Comprehensive Safety Plan)*
*(cf. 3516 - Emergencies and Disaster Preparedness Plan)*
*(cf. 3543 - Transportation Safety and Emergencies)*
*(cf. 5131 - Conduct)*
*(cf. 5138 - Conflict Resolution/Peer Mediation)*
*(cf. 5141 - Health Care and Emergencies)*
*(cf. 5142 - Safety)*
*(cf. 5145.3 - Nondiscrimination/Harassment)*
*(cf. 5145.7 - Sexual Harassment)*
*(cf. 5145.9 - Hate-Motivated Behavior)*
*(cf. 6145.2 - Athletic Competition)*
*(cf. 6163.4 - Student Use of Technology)*

4. Mental, emotional, and social health

*(cf. 5137 - Positive School Climate)*
*(cf. 5141.5 - Mental Health)*
*(cf. 5141.52 - Suicide Prevention)*

5. Nutrition and physical activity

*(cf. 3550 - Food Service/Child Nutrition Program)*
*(cf. 5030 - Student Wellness)*

*(cf. 6142.7 - Physical Education and Activity)*

6. Personal and community health



**COMPREHENSIVE HEALTH EDUCATION** (continued)

Instruction in personal and community health may include, but is not limited to, oral health, personal hygiene, sun safety, vision and hearing protection, transmission of germs and communicable diseases, symptoms of common health problems and chronic diseases, and the effect of behavior on the environment.

*(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)*
*(cf. 5141.22 - Infectious Diseases)*
*(cf. 5141.23 - Asthma Management)*
*(cf. 5141.7 - Sun Safety)*
*(cf. 5146 - Married/Pregnant/Parenting Students)*
*(cf. 6142.5 - Environmental Education)*

Within each of the above content areas, instruction shall be designed to assist students in developing:

1. An understanding of essential concepts related to enhancing health

2. The ability to analyze internal and external influences that affect health

3. The ability to access and analyze health information, products, and services

*(cf. 5141.6 - School Health Services)*

4. The ability to use interpersonal communication skills, decision-making skills, and goal-setting skills to enhance health

5. The ability to practice behaviors that reduce risk and promote health

6. The ability to promote and support personal, family, and community health

**Students Excused from Health Instruction**

Upon written request from a parent/guardian, a student shall be excused from any part of health instruction that conflicts with the student's religious training and beliefs, including personal moral convictions. (Education Code 51240)

*(cf. 6141.2 - Recognition of Religious Beliefs and Customs)*

The district shall excuse a student from instruction in comprehensive sexual health education and HIV prevention education if the student's parent/guardian requests in writing that the student be excused. (Education Code 51938)

*(cf. 5145.6 - Parental Notifications)*
*(cf. 6145.8 - Assemblies and Special Events)*

In addition, the district shall excuse a student from instruction in sexual abuse and/or sexual assault awareness and prevention if the student's parent/guardian requests in writing that the student be excused. (Education Code 51900.6)

The district shall not administer any exam, survey, or questionnaire which contains questions about the student's or the student's family's personal beliefs or practices in sex, family life, morality, or religion unless the student's parent/guardian has given written permission. (Education Code 51513)

*(cf. 5020 - Parent Rights and Responsibilities)*
*(cf. 5022 - Student and Family Privacy Rights)*

However, the district may administer anonymous, voluntary, and confidential tests, questionnaires, and surveys containing age-appropriate questions about students' attitudes concerning or practices relating to sex, as long as parents/guardians are notified of the right to request in writing that the student be excused from participation. A student shall be excused from participating in any such research or evaluation tools if the student's parent/guardian requests in writing to excuse the student from participation. (Education Code 51938)



**COMPREHENSIVE HEALTH EDUCATION** (continued)

**Involvement of Health Professionals**

Health care professionals, health care service plans, health care providers, and other entities participating in a voluntary initiative with the district are prohibited from communicating about a product or service in a way that is intended to encourage persons to purchase or use the product or service. However, the following activities may be allowed: (Education Code 51890)

1. Health care or health education information provided in a brochure or pamphlet that contains the logo or name of a health care service plan or health care organization, if provided in coordination with the voluntary initiative

2. Outreach, application assistance, and enrollment activities relating to federal, state, or county-sponsored health care insurance programs if the activities are conducted in compliance with the statutory, regulatory, and programmatic guidelines applicable to those programs.

*(cf. 1325 - Advertising and Promotion)*

**FACILITIES FINANCING**

The Governing Board recognizes its responsibility to identify the most cost-efficient and effective method of financing when purchasing or modifying district facilities. Financing may be necessary when it is determined that school facilities must be built or expanded to accommodate an increased or projected increased enrollment or when safety considerations and educational program improvements require the replacement, reconstruction, or modernization of existing facilities.

The Superintendent or designee shall research funding alternatives and recommend to the Board the method of funding that will best serve district needs as identified in the district's master plan for school facilities.

*(cf. 7110 - Facilities Master Plan)*

Funding alternatives may include, but are not be limited to:

1. Levying developer fees pursuant to Education Code 17620 and Government Code 65995-65998

*(cf. 7211- Developer Fees)*

2. Forming a community facilities district pursuant to Government Code 53311-53368.3, the Mello-Roos Community Facilities Act

*(cf. 7212 - Mello-Roos Districts)*

3. Forming a school facilities improvement district pursuant to Education Code 15300-15425

*(cf. 7213 - School Facilities Improvement Districts)*

4. Issuing voter-approved general obligation bonds

*(cf. 7214 - General Obligation Bonds)*

5. Imposing a parcel tax pursuant to Government Code 50079

*(cf. 3471 - Parcel Taxes)*

6. Using lease revenues for capital outlay purposes from surplus school property

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

7. Applying for state facilities funding pursuant to the Leroy F. Greene School Facilities Act (Education Code 17070.10-17079.30)



**FACILITIES FINANCING** (continued)

The district shall provide reports, maintain records, and provide for audits of the expenditure of state facilities funds as required by law and AR 3460 - Financial Reports and Accountability. (Education Code 41024)

*(cf. 3460 - Financial Reports and Accountability)*

As applicable, the district shall comply with BP 3470 - Debt Issuance and Management.

*(cf. 3470 - Debt Issuance and Management)*

*Legal Reference: (see next page)*

**FACILITIES FINANCING** (continued)

*Legal Reference:*

*EDUCATION CODE*
*15100-17199.6 School bonds, especially:*
*15122.5 Ballot statement*
*15300-15327 School facilities improvement districts*
*17000-17059.2 State School Building Lease-Purchase Law of 1976*
*17060-17066 Joint venture school facilities construction projects*
*17070.10-17079.30 Leroy F. Greene School Facilities Act of 1998*
*17085-17096 State Relocatable Classroom Law of 1979*
*17582 District deferred maintenance fund*
*17620-17626 Levies against development projects by school districts, especially:*
*17621 Procedures for levying fees*
*41024 Accounting system and audits*
*GOVERNMENT CODE*
*6061 Manner of notice as prescribed in designated section*
*6066 Two weeks' notice*
*8855 Debt issuance and management*
*50075-50077.5 Voter-approved special taxes*
*50079 School districts; qualified special taxes*

*53175-53187 Integrated Financing District Act*
*53311-53368.3 Mello-Roos Community Facilities Act of 1982*
*53753 Assessment notice and hearing requirements*
*53753.5 Exemptions*
*54954.1 Mailing of agenda*
*54954.6 New or increased tax or assessment; public meetings and hearings; notice*
*65864-65869.5 Development agreements*
*65970-65981 School facilities development project*
*65995-65998 Payment of fees against a development project*
*66000-66008 Fees for development projects*
*66016-66019 Development project fees*
*66020-66025 Protests and audits*
*HEALTH AND SAFETY CODE*
*33445.5 Overcrowding of schools resulting from redevelopment*
*33446 School construction by redevelopment agency*
*CALIFORNIA CONSTITUTION*
*Article 13D, Sections 1-6 Assessment and property related fee reform*
*CODE OF REGULATIONS, TITLE 2*
*1859-1859.199 School facility program*
*COURT DECISIONS*
*Ehrlich v. City of Culver City (1996) 12 Cal.4th 854*
*Loyola Marymount University v. Los Angeles Unified School District (1996) 45 Cal.App.4th 1256*
*Dolan v. City of Tigard (1994) 114 S.Ct. 2309*
*Canyon North Co. v. Conejo Valley Unified School District (1993) 19 Cal.App.4th 243, 23 Cal.Rptr.2d 495*
*Garlic Development Co. v. Hayward Unified School District (1992) 3 Cal.App.4th 320*
*Nollan v. California Coastal Commission (1987) 107 S.Ct. 3141*

*Legal Reference continued: (see next page)*



## FACILITIES FINANCING (continued)

*Legal Reference: (continued)*
*ATTORNEY GENERAL OPINIONS*
*79 Ops.Cal.Atty.Gen. 149 (1996)*

*Management Resources:*
*WEB SITES*
*California Department of Education: www.cde.ca.gov*
*California State Controller: www. sco.ca.gov*
*Department of General Services, Office of Public School Construction: http://www.opsc.dgs.ca.gov*

Policy adopted: CSBA MANUAL MAINTENANCE SERVICE
March 2021

**Bellevue Union School District**

**Agenda Item for Board Meeting of June 30, 2021**

**Agenda Category:** Information

**Agenda Item Title:** 2021 Facility Project Progress Report

**Prepared By:** Roger Farrell, Director of M&O

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**Background:**

In alignment with our District's 5 year Facility Maintenance and Modernization Plan this is a progress report of the projects we identified to work towards making progress and/or completing in 2021.

**Supporting Documents:**

2021 Facility Project List Progress Report 6.24.21

# 2021 Facility Project List Progress Report 6.24.21

| Bellevue | Tentatively Scheduled Start Date | Tentatively Scheduled Completion Date | General Notes |
|---|---|---|---|
| MPR Lunch Table Repair | COMPLETED | COMPLETED | COMPLETED |
| Remove sample solar panel | COMPLETED | COMPLETED | COMPLETED |
| Bus Barn Rehab. | TBD | TBD | Clean up COMPLETED. In structural load calculation evaluation. |
| HVAC & Electrical Upgrade | 3/1/21 | 8/6/21 | 43% completed |
| MPR Wheelchair lift install | TBD | TBD | Lift arrived 6/22/21. Pre-Construction meeting is 7/7/21 |
| Asphalt Paving | 7/6/21 | 8/6/21 | Trenching / Pulverization / Set pipes & DI's / Cement trat |
| Teacher Lectern delivery to classrooms | 7/8/21 | 7/8/21 | In all student classrooms. |
| Asphalt Seal Coating and Striping | 9/11/21 | 9/12/21 | New asphalt will cure and receive new seal coat and striping. |
| Solar Panel Light Fixture Replacement | TBD | TBD | Solar panels in west side of the campus. |
| Shade Structure Install | TBD | TBD | In play area near E1 and E5. |
| Play Ground Surfacing Project in K-6 Play Area | TBD | TBD | Removal of current surfacing border and materials. Install of ADA compliant surfacing. |
| | | | |
| **Meadow View** | Tentatively Scheduled Start Date | Tentatively Scheduled Completion Date | General Notes |
| Garden Clean Up Project | COMPLETED | COMPLETED | MV Garden clean up. |
| Asphalt repairs and seal coat | 7/7/21 | 7/19/21 | Asphalt repairs throughout primary playground area. Seal coating of all asphalt. |
| Drinking Fountain Install | 7/5/21 | 7/6/21 | Work inside of room 3 and Learning Center to place drinking fountains in TK/K play area and Primary play area. |
| Solar Panel Light Fixture Replacement | TBD | TBD | Solar panels in west side of the campus. |
| Staff work room case work | TBD | TBD | Inside of Staff work room. |
| Teacher Lectern delivery to classrooms | 7/8/21 | 7/8/21 | In all student classrooms. |
| Learning Center | 7/19/21 | 7/23/21 | Paint & Carpet Install |
| Play Ground Surfacing Project in K-6 Play Area | TBD | TBD | Removal of current materials. Install of ADA compliant surfacing. |
| | | | |
| **Kawana Springs** | Tentatively Scheduled Start Date | Tentatively Scheduled Completion Date | General Notes |
| Asphalt Paving | 6/7/21 | 6/25/21 | KS track, foot pathways on west side of the campus. |
| Asphalt Seal & Stripe | 7/26/21 | 7/30/21 | KS Track and North Parking lot. |

| | | | |
|---|---|---|---|
| Solar Panel Light Fixture Replacement | TBD | TBD | Solar panels in west & north side of the campus. |
| Rooms 2-4 Casework | TBD | TBD | In rooms 2, 3 and 4. |
| North Driveway rehab. | TBD | TBD | North parking lot driveway. |
| Teacher Lectern delivery to classrooms | 7/8/21 | 7/8/21 | In all student classrooms. |
| Thermostat Replacement | TBD | TBD | In all student classrooms and MPR. |
| Play Ground Surfacing Project in K-6 Play Area | TBD | TBD | Removal of current surfacing border and materials. Install of ADA compliant surfacing. |
| Play Ground Surfacing Project in TK-K Play Area | TBD | TBD | Removal of current materials. Install of ADA compliant surfacing. |
| | | | |
| **Early Learning Center** | Tentatively Scheduled Start Date | Tentatively Scheduled Completion Date | General Notes |
| Relocate Office Staff | COMPLETED | COMPLETED | ELC temprary relocation at the Distirct Office. |
| Relocate Rm 2 contents to KS Rm 4 | COMPLETED | COMPLETED | Program preparation. |
| Office Remodel | 6/7/21 | 7/23/21 | ELC Office. |
| North Driveway rehab. | 6/21/21 | 6/28/21 | ELC Parking lot north exit driveway. |
| Thermostat Replacement | TBD | TBD | In all student classrooms and office. |
| Room 2 Bathroom Install | TBD | TBD | ELC Room 2. |
| | | | |
| **Taylor Mountain** | Tentatively Scheduled Start Date | Tentatively Scheduled Completion Date | General Notes |
| Water Main Leak repair | 7/12/21 | 7/19/21 | Next to the MPR in the play area. |
| Teacher Lectern delivery to classrooms | 7/8/21 | 7/8/21 | In all student classrooms. |
| Solar Panel Light Fixture Replacement | TBD | TBD | Solar panels in the SouthEast section of the campus. |
| | | | |
| **District Office** | Tentatively Scheduled Start Date | Tentatively Scheduled Completion Date | General Notes |
| Lobby Case Work Repair | TBD | TBD | DO Lobby. |
| | | | |
| **Multi-Site Project** | Tentatively Scheduled Start Date | Tentatively Scheduled Completion Date | General Notes |
| Landscape Architectural Design Planning | 5/26/21 | TBD | All BUSD Sites |
| Kawana Springs Modernization of Kitchen, MPR, Admin Areas | 5/26/21 | TBD | All BUSD Sites |

**Bellevue Union School District**

**Agenda Item for Board Meeting of June 30, 2021**

**Agenda Category:** Information

**Agenda Item Title:** Kawana Springs Facility Modernization Update

**Prepared By:** Don Tomasi, TLCD Architecture, Principal Designer and
Roger Farrell, Director of M&O

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**Background:**

The BUSD Leadership Staff have been working with RGM Kramer, our Construction Consultant Firm and TLCD Architecture to establish next steps on the modernization project that will impact the Kawana Springs Elementary Kitchen, Multi-Purpose Room, School Offices, Teachers WorkRoom and Staff lounge. To provide us an update on that work is TLCD Architecture Principal Designer, Don Tomasi.

**Supporting Documents:**

210630 TLCD Kawana Board Presentation

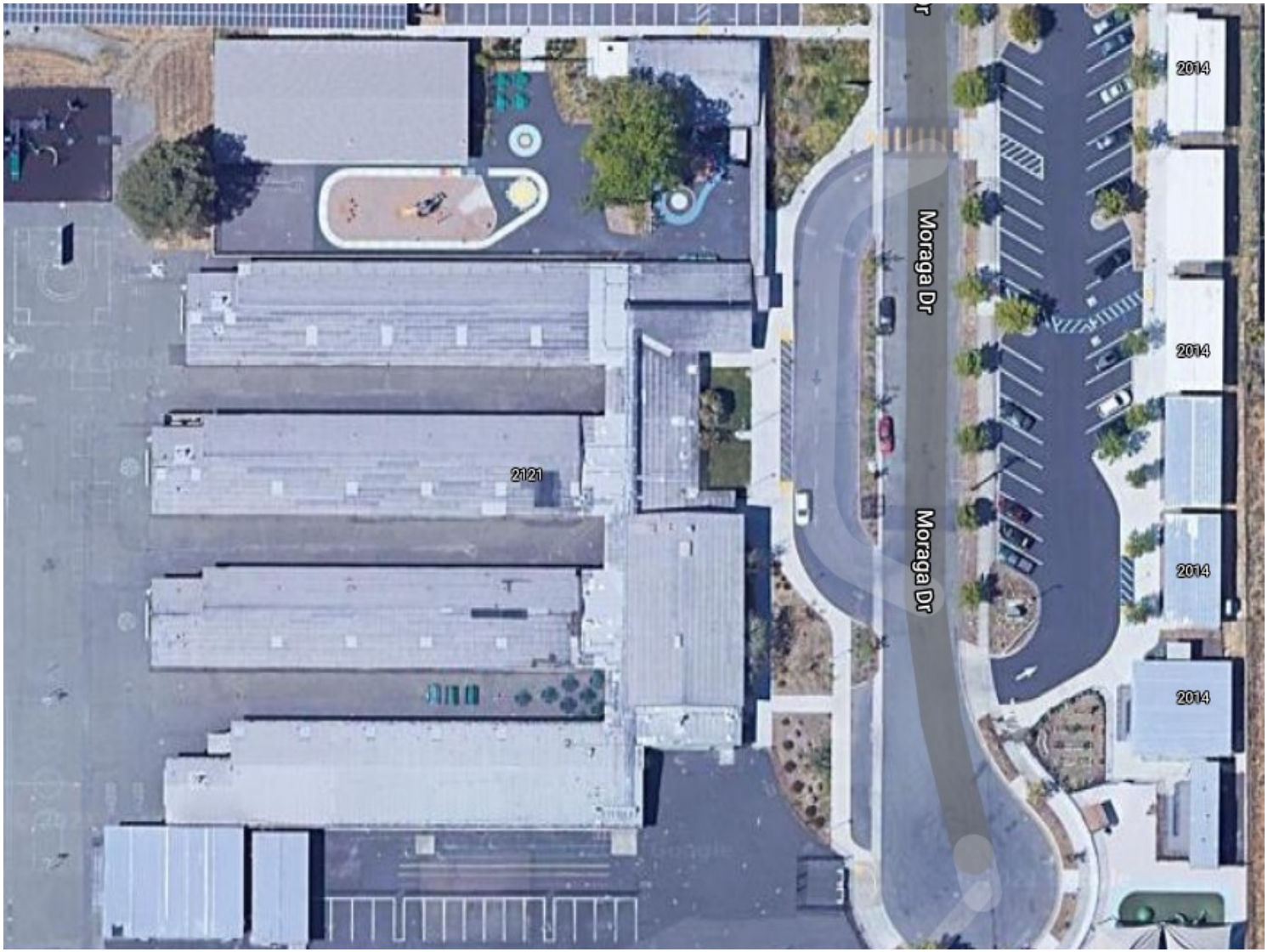
# Kawana Springs Administration Modernization & New Multi-Purpose Building



# Introduction to TLCD Architecture

TLCD Architecture Office, Old Courthouse Square, Santa Rosa

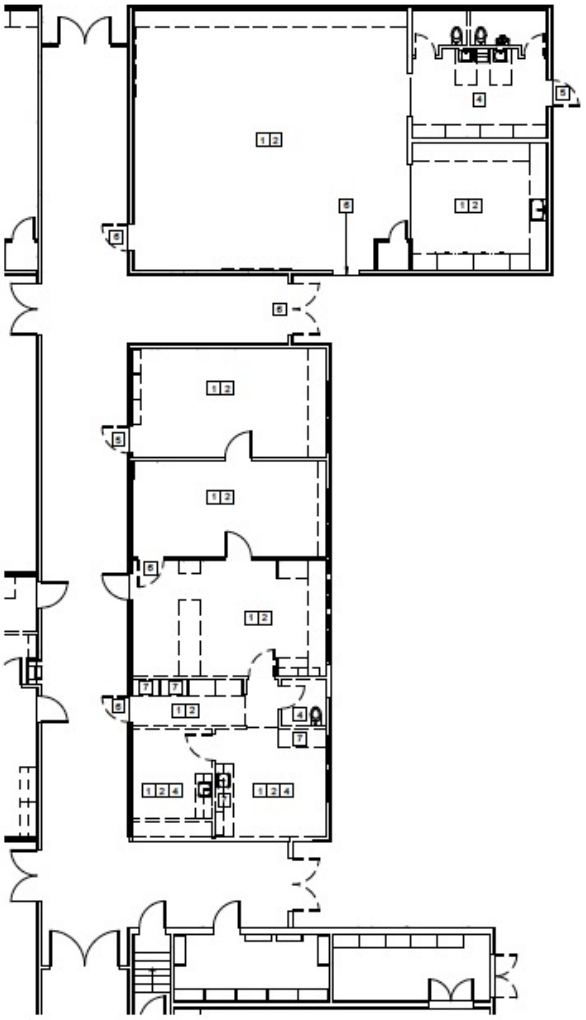
KAWANA SPRINGS OFFICE
MODERNIZATION & AND NEW MULTI-USE




TLCDARCHITECTURE

# Administration Building Modernization (2012 Schematic Design Plans)

KAWANA SPRINGS OFFICE
MODERNIZATION & NEW MULTI-USE ROOM

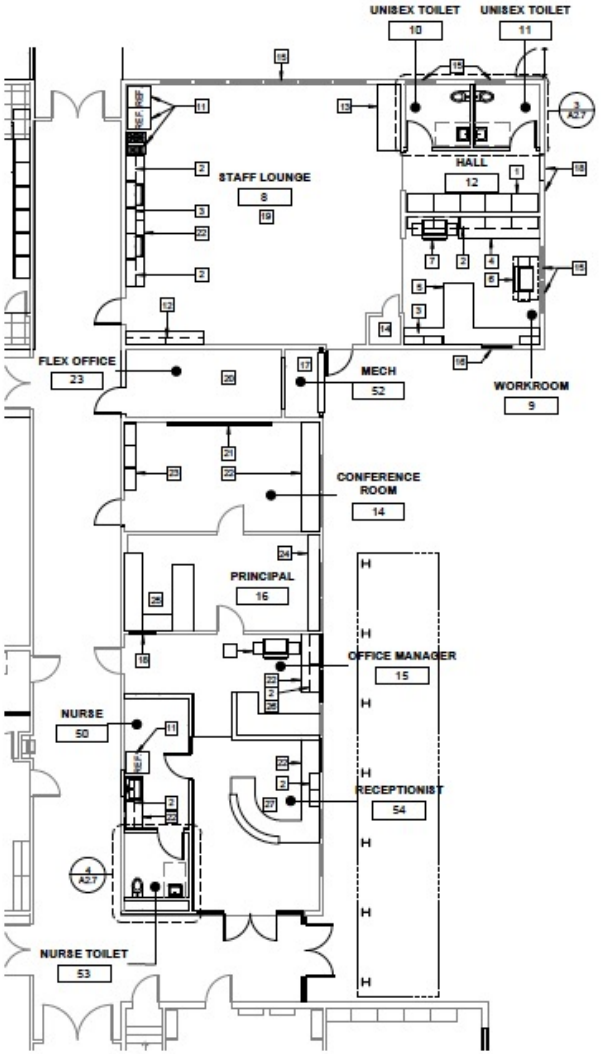


**DEMOLITION DRAWING NOTES**

1. REMOVE (E) CABINETS
2. REMOVE (E) FLOORING, INCLUDING ABATEMENT OF ASBESTOS TILES AND MASTIC
3. REMOVE PORTION OF WALL TO INSTALL NEW DOOR
4. REMOVE (E) PLUMBING FIXTURE, TYP.
5. REMOVE (E) DOOR TO BE REPLACED
6. REMOVE (E) DOOR, INFILL WALL
7. REMOVE (E) CABINETS. TO BE REINSTALLED AT THE STUDENT STORE, BLDG C.

## 1 ADMIN & BLDG 'G' - DEMOLITION FLOOR PLAN

1/8" = 1'-0"




## 2 ADMIN & BLDG 'G' - NEW FLOOR PLAN

1/8" = 1'-0"

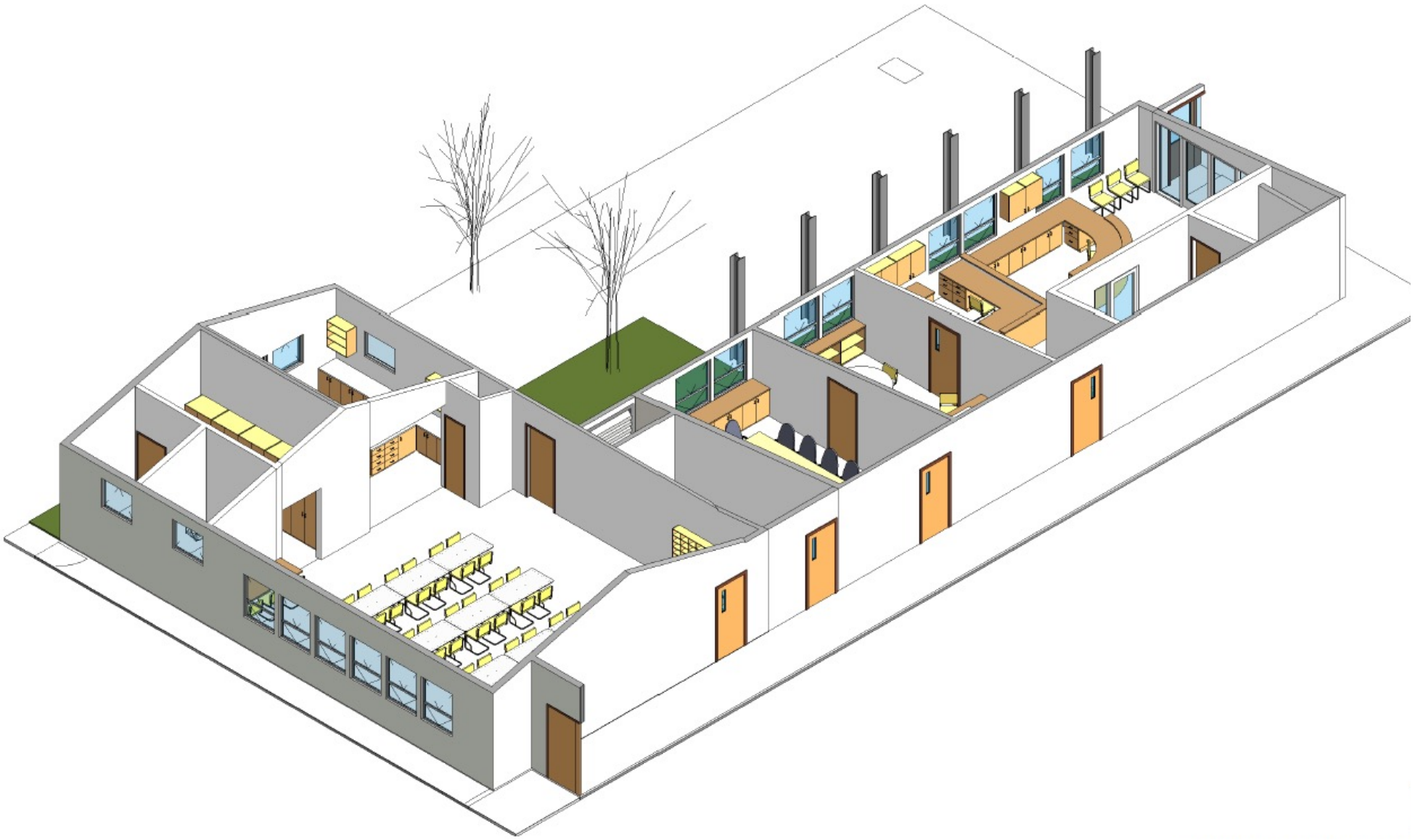
TLCDARCHITECTURE

# KAWANA SPRINGS OFFICE
# MODERNIZATION & NEW MULTI-USE



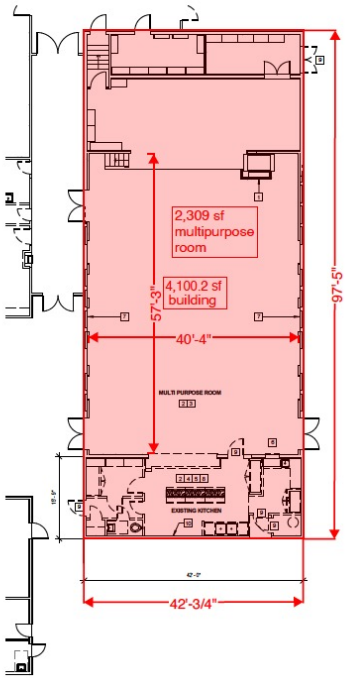
**TLCD**ARCHITECTURE

KAWANA SPRINGS OFFICE
MODERNIZATION & AND NEW MULTI-USE

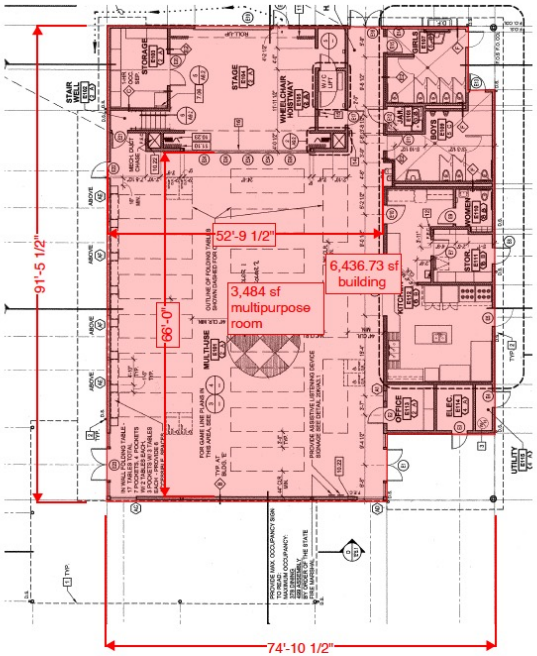


**TLCD**ARCHITECTURE

# New Multi-Purpose Building

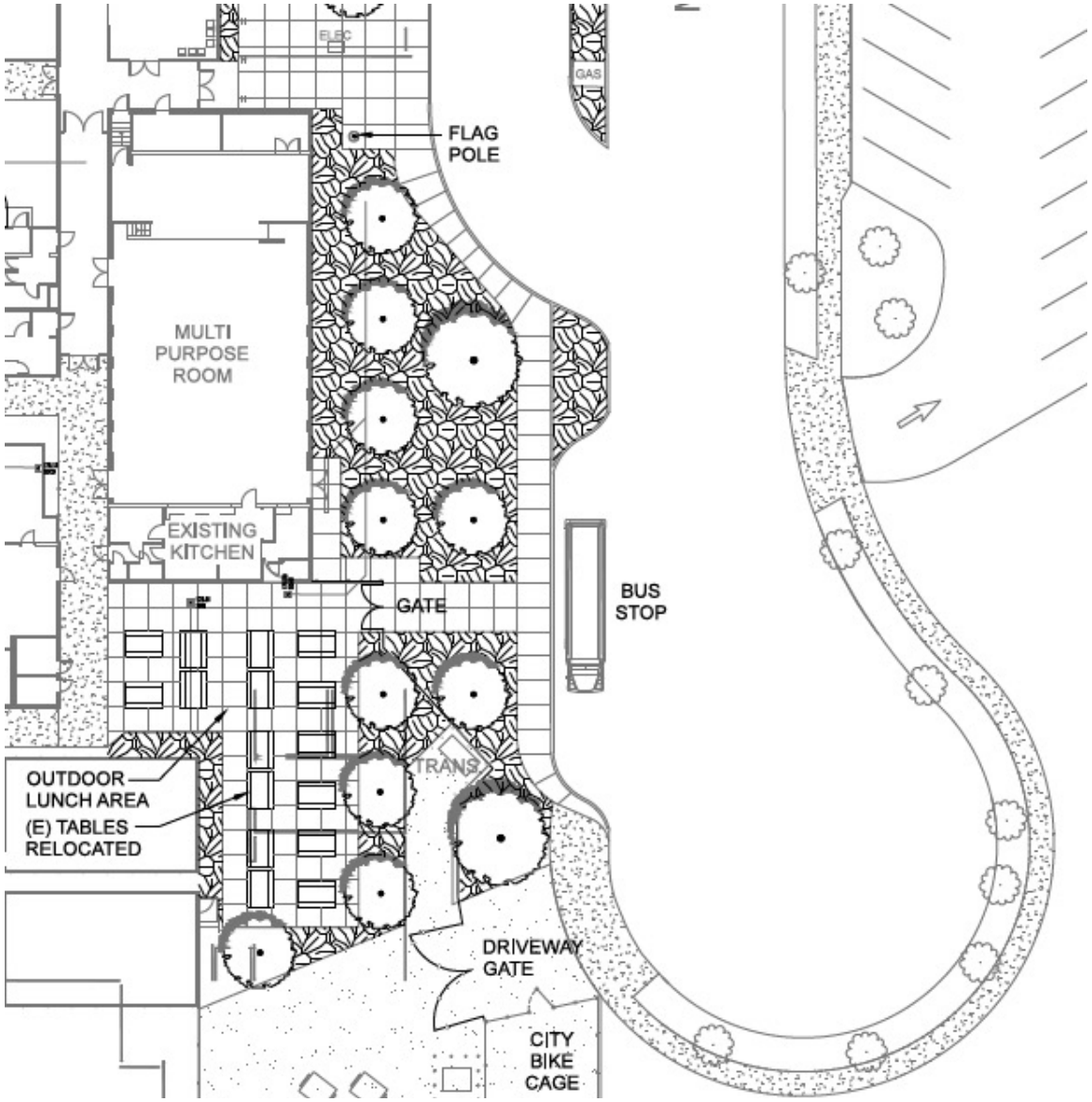



Kawana Springs




Taylor Mountain

Size Comparison of Existing Kawana Springs MPR & Taylor Mountain MPR
(Meadow View MPR is Same Size as Taylor Mountain)




2012 Design w/
Existing Multi-Purpose
Building

**Bellevue Union School District**

**Agenda Item for Board Meeting of June 30, 2021**

Agenda Category: Review and Action

Agenda Item Title: Approval of Declaration of Need for the 2021-2022 School Year

Prepared By: Siara Goyer, Director of Human Resources

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Background:
In the event that the district is unable to hire fully certificated persons due to an insufficient number available for hire, a declaration of need must be filed with the CTC in order to request emergency or limited assignments permits. The Declaration of Need for fully qualified educators will be filed with the Commission on Teacher Credentialing (CTC) and Sonoma County Office of Education (SCOE) for the 2021-2022 school year as there may be a need for emergency or limited assignment permits due to a lack of qualified teacher applicants.

Recommended Action:
It is recommended that the Board of Trustees approve the Declaration of Need for the 2021-2022 School Year

Supporting Documents:
Declaration of Need for the 2021-2022 School Year

State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

*Email:* credentials@ctc.ca.gov
*Website:* www.ctc.ca.gov

# DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2021-2022

Revised Declaration of Need for year: _____

**FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL**

Name of District or Charter: Bellevue Union School District  District CDS Code: 70615

Name of County: Sonoma County  County CDS Code: 49

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 06/30/2021 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

▶ ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2022.

Submitted by (Superintendent, Board Secretary, or Designee):

| David Alexander | | Superintendent |
|---|---|---|
| *Name* | *Signature* | *Title* |
| 707-542-6127 | 707-542-5197 | 07/01/2021 |
| *Fax Number* | *Telephone Number* | *Date* |

3150 Education Drive, Santa Rosa, CA 95407
*Mailing Address*

dalexander@busd.org
*EMail Address*

**FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY, CHARTER SCHOOL OR NONPUBLIC SCHOOL AGENCY**

Name of County _____  County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____  County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

▶ ***Enclose a copy of the public announcement***

Submitted by Superintendent, Director, or Designee:

| *Name* | *Signature* | *Title* |
|---|---|---|
| *Fax Number* | *Telephone Number* | *Date* |

*Mailing Address*

*EMail Address*

▶ *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

**AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS**

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

| **Type of Emergency Permit** | **Estimated Number Needed** |
|---|---|
| CLAD/English Learner Authorization (applicant already holds teaching credential) | 3 |
| Bilingual Authorization (applicant already holds teaching credential) | 3 |
| List target language(s) for bilingual authorization: Spanish | |
| Resource Specialist | 2 |
| Teacher Librarian Services | 0 |

**LIMITED ASSIGNMENT PERMITS**

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

| TYPE OF LIMITED ASSIGNMENT PERMIT | ESTIMATED NUMBER NEEDED |
|---|---|
| Multiple Subject | 3 |
| Single Subject | 0 |
| Special Education | 4 |
| TOTAL | 7 |

| AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed) | ESTIMATED NUMBER NEEDED |
|---|---|
| | |
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**EFFORTS TO RECRUIT CERTIFIED PERSONNEL**

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to **www.cde.ca.gov** for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

**EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL**

Has your agency established a District Intern program? ☑ Yes ☐ No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? ☑ Yes ☐ No

If yes, how many interns do you expect to have this year? 4

If yes, list each college or university with which you participate in an internship program.

Sonoma State University

If no, explain why you do not participate in an internship program.

n/a

**Bellevue Union School District**

**Agenda Item for Board Meeting of June 30, 2021**

**Agenda Category:** Review and Action

**Agenda Item Title:** Memorandum of Understanding Between Bellevue Union School District and California School Employees Association and its Bellevue Chapter No. 501 Regarding Extending the 2020-2021 10 Month Employee Work Calendar

**Prepared By:** David Alexander Ed.D., Superintendent

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## Background:

The Bellevue District Management ("District") and California School Employees Association and its Bellevue Chapter No. 501, jointly known as the Parties ("Parties") enter into this Memorandum of Understanding ("MOU") regarding Extending the 2020-2021 10 Month Employee Work Calendar

This MOU between Bellevue Union School District and California School Employees Association and its Bellevue Chapter No. 501 extends the Classified 10 Month Employee calendar by three additional days (June 2,3 and 4th, 2021) to ensure adequate staffing for services required for the 2020-2021 school year.

## Recommended Action:

Approve the Memorandum of Understanding Between Bellevue Union School District and California School Employees Association and its Bellevue Chapter No. 501 regarding Extending the 2020-2021 10 Month Employee Work Calendar

## Supporting Documents:

Memorandum of Understanding Between Bellevue Union School District and California School Employees Association and its Bellevue Chapter No. 501 regarding Extending the 2020-2021 10 Month Employee Work Calendar

MEMORANDUM OF UNDERSTANDING
BETWEEN
BELLEVUE UNION SCHOOL DISTRICT
AND
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS BELLEVUE

CHAPTER NO. 501

5/17/21

The parties agree as follows:

1. The existing 2020-2021 Classified 10 Month Employee -194 calendar indicates the last work is June 1, 2021. The last day of school is June 3.

2. For 2020-21 only, the District will extend the Classified 10 Month Employee calendar by three additional days (June 2, 3 and 4th, 2021).

3. In order to be eligible for the additional pay, the unit member[s] must work the additional days.

4. The pay will be based on the employees per hourly per diem.

5. The three additional days (June 2, 3 and 4th, 2021) are voluntary.

6. There will be no negative consquences if any 10-month employees are not able to work these dates.

7. This extension of the Classified 10 month Employee calendar is in effect for the 2020-21 school year only, unless otherwise negotiated.

8. This MOU shall not set a precedent for any reason, nor shall it serve as the basis for any future negotiations regarding the work calendar.

For CSEA:

Jennifer Spain

Jennifer Spain, President Chapter 501

Lori Catt

LRR, CSEA

For the District:

Supt.

David Alexander, Superintendent

5/18/21

Bellevue Union School District

Agenda Item for Board Meeting of June 30, 2021

Action Item: Approval of the 2021-2024 Local Control Accountability Plans (LCAPs) for Bellevue Union School District

Prepared By: David Alexander, Ed.D., Superintendent

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Background:

The Local Control and Accountability Plan (LCAP) is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs.

Recommendation:

Approve as presented on June 29, 2021

Supporting Documents:

The BUSD Local Control and Accountability Plan (LCAP)

# Local Control Accountability Plan

**The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Bellevue Union School District | David Alexander, Ed.D.<br>Superintendent | dalexander@busd.org<br>707 542-5197 |

## Plan Summary [2021-22]

### General Information

A description of the LEA, its schools, and its students.

The Bellevue Union School District (BUSD) is a small urban and rural school district located in Southwest Santa Rosa. BUSD is the 10th largest school district of the 40 school districts in the County of Sonoma and the largest elementary school district (TK-6th). BUSD serves approximately 1,600 students (TK-6) at four elementary schools. BUSD has partnered with Napa County Office of Education for after school programs (Cool Schools) and North Bay Children's Center for preschool. BUSD provides comprehensive preschool services through the Early Learning Center (ELC), which includes quality early childhood education and coordinated special education services. In addition, BUSD offers a Spanish Dual Immersion program.

Our schools strive to meet the needs of each student with comprehensive, standards-aligned programs along with specialized services and programs.

Each of our schools provides the following:
A challenging, standards-based academic program,
English Language Development (ELD) to Emerging Bilingual (EL) students,
Additional supports for students who require extra assistance,
Enrichment opportunities and programs, and
Counseling services

BUSD By The Numbers (CALPADS Report 1.17 on Census Day, 10.07.2020)
Bellevue Elementary School - 401 Students
Kawana Springs Elementary School - 344 students
Meadow View Elementary School - 375 students
Taylor Mountain Elementary School - 419 students

District Demographics
Total Number of Students District-Wide: 1544 (2020-21 CALPADS)
Free and Reduced-Priced Meal Students (Low Income): 77.59% (1198 students)
English Learners: 61% (946 students)
Redesignated Fluent English Proficient: 10.5% (126 students - report 2.9)
Foster Youth: (16 students)
Homeless 62
Migrant Ed 18

The Bellevue Union School District (BUSD) is committed to providing a quality education to every student, and to meeting their academic and social-emotional needs in order to help them reach their potential while they are in our district, so that they may experience continued success in middle school and high school. Recognizing that students may face a variety of challenges, additional academic, behavioral and social-emotional supports are available through our multi-tiered system of support to ensure the success of each student. We are always looking for ways to ensure that BUSD's instruction and programs are engaging, relevant, and innovative, providing the support all students need to be successful. This includes greater efforts to listen to the voices of students in our process of continuous improvement. By partnering with parents/guardians, staff, students, and the community, we continue to make adjustments to better meet the needs of our children and families.

# Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

We as a school community have recognized the last few years have been especially challenging for our district, including re-establishing financial stability through a significant budget reduction implementation, multiple natural disasters, and most recently the COVID-19 pandemic. Despite these challenges, our district's staff and families have endured these hardships through a demonstration of strong character and determination. Just prior to the COVID-19 pandemic BUSD reestablished its financial stability and was in the process of restoring many of the vital services for students reduced during the budget reduction implementation. The COVID-19 pandemic brought with it an unprecedented amount of ever-changing health guidelines and school-related communication, reporting, and plans. Once again, despite these challenges BUSD never waivered to maximize the resources available and foster ingenuity to ensure our students a quality education.

In March 2020, the Governor issued the stay-at-home order that closed school campuses. Although the COVID-19 pandemic forced the closure of schools, BUSD stayed committed to providing quality education through creating a successful distance learning program and most recently in April 2021 switch to an innovative concurrent model allowing students to access their teachers synchronically whether students were at home or at school in-person. This was accomplished by upgrading classroom, student and teacher technology including providing new devices to all students and staff and hotspots where needed. In addition, BUSD provided additional technical support to students, families, and staff to ensure student success.

Assessing student achievement throughout the COVID-19 pandemic has presented its own challenges, and as a result, the California Dashboard was not refreshed for 2020. BUSD was not able to administer the CAASPP to students in the 2019-2020 school year and it was unfeasible in the 2020-2021 school year as well. As a result, the State test score data for 2018-19 is detailed in the Annual Update and in the baseline for each goal in this new three-year LCAP.

BUSD recognizes that having current student achievement data is imperative for supporting student learning and grade level agreements were made for consistently assessing and reporting student learning. In lieu of the CAASPP, BUSD administered the Star Reading and Star Math assessments to all 2nd through 6th graders. Kindergarteners were assessed with ESGI and first graders with Early Star Literacy and Star Math. These local measures provided immediate data to teachers and staff which allowed schools to easily identify students for in-school intervention groups, after-school tutorials, and the summer learning program.

BUSD is also very proud of our teachers for pivoting to distance learning and then to the concurrent hybrid model supporting students in the classroom as well as in distance learning through a robust instructional model. Despite the challenges of COVID, teachers and staff built better connections with parents as they collaborated in supporting student learning. Students also learned to self-regulate and to be more efficient and effective. Teachers have become much more adept at using technologies that most will continue to use beyond the pandemic to support student learning. Teachers also listened more attentively to how students were thinking and how they were doing.

An emphasis for this school year was supporting our Emerging Bilingual students (EBs/ELs). With over 60% of our students identified as EB/EL, this is a major subgroup that requires a great deal of support to attain high levels of English proficiency and to master grade-level standards. To that end, BUSD purchased a Designated English Language Development (D-ELD) curriculum aligned to the core ELA (Wonders). A great deal of professional learning occurred this year, including Wonders ELD training and EL strategies professional development was provided from the SCOE EL Services Coordinator in August 2020 and throughout the 2020-2021 school year. In addition, the vast majority of our classroom teachers and many special education teachers participated in a 3-day Guided Language Acquisition Design (GLAD): Access and Engagement virtual training over the summer.

To better understand the language demands of our Emerging Bilingual students (EB/ELs) and to support the ELPAC administration, all teachers were trained in how to give this assessment. Every TK -2nd-grade teacher administered the listening, reading, and writing portions of the ELPAC test to 5 of their students. Every 3rd through 6th-grade teacher administered the listening, reading, and writing portions of the ELPAC to all of their EB students. Recognizing that students perform better in person and that the ELPAC is a high-stakes test administered only once per year, teachers and staff went above and beyond to coordinate in-person testing. This year 87 students were reclassified district-wide from English Learners to Reclassified Fluent Proficient Students.

To provide additional support to students over the summer, students were allowed to keep their devices and the following licenses were purchased to support learning from home or through our Summer Cool Schools program:
1) Lalilo - A K-2 online adaptive program for our not-yet readers
2) Freckle ELA and Freckle Math - Adaptive practice in ELA and Math to target gaps in skills, standards, and knowledge
3) Imagine Espanol - An online adaptive Spanish literacy program to support our DI students at Kawana Springs Elementary.

Another area of growth for BUSD was in parent involvement. All sites had robust School Site Councils (SSCs) and English Language Advisory Councils (ELACs). At the district level, there was a District English Language Advisory Council (DELAC). As a result of these learning opportunities for parents, more parents are participating and taking leadership roles.

BUSD is committed to ensuring that student achievement continues to improve so that all students are better prepared for middle and high school so that they are ultimately college and career ready when they graduate from high school. We are excited to welcome all students back to in-person instruction and to continue to foster our own professional learning in order to better support their learning.

# Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

BUSD strives to meet the diverse needs of every student through impactful teaching practices, high standards, and equitable resources. Data-driven decision-making drives the work.

The California School Dashboard (2019) Results:
Note: The California School Dashboard uses five 'colors" to represent levels of performance. The lowest level of performance is represented by red, followed by orange, yellow, green and blue as the highest level of performance. A given color is determined based on the student group's outcomes from the most recent year and change in outcomes from the the pervious year. This method acknowledges the growth being made by schools and districts for specific student groups, even if their overall outcome is not yet at a high level.

Overall BUSD's 2019 Dashboard results demonstrate a broad need for improvement across all areas.

On the the 2019 Dashboard (the most recent year in which performance levels were reported) BUSD has "yellow" performance level for All students for all students in English Language Arts and Chronic Absenteeism indicators and "orange" for Mathematics and Suspension Rate indicators. BUSD did not reach the "green" or "blue" level in any of the state indicators. This performance speaks to the need to improve not only within each aspect of the system, but to improve the system as a whole.

In English Language Arts, (Yellow) as a district. The 2019 California Dashboard indicates 6 student groups were below the Green Performance Level: Students with Disabilities (Orange), Latino (Yellow), Socioeconomically Disadvantaged (Orange), English Learners (Orange), Homeless (Yellow), and White (Orange).

In Math, (Orange) as a district. The 2019 California Dashboard indicates 6 student groups were below the Green Performance Level: Students with Disabilities (Orange), Latino (Orange), Socioeconomically Disadvantaged (Orange), English Learners (Orange), Homeless (Yellow), and White (Orange).

Our English Learners demonstrate a low-performance level with 40.3% making progress towards English language proficiency on the CA Dashboard.

Achievement Gap: Student data indicates the COVID-19 pandemic has supported academic gains and for many students widened the Achievement Gap leaving struggling learners even further behind.

Results from 2019 CAASPP (CAASPP Dashboard):

ENGLISH LANGUAGE ARTS
District-wide:
1% decline in ELA (2019 - 34% - 2018: 35% - 2017: 35% - 2016: 33% - 2015: 24%)
District-wide: 7% growth in 5th grade ELA
District-wide: 3% growth in 6th grade ELA

Site highlights:
Bellevue:18% growth in 5th grade ELA
Bellevue: 9% growth in 6th grade ELA
Kawana Springs: 11% growth in 3rd grade ELA
Kawana Springs: 14% growth in 6th grade ELA
Meadow View: 19% growth in 4th grade ELA
Meadow View: 15% growth in 5th grade ELA
Taylor Mountain: 5% growth in 5th grade ELA
Taylor Mountain: 3% growth in 6th grade ELA

Noted growth in Unmatched Cohort Groups:
12% growth District-wide 4th to 5th grade (2018 to 2019) ELA
5% growth District-wide 5th to 6th grade (2018 to 2019) ELA
Bellevue: 15% growth 4th to 5th grade (2018 to 2019) ELA
Bellevue: 19% growth 5th to 6th grade (2018 to 2019) ELA
Kawana Springs: 5% growth 4th to 5th grade (2018 to 2019) ELA
Kawana Springs: 8% growth 5th to 6th grade (2018 to 2019) ELA
Meadow View: 20% growth 4th to 5th grade (2018 to 2019) ELA
Meadow View: 9% growth 5th to 6th grade (2018 to 2019) ELA
Taylor Mountain: 8% growth 4th to 5th grade (2018 to 2019) ELA

MATHEMATICS
District-wide:
1% decline in Math (2019:24% - 2018: 25% - 2017: 28% - 2016: 26% - 2015: 17%)
District-wide: 5% growth in 5th grade Math
District-wide: 3% growth in 6th grade Math

Site highlights:
Bellevue: 13% growth in 5th grade Math
Kawana Springs: 7% growth in 3rd grade Math
Kawana Springs: 11% growth in 5th grade Math
Taylor Mountain: 4% growth in 4th grade Math
Meadow View: 8% growth in 5th grade Math
Meadow View: 7% growth in 6th grade Math
Taylor Mountain: 11% growth in 3rd grade Math
Taylor Mountain: 6% in 6th grade Math

Noted growth in Unmatched Cohort Groups:
20% growth District-wide 5th to 6th grade (2018 to 2019) Math
Bellevue: 23% growth 5th to 6th grade (2018 to 2019) Math
Kawana Springs: 15% growth 5th to 6th grade (2018-2019) Math
Meadow View: 3% growth 4th to 5th grade (2018 to 2019) Math
Meadow View: 25% growth 5th to 6th grade (2018 to 2019) Math
Taylor Mountain: 15% growth 5th to 6th grade (2018 to 2019) Math

Note: With the change of assessment tools used in California for English Learners it has become difficult to make comparisons from year to year.

Looking at our Star Reading Data from the 2020-21 School Year and following the recommendation of Response to Intervention (RTI) expert Dr. Ed Shapiro, for using the 40th percentile rank as the default benchmark it is evident that we must address the need to improve our Tier I instruction. The following shows the most recent student data from the last grading period for each site and subgroup:

STAR EARLY LITERACY RESULTS
Bellevue Elementary:
28% of students are at or above the 40 PR
72% of students are below the 40 PR

Kawana Springs Elementary:
N/A This is an English test

Meadow View Elementary:
33% of students are at or above the 40 PR
67% of students are below the 40 PR

Taylor Mountain:

46% of students are at or above the 40PR
54% are below the 40 PR. Elementary:

STAR READING RESULTS
Bellevue Elementary:
33% of students are at or above the 40 PR
67% of students are below the 40 PR

Kawana Springs Elementary:
23% of students in grades 4th-6th taking this test in English were at or above the 40th PR
77% of students in grades 4th-6th taking this test in English were below the 40 PR

Meadow View Elementary:
32% of students are at or above the 40 PR
68% of students are below the 40 PR

Taylor Mountain:
35% of students are at or above the 40PR
65% are below the 40 PR. READING RESULTS

STAR MATHEMATICS RESULTS
Bellevue Elementary:
31% of students are at or above the 40 PR
69% of students are below the 40 PR

Kawana Springs Elementary:
28% of students in grades 4th-6th taking this test in English were at or above the 40th PR
72% of students in grades 4th-6th taking this test in English were below the 40 PR

Meadow View Elementary:
32% of students are at or above the 40 PR
68% of students are below the 40 PR

Taylor Mountain:
34% of students are at or above the 40PR
66% are below the 40 PR.

The 2019 California Dashboard indicates 4 student groups in the Orange Performance Level: Students with Disabilities, English Learners, Socioeconomically Disadvantaged, and White.
Steps to increase Language Arts Performance :

- PLCs will identify the learning targets for each essential standard
- PLCs will identify common formative assessments and trimester benchmarks and rubrics
- PLCs will create curriculum maps for the year
- Each site will have a Teacher on Special Assignment to support teacher and student learning
- Integrated and Designated ELD Professional Development will continue to be a focus area in order to help staff make language accessible and comprehensible (Wonders, ELD strategies, GLAD certification)
- A writing program will be identified and adopted
- More Lit Paras will be hired at each site in order to focus on prevention (strong early literacy skills)
- Lit Paras and Teachers will continue to receive training in how to use SIPPS to support reading intervention groups
- Diagnostic reading assessments such as the Developmental Reading Assessment (DRA) will be investigated and used to monitor literacy growth and areas of need
- Students will have access to computer adaptive programs to use independently in school and at home (e.g. Lalio, Freckle Reading, Reading A-Z)
- After-school tutorials will target the most struggling readers
- Summer learning spots and/or Saturday School spots will be provided to the most struggling readers as well as students with attendance problems
- Students are allowed to keep their devices over the summer and licenses are available for the following adaptive programs to support literacy over the summer: Lalilo, Freckle Reading, and Imagine Espanol

The 2019 California Dashboard indicates all student groups with the exception of the Homeless were in the Orange Performance Level.
Steps to increase Mathematics performance:

- PLCs will identify the essential math standards
- PLCs will identify earning targets for each essential standard
- PLCs will identify common formative assessments and trimester benchmarks and rubrics
- PLCs will create curriculum maps for the year
- Each site will have a Teacher on Special Assignment to support teacher and student learning
- Freckle Math licenses were purchased to support students over the summer and throughout the school year
- Supplemental math curriculum will be investigated
- After-school tutorials will be offered to students struggling in math

Steps taken to increase Reclassification Rate:

- All site TOSAs will provide additional support to Non-English Proficient students in order to give them an additional dose of language support
- English Learner Advisory Councils (ELACs) and District English Language Advisory Councils (DELACs) meetings are held to inform parents about the English Language Proficiency Assessment for California (ELPAC) and its importance to monitor growth and celebrate English acquisition and proficiency.

- Teachers and staff will review the new BUSD Reclassification Criteria and Process with students and families
- Teachers support the administration of the ELPAC in order to understand the language demands placed on students
- Emerging Bilingual (EB) students are provided after-school tutorials in order to help them be better prepared for the Spring Summative ELPAC
- Teachers participate in multiple professional learning opportunities to better support EB students (i.e. Wonders, GLAD, SIPPS)
- Ellevation will help monitor student language proficiency gains and needs
- Parent Liaison hours will be extended to help with the EB identification process, the reclassification process, and the progress monitoring

Steps taken to increase Parent Engagement
- Every school has a Bilingual Parent Liaison
- All schools have regular SSC and ELAC meetings where they build parent capacity
- The district opened a Learning Center and will expand it in order to support students, staff, and families with technical and educational needs (e.g. English as a Second Language, GED Classes, Pasitos)

# LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

A key feature of this plan is to continue to ground the district to our community-developed mission and vision. The recognition of our fundamental "why" in our system guides us to ensure that each and every student will receive a high-quality education.
Mission: Inspire learning.
Vision: Engaging and a heart icon (symbolizing valuing/caring) for our families, students, and staff to empower our community.

With changes in leadership and prior to the pandemic the BUSD's LCAP consisted of 10 goals and 63 sub-goals and inherited financial instability. Over the course of the last few years, under a new leadership, the district used a variety of stakeholder engagement opportunities and fiscal strategies to restore financial stability and identify a clear focus, which allowed us to condense the goals to two with 9 sub goals.

Goal 1: Increase Student Success and Support Student Learning. Ensure quality learning for each and every student to reach their potential
Goal 1.1 Improve Instruction through Professional Development & Professional Learning Communities
Goal 1.2 Improve Curriculum and Assessment Support
Goal 1.3 Improve Student Academic Support
Goal 1.4 Improve English Learner Support
Goal 1.5 Support Learning Recovery Program (Expanded Learning Opportunity Grant ELO)

Goal 2: Increase Connectedness, Involvement, and Positive School Environments. Ensure a positive and respectful school climate for students, staff, and families which includes positive school cultures, safe, secure accessible, and efficient classrooms, facilities, and grounds.
Goal 2.1 Improve Family Engagement

Goal 2.2 Improve Student Engagement
Goal 2.3 Improve Social-Emotional Support
Goal 2.4 Improve Learning Environments

Overall BUSD's 2021-2022 LCAP captures our school community's needs and the process of developing a recovery learning plan encompassing the available state, federal and onetime funding.

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

BUSD does not have any schools that have been identified for comprehensive support and improvement.

### Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

BUSD does not have any schools that have been identified for comprehensive support and improvement.

### Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

BUSD does not have any schools that have been identified for comprehensive support and improvement.

# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The annual and ongoing engagement of our stakeholders is a key part of BUSD's strategic planning, especially for the 2021-22 to 2023-24 LCAP.

As a result of the State delaying the LCAP adoption requirement due to the pandemic for an additional year, BUSD LCAP Stakeholders' Engagement was halted in the spring of 2020, appropriately halfway through the scheduled engagement meetings.

In addition, the 2020-21 school year brought uncertain economic uncertainty which made planning for students' needs difficult. As federal and state learning loss or mitigation funding became available a unique opportunity presented itself to align all existing and new funding to a greater plan, thus maximizing resources.

The BUSD Learning Steering Committee (LSC) was formed to provide a forum for stakeholder engagement, sharing of information and to seek input from our stakeholders in formulating a District Learning Plan (DLP) including: the Extended Learning Opportunities (ELO) Grant (i.e. Summer School, Extended School Year, Interventions) and the BUSD LCAP. The Learning Steering Committee was comprised of parents, certificated and classified staff, collective bargaining unit representation, community partners, and district administrators. The LSC met throughout the month of April and May (April 13, 2021; April 22, 2021; April 29, 2021; May 6, 2021; and May 13, 2021). During these meetings, stakeholder input was collected for the Local Control and Accountability Plan (LCAP) as well as the Expanded Learning Opportunities (ELO) Grant in order to have a comprehensive strategic plan with a wide view of the actions, services, supports, and instructional programs the District plans to offer through the 2021-2024 school years. In addition, existing groups such as the Curriculum Committee and the District English Learner Advisory Committee (DELAC) also contributed input that was utilized in this plan. Further, community and staff surveys were utilized through the process to gather input as well.

A summary of the feedback provided by specific stakeholder groups.

The feedback provided by stakeholders in the development of this LCAP reaffirmed and built upon the key priorities communicated in the past and through the previous year's District Strategic Planning Teams and stakeholder engagement.

The Learning Steering Committee input process and community surveys were designed to seek stakeholders' opinions regarding the relevance, ranking, and impact of possible actions and service.

These actions and services were also examined through the lens of Hattie's work who developed a way of synthesizing various influences in different meta-analyses according to their effect size (Cohen’s d). In his ground-breaking study “Visible Learning” he ranked over 200 influences that are related to learning outcomes from very positive effects to very negative effects. Hattie found that the average effect size of all the interventions he studied was 0.40. Therefore he decided to judge the success of influences relative to this ‘hinge point’, in order to find an answer to the question “What works best in education?”

The district's leadership team of site and district administration detailed and costed out the potential actions and services.
The Learning Steering Committee was able to reexamine the impact through a survey based on this research and cost.
The district executive cabinet aligned the actions and services to the funding sources which is reflected in this plan.

The following summary outlines the overarching themes that emerged (specific actions and services are detailed in this plan):

Goal 1: Increase Student Success and Support Student Learning
Ensure quality learning for each and every student to reach their potential
Goal 1.1 Improve Instruction through Professional Development & Professional Learning Communities
Goal 1.2 Improve Curriculum and Assessment Support
Goal 1.3 Improve Student Academic Support
Goal 1.4 Improve English Learner Support
Goal 1.5 Support Learning Recovery Program (Expanded Learning Opportunity Grant ELO)

Goal 2: Increase Connectedness, Involvement, and Positive School Environments
Ensure a positive and respectful school climate for students, staff, and families which includes positive school cultures, safe, secure accessible, and efficient classrooms, facilities, and grounds.
Goal 2.1 Improve Family Engagement
Goal 2.2 Improve Student Engagement
Goal 2.3 Improve Social-Emotional Support
Goal 2.4 Improve Learning Environments

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

All aspects of this LCAP were influenced by all stakeholder groups and individual's due to the district wide collaborative nature of this strategic planning process.

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 1 | Goal 1: Increase Student Success and Support Student Learning<br>Ensure quality learning for each and every student to reach their potential<br>Goal 1.1 Improve Instruction through Professional Development & Professional Learning Communities<br>Goal 1.2 Improve Curriculum and Assessment Support<br>Goal 1.3 Improve Student Academic Support<br>Goal 1.4 Improve English Learner Support<br>Goal 1.5 Support Learning Recovery Program (Expanded Learning Opportunity Grant, ELO) |

An explanation of why the LEA has developed this goal.

BUSD strives to meet the diverse needs of every student through impactful teaching practices, high standards, and equitable resources. Data-driven decision-making drives the work. The California School Dashboard (2019) data indicates the following:

In English Language Arts, we were 34.2 points below standard (Yellow) as a district. The 2019 California Dashboard indicates 6 student groups were below the Green Performance Level: Students with Disabilities (Orange), Latino (Yellow), Socioeconomically Disadvantaged (Orange), English Learners (Orange), Homeless (Yellow), and White (Orange).

In Math, we were 52.9 points below standard (Orange) as a district. The 2019 California Dashboard indicates 6 student groups were below the Green Performance Level: Students with Disabilities (Orange), Latino (Orange), Socioeconomically Disadvantaged (Orange), English Learners (Orange), Homeless (Yellow), and White (Orange).

Our English Learners demonstrate a low-performance level with 40.3% making progress towards English language proficiency on the CA Dashboard.

Achievement Gap: Student data indicates the COVID-19 pandemic widened the Achievement Gap, and has left many struggling learners even further behind.

Goal #1 was developed with the purpose of ensuring quality learning for each and every student to reach their potential. The sub-goals were a natural grouping of the actions and services determined and needed for BUSD students. The actions and services were based on best research-based practices.

# Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| ELA Academic Indicator CAASPP - 3rd-6th grade<br>All students will Increase % at/above benchmark by at least 5% each year. | 2019 CAASPP<br>3rd: 31.31%<br>4th: 18.95%<br>5th: 45.15%<br>6th: 45.21 % | | | | 2023 CAASPP<br>3rd: 46.31%<br>4th: 33.95 %<br>5th: 60.15%<br>6th: 60.21 % |
| Math Academic Indicator CAASPP - 3rd-6th<br>All students will increase % at/above benchmark by at least 5% each year. | 2019 CAASPP<br>3rd: 29.69%<br>4th: 14.84%<br>5th: 19.25%<br>6th: 33.51% | | | | 2023 CAASPP<br>3rd: 44.69%<br>4th: 29.84%<br>5th: 34.25%<br>6th: 48.51% |
| Star Early Literacy<br>All students will increase % at/above benchmark by at least 5% each year. | 2021 Spring<br>1st: 83%*<br>*many students took this assessment from home | | | | 98% |
| ESGI (Letter Sounds - Report Card Mark 3-4)<br>All students will increase % at /above benchmark by at least 5% each year. | Kindergarten: 41% | | | | 56% |
| Star Reading | 2021 Spring<br>2nd: 39%* | | | | 2nd: 54%<br>3rd: 49% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| All students will increase % at/above benchmark by at least 5% each year. | 3rd: 34%*<br>4th: 23%*<br>5th: 32%*<br>6th: 24%*<br>*many students took this assessment from home | | | | 4th: 38%<br>5th: 47%<br>6th: 39% |
| Star Math<br>All students will increase % at/above benchmark by at least 5% each year. | 2021 Spring<br>1st: 46%*<br>2nd: 32%*<br>3rd: 31%*<br>4th: 23%*<br>5th: 25%*<br>6th: 38%*<br>*many students took this assessment from home | | | | 1st: 61%<br>2nd: 47%<br>3rd: 46%<br>4th: 38%<br>5th: 40%<br>6th: 53% |
| English Learner Progress (CA Dashboard)<br>All students will increase % of English Learners who progressed at least one ELPI level by at least 5% each year. | CDE: Being developed | | | | |
| Reclassification Rate<br>The % of reclassified EL students will increase by at least 5% each year. | 2020--21<br>Reclassification rate (CDE DataQuest)<br>Bellevue: 8.9%<br>Kawana: 7.7%<br>Meadow View: 6.6% | | | | 2023 Reclassification rate (CDE DataQuest)<br>Bellevue: 23.9%<br>Kawana: 22.7%<br>Meadow View: 21.6% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Taylor Mountain: 9.6%<br><br>Bellevue Union 8.2% | | | | Taylor Mountain: 24.6%<br><br>Bellevue Union 23.2% |
| Implementation of the Standards (Local Indicator) | "Standard Not Met" by failure to report. | | | | "Standard Met" |
| Instructional Materials<br>Will maintain 100% of students with access to their own copies of standards-aligned instructional materials for use at school and home. | 100% | | | | Maintain 100% |
| # of Williams Complaints | 0 | | | | 0 |
| Highly Qualified Teachers (HQT)<br>100% of our teachers will meet the criteria of HQTs. | "Standard Not Met" by failure to report. | | | | "Standard Met" |
| Misassignment of Teachers<br>There will be no teachers misassigned. | "Standard Not Met" by failure to report. | | | | "Standard Met" |
| ESGI Math (Addition)<br>All Kinder students will increase % at/above | 2021 Spring<br>K: 51.7%**<br>(Data gap for KS and SD) | | | | 66.7% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| benchmark by at least 5% each year | | | | | |
| Star Early Literacy Spanish<br>All 1st Grade DI students will increase % at/above benchmark by at least 5% each year. | 1st: 25%*<br>*many students took this assessment from home | | | | 40% |
| Star Spanish<br>All 2nd-6th Grade DI students will increase % at/above benchmark by at least 5% each year. | 2021 Spring<br>2nd: 33%*<br>3rd: 10%*<br>4th: 33%*<br>5th: N/A<br>6th: N/A<br>*many students took this assessment from home | | | | 2nd: 48%<br>3rd: 25%<br>4th: 48%<br>5th: N/A<br>6th: N/A |
| Star Math Spanish<br>All 2nd-6th Grade DI students will increase % at/above benchmark by at least 5% each year. | 2021 Spring<br>1st: 40%*<br>2nd: 60%*<br>3rd: 14%*<br>4th: N/A<br>5th: N/A<br>6th: N/A<br>*many students took this assessment from home | | | | 1st: 55%<br>2nd: 75%<br>3rd: 29%<br>4th: N/A<br>5th: N/A<br>6th: N/A |
| ESGI Spanish DI (Letter/Sounds | 2021 Spring<br>K: 52% | | | | 67% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Report Card Mark of 3-4) | | | | | |
| Broad Course of Study | "Standard Not Met" by failure to report. | | | | "Standard Met" |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1** | Goal 1.1 Improve Instruction through Professional Development & Professional Learning Communities | 1. Staffing: TOSAs (1 District wide & 2 shared with all 4 sites) 3x $104,000 each = $312,000<br>2. Materials: Technology: Cost of equipment per staff member $1500x3=$4500<br>3. PD: PLC $12,800, PLC subs $20,480, SIPPS $12,000, Math $500, Science $2,560, Dual Immersion $12,000<br>4. Other: n/a | $387,640.00 | No<br>Yes |
| **2** | Goal 1.2 Improve Curriculum and Assessment Support | Adopt highly effective core curriculum<br>1. Staffing: n/a<br>2. Materials: Adopt Writing Curriculum @ $225,000<br>3. PD: n/a<br>4. Other: n/a<br>Adopt District-wide Common Assessments & Progress Monitoring Tools<br>1. Staffing: n/a<br>2. Materials: Common District Assessment, 80 DRA Kits x $400 = $32,000<br>3. PD: DRA Training, 16 staff flat fee $1500 annual<br>4. Other: Renaissance Assessments ($108,114 for three years) district licenses | $366,614.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3** | Goal 1.3 Improve Student Academic Support | Increase Targeted Intervention/ Small Group Support/ Tutoring<br>1. Staffing: Increase Lit Paras (currently each site has 12 hours or 3x0.5FTE) add 12 hours or 3x0.5FTE at each site = $30,500 0.5FTE x 12= $369,600, plus TK IA $20,000, Kindergarten IA $80,000<br>2.Materials:Supp.Adaptive Interventions:(Freckles math and Literacy $48,000, Dreambox $35,640,Imagine Espanol $2,500), teacher time $6,400, Tech per staff member $1500 x 24=$36,000, SIPPS-8 Intervention Package/site 4 = 32 x $2,775= $88,800, Readers: Complete Hi-Lo Fluency<br>3. PD: n/a<br>4. Other: n/a<br>Expand After School Programs<br>1.Staffing: VAPA Coordinator $4,000, VAPA Docent $8,000, Cool School/CAL Serves ASES Grant $0, Additional after school services $150,000<br>2. Materials: Art and club materials $2,000/site/year<br>3. PD: n/a<br>4. Other: n/a<br>Create Extra Curriculum and Student Clubs (see above)<br>1. Staffing: n/a<br>2. Materials: n/a<br>3. PD: n/a<br>4. Other: n/a<br>Reopen School Libraries<br>1.Staffing: Library Media Tech (range17, 0.5 FTE) $28,500x4= $94,000<br>2.Materials: Database $700 to $2,000 per site x 4 - $8,000<br>3. PD: n/a<br>4. Other: n/a<br>Recruit & Retain Highly Qualified Staff<br>1. Staffing: NCSOE $59,000, Competitive salaries and benefits $6,910,261<br>2. Materials: n/a<br>3. PD: n/a<br>4. Other: n/a | $7,814,601.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4** | Goal 1.4 Improve English Learners Support | Provide EL Professional Development<br>1. Staffing: TOSA: see above<br>2. Materials: Instructional materials (charts, sentence strips, markers) $12,000<br>3. PD: GLAD (summer $35,600 consultant, $30,960 teacher pay, $4,500 GLAD bags), (Annual $63,000, teacher subs $67,000)<br>4. Other: n/a<br>Provide Newcomer Student Support<br>1. Staffing: TOSA: Newcomer Student Support, $104,000<br>2. Materials: Rosetta Stone $5,000<br>3. PD: n/a<br>4. Other: n/a<br>Provide Integrated programs (see above)<br>1. Staffing: n/a<br>2. Materials: n/a<br>3. PD: n/a<br>4. Other: n/a | $259,060.00 | Yes |
| **5** | Goal 1.5 Support Learning Recovery Program (Expanded Learning Opportunity Grant ELO) | Extend school year or school day<br>1. Staffing: Tutors for After school 2 teachers p/site x 3 hrs/week X 8 weeks X 3 trimesters = 144 hours x 4 sites = 576 hours x $50/hr= $28,800 /yr<br>2. Materials: n/a<br>3. PD: n/a<br>4. Other: Summer Acceleration Academy (SS 2021 NAPA $86,000)<br>Provide Additional Time for Learning Opportunities<br>1. Staffing: Saturday school (ADA recovery), Rotating sites each month, 3 teachers. 4hr day $50/hr, $200x3= $600/day x 10=$6,000, plus admin<br>2. Materials: n/a<br>3. PD: n/a<br>4. Other: n/a<br>Provide Additional Experiential & Learning Opportunities (Hands on learning)<br>1. Staffing: n/a | $278,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | 2. Materials: Gloves, shovels seeds, soil, fertilizer, compost, etc) $4,000<br>3. PD: n/a<br>4. Other: Outdoor Education $32,000, Additional Field Trip Funding $30,000<br>Create Learning Center (Hub)<br>1. Staffing: Learning Center Resource Technicianx1 $58,000, Custodial 1hr/day $10,000<br>2. Materials: laptop, desktops, monitors, office supplies, PIQE (parent Institute for Family Education) in Spanish $1,5000<br>3. PD: n/a<br>4. Other: Training for parents $5,000<br>Provide Supplemental Programs (see above)<br>1. Staffing: n/a<br>2. Materials: n/a<br>3. PD: n/a<br>4. Other: n/a | | |

# Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| **2** | Goal 2: Increase Connectedness, Involvement and Positive School Environments<br>Ensure a positive and respectful school climate for students, staff and families which includes positive school cultures, safe, secure accessible and efficient classroom, facilities and grounds.<br>Goal 2.1 Improve Family Engagement<br>Goal 2.2 Improve Student Engagement<br>Goal 2.3 Improve Social Emotional Support<br>Goal 2.4 Improve Learning Environments |

An explanation of why the LEA has developed this goal.

Stakeholders agree that if students believe that adults in the school care about their learning and about them as individuals, they are more likely to feel connected to the school and succeed. The same is true for the adults (parents and staff). They want to be supported. They want their voices heard and valued. Creating a positive school culture of high expectations, appropriate supports, trust and respect has the potential to significantly impact student learning in a positive manner. Hence, Goal #2 was developed with the purpose of ensuring a positive and respectful school climate for students, staff, and families which includes positive school cultures, safe, secure accessible, and efficient classroom, facilities, and grounds. The sub-goals were a natural grouping of the actions and services determined as needs for BUSD students. The actions and services were based on best research-based practices.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 2.1: Increase Parent Engagement by 5% based on attendance rosters at District Events (i.e. ELAC, DELAC, Strategic Planning Meetings, Parent Meetings, Family Events ) | Baseline to be determined | | | | To be determined based on new baselines |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 2.1 Increase effective parent communication | New survey to be developed | | | | To be determined based on new baselines |
| 2.1 Provide Parent Education | Currently Parent Education consists of regular ELAC/DELAC meetings only | | | | To be determined based on new baselines |
| 2.1 Provide Teacher/ Education Parent Support | New survey to be developed | | | | To be determined based on new baselines |
| 2.2 Build stronger relationships | New survey to be developed | | | | To be determined based on new baselines |
| 2.2 Continue to Support Positive Behavior Interventions and Supports (PBIS) | Office Referrals from the 2019-2020 school year will be used as the baseline | | | | To be determined based on new baselines |
| 2.2 Increase Visual and Performing Arts (VAPA) | Baseline to be determined | | | | To be determined based on new baselines |
| 2.2 Provide additional sports programs | Baseline to be determined | | | | To be determined based on new baselines |
| 2.2 Provide extracurricular activities (moved to enrichment) | Baseline to be determined | | | | To be determined based on new baselines |
| 2.3 Provide Additional Social Emotional Support | Currently BUSD does not have a Board adopted SEL Curriculum | | | | To be determined based on new baselines |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1** | Goal 2.1 Improve Family Engagement | Increase Parent Engagement<br>1. Staffing:4x1.0 FTE parent liaison/engagement facilitator $208,000, 40/year Lead parent liaison for district $1,500<br>2. Materials: n/a<br>3. PD: n/a<br>4. Other: n/a<br>Increase effective parent communication<br>1. Staffing: n/a<br>2. Materials: Additional or replacements for Social Media Venues: Remind 7K-21K/ SeeSaw 3K-9K/Class Dojo 7K-21K/Common Sense Media free<br>3. PD: Cost for Spanish instruction for teachers $50/hr $10,000<br>4. Other: n/a<br>Provide Parent Education<br>1. Staffing: n/a<br>2. Materials: n/a<br>3. PD: Train teachers to educate parents around ELPAC & RFEP $20,000<br>4. Other: n/a<br>Provide Teacher/ Education Parent Support (see above)<br>1. Staffing: n/a<br>2. Materials: n/a<br>3. PD: n/a<br>4. Other: n/a | $256,700.00 | Yes |
| **2** | Goal 2.2 Improve Student Engagement | Build stronger relationships<br>1. Staffing: n/a<br>2. Materials: SEL Curriculum $25,000<br>3. PD: Capturing Kids Hearts $40,000<br>4. Other: n/a<br>Continue to Support Positive Behavior Interventions and Supports (PBIS)<br>1. Staffing: n/a<br>2. Materials: Messaging around campus 5K each site=$25,000, Recognition awards for positive reinforcement $29,000 | $176,500.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | 3. PD: SWIS $4,0000 (2x), Counselors & Psychs $20,000,PE teachers on active recess $1,500 & $ $6,000 =$31,500<br>4. Other: n/a<br>Increase Visual and Performing Arts (VAPA)<br>1. Staffing: Enrichment coordinator $8,000<br>2. Materials: VAPA materials $7,000<br>3.PD: n/a<br>4. Other: Docents $30,000<br>Provide additional sports programs<br>1. Staffing: Sports Leader K-3 $1,500x4=$6,000<br>2. Materials: n/a<br>3. PD: n/a<br>4. Other: n/a<br>Provide extracurricular activities (moved to enrichment)<br>1. Staffing: n/a<br>2. Materials: n/a<br>3. PD: n/a<br>4. Other: n/a | | |
| **3** | Goal 2.3 Improve Social Emotional Support | Provide Additional Social Emotional Support<br>1. Staffing: Counselors 4x$120,000=$480,000<br>2. Materials: n/a<br>3. PD: n/a<br>4. Other: n/a | $480,000.00 | No |
| **4** | Goal 2.4 Improve Learning Environments | Update classroom environments<br>To be determined based on an evaluation of school learning environments | | No |

# Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

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

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.**

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

There are several actions and services that are being implemented across the district that are increasing or improving services for unduplicated students. Many of these are continued from the prior LCAP and the explanation below includes discussions of outcome data and implementation results.
Professional Development and Professional Learning Communities
Intervention
District Learning Center
Social Emotional Learning (SEL) and Positive Behavioral Intervention and Supports (PBIS)Counselors

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

Overall, services for Foster Youth, English Learners, and low-income students are being increase or improved through a range of actions and services that include focusing only on one or more unduplicated student groups, actions that are funded by multiple resources with one or more components focused on the needs of unduplicated students, and actions that are funded only/primarily by LCFF Supplemental and Concentration Grant funds and implemented broadly, with the expectation that implementation is principally benefitting unduplicated students.

The actions and services described in this plan that are being provided as an increase or improvement to unduplicated students include:

- Increased support to students and families through the addition of hours to the Bilingual Parent Liaison at each site

- Additional Lit Paras at each site to support student literacy via intervention groups
- A TOSA at each site to provide additional intervention and support to Non-English Proficient students and struggling students (SED, EL, FY )
- Additional counselors to support the mental health and social-emotional well being of students
- Adaptive software to better meet the specific needs of students who need additional supports and differentiation
- GLAD Coaching and training for all teachers
- Professional development to support teachers (i.e. SIPPS, ELD Strategies, Writing, Math, etc)
- After school tutoring focused on ELA/ELD and Math
- Instructional assistants to support our youngest learners
- Saturday School to provide fun learning opportunities for chronically absent students
- Summer learning opportunities for our unduplicated learners

## Total Expenditures Table

| LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|
| $7,153,461.00 | $128,343.00 | | $2,737,311.00 | $10,019,115.00 |

| Totals: | Total Personnel | Total Non-personnel |
|---|---|---|
| Totals: | $8,659,761.00 | $1,359,354.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| 1 | 1 | All<br>English Learners<br>Foster Youth<br>Low Income | Goal 1.1 Improve Instruction through Professional Development & Professional Learning Communities | | | | $387,640.00 | $387,640.00 |
| 1 | 2 | All<br>Students with Disabilities | Goal 1.2 Improve Curriculum and Assessment Support | $60,000.00 | $128,343.00 | | $178,271.00 | $366,614.00 |
| 1 | 3 | All | Goal 1.3 Improve Student Academic Support | $6,985,261.00 | | | $829,340.00 | $7,814,601.00 |
| 1 | 4 | English Learners | Goal 1.4 Improve English Learners Support | $12,000.00 | | | $247,060.00 | $259,060.00 |
| 1 | 5 | English Learners<br>Foster Youth<br>Low Income | Goal 1.5 Support Learning Recovery Program (Expanded Learning Opportunity Grant ELO) | $20,000.00 | | | $258,000.00 | $278,000.00 |
| 2 | 1 | English Learners<br>Foster Youth<br>Low Income | Goal 2.1 Improve Family Engagement | $47,200.00 | | | $209,500.00 | $256,700.00 |
| 2 | 2 | All | Goal 2.2 Improve Student Engagement | $29,000.00 | | | $147,500.00 | $176,500.00 |
| 2 | 3 | All | Goal 2.3 Improve Social Emotional Support | | | | $480,000.00 | $480,000.00 |
| 2 | 4 | All | Goal 2.4 Improve Learning Environments | | | | | |

## Contributing Expenditures Tables

| Totals by Type | Total LCFF Funds | Total Funds |
|---|---|---|
| **Total:** | $79,200.00 | $1,181,400.00 |
| **LEA-wide Total:** | $79,200.00 | $1,181,400.00 |
| **Limited Total:** | $0.00 | $0.00 |
| **Schoolwide Total:** | $0.00 | $0.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|---|---|---|---|---|---|---|---|
| **1** | **1** | Goal 1.1 Improve Instruction through Professional Development & Professional Learning Communities | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | | $387,640.00 |
| **1** | **4** | Goal 1.4 Improve English Learners Support | LEA-wide | English Learners | All Schools | $12,000.00 | $259,060.00 |
| **1** | **5** | Goal 1.5 Support Learning Recovery Program (Expanded Learning Opportunity Grant ELO) | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $20,000.00 | $278,000.00 |
| **2** | **1** | Goal 2.1 Improve Family Engagement | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $47,200.00 | $256,700.00 |

## Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Total Planned Expenditures | Total Estimated Actual Expenditures |
|---|---|---|---|---|---|
| | | | | | |

| Totals: | Planned Expenditure Total | Estimated Actual Total |
|---|---|---|
| Totals: | | |

# Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.*

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

***General Information*** – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

***Reflections: Successes*** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

***Reflections: Identified Need*** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

***LCAP Highlights*** – Identify and briefly summarize the key features of this year's LCAP.

***Comprehensive Support and Improvement*** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Stakeholder Engagement

## Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

**Local Control and Accountability Plan:**
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1**: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

**Prompt 2**: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

**Prompt 3**: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

# Goals and Actions

## Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

## Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

***Focus Goal(s)***

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

***Broad Goal***
**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

***Maintenance of Progress Goal***
**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal**: Explain how the actions will sustain the progress exemplified by the related metrics.

***Measuring and Reporting Results:***
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023-24) |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for **2021–22**. | Enter information in this box when completing the LCAP for **2021–22**. | Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then. | Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then. | Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then. | Enter information in this box when completing the LCAP for **2021–22**. |

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

***Actions***: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

***Goal Analysis:***

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

## Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

## Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***Percentage to Increase or Improve Services*:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

***Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:*** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

***Required Descriptions:***

**For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools**: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## For School Districts Only:

**Actions Provided on an LEA-Wide Basis:**

***Unduplicated Percentage > 55%:*** For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55%:*** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

**Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

# Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Bellevue Union School District

Agenda Item for Board Meeting of June 30, 2020

| | |
|---|---|
| Agenda Category: | Action Item |
| Agenda Item Title: | Consider Approval of the 2021/22 LCAP Federal Addendum |
| Prepared By: | Aracely Romo-Flores, Curriculum/English Learner Director |

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Background:

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the Every Student Succeeds Act (ESSA).

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

Recommended Action:

The Bellevue Union School District recommends the approval of the LCAP Federal Addendum

Supporting Documents:

BUSD 2021 LCAP Federal Addendum

# Local Control and Accountability Plan (LCAP)
# Every Student Succeeds Act (ESSA)
# Federal Addendum Template

## LEA Name

Bellevue Union School District

## CDS Code:

70615

## Link to the LCAP:

***(optional)***

www.busd.org

## For which ESSA programs apply to your LEA?

Choose From:

**TITLE I, PART A**
Improving Basic Programs Operated by State and Local Educational Agencies

**TITLE II, PART A**
Supporting Effective Instruction

**TITLE III, PART A**
Language Instruction for English Learners and Immigrant Students

**TITLE IV, PART A**
Student Support and Academic Enrichment Grants

*(**note:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

*In the following pages, ONLY complete the sections for the corresponding programs.*

## Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Federal funds are used to supplement and enhance the actions and services provided to the students enrolled at the Bellevue Union School District who qualify for the National School Lunch Program (are low income), are English Language Learners, receive youth support services, or are students with special needs.

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Federal funds are used for funding actions and services in the Local Control Accountability Plan (LCAP) related to the District's Goals. The Bellevue Union School District (BUSD) Local Control Accountability Plan (LCAP) is framed around 2 goals, having state-identified priorities within each one. Actions/services are detailed in the plan, with the allocated funds and measurable outcomes within each focus area. These goals are 1) Increase Student Success and Support Student Learning: Ensure quality learning for each and every student to reach their potential, and 2) Increase Connectedness, Involvement, and Positive School Environments: Ensure a positive and respectful school climate for students, staff and families, which includes positive school cultures, safe, secure accessible and efficient classroom facilities and grounds.

## ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

### TITLE I, PART A

#### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|---|---|
| 1112(b)(1) (A–D) | 1, 2, 4, 7, 8 *(as applicable)* |

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
(B) identifying students who may be at risk for academic failure;
(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

#### Overuse in Discipline Practices that Remove Students from the Classroom

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|---|---|
| 1112(b)(11) | 6 *(as applicable)* |

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

**Career Technical and Work-based Opportunities**

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|---|---|
| 1112(b)(12)(A–B) | 2, 4, 7 *(as applicable)* |

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|---|---|
| 2102(b)(2)(A) | 1, 2, 4 *(as applicable)* |

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

## TITLE III, PART A

### Parent, Family, and Community Engagement

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|---|---|
| 3116(b)(3) | 3, 6 *(as applicable)* |

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

## TITLE I, PART A

### Poverty Criteria

| ESSA SECTION(S) | STATE PRIORITY ALIGNMENT |
|---|---|
| 1112(b)(4) | N/A |

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The Bellevue Union School District uses CALPADS reporting to determine how many students qualify for free and reduced meals. Those counts are in turn used to describe our poverty criteria.

## ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

## TITLE I, PART A

### Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Bellevue Union School District teachers are qualified to teach the grades and subjects in which they are assigned. Every teacher is provided with support and professional learning opportunities to assist our students in meeting our academic standards. The District Office ensures all teachers have the appropriate credentials or authorizations required for their specific positions.

### Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

BUSD will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the schools, including identifying the following: Barriers to greater participation by parents, the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers, strategies to support successful school and family interactions.The findings of the evaluation will be used to design evidence-based strategies for more effective parental involvement, and to revise the parent and family engagement policy as needed. Effort will be made to involve parents in school activities in order to have diverse perspectives and to help develop, revise, and review the parent and family engagement policy.

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Bellevue Union School District works to provide a healthy and positive school culture with a supportive learning environment and opportunities that help them learn and thrive. Our Schools employ Parent Liaisons to oversee aspects of our parent and family engagement. The district has also established site level parent involvement committees including Parent Advisory Committees (PAC), District English Language Advisory Committee (DELAC), and Site Councils. These committees meet regularly to discuss data and best practices to engage families in the school and district.

## Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Bellevue Union School District's LCAP goals are aligned to the overall needs and expectations of the district and existing plans. Due to a high proportion of our students qualifying as unduplicated Foster Youth, EL and low income students, all of the goals listed in the LCAP are intended to serve all BUSD students with the goal of principally serving unduplicated students.

## Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The District's Director of Student Support Services, serves as our Homeless Child Liaison. She ensures these students are supported and connects them with outside resources as required.

## Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

N/A

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) coordination with institutions of higher education, employers, and other local partners; and

(B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Bellevue Union School District operates a State Preschool program onsite that is not federally funded. There is direct support to this program serving children between the ages of 3 - 5. The District also contracts with a full-day State Preschool Program operated by North Bay Children's Center within the school district boundaries.

## Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and
(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## TITLE I, PART D

### Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A. The District does not get funding under Title I, Part D.

### Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## Parent and Family Involvement

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and
(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### Probation Officer Coordination
ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### Individualized Education Program Awareness
ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### Alternative Placements
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## TITLE II, PART A

### Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Bellevue Union School District offers professional growth and improvement opportunities. New teachers receive support through two compensatory days along with a New Teacher Induction Program.

### Prioritizing Funding
ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Bellevue Union School District students qualifying for the National School Lunch Program account for the majority of the school district population. Therefore, funds are utilized to support teachers in an effort to thereby support the academic achievement and social emotional growth of all students.

### Data and Ongoing Consultation to Support Continuous Improvement
ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Bellevue Union School District embraces a Continuous Improvement Science approach to allow sites to collect and analyze data to make informed decisions about programs within the school. Teams analyze data to determine strengths, find root causes, and implement improvement strategies to address goals based on the collected data.

## TITLE III, PART A

### Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

To support English Language Development, the Bellevue Union School District will provide Professional Development to coach and support teacher/practitioner growth to increase student learning and technology use in the classroom. Professional Development will also be provided for key players who play a role in supporting high quality education for English Learners. At least once a year, the EL Team will review it's plans to revise, update entry and exit procedures, and collaborate to discuss important issues.

### Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Bellevue Union School District embraces all students regardless of citizenship and national origin, and that includes our immigrant children and youth. BUSD will provide enhanced instructional opportunities for our immigrant children and youth by hiring trained bilingual aides, providing an after school program, Professional development for staff, and supporting teachers who have been trained or are being trained to provide services for our immigrant population.

### Title III Programs and Activities
ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Bellevue Union School District is committed to developing students' academic English language proficiency; students' reclassification to Fluent English proficiency; as well as all stakeholders' appreciation of the cultural and linguistic diversity English learners bring to the community. The goal of the District is to develop student's oral and academic language skills in English, enabling students to attain grade level proficiency.

### English Proficiency and Academic Achievement
ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(C) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
(D) meeting the challenging State academic standards.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Teachers and Administrators monitor EL students throughout the school year to ensure that they are developing academic, linguistic, and social skills and knowledge to their fullest potential. District teachers and support staff will monitor students throughout the year using data (e.g. ELPAC, CAASPP, Star Reading, Star Math) to identify instructional and curricular areas needing more attention. The District has adopted state-approved materials that are aligned to ELA /ELD Standards. All EL pupils will receive English Language Development in Reading, Writing, Listening, and Speaking.

# TITLE IV, PART A

## Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Bellevue Union School District will be utilizing funds to provide Professional Development for supporting the effective use of technology in the classroom. BUSD has invested in and set aside funds to purchase devices, equipment, software and digital content. District will incorporate technology as a means of integrating curriculum across subject areas. Students and educators will be guaranteed opportunities to use technology as an integral part of education, and staff will be offered a variety of training options such as face-to-face training, collaboration time with others, and one-on-one coaching. Additionally, the District will maximize the use of existing and free technology and site resources to support the goals and objectives for curriculum, instruction, intervention, and assessment.

Bellevue Union School District

Agenda Item for Board Meeting of June 30, 2020

| | |
|---|---|
| Agenda Category: | Action Item |
| Agenda Item Title: | Consider Approval of the 2019/20 Local Control Accountability Plan (LCAP)Annual Update/Learning Continuity Plan Annual Update |
| Prepared By: | Aracely Romo-Flores, Curriculum/English Learner Director |

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Background:

The purpose of the Local Control and Accountability Plan (LCAP) Annual Update is to communicate the Local Educational Agencies' (LEA's) actions and expenditures to support student outcomes and overall performance.

The LCAP Annual Update is generally completed by all LEAs each year, however, due to the COVID-19 pandemic an LCAP was not completed for the 2020-21 school year but rather a Learning Continuity Plan (LCP) was required.

The Learning Continuity and Attendance Plan (Learning Continuity Plan) Update provides information regarding how student learning continuity was addressed during the COVID-19 crisis in the 2020-21 school year. The Learning Continuity Plan replaced the LCAP for the 2020-21 school year.

The Learning Continuity Plan memorializes the planning process for the 2020-21 school year and includes descriptions of the following: addressing gaps in learning; conducting meaningful stakeholder engagement; maintaining transparency; addressing the needs of unduplicated pupils, students with unique learning needs, and students experiencing homelessness; providing access to necessary devices and connectivity for distance learning; providing resources and supports to address student and staff mental health and social-emotional well-being; and continuing to provide meals for students.

Recommended Action:

The Bellevue Union School District recommends the approval of the LCAP Annual Update/Learning Continuity Plan Annual Update for the 2020-2021.

Supporting Documents:

Annual Update for the 2019-20 Local Control and Accountability Plan Year and Annual Update for the 2020-21 Learning Continuity and Attendance Plan

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

| LEA Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Bellevue Union School District | David Alexander, Ed.D.<br>Superintendent | dalexander@busd.org<br>707 542-5197 |

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

Improve school readiness

Supporting Goal A:
Provide parent Information Meetings for incoming kindergarteners
Supporting Goal B:
Provide family Literacy and Math Nights
Supporting Goal C:
Connect Parents with Community Resources
Supporting Goal D:
Provide a Kinder Academy
Supporting Goal E:
Provide Expanded Transitional Kindergarten
Supporting Goal F
Focused outreach for 2017 Learning Academy to parents of students with exceptional needs will be provided
Supporting Goal G:
Develop preschool programs and services

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>Attendance Sign-in Sheets | Due to the COVID-19 pandemic and the pivot to distance learning for both students and families, parent participation was not measured. However, the attendance at Town Halls and other district-sponsored meetings are not yet where we would like. Still, we were pleased to see an uptick in parents' participation at some events such as Back to School Night. All schools had more than 70 parents in attendance. |

| Expected | Actual |
| --- | --- |
| **19-20**<br>Expect a at least 15 parents from each school in attendance at Town Hall meetings where parents and guardians of all students, including the parents of unduplicated students and those with exceptional needs, have input on District decision making as measure by sign in sheets.<br><br>Expect a at least 70 parents from each school in attendance at information nights and family literacy nights as measure by sign in sheets.<br><br>A. Parents of incoming kindergarteners will have an improved understanding of the school process and how to support their children. Initial school-home relationships will develop.<br>B. Parents will better understand how to support their children with academics in the home. School-home relationships will be strengthened.<br>C. Parents will have information about how to develop English and computer skills which will support their children with academics in the home.<br>D. Incoming kindergarteners will be prepared separate from caregiver, use bathrooms, attend to teacher in small group, follow simple classroom routines, and use words for assistance in kindergarten. Parents will better understand the importance of regular school attendance beginning in kindergarten.<br>E. Foundational learning skills will be developed in preschool<br><br>**Baseline**<br>Attendance at Town Hall meetings ranges from 0 - 20 parents per school.<br><br>Attendance at school information nights ranges from 15 to 100 parents per school. | A. All schools held a Kindergarten Meet and Greet to help families understand the expectations for the year and to build relationships with families. All Schools had at least 50% parent attendance.<br><br>B. The Kindergarten Meet and Greet helped in meeting Goal1.B. In addition, the use of Blackboard Messaging also helped to increase the communication to families significantly.<br><br>C. Our IT Leadership Team, Larry Black and George Barcenas, attended Principal Coffee Chats to support parent digital/computer literacy.<br><br>D. Establishing NBCC preschools on all campuses helped kindergarten students to transition to the kindergarten setting much easier since students learn the school culture and also attend preschool on the campus of their elementary school.<br><br>E. All NBCC preschools help students to learn foundational literacy and math skills. |

## Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| Schools will purchase supplies for Kindergarten information nights and family literacy and math nights | Supplies 4000-4999: Books And Supplies Supplemental and Concentration 525 | Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 533.84 |
| We will develop preschool programs and services in the District. | Classroom supplies 4000-4999: Books And Supplies Base 7500 | Classroom Supplies 4000-4999: Books And Supplies LCFF Base 5934.27 |
| We will utilize an automatic dialing system, electronic marquee signs at schools, flyers reaching out to parents of unduplicated students with school information. | Equipment and supplies 4000-4999: Books And Supplies Supplemental and Concentration 11250 | Equipment and Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 10096.35 |

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Overall, parent participation did not improve from our baseline data. However, in many events we noticed that there was greater participation from families as they were able to access meetings via Zoom.  As a result, we plan to offer most, if not all meeting opportunities to families via Zoom and in-person in order to make participation accessible to all families.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The IT support for families was very successful to all families who participated. This continues to be an area of need and parents have requested more IT support so that they may better support their children's learning and may be more actively engaged. As a result, we will continue to provide learning opportunities to families. We will create a learning hub for the district called the Learning Center where we will provide multiple learning opportunities such as how to create an email, how to access Zoom meetings, how to access the Aeries Parent Portal, and more.

# Goal 2

Decrease the rates of absence and truancy.

Supporting Goal A:
Adjust attendance boundaries.
Supporting Goal B:
Provide Parent Liaison at each school
Supporting Goal C.:
Improve SARB process.
Supporting Goal D:
Develop system for attendance awards.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>Truancy rate and Attendance rate | Attendance = Not Measured Spring 2020<br>Chronic Absenteeism = Not Calculated<br>Truancy = Not Calculated<br><br>All sites have bilingual Parent Liaisons who call families to check in with them when students are chronically absent. We inquire to understand the root cause of the poor attendance in order to meet the needs of families and students. We also invested in the Attention2Attendance (A2A) to help us better monitor student attendance and support the communication piece to parents. This will be especially helpful when we return to in-person instruction next year. This year as a result of Distance Learning, we followed through on our plan to communicate with all disengaged families in order to support with a return to learning plan. |

| Expected | Actual |
| --- | --- |
| **19-20**<br>Truancy rate:11%, Attendance rate: 98%<br><br>A. When students miss the home-school transportation (school bus), students can walk to school instead of missing school if the family has no car.<br>B. Consistent outreach and support will be provided to all families regarding consistent school attendance. Families in need of additional assistance will be supported individually, and as necessary, will be connected to community resources.<br>C. All schools will consistently follow up with tardies and absences. The A2A attendance system will be purchased and implemented. The District will follow up with the SARB process at the county level as appropriate.<br><br>**Baseline**<br>Truancy rate:14%, Attendance rate: 95.5% | |

## Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
| --- | --- | --- |
| Parent Liaison will be provided for each school. | Parent Liaisons 2000-2999: Classified Personnel Salaries Supplemental and Concentration 62554<br><br>Parent Liaisons 3000-3999: Employee Benefits Supplemental and Concentration 22544 | Parent Liaisons 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 53197.85<br><br>Parents Liaisons 3000-3999: Employee Benefits LCFF Supplemental and Concentration 18022.68 |
| Schools will purchase awards for attendance. | Awards 4000-4999: Books And Supplies Supplemental and Concentration 525 | Awards 4000-4999: Books And Supplies LCFF Supplemental and Concentration 525 |
| We will use the A2A attendance reporting system software by SIA.. | A2A System 5800: Professional/Consulting Services | A2A System 5800: Professional/Consulting Services |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| | And Operating Expenditures Supplemental and Concentration 5250 | And Operating Expenditures LCFF Supplemental and Concentration 5007 |

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The services for all budgeted funds were implemented, however due to school closure, implementation was reduced from March -June 2021.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes in implementing action/services:
*BUSD successfully pivoted from in-person learning to a Distance Learning Model one week after school closure.
*Parent Liaisons were instrumental in supporting communication to and from families and the schools.
*The Cool School Program shifted to support a continuity of support to students and families.
*All families received weekly work packets for students until we could transition to a more robust synchronous and asynchronous learning model.

# Goal 3

Improve 3rd grade literacy.

Supporting Goal A:
Provide Literacy Paraprofessional for every K-6th classroom.
Supporting Goal B:
Provide Instructional Assistant for every Transitional Kindergarten (TK) classroom.
Supporting Goal C:
Maintain increased Instructional minutes for K-3rd classrooms

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>CAASPP<br>**19-20**<br>3rd Grade Literacy: 55% based on CAASPP<br><br>A. Progress in literacy skills for every student will be closely monitored. Assistance will be provided to struggling students based on literacy data. Assistance will be coordinated. Classroom teachers will be supported to implement best practices to imp[rove literacy.<br>B. Core ELA instruction will be supported with highly trained paraprofessionals to target foundational literacy skills.<br>C. TK classrooms will receive support to improve small group instruction<br>D. K-3rd students will benefit from an additional 100 minutes of instruction with a credentialed teacher every week. | CAASPP not taken in 2020 due to VOVID 19 Pandemic, Star Reading assessments will be used for 2021 for grades3-6. |

| Expected | Actual |
| --- | --- |
| **Baseline**<br>Preliminary 2017 CAASPP: 40% | |

## Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
| --- | --- | --- |
| Instructional assistants will be provided for 2 hours in each TK class | Instructional Assistants 2000-2999: Classified Personnel Salaries Supplemental and Concentration 18019<br>Instructional Assistants 3000-3999: Employee Benefits Supplemental and Concentration 7280 | Instructional Assistants 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 7419<br>Instructional Assistants 3000-3999: Employee Benefits LCFF Supplemental and Concentration 2687 |
| Literacy Paraprofessionals will be provided to help with reading instruction in all general education K-6th classes | Literacy Paraprofessionals 2000-2999: Classified Personnel Salaries Title I 178201<br>Literacy Paraprofessionals 3000-3999: Employee Benefits Title I 55040<br>Literacy Paraprofessionals 2000-2999: Classified Personnel Salaries Supplemental and Concentration 20650<br>Literacy Paraprofessionals 3000-3999: Employee Benefits Supplemental and Concentration 8641 | Literacy Paraprofessionals 2000-2999: Classified Personnel Salaries Title I 147498<br>Literacy Paraprofessionals 3000-3999: Employee Benefits Title I 46374<br>Literacy Paraprofessionals 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 24257<br>Literacy Paraprofessionals 3000-3999: Employee Benefits LCFF Supplemental and Concentration 9179 |
| Additional prep time for primary teachers will be provided when PE teachers are with their students for PE class | PE Teachers (1/2 of all PE teacher expenses budgeted here and the 2nd half budgeted in Goal 4) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 138847 | PE Teachers (1/2 expenses budgeted here; 1/2 budgeted in Goal 4) 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 149181 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| | PE Teachers 3000-3999: Employee Benefits Supplemental and Concentration 37003 | PE Teachers (1/2 expenses budgeted here; 1/2 budgeted in Goal 4) 3000-3999: Employee Benefits LCFF Supplemental and Concentration 45132 |

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The services for all budgeted funds were implemented.  All of these actions/services were implemented even as we pivoted to distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The Lit Paraprofessionals focused on primary grades to provide strong foundational skills. Students who needed additional support were provided this in in-person small groups and small groups through breakout rooms when in distance learning.
TK has 2 hours of instructional assistant support which allowed for greater individualization.
Interventions for struggling students occurred in all classrooms in the p.m. This was provided by Lit Paras and Teachers.

# Goal 4

Improve consistency of high quality instruction in all classrooms.

Supporting Goal A:
Provide professional development, including Bellevue University
Supporting Goal B:
Develop and use the Bellevue Instructional Model (BIM).
Supporting Goal C:
Develop and use a coherent assessment system.
Supporting Goal D:
Provide an instructional response to student learning data.
Supporting Goal E:
Improve classroom management.
Supporting Goal F:
Implement curriculum maps for core content.
Supporting Goal G:
Provide credentialing support for professional staff
Supporting Goal H:
Develop highly effective teachers.
Supporting Goal I:
Provide planning/preparation time.
Supporting Goal J:
Support and develop Professional Learning Communities (PLCs).
Supporting Goal K:
Avoid combination classes
Supporting Goal L:
Provide a High Quality teaching staff to all students

State and/or Local Priorities addressed by this goal:

| | |
|---|---|
| State Priorities: | Priority 1: Basic (Conditions of Learning)<br>Priority 2: State Standards (Conditions of Learning)<br>Priority 4: Pupil Achievement (Pupil Outcomes) |
| Local Priorities: | |

## Annual Measurable Outcomes

| Expected | Actual |
| --- | --- |
| **Metric/Indicator**<br>1) Range of proficiency movement for cohorts across 4th - 6th classrooms on CAASPP<br>2) Report on Teacher misassignments<br>3.) Implemention of aligned CCSS ELA Math and ELD standards textbooks | 1) CAASPP not taken in 2020 due to COVID-19 Pandemic. Star Reading and Star Math assessments were used for 2021 for grades 3-6.<br>2) BUSD had 4 teachers in the "Be A Teacher" NCSOE program and 1 Intern in the Intern Support and Supervision Program.<br>3) All teachers taught the CCSS ELA and Math curriculum. |

| Expected | Actual |
| --- | --- |
| **19-20**<br>Decrease the range in cohort growth across classrooms in the district by the following:<br><br>In 4th grade:<br>ELA:  range <.4<br>Math: range <.2<br><br>n 5th grade:<br>ELA:  range <.4<br>Math: range <.4<br><br>In 6th grade:<br>ELA:  range <.4<br>Math: range < .7<br><br>Maintain Teacher Misassignment rate at 0%, 100% will be appropriately credentialed<br><br>A: Students' teachers and all District staff will have improved capacity to meet their learning needs.<br>B. Students' will benefit from consistent expectations and instructional practices in all classrooms<br>C. Students' academic performance will be assessed on a regular basis so that academic needs can be identified and the appropriate assistance can be provided.<br>D. Students will benefit from a robust array of academic interventions to meet their learning needs in any classroom<br>E. Students will benefit from consistent behavioral expectations and supports in every classroom<br>F. Students will benefit from consistent academic expectations in every classroom at the same grade level.<br>G. Students will benefit from District staff who are professionally current with credentialing<br>H. Students will benefit from increased engagement in the learning process in all classrooms<br>I. & J. Students will benefit from instructional that reflects best practices developed with grade level teams<br>K: Students will benefit from a single grade level curriculum being taught in the classroom | |

## Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| Substitute teachers for teachers attending professional development during the school day | Substitutes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 2000<br>Substitutes 3000-3999: Employee Benefits Supplemental and Concentration 750 | Substitutes 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 2000<br>Substitutes 3000-3999: Employee Benefits LCFF Supplemental and Concentration 750 |
| Common prep time for classroom teachers provided by PE teachers during PE classes | PE Teachers (1/2 of PE teachers costs budgeted here and 2nd half budgeted in Goal 3) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 138847<br>PE Teachers (1/2 of PE teachers costs budgeted here and 2nd half budgeted in Goal 3) 3000-3999: Employee Benefits Supplemental and Concentration 37003 | PE Teachers (1/2 of PE teachers costs budgeted here and 2nd half budgeted in Goal 3) 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 149181<br>PE Teachers (1/2 of PE teachers costs budgeted here and 2nd half budgeted in Goal 3) 3000-3999: Employee Benefits LCFF Supplemental and Concentration 45132 |
| Additional teachers provided to avoid combination classes so no students will be in a class split with a different grade level | Teachers: Crawford, Close, and Gerke 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 226609<br>Teachers: Crawford, Close, and Gerke 3000-3999: Employee Benefits Supplemental and Concentration 67474<br>Teachers: Crawford, Close, and Gerke 1000-1999: Certificated Personnel Salaries Title I 5002 | Teachers: Crawford, Close, and Gerke 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 249514<br>Teachers: Crawford, Close, and Gerke 3000-3999: Employee Benefits LCFF Supplemental and Concentration 73025<br>Teachers: Crawford, Close, and Gerke 1000-1999: Certificated Personnel Salaries Title I 5509 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| | Teachers: Crawford, Close, and Gerke 3000-3999: Employee Benefits Title I 1489 | Teachers: Crawford, Close, and Gerke 3000-3999: Employee Benefits Title I 1613 |
| Beginning Teacher support program provided to all new teachers | BTSA 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 40905 | BTSA 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 19000 |
| Stipends for teachers attending professional development outside of school day/year will be provided. | Stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 2000<br><br>Stipends 3000-3999: Employee Benefits Supplemental and Concentration 750 | Stipends 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 2000<br><br>Stipends 3000-3999: Employee Benefits LCFF Supplemental and Concentration 750 |
| Maintain a Highly Qualified Teaching Staff that is appropriately assigned and fully credentialed | Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1287559<br><br>Teachers 3000-3999: Employee Benefits Supplemental and Concentration 385972<br><br>Teachers 1000-1999: Certificated Personnel Salaries Base 3310866<br><br>Teachers 3000-3999: Employee Benefits Base 992500 | Teachers 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 1507159<br><br>Teachers 3000-3999: Employee Benefits LCFF Supplemental and Concentration 444847<br><br>Teachers 1000-1999: Certificated Personnel Salaries LCFF Base 3875553<br><br>Teachers 3000-3999: Employee Benefits LCFF Base 1143893 |
| Supplies provided for the Bellevue University, an online professional development tool for staff | Badges 4000-4999: Books And Supplies Supplemental and Concentration 500 | Badges 4000-4999: Books And Supplies LCFF Supplemental and Concentration 500 |
| Provide a Support and Guidance Program to teachers needing assistance | Consulting Teacher 1000-1999: Certificated Personnel Salaries Title I 89631 | Consulting Teacher 1000-1999: Certificated Personnel Salaries Title I 96945 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| | Consulting Teacher 3000-3999: Employee Benefits Title I 25540 | Consulting Teacher 3000-3999: Employee Benefits Title I 27392 |
| Secure an improved assessment system | Renaissance Program 4000-4999: Books And Supplies Lottery 29000 | Renaissance Program 4000-4999: Books And Supplies Lottery 27586 |

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The services for all budgeted funds were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

*Substitutes were provided to support teacher learning until March 2020.
*PE teachers provided additional prep/planning time for teachers
*Combination classes were avoided whenever financially feasible
*All beginning teachers were offered support through mentors in the NCSOE beginning teacher support
*Compensation for teachers who attend professional development opportunities outside of their contractual day
*PBIS was adopted throughout the district. Training was provided to staff.

# Goal 5

Improve 21st century teaching and learning.

Supporting Goal A
Secure and implement 21st Century  standards-aligned curriculum
Supporting Goal B:
Provide support for digital teaching and learning.
Supporting Goal C:
Optimize use of library media centers
Supporting Goal D:
Provide support for use of technology.
Supporting Goal E:
Secure and maintain hardware for digital learning
Supporting Goal F:
Build capacity for keyboarding

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>1) Level of implementation of Common Core Standards. | 100% Implementation of common core academic and performance standards.  We also maintained 100% sufficiency of standards-aligned textbooks for all students.<br><br>A. Teachers taught to the standards and used Board adopted curriculum.<br><br>B. Students were able to quickly pivot to distance learning as a result of the access they were provided prior to the transition.  As the year progressed, students were given additional support as all |

| Expected | Actual |
| --- | --- |
| **19-20**<br>95% Implementation of common core academic and performance standards, Maintain 100% sufficiency of standards-aligned textbooks for all students<br><br>A. Students will have instructional programs to support 21st Century learning<br>B. Students will be able to fully engage in digital learning<br>C. Students will benefit from optimized time in library media center<br>D. Students will benefit from instructional staff having capacity for digital teaching<br>E. Students will benefit from having consistent & reliable access to internet<br>F: Students will develop capacity for keyboarding<br><br>**Baseline**<br>80% Implementation of Common Core Standards | students were given devices and supported in using them by teachers and the IT department.<br><br>C. Due to budget challenges, we. were unable to re-establish the library media centers.<br><br>D. Students benefitted greatly as the result of teachers receiving technical training and support through professional development opportunities and the IT department.<br><br>E. Students did benefit from having consistent and reliable access to internet, especially as we have had to pivot to distance learning in March. Students were provided with consistent and reliable access to internet with hot spots for those students with challenges accessing.<br><br>F. Students have had more experience with keyboarding this year as a result of the shift to synchronous and asynchronous instruction. |

## Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
| --- | --- | --- |
| Purchase Instructional Materials & Programs for 21st century learning | Instructional Materials & Programs 4000-4999: Books And Supplies Supplemental and Concentration 40000 | Instructional Materials & Programs 4000-4999: Books And Supplies LCFF Supplemental and Concentration 33157 |
| Hire one technology staff to support district | Technology Support 2000-2999: Classified Personnel Salaries Supplemental and Concentration 60413 | Technology Support 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 64665 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
| --- | --- | --- |
| | Technology Support 3000-3999: Employee Benefits Supplemental and Concentration 26435 | Technology Support 3000-3999: Employee Benefits LCFF Supplemental and Concentration 27611 |

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The services for all budgeted funds were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

This is one of the areas we are most proud of. Our IT department was busy gearing up for supporting greater use of technology. They provided all teachers support in order to meet the needs of students in a distance learning environment. They proactively identified needs and also responded to these in a timely fashion. With an IT team of two we were able to quickly and successfully pivot to distance learning in March, 2020.

# Goal 6

Ensure all students have opportunities and support to reach their potential.

Supporting Goal A:
Implement a GATE Program.
Supporting Goal B:
Implement visual and performing arts (VAPA).
Supporting Goal C:
Optimize social studies & science instruction
Supporting Goal D:
Improve system for learning supports.
Supporting Goal E:
Optimize before & after school programs.
Supporting Goal F:
Reduce impact of mobility.
Supporting Goal G:
Utilize intersessions for academic support
Supporting Goal H:
Extend the instructional school year
Supporting Goal I:
Individualized ELD instruction for newcomers
Supporting Goal J:
Implement Personalized Learning

State and/or Local Priorities addressed by this goal:

| | |
|---|---|
| State Priorities: | Priority 4: Pupil Achievement (Pupil Outcomes)<br>Priority 7: Course Access (Conditions of Learning) |
| Local Priorities: | |

## Annual Measurable Outcomes

| Expected | Actual |
| --- | --- |
| **Metric/Indicator**<br>1) Percentage of students making progress towards English proficiency on CELDT/ELPAC and rate of reclassification<br><br>2) maintain 100% access to core curriculum and programs for unduplicated students and students with exceptional needs<br><br>**19-20**<br>80% of ELs will meet CELDT growth targets, maintain reclassification rate of 9% or more, maintain access to core curriculum and programs for all students including unduplicated students and students with exceptional needs.<br><br>A: Students will benefit from a GATE program<br>B: Students will benefit fro VAPA programming<br>C: Students will benefit from Social Studies & Science instruction<br>D. A process will be in place to identify and respond to learning needs<br>E. Students will benefit from assistance in before and after school programs that help with academic success during the school day<br>F. Students who move between schools will benefit from the instructional consistency between schools. Students new to the District will benefit from the school's readiness to identify and respond to academic needs.<br>G. Struggling students will benefit from a focused period of academic assistance<br>H. Students will avoid the summer learning loss in Math & ELA<br>I: Beginning English Learners will benefit from individualized instruction in English<br>J: Students will benefit from competency-based instruction in a Personalized Learning environment | 1) In 2018, the California Department of Education (CDE) transitioned from the California English Language Development Test (CELDT) to the English Assessment for California (ELPAC) as the state English Language Proficiency (ELP) assessment. The ELPAC is aligned with the the 2012 California English Language Development Standards.<br>According to the 2018-19 Summative ELPAC results, 15.83% of our ELs students scored proficient (Overall Level 4).<br>Our reclassification rate in 2019-20 was 4.5% (45 students), lower than expected by 4.5%.<br><br>A. BUSD did not have a GATE program.<br>B. Students benefitted from VAPA programming as they participated in offerings such as violin classes.<br>C. Students benefitted from Social Studies and Science instruction.<br>D. Star assessments were used to identify and support students demonstrating a need.<br>E. As a result of the pandemic, after-school tutorials were not put in to place.<br>F. BUSD works to create a systematic approach to instruction at all sites.<br>G. Students benefitted from support from Lit Paras as an additional support.<br>H. Students did not avoid learning loss over the summer and may have even become greater as a result of the COVID-19 pandemic and the move to distance learning.<br>I. This did not happen for our Beginning English Learners.<br>J. This did not come to fruition as a result of the COVID -19 pandemic. |

| Expected | Actual |
| --- | --- |
| **Baseline**<br>65% of ELs met CELDT growth targets, we improved our reclassification rate to 9%, and we maintained access to core curriculum and programs for students including unduplicated students and students with exceptional needs. | |

## Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
| --- | --- | --- |
| Purchase materials and supplies for GATE and VAPA programs & services throughout the district | GATE and VAPA Materials 4000-4999: Books And Supplies Supplemental and Concentration 5000 | GATE and VAPA Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration 5000 |
| Develop science program in Elementary grades | Science Materials 4000-4999: Books And Supplies Lottery 6000 | Science Materials 4000-4999: Books And Supplies Lottery 6000 |
| Provide supplemental materials for students needing learning assistance. | Instructional Materials 4000-4999: Books And Supplies Supplemental and Concentration 5900 | Instructional Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration 5900 |
| Provide Personalized Learning environment in elementary grades | Dream Box, Chromebooks 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 68885 | Dream Box, Chromebooks 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 68885 |

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The services for all budgeted funds were implemented, however most of our unspent funds moved to the purchase of technology equipment to support distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Some of the VAPA and personalized learning opportunities became disrupted as a result of the move to distance learning. However, our ability to quickly and successfully pivot to distance learning in March was a result of the foresight and support of the district to support students and teacher capacity with technology.

# Goal 7

Maintain and improve facilities.

Supporting Goal A:
Ensure campuses are secure.
Supporting Goal  B
Maximize operations of all facilities and equipment
Supporting Goal  C:
Renovate Kawana School.
Supporting Goal  D:
Optimize outdoor areas

State and/or Local Priorities addressed by this goal:

State Priorities:  Priority 1: Basic (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>1) FIT survey<br>2) perceptual survey from staff | A. All campuses had fences put up to enforce safety.<br><br>B. Cooking was done at sites with the exception of Kawana since they did not have a kitchen. SRCS provided.<br><br>C. Kawana received a new roof, a new sewer system, and had planning work done for the modernization of the Kitchen/Multipurpose Room<br><br>D. Play structures were replaced at Meadow View and Bellevue Elementary as they were the most outdated play structures in the district. |

| Expected | Actual |
| --- | --- |
| **19-20**<br>At least 80% satisfaction rate on Perceptual Survey for students, parents and staff & maintain all good ratings on FIT assessment for Williams<br><br>A: Students will be safe on campus<br><br>B. Students will benefit from operational equipment at school & healthy meals being prepared on site.<br><br>C. Students at Kawana School will benefit from an improved learning environment<br><br>D. Students will benefit from improved outdoor areas<br><br>**Baseline**<br>There was a 15% increase (65%) in satisfaction rate on Perceptual Survey for students, parents and staff . We have maintained all good ratings on FIT assessment for Williams | |

## Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
| --- | --- | --- |
| Upgrade Playground Equipment | Playground Equipment 6000-6999: Capital Outlay Supplemental and Concentration 1500 | Playground Equipment 6000-6999: Capital Outlay LCFF Supplemental and Concentration 1500 |

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services budgeted were addressed.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Not having students on campus in March through the rest of the summer actually helped to complete some of these actions.

# Goal 8

Improve school-home communication.

Supporting Goal A:
Distribute monthly school newsletters
Supporting Goal B:
Update school marquees.
Supporting Goal C:
Maintain current & useful websites.
Supporting Goal D:
Competency with Spanish will be encouraged with staff

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>Perceptual survey of parents<br><br>**19-20**<br>At least 90% satisfaction rate on Perceptual Survey for parents<br><br>A. Students' families will be appraised of school events on a monthly basis.<br>B. Students and families will be notified of current events at school.<br>C. Students and families will gain information about the classroom anytime via internet.<br>D. Spanish-speaking students and families will have greater ability to communicate with staff. | District Survey - Parents were surveyed in order to develop the 2020-2023 LCAP that was ultimately postponed to one year out.<br><br>A. BUSD effectively communicates with families via Blackboard, Peachjar, Remind, Weekly District Newsletters, Site Newsletters and through Social Media.<br>B. BUSD effectively communicates with families via Blackboard, Peachjar, Remind, Weekly District Newsletters, Site Newsletters and through Social Media.<br>C. BUSD effectively communicates with families via Blackboard, Peachjar, Remind, Weekly District Newsletters, Site Newsletters and through Social Media.<br>D. BUSD effectively communicates with families via Blackboard, Peachjar, Remind, Weekly District Newsletters, Site Newsletters |

| Expected | Actual |
| --- | --- |
| **Baseline**<br>There was a 15% increase of satisfaction rate (80%) on Perceptual Survey for parents. | and through Social Media. All communication is translated to support engagement of our Spanish-speaking families. |

## Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
| --- | --- | --- |

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The. services for all budgeted funds were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

BUSD effectively communicates with families via Blackboard, Peachjar, Remind, Weekly District Newsletters, Site Newsletters and through Social Media. All communication is translated to support engagement of our Spanish-speaking families.

# Goal 9

Improve climate to support learning.

Supporting Goal A:
Optimize recess and lunch time
Supporting Goal B:
Support social-emotional learning
Supporting Goal C:
Improve student discipline
Supporting Goal D:
Support school & district pride
Supporting Goal E:
Support after school extra-curricular activities
Supporting Goal F:
Recognize student, staff and community strengths and contributions
Supporting Goal G:
Improve student health.
Supporting Goal H:
Develop and foster a growth mindset

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>1) CALPADS suspension & expulsion rates,<br>2) Ca Physical Fitness Test for body composition of 5th graders,<br>3) perceptual survey from students, parents and staff. | 1) In 2019, BUSD had a 1.9 % Suspension Rate<br>2) The CA Physical Fitness Test for Body Composition of 5th Graders was not administered in 2019-20 due to the COVID -19 pandemic<br>3) Perceptual Survey data was not gathered in 2019-20 due to the pandemic. |

| Expected | Actual |
| --- | --- |
| **19-20**<br>At least 85% satisfaction rate on Perceptual Survey for parents and staff, 35% of 5th graders will be rated as Needs Improvement-High Risk for Body Composition, and maintain 0% expulsion and less than 4% suspension rates<br><br>A: Students will engage in productive physical activity during recess and lunch time<br>B: Students will improve their self-regulation and conflict resolution skills<br>C. Students will benefit from a clearly communicated and consistently enforced discipline plan<br>D. Students and their families will feel proud of their school and District<br>E. Students will have the opportunity to participate in after school activities<br>F. Students, staff and community members will be recognized for strengths and for contributions<br>G. Students will eat healthy foods and have basic health/safety needs and physical education met at school<br>H. Students will develop and be recognized for a growth mindset<br><br>**Baseline**<br>We maintained a 0% expulsion rate and a 4% suspension rate.<br><br>37% of 5th graders were rated as Needs Improvement-High Risk for Body Composition.<br><br>There was a 15% increase of satisfaction rate (70%) on Perceptual Survey for students, parents and staff . | |

## Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| Purchase supplies for recognition and competitions. | Supplies 4000-4999: Books And Supplies Supplemental and Concentration 1500 | Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 1500 |
| Purchase supplies and provide professional development for PBIS, our student positive behavior program | Supplies 4000-4999: Books And Supplies Supplemental and Concentration 4000<br>Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 4000 | Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 4000<br>Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 4000 |
| Pay stipends for sports coaches. | Stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 12000<br>Staff 3000-3999: Employee Benefits Supplemental and Concentration 2200 | Stipends 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 12000<br>Staff 3000-3999: Employee Benefits LCFF Supplemental and Concentration 2200 |
| Provide counselors to support social-emotional learning | Counselors - CalServes 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 166165 | Counselors - CalServes 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 99832 |
| Provide active recess at each school | Contract with Napa COE - CalServes 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 72000 | Contract with Napa COE - CalServes 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 72000 |
| Provide healthy food for students | Staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration 55000 | Staff 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 55000 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
| --- | --- | --- |
| | Staff 3000-3999: Employee Benefits Supplemental and Concentration 14000<br>Gardens 4000-4999: Books And Supplies Supplemental and Concentration 5000 | Staff 3000-3999: Employee Benefits LCFF Supplemental and Concentration 14000<br>Gardens 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0 |

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted for actions/services that were not implemented this year will be completed in the next school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We maintained a 0% expulsion rate and our suspension rate dropped. Having to pivot to distance learning in March with little warning posed many challenges. Among those challenges was the ability to give the fitness test to our 5th graders and to survey and gather parent data.

# Goal 10

Develop citizenship and democratic values.

Supporting Goal A:
Provide leadership and service learning opportunities
Supporting Goal B
Provide information about college & career awareness.

State and/or Local Priorities addressed by this goal:

| | |
|---|---|
| State Priorities: | Priority 4: Pupil Achievement (Pupil Outcomes) |
| Local Priorities: | Citizenship and democratic values |

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>Perceptual survey of Parents, students and staff.<br>**19-20**<br>At least 85%  positive ratings about citizenship and democratic values on Perceptual Survey for parents, students and staff.<br><br>A: Student s will have an opportunity for leadership and experience service learning.<br><br>B. Students will learn about post-secondary pathways.<br><br>**Baseline**<br>There was a 15% increase (70%) of satisfaction rate on Perceptual Survey for students, parents and staff . | Student Councils at all sites.<br><br>6th grade students also took the survey. |

## Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| Purchase supplies for Career Day and College Information Night | Supplies 4000-4999: Books And Supplies Supplemental and Concentration 550 | Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 550 |
| Provide staff support for ASB | Stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 4000<br><br>Staff 3000-3999: Employee Benefits Supplemental and Concentration 750 | Stipends 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 4000<br><br>Staff 3000-3999: Employee Benefits LCFF Base 750 |
| Provide supplies for service learning. | Supplies 4000-4999: Books And Supplies Supplemental and Concentration 1000 | Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 1000 |

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

These activities were in the works when we had to pivot to distance learning instruction. Most resources not used shifted to meeting the needs of staff and students in order to continue our educational program.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Between PF&E Shutoff Days and the pandemic, BUSD did not get to organize and put on the College and Career Nights.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

# In-Person Instructional Offerings

## Actions Related to In-Person Instructional Offerings

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|---|---|---|
| Plexiglass for the front office and for small group instruction | 5000 | 5000 | Yes |
| Signage | 5000 | 5000 | Yes |
| Procurement of personal protective equipment (face coverings, soap, hand sanitizer, etc.) | 50000 | 50000 | Yes |
| Additional cleaning tools and supplies (disenfectant, gloves, goggles, etc.). | 50000 | 50000 | Yes |
| Custodial Support | 50000 | 50000 | Yes |

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

IN FY2020/21 the District utilized the Coronavirus Relief Act Fund (Resource 3220) to support the actions related to in-person instructional offerings. At this point in time, the District does not foresee substantive differences between the planned actions and what was implemented.

## Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

SUCCESSES AND CHALLENGES
BUSD was challenged with Sonoma County designated in the Purple Tier which allowed for Distance Learning for the first 7 months of instruction. Most of BUSD schools (Taylor Mountain, Bellevue, & Meadow View are located in the 95407 area code, one of the most COVID impacted areas of Sonoma County. Consequently, BUSD did not return to in-person instruction until April 12, 2021. Even with many of the challenges experienced this school year, BUSD has much to be proud of. Below are some of the most significant

outcomes from the 2020-2021 school year:

- All staff and students had a 1:1 device. All TK-K students had ipads while the rest of our Grade 1-6 students were given Chrome Books. All teachers were given 13"MacBooks for hosting teleconferencing and multimedia creation , ipads to use as document cameras, a 70" television to display instruction to remote students or to present to in-person students.

BUSD's Early Learning Center (North Bay Children's Center) opened June 15, 2020, with small, stable groups and all safety measures in place. A total

- Belleveu opened 8/17/20/20of 31 preschool-aged children attended in person. Only 1 closure due to COVID since June 15, 2020.
- TM opened 9/01/20
- Cool School Day Care opened August 17, 2020. There were 183 students served in this program. As a result of their safety measures and protocols, this group grew from 133 students to 183. This allowed our families who were essential workers to continue to work with the peace of mind that students would be supported academically while being safe. Even with all safety measures in place, however, we were forced to close 4 cohorts in December during the surge. Parents were responsive and supportive through it all.
- Preschool Special Education Special Day Class Cohort opened February 22, 2021. This too was successful as a result of offering parent education and ensuring all safety precautions were in place and followed.
- All staff at every site followed safety protocols and supported students to do the same.
- BUSD created a successful hybrid concurrent learning model of concurrent instruction that maximized instructional time and student learning opportunities. This model was challenging for teachers, however, as the demands of the "roomers" and "Zoomers" was often difficult to manage. It required great teacher effort and we commend our teachers for their relentless dedication to their students.
- Although the vast majority of our families were able to access the distance learning provided to them through the wifi available to them, many were not so lucky. BUSD jumped to action to purchase hotspots for these families, and although no time was wasted ordering these, receiving them was a greater challenge as these were in high demand and back ordered.
- The majority of students returned to in-person instruction 4 days per week beginning on April 12, 2021.
- The use of technology allowed students to benefit from in-person direct instruction as well as through the use of computer programs such as Accelerated Reader and Dreambox.

# Distance Learning Program

## Actions Related to the Distance Learning Program

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|---|---|---|
| Purchase additional computers, ipads, and headsets to ensure all teachers have the proper tools to support distance learning | 115000 | 115000 | Yes |
| Purchase a device and headset for all students to engage in the distance learning from home. | 440000 | 440000 | Yes |
| Provide MiFis for students without internet access | 15000 | 15000 | Yes |
| Provide Zoom accounts for all staff members | 10000 | 10000 | Yes |
| Provide Illuminate to gather assessment data and to support grading in the report card | 15000 | 15000 | Yes |
| Provide professional development opportunities to support both the academic and social emotional needs of students. | 35000 | 35000 | Yes |
| Supplemental Reading Materials for Guided Reading | 60000 | 60000 | Yes |

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

IN FY2020/21 the District utilized the Coronavirus Relief Act Fund (Resource 3220) to support the actions related to in-person instructional offerings. At this point in time, the District does not foresee substantive differences between the planned actions and what was implemented.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

SUCCESSES AND CHALLENGES
BUSD was challenged with Sonoma County designated in the Purple Tier which allowed for Distance Learning for the first 7 months of instruction. Most of BUSD schools (Taylor Mountain, Bellevue, & Meadow View) are located in the 95407 area code, one of the most COVID impacted areas of Sonoma County. Consequently, BUSD did not return to in-person instruction until April 12, 2021. Even with

many of the challenges experienced this school year, BUSD has much to be proud of. Below are some of the most significant outcomes from the 2020-2021 school year:

- All staff and students had a 1:1 device. All TK-K students had ipads while the rest of our Grade 1-6 students were given Chrome Books. All teachers were given 13"MacBooks for hosting teleconferencing and multimedia creation, ipads to use as document cameras, a 70" television to display instruction to remote students or to present to in-person students.

BUSD's Early Learning Center (North Bay Children's Center) opened June 15, 2020, with small, stable groups and all safety measures in place. A total

- Belleveu opened 8/17/20/20of 31 preschool-aged children attended in person. Only 1 closure due to COVID since June 15, 2020.
- TM opened 9/01/20
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- Preschool Special Education Special Day Class Cohort opened February 22, 2021. This too was successful as a result of offering parent education and ensuring all safety precautions were in place and followed.
- All staff at every site followed safety protocols and supported students to do the same.
- BUSD created a successful hybrid concurrent learning model of concurrent instruction that maximized instructional time and student learning opportunities. This model was challenging for teachers, however, as the demands of the "roomers" and "Zoomers" was often difficult to manage. It required great teacher effort and we commend our teachers for their relentless dedication to their students.
- Although the vast majority of our families were able to access the distance learning provided to them through the wifi available to them, many were not so lucky. BUSD jumped to action to purchase hotspots for these families, and although no time was wasted ordering these, receiving them was a greater challenge as these were in high demand and back-ordered.
- The majority of students returned to in-person instruction 4 days per week beginning on April 12, 2021.
- The use of technology allowed students to benefit from in-person direct instruction as well as through the use of computer programs such as Accelerated Reader and Dreambox.
- Another challenge of distance learning was tracking student engagement and holding students to a higher standard than the state for attendance.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|---|---|---|
| Host Family Tech Support Nights in English and Spanish | 1000 | 1000 | Yes |
| Added extra time to our Parent Liaisons to support families | 10000 | 10000 | Yes |
| Illuminate | 35000 | 35000 | Yes |
| Investigate and purchase supplemental leveled readers to provide reading material at the students' proximal zone of development | 50000 | 50000 | Yes |
| Remind | 15000 | 15000 | Yes |

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

IN FY2020/21 the District utilized the Coronavirus Relief Act Fund (Resource 3220) to support the actions related to in-person instructional offerings. At this point in time, the District does not foresee substantive differences between the planned actions and what was implemented.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The state's criteria for counting student attendance in a distance learning environment created some obstacles to holding students accountable for attendance. This was a great challenge for us in addressing pupil learning loss. Despite efforts, all schools reported a number of students who were regularly disengaged. Returning to in-person instruction helped teachers to provide greater support and Lit Paras also contributed to the support to students by pulling small groups for SIPPS instruction. However, because in-person instruction only occurred for a very brief timespan, students will need even greater supports in the years to come.

## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Each site had a .50 FTE Counselor that met with parents and students to offer support with issues they were dealing with either in the home or in-school. All sites' school counselors pushed in to support students and teachers in classroom meetings both virtually and in-person. The district also had a MTSS district committee to identify areas of support for students. This year it became clear that BUSD would benefit from an SEL Curriculum, preferably one that supports trauma-informed strategies. The MTSS District committee will be investigating curricular options to support this area of need for our students.

## Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Communication was critical during distance learning. Site and District staff checked in daily with families for a variety of reasons. Many teachers shared that greater relationships with families were formed as a result of the need for the strong collaboration between the school and home. BUSD also employed many meaningful ways of communicating with families. This was done through the many platforms provided to sites such as Blackboard, Remind, Peachjar, Zoom, Google Meet, etc. In addition, district newsletters went to parents and staff regularly keeping all abreast of the current COVID situation as it pertained to our schools and students. Town Halls were held, and social media posts were made to keep information at the forefront. All communication shared with parents and all meetings were translated for our Spanish speaking families which facilitated their engagement.

Each school also had a .5 FTW Parent Liaison that was instrumental in keeping the lines of communication open and constant between the school and home.

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Each site continued to provide school lunches in a "grab and go" format, with parents driving through twice per week. When the District returned to in-person "hybrid" instruction, it was necessary to scale back to a once-per-week pickup (that included 5 days worth of meals). All meals were provided at no cost to all families that wanted them.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

| Section | Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|---|---|---|---|
| Stakeholder Engagement | Purchase Remind to maintain lines of communication with parents. | 5000 | 5000 | Yes |
| Stakeholder Engagement | Additional hours for Parent Liaisons to support families with distance learning and to keep them engaged and informed. | 10000 | 10000 | Yes |
| Distance Learning Program (Supports for Pupils with Unique Needs) | Provide professional development to support students' academic and language proficiency levels | 10000 | 10000 | Yes |
| Pupil Learning Loss | Provide additional support time, paying teachers to support students needing more time and guidance in language arts or math. | 15000 | 15000 | Yes |

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

IN FY2020/21 the District utilized the Coronavirus Relief Act Fund (Resource 3220) to support the actions related to in-person instructional offerings. No substantive difference between planned actions and budgeted expenditures were noted.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

All students will be assessed every trimester using the following common assessments:
TK-K - ESGI

1-2 - Early Star Reading & Star Math
3-6 Star Reading & Star Math

All grade levels will be provided professional learning collaboration time to identify learning targets of the essential standards and to identify common formative assessments and rubrics to more consistently and regularly analyze student data in order to better support students learning. Adaptive software programs were purchased to support student learning over the summer (June 2021) and these licenses will continue to be available to students throughout the following school year (e.g. Lalilo, Freckle Reading and Freckle Math).

The 2021-24 LCAP includes additional personnel to support students learning. These include additional LIt Paras, a TOSA per site, and increased hours for the Parent Liaison.
Teachers will also receive additional professional development in order to build their capacity for meeting the needs of their diverse learners, with special attention to our large number of English learners.

Ellevation was purchased as a tool to help us better monitor the needs and growth of our English Learners as well as our RFEP students.

After-school tutorials and expanded learning time will also be supported at all sites.

Supplemental reading and math materials will be provided to teachers in order to differentiate instruction for students.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Costs were higher than expected in some areas due to the prolonged and unexpected time spent in distance learning. Specifically, there were increased costs in securing items such as hotspots for families and other technology needs such as the need for tech support for teachers and families, which required us to hire a temporary Resource Technician.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Successes:
Continuity of Instruction - Our Distance Learning program utilized our district-adopted, standards-based curriculum through both online and hard copy instructional resources. We purchased online instructional resources aligned to our core curriculum (such as Dreambox for math, Accelerated Reader, Lalilo, Freckle Reading and Freckle Math). We also utilized Google apps across the grade levels and other apps to foster student engagement (such as Kahoot and PearDeck). We maintained total instructional minutes as outlined in SB98 through a combination of face-to-face (synchronous) and independent (asynchronous) online work. Teachers and other certificated employees connected with students daily through internet-based classrooms. We were pleased with the additional tools we learned to use to make learning engaging and accessible to our students in a distance learning environment and many voiced that many of the tools they learned to use in this unprecedented year will continue to be used to support learning when school returns to a "normal" academic year.

# Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.*

# Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

## Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

# Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

## Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

## Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

## Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for 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

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

# Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

| Total Expenditures by Funding Source | | |
|---|---|---|
| **Funding Source** | **2019-20 Annual Update Budgeted** | **2019-20 Annual Update Actual** |
| All Funding Sources | 7,774,524.00 | 8,680,942.99 |
| Base | 4,310,866.00 | 0.00 |
| LCFF Base | 0.00 | 5,026,130.27 |
| LCFF Supplemental and Concentration | 0.00 | 3,295,895.72 |
| Lottery | 35,000.00 | 33,586.00 |
| Supplemental and Concentration | 3,073,755.00 | 0.00 |
| Title I | 354,903.00 | 325,331.00 |

* Totals based on expenditure amounts in goal and annual update sections.

| Total Expenditures by Object Type | | |
|---|---|---|
| **Object Type** | **2019-20 Annual Update Budgeted** | **2019-20 Annual Update Actual** |
| All Expenditure Types | 7,774,524.00 | 8,680,942.99 |
| 1000-1999: Certificated Personnel Salaries | 5,217,361.00 | 6,053,042.00 |
| 2000-2999: Classified Personnel Salaries | 394,837.00 | 352,036.85 |
| 3000-3999: Employee Benefits | 1,685,371.00 | 1,903,357.68 |
| 4000-4999: Books And Supplies | 118,250.00 | 102,282.46 |
| 5000-5999: Services And Other Operating Expenditures | 351,955.00 | 263,717.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 5,250.00 | 5,007.00 |
| 6000-6999: Capital Outlay | 1,500.00 | 1,500.00 |
| | 1,500.00 | 0.00 |

* Totals based on expenditure amounts in goal and annual update sections.

| Total Expenditures by Object Type and Funding Source | | | |
|---|---|---|---|
| **Object Type** | **Funding Source** | **2019-20 Annual Update Budgeted** | **2019-20 Annual Update Actual** |
| All Expenditure Types | All Funding Sources | 7,774,524.00 | 8,680,942.99 |
| 1000-1999: Certificated Personnel Salaries | Base | 3,310,866.00 | 0.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF Base | 0.00 | 3,875,553.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF Supplemental and Concentration | 0.00 | 2,075,035.00 |
| 1000-1999: Certificated Personnel Salaries | Supplemental and Concentration | 1,811,862.00 | 0.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 94,633.00 | 102,454.00 |
| 2000-2999: Classified Personnel Salaries | LCFF Supplemental and Concentration | 0.00 | 204,538.85 |
| 2000-2999: Classified Personnel Salaries | Supplemental and Concentration | 216,636.00 | 0.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 178,201.00 | 147,498.00 |
| 3000-3999: Employee Benefits | Base | 992,500.00 | 0.00 |
| 3000-3999: Employee Benefits | LCFF Base | 0.00 | 1,144,643.00 |
| 3000-3999: Employee Benefits | LCFF Supplemental and Concentration | 0.00 | 683,335.68 |
| 3000-3999: Employee Benefits | Supplemental and Concentration | 610,802.00 | 0.00 |
| 3000-3999: Employee Benefits | Title I | 82,069.00 | 75,379.00 |
| 4000-4999: Books And Supplies | Base | 7,500.00 | 0.00 |
| 4000-4999: Books And Supplies | LCFF Base | 0.00 | 5,934.27 |
| 4000-4999: Books And Supplies | LCFF Supplemental and Concentration | 0.00 | 62,762.19 |
| 4000-4999: Books And Supplies | Lottery | 35,000.00 | 33,586.00 |
| 4000-4999: Books And Supplies | Supplemental and Concentration | 75,750.00 | 0.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF Supplemental and Concentration | 0.00 | 263,717.00 |
| 5000-5999: Services And Other Operating Expenditures | Supplemental and Concentration | 351,955.00 | 0.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF Supplemental and Concentration | 0.00 | 5,007.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Supplemental and Concentration | 5,250.00 | 0.00 |
| 6000-6999: Capital Outlay | LCFF Supplemental and Concentration | 0.00 | 1,500.00 |
| 6000-6999: Capital Outlay | Supplemental and Concentration | 1,500.00 | 0.00 |

* Totals based on expenditure amounts in goal and annual update sections.

| Total Expenditures by Goal | | |
|---|---|---|
| **Goal** | **2019-20 Annual Update Budgeted** | **2019-20 Annual Update Actual** |
| **Goal 1** | 19,275.00 | 16,564.46 |
| **Goal 2** | 90,873.00 | 76,752.53 |
| **Goal 3** | 463,681.00 | 431,727.00 |
| **Goal 4** | 6,644,397.00 | 7,672,349.00 |
| **Goal 5** | 126,848.00 | 125,433.00 |
| **Goal 6** | 85,785.00 | 85,785.00 |
| **Goal 7** | 1,500.00 | 1,500.00 |
| **Goal 8** | 0.00 | 0.00 |
| **Goal 9** | 335,865.00 | 264,532.00 |
| **Goal 10** | 6,300.00 | 6,300.00 |

* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

| Total Expenditures by Offering/Program | | |
|---|---|---|
| **Offering/Program** | **2020-21 Budgeted** | **2020-21 Actual** |
| **In-Person Instructional Offerings** | $160,000.00 | $160,000.00 |
| **Distance Learning Program** | $690,000.00 | $690,000.00 |
| **Pupil Learning Loss** | $111,000.00 | $111,000.00 |
| **Additional Actions and Plan Requirements** | $40,000.00 | $40,000.00 |
| **All Expenditures in Learning Continuity and Attendance Plan** | $1,001,000.00 | $1,001,000.00 |

| Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement) | | |
|---|---|---|
| **Offering/Program** | **2020-21 Budgeted** | **2020-21 Actual** |
| **In-Person Instructional Offerings** | | |
| **Distance Learning Program** | | |
| **Pupil Learning Loss** | | |
| **Additional Actions and Plan Requirements** | | |
| **All Expenditures in Learning Continuity and Attendance Plan** | | |

| Expenditures by Offering/Program (Contributing to Increased/Improved requirement) | | |
|---|---|---|
| **Offering/Program** | **2020-21 Budgeted** | **2020-21 Actual** |
| **In-Person Instructional Offerings** | $160,000.00 | $160,000.00 |
| **Distance Learning Program** | $690,000.00 | $690,000.00 |
| **Pupil Learning Loss** | $111,000.00 | $111,000.00 |
| **Additional Actions and Plan Requirements** | $40,000.00 | $40,000.00 |
| **All Expenditures in Learning Continuity and Attendance Plan** | $1,001,000.00 | $1,001,000.00 |

**Bellevue Union School District**

**Agenda Item for Board Meeting of June 30, 2021**

**Agenda Category:** Review and Action

**Agenda Item Title:** Consider Approval of the FY 2021-22 LCFF Budget Overview for Parents

**Prepared By:** Chris J. Kim, CBO

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**Background:**

Education Code Section 52064.1 requires each school district, county office of education (COE), and charter school to develop the Local Control Funding Formula (LCFF) Budget Overview for Parents in conjunction with the Local Control and Accountability Plan by July 1 of each year. As California's school funding law, the Local Control Funding Formula (LCFF) is a way for schools to focus on student success. The LCFF requires school districts to involve parents in planning and decision-making as well as in developing Local Control and Accountability Plans (LCAPs). The Budget Overview for Parents is intended to help stakeholders better understand funding decisions included in the LEA's budget.

**Recommended Action:**

Review and Approve as presented.

**Supporting Documents:**

The FY 2021-22 LCFF Budget Overview for Parents will be presented as an information item during the Special Board Meeting scheduled for June 29, 2021, and under a separate cover during the Board meeting scheduled on June 30, 2021.

**Bellevue Union School District**

**Agenda Item for Board Meeting of June 30, 2021**

**Agenda Category:** Review and Action

**Agenda Item Title:** Consider Approval of FY 2021-22 Budget and Statement of Reserves for the Bellevue Union School District

**Prepared By:** Chris J. Kim, CBO

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**Background:**

Per the requirements set forth in Ed. Code 42122, Article 2, the Bellevue Union School District's Fiscal Year 2021-22 Budget and Statement of Reserves was presented for public review and subsequently followed by an information presentation and public hearing on June 29, 2021. The information presented included insight into anticipated revenue, projected expenditures, and the District's estimated ending fund balance and reserve percentages for the subsequent two fiscal years.

**Recommended Action:**

Review and Approve as presented.

**Supporting Documents:**

The FY 2021-22 Budget for Adoption will be presented as an information item during the Special Board Meeting scheduled for June 29, 2021, and under a separate cover during the Board meeting scheduled on June 30, 2021.

**Bellevue Union School District**

**Agenda Item for Board Meeting of June 30, 2021**

**Agenda Category:** Review and Action

**Agenda Item Title:** Consider Approval of FY 2020/21 AB1200 Disclosure as Required by Government Code Section 3547.5 and the California Code of Regulations Title V, Section 15449

**Prepared By:** Chris J. Kim, CBO

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**Background:**

Assembly Bill (AB) 1200 requires local education agencies to publicly disclose the provisions of all collective bargaining agreements. This provision is applicable to both single year agreements and multi-year agreements where the contract has been reopened to determine compensation adjustments in a subsequent year. It is intended to ensure that the public is aware of the known costs associated with a proposed collective bargaining agreement.

**Cost:**

Broadly, the changes to the collective bargaining agreements that have a projected monetary impact on the operational budget of the District include: a 5% retroactive increase to salary schedules in FY 2020/21 (back to July 1, 2020); a 4% increase to salary schedules in FY 2021/22 (starting July 1, 2021); an increase to Salaries in FY 2022/23 to be benchmarked against the Cost of Living Allocation (COLA) determined by the California Department of Education for that year (but no less than 2%); an annual increase to the District's contribution to health and wellness benefits of $2000 in FY 2021/22; and an annual increase to the District's contribution to health and wellness benefits of $1000 in FY 2022/23.

**Recommended Action:**

Review and Approve based on the terms of the signed tentative agreements with both collective bargaining units.

**Supporting Documents:**

1. AB1200 Public Disclosure of Collective Bargaining Agreement with CSEA for FY 2020/21

**FORM FOR PUBLIC DISCLOSURE**
**OF PROPOSED COLLECTIVE BARGAINING AGREEMENT**
**(AB1200 (Statutes of 1991, Chapter 1213) as revised by AB 2756**
**(Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2 )**

| *Bellevue Union* | **SCHOOL DISTRICT** |
|---|---|

Government Code Section 3547.5: **Before** a public school employer enters into a written agreement with an exclusive representative covering matters within the scope of representation, the major provisions of the agreement, including, but not limited to, the costs that would be incurred by the public school employer under the agreement for the current and subsequent fiscal years, shall be disclosed at a public meeting of the public school employer.

Intent of Legislation: To ensure that members of the public are informed of the major provisions of a collective bargaining agreement before it becomes binding on the school district.

***(This information is pulled from the SUMMARY section of this file which should be completed FIRST)***

**MAJOR PROVISIONS OF PROPOSED AGREEMENT WITH THE**

| *California School Employees Association* | **BARGAINING UNIT** |
|---|---|

| | |
|---|---|
| To be acted upon by the Governing Board at its meeting on | *06/30/21* |

A. **PERIOD OF AGREEMENT:**

| | |
|---|---|
| The proposed bargaining agreement covers the period beginning | *07/01/20* |
| and ending | *06/30/22* |
| for the following fiscal years | *FY 2020/21, FY 2021/22* |

B. **TOTAL COST CHANGE TO IMPLEMENT PROPOSED AGREEMENT (SALARIES & BENEFITS)**

The total change in costs for salaries and employee benefits in the proposed agreement:

| | | |
|---|---|---|
| 1. | Current Year Costs Before Agreement | *$14,727,591.15* |
| | ** Includes Total Cost of District Salaries and Benefits for all Staff.* | |
| 2. | Current Year Costs After Agreement | *$14,856,561.15* |
| | ** Includes 5% Increase to Classified Salaries Only* | |
| 3. | Total Cost Change | *$128,970.00* |
| 4. | Percentage Change | *5.00%* |
| | ** A 5% Increase to Cert. Salaries Only* | |
| 5. | Value of a 1% Change | *$25,794.00* |
| | ** Value of a 1% Change to Cert. Salaries Only* | |

C. **PERCENTAGE SALARY CHANGE FOR AVERAGE, REPRESENTED EMPLOYEE**

The total percentage change in salary, including annual step and column movement on the salary schedule (as applicable), for the average, represented employee under this proposed agreement:

| | | |
|---|---|---|
| 1. | Salary Schedule change<br>(% Change To Existing Salary Schedule)<br>(% change for one time bonus/stipend or salary reduction) | *5.0%* |
| 2. | Step & Column<br>(Average % Change Over Prior Year Salary Schedule) | *1.0%* |
| 3. | TOTAL PERCENTAGE CHANGE FOR THE AVERAGE, REPRESENTED EMPLOYEE | *6%* |
| 4. | Change in # of Work Days (+/-) Related to % Change | *n/a* |
| 5. | Total # of Work Days to be provided in Fiscal Year | *194 (10 Month), 213 (11 Month), 260 (12 Month)* |
| 6. | Total # of Instructional Days to be provided in Fiscal Year (applicable to Certificated BU agreements only) | *n/a* |

**FORM FOR PUBLIC DISCLOSURE**
**OF PROPOSED COLLECTIVE BARGAINING AGREEMENT**
**(AB1200 (Statutes of 1991, Chapter 1213) as revised by AB 2756**
**(Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2 )**

***Bellevue Union*** **SCHOOL DISTRICT**

D. **PERCENTAGE BENEFITS CHANGE FOR BOTH STATUTORY AND DISTRICT-PROVIDED EMPLOYEE BENEFITS INCLUDED IN THIS PROPOSED AGREEMENT:**

| | | |
|---|---|---|
| 1. | Cost of Benefits Before Agreement | ***$4,140,681.35*** |
| | ** Total Cost of Benefits to the District Across ALL STAFF.* | |
| 2. | Cost of Benefits After Agreement | ***$4,253,447.84*** |
| | ** Includes only Projected Statutory (non H&W) benefits increases.* | |
| 3. | Percentage Change in Total Costs | ***2.72%*** |
| | ** Projected TOTAL Increase in Statutory Benefits associated with the Salary Increase.* | |

E. **IMPACT OF PROPOSED AGREEMENT ON DISTRICT RESERVES**

State-Recommended Minimum Reserve Level (after implementation of Proposed Agreement)

| | | |
|---|---|---|
| 1. | Based On Total Expenditures and Other Uses in the General Fund of: | ***$25,232,375.00*** |
| | ** Includes Both Current CSEA Proposed Agreement and Prior BEA Agreement* | |
| 2. | Percentage Reserve Level State Standard for District: | ***3.0%*** |
| 3. | Amount of State Minimum Reserve Standard: | ***$756,971.25*** |
| | ** State Minimum Reserve Standard Based on 3% of Expenditure Prior to Proposed Agreement* | |

**SUFFICIENCY OF DISTRICT UNRESTRICTED RESERVES to meet the minimum recommended level AFTER IMPLEMENTATION OF PROPOSED AGREEMENT:**

**GENERAL FUND RESERVES (Fund 01 Unrestricted ONLY)**

| | | |
|---|---|---|
| 4. | Reserve for Economic Uncertainties (Object 9789) | ***$3,365,476.00*** |
| 5. | Unassigned/Unappropriated (Object 9790) | |
| 6. | **Total Reserves: (Object 9789 + 9790)** | ***$3,365,476.00*** |

**SPECIAL RESERVE FUND (Fund 17, as applicable)**

| | | |
|---|---|---|
| 7. | Reserve for Economic Uncertainties (Object 9789) | |

**TOTAL DISTRICT RESERVES, applicable to State Minimum Reserve Standard:**

| | | |
|---|---|---|
| 8. | General Fund & Special Reserve Fund: | ***$3,367,977.00*** |
| 9. | Percentage of General Fund Expenditures/Uses | ***13.30%*** |

Difference between District Reserves and Minimum State Requirement ***$2,611,005.75***

**FORM FOR PUBLIC DISCLOSURE**
**OF PROPOSED COLLECTIVE BARGAINING AGREEMENT**
**(AB1200 (Statutes of 1991, Chapter 1213) as revised by AB 2756**
**(Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2 )**

***Bellevue Union*** **SCHOOL DISTRICT**

F. **MULTIYEAR CONTRACT AGREEMENT PROVISIONS**

The Tentative Agreement also includes a 4% increase to salary schedules in FY 2021/22; and an annual increase to the District's contribution to health and wellness benefits of $2000 in FY 2021/22.

G. **FINANCIAL IMPACT OF PROPOSED AGREEMENT IN SUBSEQUENT FISCAL YEARS**
**The following assumptions were used to determine that resources will be available to fund these obligations in future fiscal years (including any compensation and/or noncompensation provisions specified below that have been agreed upon if the proposed agreement is part of a multi-year contract):**

The District's Multi Year Projections taking into account the subsequent two years of settled negotiations projects -- assuming corresponding increases to all staff in the District -- a decrease in reserves to 10.6% in FY 2021/22 and 4.7% in FY 2022/23.

H. **NARRATIVE OF AGREEMENT**

Please reference the District's Cover Sheets and Attachments for the Board Meeting Dated 5/18/2021.

I. **SOURCE OF FUNDING FOR PROPOSED AGREEMENT**

**The following source(s) of funding have been identified to fund the proposed agreement**

District's General Fund

**FORM FOR PUBLIC DISCLOSURE**
**OF PROPOSED COLLECTIVE BARGAINING AGREEMENT**
**(AB1200 (Statutes of 1991, Chapter 1213) as revised by AB 2756**
**(Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2 )**

***Bellevue Union*** **SCHOOL DISTRICT**

**CERTIFICATION**

***To be signed by the District Superintendent AND Chief Business Official when submitted for Public Disclosure and by the Board President after formal action by the Governing Board on the proposed agreement.***

***Districts with a Qualified or Negative Certification: Per Govenment Code 3540.2, signatures of the District Superintendent and Chief Business Official must accompany the Summary Disclosure sent to the County Superintendent for review 10 days prior to the board meeting that will ratify the agreement.***

***The information provided in this document summarizes the financial implications of the proposed agreement and is submitted for public disclosure in accordance with the requirements of AB 1200, AB 2756 and GC 3547.5.***

***We hereby certify that the costs incurred by the school district under this agreement can be met by the district during the term of the agreement.***

| | |
|---|---|
| ***District Superintendent - signature*** | ***Date*** |
| ***Chief Business Official- signature*** | ***Date*** |

***After public disclosure of the major provisions contained in this Summary, the Governing Board, at its meeting on*** **6/30/2021** ***took action to approve the proposed Agreement with the*** **Bellevue Education Association** ***Bargaining Unit.***

| | |
|---|---|
| ***President, Governing Board (signature)*** | ***Date*** |

**Bellevue Union School District**

**Agenda Item for Board Meeting of June 30, 2021**

**Agenda Category:** Review and Action

**Agenda Item Title:** Consider Approval of Tentative Agreement between Bellevue Union School District (BUSD) and the California School Employees Association (CSEA) Resolving FY 2020/21 & FY 2021/22 Negotiations

**Prepared By:** Chris J. Kim, CBO

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**Background:**

The Bellevue Union School District has reached a tentative agreement with the California School Employees Association to close out negotiations for the 2020/21 and 2021/22 fiscal years.

Specifically, the parties agreed to the following:

**Salaries:**

- FY 2020/21 = 5% Increase (Retroactive to July 1, 2020)
- FY 2021/22 = 4% Increase

**Health and Welfare Benefits:**

- FY 2020/21 = n/a
- FY 2021/22 = $2000 Annual Increase to District Contribution to Health and Wellness
- Add 15.5B to the CBA prorating contributions to part-time unit members proportional to their FTE.

**Cost:**

Outlined in the AB1200 Disclosure presented under a separate action item.

**Recommended Action:**

Review and Approve as presented.

**Supporting Documents:**

1. Tentative Agreement between BUSD and CSEA

**Tentative Agreement**
**June 11, 2021**

1. **Salary**
    a. Effective July 1, 2020, increase the classified salary schedule by 5.0%.

    b. Effective July 1, 2021, increase the classified salary schedule by 4.0%.

    c. The District declines to offer a COVID-19/reopening stipend.

2. **Health/Welfare Benefits**

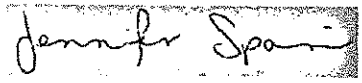
    a. Effective July 1, 2021, increase the monthly District contribution to health/welfare benefits for full-time eligible unit members to $926.41.

    b. Add 15.5.B to CBA: <u>The District contribution to health/welfare benefits will be prorated for part-time unit members proportionally as their FTE compares to 1.0 FTE</u>.

3. Status quo on years of experience/credit for initial placement for new hires.

4. This and all other tentative agreements shall close negotiations for 2020-21 and 2021-22.

**For CSEA:**

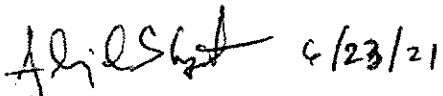


Jennifer Spain, Chapter 501 President

**For the District:**



David Alexander, Superintendent



Alejandro Negrete, CSEA LRR

**Bellevue Union School District**

**Agenda Item for Board Meeting of June 30, 2021**

**Agenda Category:** Review and Action

**Agenda Item Title:** Consider Approval of Revised Salary Schedules for FY FY 2020-21 and FY 2021-22 for Certificated, Classified, Confidential, Certificated Administration, Classified Administration, and Superintendent

**Prepared By:** Chris J. Kim, CBO

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**Background:**

Broadly, the changes to collective bargaining agreements that have a monetary impact on the operational budget of the District include a 5% retroactive increase to salary schedules to July 1, 2020, a 4% increase to salary schedules starting July 1, 2021, and a $2000 annual increase to the District's contribution to health and wellness benefits. The fiscal impact of the agreements are noted on respective AB1200 Disclosures, one which was presented for Board approval on May 18, 2021 (Action 7.5), and the other on June 30, 2021 (Action 5.7).

The following Salary Schedules have been revised in association with the adjustments to the Collective Bargaining Agreements with the Bellevue Education Association and the California School Employees Association:

- Certificated Employees
- Classified Employees
- Confidential Employees
- Certificated Administration
- Classified Administration
- Superintendent

**Cost:**

Outlined in the AB1200 Disclosure Under Separate Cover

**Recommended Action:**

Review and Approve as presented.

**Supporting Documents:**

1. Salary Schedules for FY 2020-21 and FY 2021-22 for Certificated, Classified, Confidential, Certificated Administration, Classified Administration, and Superintendent.



Bellevue Union School District

**Classified Salary Schedule**

Board Adopted: December 10, 2019
Effective: July 1, 2019

| COLUMN | 5 | 6 | 7 | 8 | 9 | 11 | 13 | 14 | 15 | 17 | 18 | 19 | 20 | 21 | 22 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| STEP | | | | | | | | | | | | | | | |
| 1 | $14.35 | $14.49 | $14.87 | $15.33 | $15.76 | $15.81 | $16.60 | $17.02 | $17.74 | $18.32 | $19.34 | $19.70 | $22.03 | $22.26 | $22.70 |
| 2 | $15.07 | $15.21 | $15.62 | $16.09 | $16.57 | $16.59 | $17.45 | $17.86 | $18.63 | $19.23 | $20.31 | $20.71 | $23.15 | $23.38 | $23.84 |
| 3 | $15.82 | $16.14 | $16.40 | $16.91 | $17.38 | $17.40 | $18.30 | $18.74 | $19.57 | $20.18 | $21.31 | $21.73 | $24.28 | $24.77 | $25.01 |
| 4 | $16.61 | $16.94 | $17.22 | $17.74 | $18.25 | $18.28 | $19.22 | $19.69 | $20.54 | $21.23 | $22.39 | $22.81 | $25.53 | $26.03 | $26.29 |
| 5 | $17.44 | $17.78 | $17.55 | $18.63 | $19.18 | $19.21 | $20.16 | $20.71 | $21.56 | $22.26 | $23.51 | $23.96 | $26.79 | $27.33 | $27.59 |
| 6 | $17.55 | $17.91 | $17.68 | $18.74 | $19.28 | $19.34 | $20.31 | $20.83 | $21.70 | $22.42 | $23.67 | $24.11 | $27.04 | $27.58 | $27.84 |
| 7 | $17.68 | $18.03 | $17.78 | $18.88 | $19.41 | $19.45 | $20.43 | $20.97 | $21.84 | $22.56 | $23.82 | $24.27 | $27.30 | $27.84 | $28.11 |
| 8 | $17.78 | $18.14 | $17.91 | $18.99 | $19.56 | $19.60 | $20.56 | $21.11 | $21.99 | $22.71 | $23.99 | $24.43 | $27.56 | $28.11 | $28.38 |
| 9 | $17.97 | $18.33 | $18.08 | $19.20 | $19.74 | $19.78 | $20.78 | $21.31 | $22.21 | $22.94 | $24.22 | $24.66 | $27.70 | $28.25 | $28.53 |
| 10 | $18.15 | $18.51 | $18.26 | $19.37 | $19.94 | $19.98 | $20.97 | $21.53 | $22.42 | $23.17 | $24.47 | $24.92 | $27.85 | $28.41 | $28.68 |
| 11 | $18.26 | $18.63 | $18.40 | $19.51 | $20.07 | $20.11 | $21.12 | $21.68 | $22.58 | $23.33 | $24.62 | $25.08 | $28.06 | $28.61 | $28.89 |
| 12 | $18.40 | $18.77 | $18.52 | $19.64 | $20.19 | $20.25 | $21.25 | $21.82 | $22.74 | $23.46 | $24.79 | $25.24 | $28.23 | $28.79 | $29.07 |
| 13 | $18.51 | $18.87 | $18.64 | $19.77 | $20.34 | $20.39 | $21.39 | $21.96 | $22.89 | $23.63 | $24.94 | $25.41 | $28.44 | $29.00 | $29.28 |
| 14 | $18.70 | $19.08 | $18.82 | $19.97 | $20.54 | $20.57 | $21.61 | $22.18 | $23.11 | $23.86 | $25.20 | $25.67 | $28.71 | $29.28 | $29.57 |
| 15 | $18.88 | $19.26 | $18.99 | $20.15 | $20.76 | $20.79 | $21.83 | $22.40 | $23.34 | $24.11 | $25.45 | $25.93 | $29.00 | $29.58 | $29.86 |
| 16 | $19.00 | $19.38 | $19.13 | $20.30 | $20.87 | $20.92 | $21.98 | $22.55 | $23.49 | $24.26 | $25.62 | $26.10 | $29.19 | $29.78 | $30.06 |
| 17 | $19.14 | $19.52 | $19.25 | $20.43 | $21.03 | $21.06 | $22.13 | $22.70 | $23.64 | $24.43 | $25.77 | $26.26 | $29.38 | $29.96 | $30.25 |
| 18 | $19.26 | $19.64 | $19.37 | $20.56 | $21.18 | $21.21 | $22.26 | $22.85 | $23.80 | $24.58 | $25.97 | $26.45 | $29.57 | $30.16 | $30.46 |
| 19 | $19.44 | $19.83 | $19.59 | $20.78 | $21.37 | $21.43 | $22.50 | $23.07 | $24.04 | $24.83 | $26.22 | $26.72 | $29.86 | $30.47 | $30.76 |
| 20 | $19.64 | $20.03 | $19.77 | $20.97 | $21.58 | $21.62 | $22.71 | $23.31 | $24.27 | $25.07 | $26.47 | $26.98 | $30.17 | $30.77 | $31.07 |
| 21 | $19.83 | $20.23 | $19.98 | $21.20 | $21.79 | $21.84 | $22.94 | $23.54 | $24.52 | $25.32 | $26.74 | $27.23 | $30.47 | $31.07 | $31.39 |
| 22 | $20.03 | $20.43 | $20.16 | $21.39 | $22.01 | $22.05 | $23.17 | $23.77 | $24.77 | $25.58 | $27.00 | $27.51 | $30.78 | $31.40 | $31.69 |
| 23 | $20.22 | $20.63 | $20.38 | $21.61 | $22.23 | $22.29 | $23.40 | $24.02 | $25.01 | $25.83 | $27.27 | $27.79 | $31.07 | $31.69 | $31.99 |
| 24 | $20.43 | $20.84 | $20.57 | $21.83 | $22.45 | $22.51 | $23.63 | $24.25 | $25.26 | $26.09 | $27.54 | $28.07 | $31.37 | $31.99 | $32.32 |
| 25 | $20.64 | $21.05 | $20.79 | $22.04 | $22.68 | $22.72 | $23.85 | $24.50 | $25.51 | $26.36 | $27.82 | $28.34 | $31.68 | $32.32 | $32.64 |
| 26 | $20.83 | $21.25 | $20.97 | $22.25 | $22.91 | $22.95 | $24.10 | $24.75 | $25.75 | $26.62 | $28.10 | $28.61 | $32.00 | $32.64 | $32.97 |
| 27 | $21.05 | $21.47 | $21.20 | $22.49 | $23.14 | $23.18 | $24.35 | $24.97 | $26.02 | $26.88 | $28.37 | $28.91 | $32.32 | $32.97 | $33.29 |
| 28 | $21.25 | $21.69 | $21.39 | $22.70 | $23.36 | $23.41 | $24.57 | $25.23 | $26.28 | $27.15 | $28.64 | $29.20 | $32.64 | $33.29 | $33.62 |

Range 5: Instructional Assistant, Child Care Assistant, Student Supervision, School Cafeteria Dishwasher

Range 6: Billingual Instructional Assistant

Range 7: Health Assistant I, Instructional Associate in Reading, Special Education Aide

Range 8: Kitchen Operator

Range 9: Food Service Cashier

Range 11: Health Assistant II

Range 13: Billingual IA Specialist, Head Child Care, Full Inclusion Aide, EL Technician

Range 14: Health and Wellness Coordinator, Parent Liaison, School Office Assistant, School Nurses Assistant

Range 17: Grounds Worker, Library Media Tech, Computer Lab Operator, Night Custodian

Range 18: Maintenance Technician

Range 19: Day Custodian (Plant Operations Lead), School Cook

Range 20: School Office Manager, District Accounts Tech/Receptionist, Special Ed. Administrative Assistant, Literacy Specialist Paraprofressional

Range 21: Billingual Literacy Specialist Paraprofessional

Range 22: Media Center Specialist



Bellevue Union School District

**Classified Salary Schedule**

Board Adopted: June 30, 2021
Effective: July 1, 2020

| COLUMN | 5 | 6 | 7 | 8 | 9 | 11 | 13 | 14 | 15 | 17 | 18 | 19 | 20 | 21 | 22 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| STEP | | | | | | | | | | | | | | | |
| 1 | $15.07 | $15.21 | $15.61 | $16.10 | $16.55 | $16.60 | $17.43 | $17.87 | $18.63 | $19.24 | $20.31 | $20.69 | $23.13 | $23.37 | $23.84 |
| 2 | $15.82 | $15.97 | $16.40 | $16.89 | $17.40 | $17.42 | $18.32 | $18.75 | $19.56 | $20.19 | $21.33 | $21.75 | $24.31 | $24.55 | $25.03 |
| 3 | $16.61 | $16.95 | $17.22 | $17.76 | $18.25 | $18.27 | $19.22 | $19.68 | $20.55 | $21.19 | $22.38 | $22.82 | $25.49 | $26.01 | $26.26 |
| 4 | $17.44 | $17.79 | $18.08 | $18.63 | $19.16 | $19.19 | $20.18 | $20.67 | $21.57 | $22.29 | $23.51 | $23.95 | $26.81 | $27.33 | $27.60 |
| 5 | $18.31 | $18.67 | $18.43 | $19.56 | $20.14 | $20.17 | $21.17 | $21.75 | $22.64 | $23.37 | $24.69 | $25.16 | $28.13 | $28.70 | $28.97 |
| 6 | $18.43 | $18.81 | $18.56 | $19.68 | $20.24 | $20.31 | $21.33 | $21.87 | $22.79 | $23.54 | $24.85 | $25.32 | $28.39 | $28.96 | $29.23 |
| 7 | $18.56 | $18.93 | $18.67 | $19.82 | $20.38 | $20.42 | $21.45 | $22.02 | $22.93 | $23.69 | $25.01 | $25.48 | $28.67 | $29.23 | $29.52 |
| 8 | $18.67 | $19.05 | $18.81 | $19.94 | $20.54 | $20.58 | $21.59 | $22.17 | $23.09 | $23.85 | $25.19 | $25.65 | $28.94 | $29.52 | $29.80 |
| 9 | $18.87 | $19.25 | $18.98 | $20.16 | $20.73 | $20.77 | $21.82 | $22.38 | $23.32 | $24.09 | $25.43 | $25.89 | $29.09 | $29.66 | $29.96 |
| 10 | $19.06 | $19.44 | $19.17 | $20.34 | $20.94 | $20.98 | $22.02 | $22.61 | $23.54 | $24.33 | $25.69 | $26.17 | $29.24 | $29.83 | $30.11 |
| 11 | $19.17 | $19.56 | $19.32 | $20.49 | $21.07 | $21.12 | $22.18 | $22.76 | $23.71 | $24.50 | $25.85 | $26.33 | $29.46 | $30.04 | $30.33 |
| 12 | $19.32 | $19.71 | $19.45 | $20.62 | $21.20 | $21.26 | $22.31 | $22.91 | $23.88 | $24.63 | $26.03 | $26.50 | $29.64 | $30.23 | $30.52 |
| 13 | $19.44 | $19.81 | $19.57 | $20.76 | $21.36 | $21.41 | $22.46 | $23.06 | $24.03 | $24.81 | $26.19 | $26.68 | $29.86 | $30.45 | $30.74 |
| 14 | $19.64 | $20.03 | $19.76 | $20.97 | $21.57 | $21.60 | $22.69 | $23.29 | $24.27 | $25.05 | $26.46 | $26.95 | $30.15 | $30.74 | $31.05 |
| 15 | $19.82 | $20.22 | $19.94 | $21.16 | $21.80 | $21.83 | $22.92 | $23.52 | $24.51 | $25.32 | $26.72 | $27.23 | $30.45 | $31.06 | $31.35 |
| 16 | $19.95 | $20.35 | $20.09 | $21.32 | $21.91 | $21.97 | $23.08 | $23.68 | $24.66 | $25.47 | $26.90 | $27.41 | $30.65 | $31.27 | $31.56 |
| 17 | $20.10 | $20.50 | $20.21 | $21.45 | $22.08 | $22.11 | $23.24 | $23.84 | $24.82 | $25.65 | $27.06 | $27.57 | $30.85 | $31.46 | $31.76 |
| 18 | $20.22 | $20.62 | $20.34 | $21.59 | $22.24 | $22.27 | $23.37 | $23.99 | $24.99 | $25.81 | $27.27 | $27.77 | $31.05 | $31.67 | $31.98 |
| 19 | $20.41 | $20.82 | $20.57 | $21.82 | $22.44 | $22.50 | $23.63 | $24.22 | $25.24 | $26.07 | $27.53 | $28.06 | $31.35 | $31.99 | $32.30 |
| 20 | $20.62 | $21.03 | $20.76 | $22.02 | $22.66 | $22.70 | $23.85 | $24.48 | $25.48 | $26.32 | $27.79 | $28.33 | $31.68 | $32.31 | $32.62 |
| 21 | $20.82 | $21.24 | $20.98 | $22.26 | $22.88 | $22.93 | $24.09 | $24.72 | $25.75 | $26.59 | $28.08 | $28.59 | $31.99 | $32.62 | $32.96 |
| 22 | $21.03 | $21.45 | $21.17 | $22.46 | $23.11 | $23.15 | $24.33 | $24.96 | $26.01 | $26.86 | $28.35 | $28.89 | $32.32 | $32.97 | $33.27 |
| 23 | $21.23 | $21.66 | $21.40 | $22.69 | $23.34 | $23.40 | $24.57 | $25.22 | $26.26 | $27.12 | $28.63 | $29.18 | $32.62 | $33.27 | $33.59 |
| 24 | $21.45 | $21.88 | $21.60 | $22.92 | $23.57 | $23.64 | $24.81 | $25.46 | $26.52 | $27.39 | $28.92 | $29.47 | $32.94 | $33.59 | $33.94 |
| 25 | $21.67 | $22.10 | $21.83 | $23.14 | $23.81 | $23.86 | $25.04 | $25.73 | $26.79 | $27.68 | $29.21 | $29.76 | $33.26 | $33.94 | $34.27 |
| 26 | $21.87 | $22.31 | $22.02 | $23.36 | $24.06 | $24.10 | $25.31 | $25.99 | $27.04 | $27.95 | $29.51 | $30.04 | $33.60 | $34.27 | $34.62 |
| 27 | $22.10 | $22.54 | $22.26 | $23.61 | $24.30 | $24.34 | $25.57 | $26.22 | $27.32 | $28.22 | $29.79 | $30.36 | $33.94 | $34.62 | $34.95 |
| 28 | $22.31 | $22.77 | $22.46 | $23.84 | $24.53 | $24.58 | $25.80 | $26.49 | $27.59 | $28.51 | $30.07 | $30.66 | $34.27 | $34.95 | $35.30 |

Range 5: Instructional Assistant, Child Care Assistant, Student Supervision, School Cafeteria Dishwasher

Range 6: Billingual Instructional Assistant

Range 7: Health Assistant I, Instructional Associate in Reading, Special Education Aide

Range 8: Kitchen Operator

Range 9: Food Service Cashier

Range 11: Health Assistant II

Range 13: Billingual IA Specialist, Head Child Care, Full Inclusion Aide, EL Technician

Range 14: Health and Wellness Coordinator, Parent Liaison, School Office Assistant, School Nurses Assistant

Range 17: Grounds Worker, Library Media Tech, Computer Lab Operator, Night Custodian

Range 18: Maintenance Technician

Range 19: Day Custodian (Plant Operations Lead), School Cook

Range 20: School Office Manager, District Accounts Tech/Receptionist, Special Ed. Administrative Assistant, Literacy Specialist Paraprofressional

Range 21: Billingual Literacy Specialist Paraprofessional

Range 22: Media Center Specialist

Bellevue Union School District

**Classified Salary Schedule**

Board Adopted: June 30, 2021
Effective: July 1, 2021

| COLUMN | 5 | 6 | 7 | 8 | 9 | 11 | 13 | 14 | 15 | 17 | 18 | 19 | 20 | 21 | 22 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| STEP | | | | | | | | | | | | | | | |
| 1 | $15.67 | $15.82 | $16.23 | $16.74 | $17.21 | $17.26 | $18.13 | $18.58 | $19.38 | $20.01 | $21.12 | $21.52 | $24.06 | $24.30 | $24.79 |
| 2 | $16.45 | $16.61 | $17.06 | $17.57 | $18.10 | $18.12 | $19.05 | $19.50 | $20.34 | $21.00 | $22.18 | $22.62 | $25.28 | $25.53 | $26.03 |
| 3 | $17.27 | $17.63 | $17.91 | $18.47 | $18.98 | $19.00 | $19.99 | $20.47 | $21.37 | $22.04 | $23.28 | $23.73 | $26.51 | $27.05 | $27.31 |
| 4 | $18.14 | $18.50 | $18.80 | $19.38 | $19.93 | $19.96 | $20.99 | $21.50 | $22.43 | $23.18 | $24.45 | $24.91 | $27.88 | $28.42 | $28.70 |
| 5 | $19.04 | $19.42 | $19.17 | $20.34 | $20.95 | $20.98 | $22.02 | $22.62 | $23.55 | $24.30 | $25.68 | $26.17 | $29.26 | $29.85 | $30.13 |
| 6 | $19.17 | $19.56 | $19.30 | $20.47 | $21.05 | $21.12 | $22.18 | $22.74 | $23.70 | $24.48 | $25.84 | $26.33 | $29.53 | $30.12 | $30.40 |
| 7 | $19.30 | $19.69 | $19.42 | $20.61 | $21.20 | $21.24 | $22.31 | $22.90 | $23.85 | $24.64 | $26.01 | $26.50 | $29.82 | $30.40 | $30.70 |
| 8 | $19.42 | $19.81 | $19.56 | $20.74 | $21.36 | $21.40 | $22.45 | $23.06 | $24.01 | $24.80 | $26.20 | $26.68 | $30.10 | $30.70 | $30.99 |
| 9 | $19.62 | $20.02 | $19.74 | $20.97 | $21.56 | $21.60 | $22.69 | $23.28 | $24.25 | $25.05 | $26.45 | $26.93 | $30.25 | $30.85 | $31.16 |
| 10 | $19.82 | $20.02 | $19.94 | $21.15 | $21.78 | $21.82 | $22.90 | $23.51 | $24.48 | $25.30 | $26.72 | $27.22 | $30.41 | $31.02 | $31.31 |
| 11 | $19.94 | $20.34 | $20.09 | $21.31 | $21.91 | $21.96 | $23.07 | $23.67 | $24.66 | $25.48 | $26.88 | $27.38 | $30.64 | $31.24 | $31.54 |
| 12 | $20.09 | $20.50 | $20.23 | $21.44 | $22.05 | $22.11 | $23.20 | $23.83 | $24.84 | $25.62 | $27.07 | $27.56 | $30.83 | $31.44 | $31.74 |
| 13 | $20.22 | $20.60 | $20.35 | $21.59 | $22.21 | $22.27 | $23.36 | $23.98 | $24.99 | $25.80 | $27.24 | $27.75 | $31.05 | $31.67 | $31.97 |
| 14 | $20.43 | $20.83 | $20.55 | $21.81 | $22.43 | $22.46 | $23.60 | $24.22 | $25.24 | $26.05 | $27.52 | $28.03 | $31.36 | $31.97 | $32.29 |
| 15 | $20.61 | $21.03 | $20.74 | $22.01 | $22.67 | $22.70 | $23.84 | $24.46 | $25.49 | $26.33 | $27.79 | $28.32 | $31.67 | $32.30 | $32.60 |
| 16 | $20.75 | $21.16 | $20.89 | $22.17 | $22.79 | $22.85 | $24.00 | $24.63 | $25.65 | $26.49 | $27.98 | $28.51 | $31.88 | $32.52 | $32.82 |
| 17 | $20.90 | $21.32 | $21.02 | $22.31 | $22.96 | $22.99 | $24.17 | $24.79 | $25.81 | $26.68 | $28.14 | $28.67 | $32.08 | $32.72 | $33.03 |
| 18 | $21.03 | $21.44 | $21.15 | $22.45 | $23.13 | $23.16 | $24.30 | $24.95 | $25.99 | $26.84 | $28.36 | $28.88 | $32.29 | $32.94 | $33.26 |
| 19 | $21.23 | $21.65 | $21.39 | $22.69 | $23.34 | $23.40 | $24.58 | $25.19 | $26.25 | $27.11 | $28.63 | $29.18 | $32.60 | $33.27 | $33.59 |
| 20 | $21.44 | $21.87 | $21.59 | $22.90 | $23.57 | $23.61 | $24.80 | $25.45 | $26.50 | $27.38 | $28.90 | $29.46 | $32.95 | $33.60 | $33.92 |
| 21 | $21.65 | $22.09 | $21.82 | $23.15 | $23.80 | $23.85 | $25.05 | $25.71 | $26.78 | $27.65 | $29.20 | $29.73 | $33.27 | $33.92 | $34.28 |
| 22 | $21.87 | $22.31 | $22.02 | $23.36 | $24.03 | $24.08 | $25.30 | $25.96 | $27.05 | $27.93 | $29.48 | $30.05 | $33.61 | $34.29 | $34.60 |
| 23 | $22.08 | $22.53 | $22.26 | $23.60 | $24.27 | $24.34 | $25.55 | $26.23 | $27.31 | $28.21 | $29.78 | $30.35 | $33.92 | $34.60 | $34.93 |
| 24 | $22.31 | $22.76 | $22.46 | $23.84 | $24.51 | $24.59 | $25.80 | $26.48 | $27.58 | $28.49 | $30.08 | $30.65 | $34.26 | $34.93 | $35.30 |
| 25 | $22.54 | $22.98 | $22.70 | $24.07 | $24.76 | $24.81 | $26.04 | $26.76 | $27.86 | $28.79 | $30.38 | $30.95 | $34.59 | $35.30 | $35.64 |
| 26 | $22.74 | $23.20 | $22.90 | $24.29 | $25.02 | $25.06 | $26.32 | $27.03 | $28.12 | $29.07 | $30.69 | $31.24 | $34.94 | $35.64 | $36.00 |
| 27 | $22.98 | $23.44 | $23.15 | $24.55 | $25.27 | $25.31 | $26.59 | $27.27 | $28.41 | $29.35 | $30.98 | $31.57 | $35.30 | $36.00 | $36.35 |
| 28 | $23.20 | $23.68 | $23.36 | $24.79 | $25.51 | $25.56 | $26.83 | $27.55 | $28.70 | $29.65 | $31.27 | $31.89 | $35.64 | $36.35 | $36.71 |

Range 5: Instructional Assistant, Child Care Assistant, Student Supervision, School Cafeteria Dishwasher

Range 6: Billingual Instructional Assistant

Range 7: Health Assistant I, Instructional Associate in Reading, Special Education Aide

Range 8: Kitchen Operator

Range 9: Food Service Cashier

Range 11: Health Assistant II

Range 13: Billingual IA Specialist, Head Child Care, Full Inclusion Aide, EL Technician

Range 14: Health and Wellness Coordinator, Parent Liaison, School Office Assistant, School Nurses Assistant

Range 17: Grounds Worker, Library Media Tech, Computer Lab Operator, Night Custodian

Range 18: Maintenance Technician

Range 19: Day Custodian (Plant Operations Lead), School Cook

Range 20: School Office Manager, District Accounts Tech/Receptionist, Special Ed. Administrative Assistant, Literacy Specialist Paraprofressional

Range 21: Billingual Literacy Specialist Paraprofessional

Range 22: Media Center Specialist

Bellevue Union School District

**Certificated Salary Schedule**

Board Adopted: December 10, 2019
Effective: July 1, 2019

185 Work Days

| Class: | 1 (Bachelors) | 2 (BA + 45 Units) | 3 (BA + 60 Units) | 4 (BA + 75 Units) | 5 (Masters) |
|---|---|---|---|---|---|
| STEP | | | | | |
| 1 | $50,479 | $52,861 | $55,239 | $57,725 | $58,839 |
| 2 | $52,202 | $54,679 | $57,058 | $59,457 | $60,571 |
| 3 | $54,120 | $56,506 | $58,879 | $61,241 | $62,355 |
| 4 | $55,938 | $58,623 | $60,700 | $63,079 | $64,193 |
| 5 | $57,765 | $60,198 | $62,520 | $64,971 | $66,085 |
| 6 | $59,583 | $61,958 | $64,334 | $66,920 | $68,034 |
| 7 | $61,395 | $63,775 | $66,151 | $68,426 | $69,540 |
| 8 | $63,215 | $65,589 | $67,976 | $70,359 | $71,473 |
| 9 | $65,030 | $67,413 | $69,796 | $72,169 | $73,283 |
| 10 | $66,853 | $69,227 | $71,609 | $73,990 | $75,104 |
| 11 | n/a | $71,047 | $73,422 | $75,810 | $76,924 |
| 12 | n/a | $72,864 | $75,251 | $77,631 | $78,745 |
| 13 | n/a | n/a | $77,063 | $79,440 | $80,554 |
| 14 | n/a | n/a | $78,882 | $81,263 | $82,377 |
| 15 | n/a | n/a | $80,699 | $83,077 | $84,191 |
| 16 | n/a | n/a | $82,519 | $84,898 | $86,012 |
| 17 | n/a | n/a | $84,344 | $86,714 | $87,828 |
| 18 | n/a | n/a | $86,156 | $88,533 | $89,647 |
| 19 | n/a | n/a | $89,791 | $92,173 | $93,287 |
| 20 | n/a | n/a | $91,515 | $93,992 | $95,106 |
| 21 | n/a | n/a | $95,131 | $96,945 | $98,059 |

Credit for previous experience outside of the Bellevue Union School District shall be granted on a year-for-year basis for up to ten (10) years. Official transcripts are required for placement on the salary schedule.

A $400 annual stipend shall be granted to Teachers with BCLAD authorization.

A $1000 annual stipend shall be granted to Teachers who hold a National Board Certification.

A $1500 annual stipend shall be granted to Teachers who hold a Doctoral Degree.

Bellevue Union School District

**Certificated Salary Schedule**

Board Adopted: June 30, 2021
Effective: July 1, 2020

185 Work Days

| Class: | 1 (Bachelors) | 2 (BA + 45 Units) | 3 (BA + 60 Units) | 4 (BA + 75 Units) | 5 (Masters) |
|---|---|---|---|---|---|
| STEP | | | | | |
| 1 | $53,003 | $55,504 | $58,001 | $60,611 | $61,781 |
| 2 | $54,812 | $57,413 | $59,911 | $62,430 | $63,600 |
| 3 | $56,826 | $59,331 | $61,823 | $64,303 | $65,473 |
| 4 | $58,735 | $61,554 | $63,735 | $66,233 | $67,403 |
| 5 | $60,653 | $63,208 | $65,646 | $68,220 | $69,389 |
| 6 | $62,562 | $65,056 | $67,551 | $70,266 | $71,436 |
| 7 | $64,465 | $66,964 | $69,459 | $71,847 | $73,017 |
| 8 | $66,376 | $68,868 | $71,375 | $73,877 | $75,047 |
| 9 | $68,282 | $70,784 | $73,286 | $75,777 | $76,947 |
| 10 | $70,196 | $72,688 | $75,189 | $77,690 | $78,859 |
| 11 | n/a | $74,599 | $77,093 | $79,601 | $80,770 |
| 12 | n/a | $76,507 | $79,014 | $81,513 | $82,682 |
| 13 | n/a | n/a | $80,916 | $83,412 | $84,582 |
| 14 | n/a | n/a | $82,826 | $85,326 | $86,496 |
| 15 | n/a | n/a | $84,734 | $87,231 | $88,401 |
| 16 | n/a | n/a | $86,645 | $89,143 | $90,313 |
| 17 | n/a | n/a | $88,561 | $91,050 | $92,219 |
| 18 | n/a | n/a | $90,464 | $92,960 | $94,129 |
| 19 | n/a | n/a | $94,281 | $96,782 | $97,951 |
| 20 | n/a | n/a | $96,091 | $98,692 | $99,861 |
| 21 | n/a | n/a | $99,888 | $101,792 | $102,962 |

Credit for previous experience outside of the Bellevue Union School District shall be granted on a year-for-year basis for up to ten (10) years. Official transcripts are required for placement on the salary schedule.

A $400 annual stipend shall be granted to Teachers with BCLAD authorization.

A $1000 annual stipend shall be granted to Teachers who hold a National Board Certification.

A $1500 annual stipend shall be granted to Teachers who hold a Doctoral Degree.

Bellevue Union School District

**Certificated Salary Schedule**

Board Adopted: June 30, 2021
Effective: July 1, 2021

185 Work Days

| Class: | 1 (Bachelors) | 2 (BA + 45 Units) | 3 (BA + 60 Units) | 4 (BA + 75 Units) | 5 (Masters) |
|---|---|---|---|---|---|
| STEP | | | | | |
| 1 | $55,123 | $57,724 | $60,321 | $63,035 | $64,252 |
| 2 | $57,004 | $59,710 | $62,307 | $64,927 | $66,144 |
| 3 | $59,099 | $61,704 | $64,296 | $66,875 | $68,092 |
| 4 | $61,084 | $64,016 | $66,284 | $68,882 | $70,099 |
| 5 | $63,079 | $65,736 | $68,272 | $70,949 | $72,165 |
| 6 | $65,064 | $67,658 | $70,253 | $73,077 | $74,293 |
| 7 | $67,044 | $69,643 | $72,237 | $74,721 | $75,938 |
| 8 | $69,031 | $71,623 | $74,230 | $76,832 | $78,049 |
| 9 | $71,013 | $73,615 | $76,217 | $78,808 | $80,025 |
| 10 | $73,004 | $75,596 | $78,197 | $80,798 | $82,013 |
| 11 | n/a | $77,583 | $80,177 | $82,785 | $84,001 |
| 12 | n/a | $79,567 | $82,175 | $84,774 | $85,989 |
| 13 | n/a | n/a | $84,153 | $86,748 | $87,965 |
| 14 | n/a | n/a | $86,139 | $88,739 | $89,956 |
| 15 | n/a | n/a | $88,123 | $90,720 | $91,937 |
| 16 | n/a | n/a | $90,111 | $92,709 | $93,926 |
| 17 | n/a | n/a | $92,103 | $94,692 | $95,908 |
| 18 | n/a | n/a | $94,083 | $96,678 | $97,894 |
| 19 | n/a | n/a | $98,052 | $100,653 | $101,869 |
| 20 | n/a | n/a | $99,935 | $102,640 | $103,855 |
| 21 | n/a | n/a | $103,884 | $105,864 | $107,080 |

Credit for previous experience outside of the Bellevue Union School District shall be granted on a year-for-year basis for up to ten (10) years. Official transcripts are required for placement on the salary schedule.

A $400 annual stipend shall be granted to Teachers with BCLAD authorization.

A $1000 annual stipend shall be granted to Teachers who hold a National Board Certification.

A $1500 annual stipend shall be granted to Teachers who hold a Doctoral Degree.

Bellevue Union School District

**School Counselor Salary Schedule**

Adopted by the Board of Trustees on: *April 30, 2021*
Effective: *July 1, 2021*

185 Working Days

CLASS 1 (Masters)

| STEP | |
|---|---|
| 1 | $63,825 |
| 2 | $65,325 |
| 3 | $66,860 |
| 4 | $68,431 |
| 5 | $70,039 |
| 6 | $71,685 |
| 7 | $73,370 |
| 8 | $75,094 |
| 9 | $76,859 |
| 10 | $78,665 |
| 11 | $80,514 |
| 12 | $82,406 |
| 13 | $84,342 |
| 14 | $86,324 |
| 15 | $88,353 |
| 16 | $90,429 |
| 17 | $92,554 |
| 18 | $94,729 |
| 19 | $96,955 |
| 20 | $99,234 |
| 21 | $101,566 |

Credit for previous experience outside of the Bellevue Union School District shall be granted on a year-for-year basis for up to ten (10) years. Official transcripts are required for placement on the salary schedule.

Bellevue Union School District

**School Counselor Salary Schedule**

Adopted by the Board of Trustees on: June 30, 2021
Effective: July 1, 2021

185 Working Days

CLASS 1 (Masters)

| STEP | |
|---|---|
| 1 | $67,016 |
| 2 | $68,591 |
| 3 | $70,203 |
| 4 | $71,853 |
| 5 | $73,541 |
| 6 | $75,270 |
| 7 | $77,038 |
| 8 | $78,849 |
| 9 | $80,702 |
| 10 | $82,598 |
| 11 | $84,539 |
| 12 | $86,526 |
| 13 | $88,559 |
| 14 | $90,640 |
| 15 | $92,771 |
| 16 | $94,951 |
| 17 | $97,182 |
| 18 | $99,466 |
| 19 | $101,803 |
| 20 | $104,196 |
| 21 | $106,644 |

Credit for previous experience outside of the Bellevue Union School District shall be granted on a year-for-year basis for up to ten (10) years. Official transcripts are required for placement on the salary schedule.

Bellevue Union School District

**School Counselor Salary Schedule**

Adopted by the Board of Trustees on: June 30, 2021
Effective: July 1, 2021

185 Working Days

CLASS 1 (Masters)

| STEP | |
|---|---|
| 1 | $69,697 |
| 2 | $71,335 |
| 3 | $73,011 |
| 4 | $74,727 |
| 5 | $76,483 |
| 6 | $78,280 |
| 7 | $80,120 |
| 8 | $82,003 |
| 9 | $83,930 |
| 10 | $85,902 |
| 11 | $87,921 |
| 12 | $89,987 |
| 13 | $92,102 |
| 14 | $94,266 |
| 15 | $96,481 |
| 16 | $98,749 |
| 17 | $101,069 |
| 18 | $103,444 |
| 19 | $105,875 |
| 20 | $108,363 |
| 21 | $110,910 |

Credit for previous experience outside of the Bellevue Union School District shall be granted on a year-for-year basis for up to ten (10) years. Official transcripts are required for placement on the salary schedule.

Bellevue Union School District

**Psychologist and Speech Pathologist Salary Schedule**

Placement on this salary schedule will be determined by the Superintendent with the consideration of education, training/certification, years of relevant experience, and comparable rates of surrounding districts.

Board Adopted: December 10, 2019
Effective: July 1, 2019

195 Work Days

| Class: | 1 (Bachelors) | 2 (BA + 45 Units) | 3 (BA + 60 Units) | 4 (BA + 75 Units) | 5 (Masters) |
|---|---|---|---|---|---|
| STEP | | | | | |
| 1 | $61,991 | $64,504 | $67,836 | $70,888 | $72,256 |
| 2 | $63,230 | $65,795 | $69,192 | $72,306 | $73,701 |
| 3 | $64,495 | $67,110 | $70,577 | $73,752 | $75,176 |
| 4 | $65,785 | $68,452 | $71,988 | $75,227 | $76,679 |
| 5 | $67,101 | $69,822 | $73,428 | $76,732 | $78,213 |
| 6 | $68,443 | $71,218 | $74,896 | $78,266 | $79,777 |
| 7 | $69,812 | $72,642 | $76,394 | $79,832 | $81,372 |
| 8 | $71,208 | $74,095 | $77,922 | $81,428 | $83,000 |
| 9 | $72,632 | $75,577 | $79,480 | $83,057 | $84,660 |
| 10 | $74,085 | $77,089 | $81,070 | $84,717 | $86,353 |
| 11 | | $78,630 | $82,692 | $86,412 | $88,080 |
| 12 | | $80,203 | $84,345 | $88,141 | $89,842 |
| 13 | | | $86,033 | $89,904 | $91,639 |
| 14 | | | $87,752 | $91,701 | $93,471 |
| 15 | | | $89,508 | $93,536 | $95,341 |
| 16 | | | $91,298 | $95,406 | $97,248 |
| 17 | | | $93,124 | $97,314 | $99,192 |
| 18 | | | $94,986 | $99,261 | $101,176 |
| 19 | | | $96,886 | $101,245 | $103,200 |
| 20 | | | $98,824 | $103,270 | $105,263 |

Credit for previous experience outside of the Bellevue Union School District shall be granted on a year-for-year basis for up to ten (10) years. Official transcripts are required for placement on the salary schedule.

Bellevue Union School District

**Psychologist and Speech Pathologist Salary Schedule**

Placement on this salary schedule will be determined by the Superintendent with the consideration of education, training/certification, years of relevant experience, and comparable rates of surrounding districts.

Board Adopted: June 30, 2021
Effective: July 1, 2020

195 Work Days

| Class: | 1 (Bachelors) | 2 (BA + 45 Units) | 3 (BA + 60 Units) | 4 (BA + 75 Units) | 5 (Masters) |
|---|---|---|---|---|---|
| STEP | | | | | |
| 1 | $65,091 | $67,729 | $71,228 | $74,432 | $75,869 |
| 2 | $66,392 | $69,085 | $72,652 | $75,921 | $77,386 |
| 3 | $67,720 | $70,466 | $74,106 | $77,440 | $78,935 |
| 4 | $69,074 | $71,875 | $75,587 | $78,988 | $80,513 |
| 5 | $70,456 | $73,313 | $77,099 | $80,569 | $82,124 |
| 6 | $71,865 | $74,779 | $78,641 | $82,179 | $83,766 |
| 7 | $73,303 | $76,274 | $80,214 | $83,824 | $85,441 |
| 8 | $74,768 | $77,800 | $81,818 | $85,499 | $87,150 |
| 9 | $76,264 | $79,356 | $83,454 | $87,210 | $88,893 |
| 10 | $77,789 | $80,943 | $85,124 | $88,953 | $90,671 |
| 11 | | $82,562 | $86,827 | $90,733 | $92,484 |
| 12 | | $84,213 | $88,562 | $92,548 | $94,334 |
| 13 | | | $90,335 | $94,399 | $96,221 |
| 14 | | | $92,140 | $96,286 | $98,145 |
| 15 | | | $93,983 | $98,213 | $100,108 |
| 16 | | | $95,863 | $100,176 | $102,110 |
| 17 | | | $97,780 | $102,180 | $104,152 |
| 18 | | | $99,735 | $104,224 | $106,235 |
| 19 | | | $101,730 | $106,307 | $108,360 |
| 20 | | | $103,765 | $108,434 | $110,526 |

Credit for previous experience outside of the Bellevue Union School District shall be granted on a year-for-year basis for up to ten (10) years. Official transcripts are required for placement on the salary schedule.

Bellevue Union School District

**Psychologist and Speech Pathologist Salary Schedule**

Placement on this salary schedule will be determined by the Superintendent with the consideration of education, training/certification, years of relevant experience, and comparable rates of surrounding districts.

Board Adopted: June 30, 2021
Effective: July 1, 2021

195 Work Days

| Class: | 1 (Bachelors) | 2 (BA + 45 Units) | 3 (BA + 60 Units) | 4 (BA + 75 Units) | 5 (Masters) |
|---|---|---|---|---|---|
| STEP | | | | | |
| 1 | $67,695 | $70,438 | $74,077 | $77,409 | $78,904 |
| 2 | $69,048 | $71,848 | $75,558 | $78,958 | $80,481 |
| 3 | $70,429 | $73,285 | $77,070 | $80,538 | $82,092 |
| 4 | $71,837 | $74,750 | $78,610 | $82,148 | $83,734 |
| 5 | $73,274 | $76,246 | $80,183 | $83,792 | $85,409 |
| 6 | $74,740 | $77,770 | $81,787 | $85,466 | $87,117 |
| 7 | $76,235 | $79,325 | $83,423 | $87,177 | $88,859 |
| 8 | $77,759 | $80,912 | $85,091 | $88,919 | $90,636 |
| 9 | $79,315 | $82,530 | $86,792 | $90,698 | $92,449 |
| 10 | $80,901 | $84,181 | $88,529 | $92,511 | $94,298 |
| 11 | n/a | $85,864 | $90,300 | $94,362 | $96,183 |
| 12 | n/a | $87,582 | $921,047 | $96,250 | $98,107 |
| 13 | n/a | n/a | $93,948 | $98,175 | $100,070 |
| 14 | n/a | n/a | $95,826 | $100,137 | $102,071 |
| 15 | n/a | n/a | $97,742 | $102,142 | $104,112 |
| 16 | n/a | n/a | $99,698 | $104,183 | $106,194 |
| 17 | n/a | n/a | $101,691 | $106,267 | $108,318 |
| 18 | n/a | n/a | $103,724 | $108,393 | $110,484 |
| 19 | n/a | n/a | $105,799 | $110,559 | $112,694 |
| 20 | n/a | n/a | $107,916 | $112,771 | $114,947 |

Credit for previous experience outside of the Bellevue Union School District shall be granted on a year-for-year basis for up to ten (10) years. Official transcripts are required for placement on the salary schedule.

Bellevue Union School District

**Certificated Administration**

Placement on these salary schedules will be determined by the Superintendent with the consideration of education,

Board Adopted: March 10, 2020
Effective: July 1, 2020

Principal, Coordinator, and Specialist - 210 Days

| | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 9 | Step 10 | Step 11 | Step 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Annual | $107,296 | $110,515 | $113,831 | $117,245 | $120,763 | $124,386 | $128,118 | $131,961 | $135,919 | $139,997 | $144,197 | $148,523 |
| Per Diem | $511 | $527 | $542 | $558 | $575 | $593 | $503 | $628 | $647 | $666 | $687 | $707 |

Principal, Coordinator, and Specialist w/ Masters Degree - 210 Days

| | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 9 | Step 10 | Step 11 | Step 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Annual | $108,410 | $111,629 | $114,945 | $118,359 | $121,877 | $125,500 | $129,232 | $133,075 | $137,033 | $141,111 | $145,311 | $149,637 |
| Per Diem | $516 | $531 | $547 | $564 | $581 | $598 | $615 | $634 | $652 | $672 | $692 | $713 |

Principal, Coordinator, and Specialist w/ Doctoral Degree - 210 Days

| | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 9 | Step 10 | Step 11 | Step 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Annual | $110,081 | $113,300 | $116,616 | $120,031 | $123,548 | $127,171 | $130,903 | $134,746 | $138,704 | $142,782 | $146,982 | $151,308 |
| Per Diem | $525 | $540 | $555 | $571 | $588 | $606 | $623 | $641 | $661 | $680 | $700 | $720 |

Director - 216 Days

| | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 9 | Step 10 | Step 11 | Step 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Annual | $118,060 | $121,601 | $125,250 | $129,007 | $132,877 | $136,864 | $140,970 | $145,199 | $149,555 | $154,041 | $158,663 | $163,423 |
| Per Diem | $547 | $563 | $580 | $597 | $615 | $634 | $653 | $672 | $692 | $713 | $735 | $757 |

Director w/ Masters Degree - 216 Days

| | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 9 | Step 10 | Step 11 | Step 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Annual | $119,252 | $122,793 | $126,442 | $130,199 | $134,069 | $138,056 | $142,162 | $146,391 | $150,747 | $155,233 | $159,855 | $164,615 |
| Per Diem | $552 | $568 | $585 | $603 | $621 | $639 | $658 | $678 | $698 | $719 | $740 | $762 |

Director w/ Doctoral Degree - 216 Days

| | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 9 | Step 10 | Step 11 | Step 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Annual | $121,039 | $124,581 | $128,230 | $131,987 | $135,857 | $139,844 | $143,950 | $148,179 | $152,535 | $157,021 | $161,643 | $166,403 |
| Per Diem | $560 | $577 | $594 | $611 | $629 | $647 | $666 | $686 | $706 | $727 | $748 | $770 |

District Benefits:

The Bellevue Union School District contributes towards healthcare benefits to include dental and vision, at the same rate as Certificated Employees Benefits as negotiated in the current collective bargaining agreement. Benefits for eligible employees will begin on the first day of the month following the date of hire and are pro-rated for employment less than full-time.

Professional Organization Dues for Employee - ACSA

Disability Insurance Plan

Annual Cell Phone Allowance of $275

Additional Masters Degree Annual Stipend of $1000 for each additional Degree

*Annual Mileage Allowance has been incorporated into the base pay as of July 1, 2014.*

*Masters and Doctorate Degree Stipends have been incorporated into the base pay as of July 1, 2014.*

Bellevue Union School District

**Certificated Administration**

Placement on these salary schedules will be determined by the Superintendent with the consideration of education,

Board Adopted: June 30, 2021
Effective: July 1, 2020

Principal, Coordinator, and Specialist - 210 Days

| | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 9 | Step 10 | Step 11 | Step 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Annual | $112,661 | $116,041 | $119,523 | $123,107 | $126,801 | $130,605 | $134,524 | $138,559 | $142,715 | $146,997 | $151,407 | $155,949 |
| Per Diem | $536 | $553 | $569 | $586 | $604 | $622 | $641 | $660 | $680 | $700 | $721 | $743 |

Principal, Coordinator, and Specialist w/ Masters Degree - 210 Days

| | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 9 | Step 10 | Step 11 | Step 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Annual | $113,831 | $117,210 | $120,692 | $124,277 | $127,971 | $131,775 | $135,694 | $139,729 | $143,885 | $148,167 | $152,577 | $157,119 |
| Per Diem | $542 | $558 | $575 | $592 | $609 | $628 | $646 | $665 | $685 | $706 | $727 | $748 |

Principal, Coordinator, and Specialist w/ Doctoral Degree - 210 Days

| | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 9 | Step 10 | Step 11 | Step 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Annual | $115,585 | $118,965 | $122,447 | $126,033 | $129,725 | $133,530 | $137,448 | $141,483 | $145,639 | $149,921 | $154,331 | $158,873 |
| Per Diem | $550 | $566 | $583 | $600 | $618 | $636 | $655 | $674 | $694 | $714 | $735 | $757 |

Director - 216 Days

| | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 9 | Step 10 | Step 11 | Step 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Annual | $123,962 | $127,681 | $131,512 | $135,457 | $139,521 | $143,707 | $148,019 | $152,459 | $157,033 | $161,744 | $166,596 | $171,594 |
| Per Diem | $574 | $591 | $609 | $627 | $646 | $665 | $685 | $706 | $727 | $749 | $771 | $794 |

Director w/ Masters Degree - 216 Days

| | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 9 | Step 10 | Step 11 | Step 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Annual | $125,215 | $128,933 | $132,764 | $136,709 | $140,772 | $144,958 | $149,270 | $153,711 | $158,284 | $162,995 | $167,848 | $172,846 |
| Per Diem | $580 | $597 | $615 | $633 | $652 | $671 | $691 | $712 | $733 | $755 | $777 | $800 |

Director w/ Doctoral Degree - 216 Days

| | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 9 | Step 10 | Step 11 | Step 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Annual | $127,091 | $130,810 | $134,641 | $138,586 | $142,650 | $146,836 | $151,148 | $155,588 | $160,162 | $164,873 | $169,725 | $174,723 |
| Per Diem | $588 | $606 | $623 | $642 | $660 | $680 | $700 | $720 | $741 | $763 | $786 | $809 |

District Benefits:

The Bellevue Union School District contributes towards healthcare benefits to include dental and vision, at the same rate as Certificated Employees Benefits as negotiated in the current collective bargaining agreement. Benefits for eligible employees will begin on the first day of the month following the date of hire and are pro-rated for employment less than full-time.

Professional Organization Dues for Employee - ACSA

Disability Insurance Plan

Annual Cell Phone Allowance of $275

Additional Masters Degree Annual Stipend of $1000 for each additional Degree

*Annual Mileage Allowance has been incorporated into the base pay as of July 1, 2014.*

*Masters and Doctorate Degree Stipends have been incorporated into the base pay as of July 1, 2014.*

Bellevue Union School District

**Certificated Administration**

Placement on these salary schedules will be determined by the Superintendent with the consideration of education,

Board Adopted: June 30, 2021
Effective: July 1, 2021

Principal, Coordinator, and Specialist - 210 Days

| | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 9 | Step 10 | Step 11 | Step 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Annual | $117,167 | $120,683 | $124,304 | $128,031 | $131,873 | $135,829 | $139,905 | $144,101 | $148,424 | $152,877 | $157,463 | $162,187 |
| Per Diem | $558 | $575 | $592 | $610 | $628 | $647 | $666 | $686 | $707 | $728 | $750 | $772 |

Principal, Coordinator, and Specialist w/ Masters Degree - 210 Days

| | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 9 | Step 10 | Step 11 | Step 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Annual | $118,384 | $121,898 | $125,520 | $129,248 | $133,090 | $137,046 | $141,122 | $145,318 | $149,640 | $154,094 | $158,680 | $163,404 |
| Per Diem | $564 | $580 | $598 | $615 | $634 | $653 | $672 | $692 | $713 | $734 | $756 | $778 |

Principal, Coordinator, and Specialist w/ Doctoral Degree - 210 Days

| | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 9 | Step 10 | Step 11 | Step 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Annual | $120,208 | $123,724 | $127,345 | $131,074 | $134,914 | $138,871 | $142,946 | $147,142 | $151,465 | $155,918 | $160,504 | $165,228 |
| Per Diem | $572 | $589 | $606 | $624 | $642 | $661 | $681 | $701 | $721 | $742 | $764 | $787 |

Director - 216 Days

| | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 9 | Step 10 | Step 11 | Step 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Annual | $128,921 | $132,789 | $136,773 | $140,875 | $145,102 | $149,455 | $153,940 | $158,557 | $163,314 | $168,213 | $173,260 | $178,458 |
| Per Diem | $597 | $615 | $633 | $652 | $672 | $692 | $713 | $734 | $756 | $779 | $802 | $826 |

Director w/ Masters Degree - 216 Days

| | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 9 | Step 10 | Step 11 | Step 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Annual | $130,224 | $134,090 | $138,075 | $142,177 | $146,403 | $150,756 | $155,241 | $159,859 | $164,615 | $169,515 | $174,562 | $179,760 |
| Per Diem | $603 | $621 | $639 | $658 | $678 | $698 | $719 | $740 | $762 | $785 | $808 | $832 |

Director w/ Doctoral Degree - 216 Days

| | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 9 | Step 10 | Step 11 | Step 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Annual | $132,175 | $136,043 | $140,027 | $144,129 | $148,356 | $152,709 | $157,194 | $161,811 | $166,568 | $171,467 | $176,514 | $181,712 |
| Per Diem | $612 | $630 | $648 | $667 | $687 | $707 | $728 | $749 | $771 | $794 | $817 | $841 |

District Benefits:

The Bellevue Union School District contributes towards healthcare benefits to include dental and vision, at the same rate as Certificated Employees Benefits as negotiated in the current collective bargaining agreement. Benefits for eligible employees will begin on the first day of the month following the date of hire and are pro-rated for employment less than full-time.

Professional Organization Dues for Employee - ACSA

Disability Insurance Plan

Annual Cell Phone Allowance of $275

Additional Masters Degree Annual Stipend of $1000 for each additional Degree

*Annual Mileage Allowance has been incorporated into the base pay as of July 1, 2014.*

*Masters and Doctorate Degree Stipends have been incorporated into the base pay as of July 1, 2014.*

Bellevue Union School District

**Confidential Employee Salary Schedule**

Placement on this salary schedule will be determined by the Superintendent with the consideration of education, training/certification, years of relevant experience, and comparable rates of surrounding districts.

Board Adopted: December 10, 2019
Effective: July 1, 2019

Executive Assistant to the Superintendent and Information Management - 260 Days
Business Technician - 260 Days

| | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 9 | Step 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| Annual | $50,230 | $51,737 | $53,289 | $54,887 | $56,534 | $58,230 | $59,977 | $61,776 | $63,629 | $65,538 |
| Hourly | $24.15 | $24.87 | $25.62 | $26.39 | $27.18 | $28.00 | $28.84 | $29.70 | $30.59 | $31.51 |

| | Step 11 | Step 12 | Step 13 | Step 14 | Step 15 | Step 16 | Step 17 | Step 18 | Step 19 | Step 20 |
|---|---|---|---|---|---|---|---|---|---|---|
| Annual | $67,505 | $69,530 | $71,616 | $74,187 | $75,977 | $78,256 | $80,604 | $83,022 | $85,513 | $88,078 |
| Hourly | $32.45 | $33.43 | $34.43 | $35.67 | $36.53 | $37.62 | $38.75 | $39.91 | $41.11 | $42.35 |

District Benefits:

The Bellevue Union School District contributes towards healthcare benefits to include dental and vision, at the same rate as Certificated Employees Benefits as negotiated in the current collective bargaining agreement. Benefits for eligible employees will begin on the first day of the month following the date of hire and are pro-rated for employment less than full-time.

Disability Insurance Plan

Monthly Mileage Stipend of $80.00 (within the County). Reimburseable Out of County Mileage.

Vacation Schedule:

| Days per Month | Years 1-5 | Years 6-10 | Years 11-19 | Years 20+ |
|---|---|---|---|---|
| | 1 | 1.25 | 1.667 | 2 |

Bellevue Union School District

**Confidential Employee Salary Schedule**

Placement on this salary schedule will be determined by the Superintendent with the consideration of education, training/certification, years of relevant experience, and comparable rates of surrounding districts.

Board Adopted: June 30, 2021
Effective: July 1, 2020

Executive Assistant to the Superintendent and Information Management - 260 Days
Business Technician - 260 Days

| | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 9 | Step 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| Annual | $52,742 | $54,324 | $55,953 | $57,631 | $59,361 | $61,142 | $62,976 | $64,865 | $66,810 | $68,815 |
| Hourly | $25.36 | $26.12 | $26.90 | $27.71 | $28.54 | $29.39 | $30.28 | $31.19 | $32.12 | $33.08 |

| | Step 11 | Step 12 | Step 13 | Step 14 | Step 15 | Step 16 | Step 17 | Step 18 | Step 19 | Step 20 |
|---|---|---|---|---|---|---|---|---|---|---|
| Annual | $70,880 | $73,007 | $75,197 | $77,896 | $79,776 | $82,169 | $84,634 | $87,173 | $89,789 | $92,482 |
| Hourly | $34.08 | $35.10 | $36.15 | $37.45 | $38.35 | $39.50 | $40.69 | $41.91 | $43.17 | $44.46 |

District Benefits:

The Bellevue Union School District contributes towards healthcare benefits to include dental and vision, at the same rate as Certificated Employees Benefits as negotiated in the current collective bargaining agreement. Benefits for eligible employees will begin on the first day of the month following the date of hire and are pro-rated for employment less than full-time.

Disability Insurance Plan

Monthly Mileage Stipend of $80.00 (within the County). Reimburseable Out of County Mileage.

Vacation Schedule:

| Days per Month | Years 1-5 | Years 6-10 | Years 11-19 | Years 20+ |
|---|---|---|---|---|
| | 1 | 1.25 | 1.667 | 2 |

Bellevue Union School District

**Confidential Employee Salary Schedule**

Placement on this salary schedule will be determined by the Superintendent with the consideration of education, training/certification, years of relevant experience, and comparable rates of surrounding districts.

Board Adopted: June 30, 2021
Effective: July 1, 2021

Executive Assistant to the Superintendent and Information Management - 260 Days
Business Technician - 260 Days

| | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 9 | Step 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| Annual | $54,852 | $56,497 | $58,191 | $59,936 | $61,735 | $63,588 | $65,495 | $67,460 | $69,482 | $71,568 |
| Hourly | $26.37 | $27.16 | $27.98 | $28.82 | $29.68 | $30.57 | $31.49 | $32.43 | $33.41 | $34.41 |

| | Step 11 | Step 12 | Step 13 | Step 14 | Step 15 | Step 16 | Step 17 | Step 18 | Step 19 | Step 20 |
|---|---|---|---|---|---|---|---|---|---|---|
| Annual | $73,715 | $75,927 | $78,204 | $81,012 | $82,967 | $85,456 | $88,019 | $90,660 | $93,381 | $96,181 |
| Hourly | $35.44 | $36.50 | $37.60 | $38.95 | $39.89 | $41.08 | $42.32 | $43.59 | $44.89 | $46.24 |

District Benefits:

The Bellevue Union School District contributes towards healthcare benefits to include dental and vision, at the same rate as Certificated Employees Benefits as negotiated in the current collective bargaining agreement. Benefits for eligible employees will begin on the first day of the month following the date of hire and are pro-rated for employment less than full-time.

Disability Insurance Plan

Monthly Mileage Stipend of $80.00 (within the County). Reimburseable Out of County Mileage.

Vacation Schedule:

| Days per Month | Years 1-5 | Years 6-10 | Years 11-19 | Years 20+ |
|---|---|---|---|---|
| | 1 | 1.25 | 1.667 | 2 |

Bellevue Union School District

**Classified Management Salary Schedule**

Placement on these salary schedules will be determined by the Superintendent with the consideration of education,

Board Adopted: December 10, 2019
Effective: July 1, 2019

**Chief Business Official (CBO) - 260 Days**

| | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 9 | Step 10 | Step 11 | Step 12 | Step 13 | Step 14 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Annual | $103,423 | $106,526 | $109,721 | $113,013 | $116,404 | $119,896 | $123,493 | $127,197 | $131,013 | $134,944 | $138,992 | $143,162 | $147,458 | $151,882 |
| Hourly | $49.72 | $51.21 | $52.75 | $54.33 | $55.96 | $57.64 | $59.37 | $61.15 | $62.99 | $64.88 | $66.82 | $68.83 | $70.89 | $73.02 |

**Chief Business Official (CBO) w/ Masters or Doctoral Degree - 260 Days**

| | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 9 | Step 10 | Step 11 | Step 12 | Step 13 | Step 14 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Annual | $104,538 | $107,640 | $110,835 | $114,127 | $117,518 | $121,010 | $124,607 | $128,312 | $132,127 | $136,058 | $140,106 | $144,276 | $148,572 | $152,996 |
| Hourly | $50.26 | $51.75 | $53.29 | $54.87 | $56.50 | $58.18 | $59.91 | $61.69 | $63.52 | $65.41 | $67.36 | $69.36 | $71.43 | $73.56 |

**District Benefits:**

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Disability Insurance Plan

Professional Organization Dues for the Employee

Monthly Cell Phone Stipend of $25.00

Monthly Mileage Stipend of $80.00 (within the County). Reimburseable Out of County Mileage.

**Vacation Schedule:**

| Days per | Years 1-5 | Years 6-10 | Years 11-19 | Years 20+ |
|---|---|---|---|---|
| Month | 1 | 1.25 | 1.667 | 2 |

**Director of Educational Technology and Innovation - 260 Days**
**Director of Maintenance and Operations - 260 Days**
**Director of Human Resources- 260 Days**

| | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 9 | Step 10 | Step 11 | Step 12 | Step 13 | Step 14 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Annual | $86,615 | $89,213 | $91,890 | $94,647 | $97,487 | $100,411 | $103,423 | $106,526 | $109,721 | $113,013 | $116,404 | $119,896 | $123,493 | $127,197 |
| Hourly | $41.64 | $42.89 | $44.18 | $45.50 | $46.87 | $48.27 | $49.72 | $51.21 | $52.75 | $54.33 | $55.96 | $57.64 | $59.37 | $61.15 |

**Director of Educational Technology and Innovation w/ Masters Degree - 260 Days**
**Director of Maintenance and Operations w/ Masters Degree - 260 Days**
**Director of Human Resources w/ Masters Degree- 260 Days**

| | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 9 | Step 10 | Step 11 | Step 12 | Step 13 | Step 14 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Annual | $87,729 | $90,327 | $93,004 | $95,761 | $98,601 | $101,525 | $104,538 | $107,640 | $110,835 | $114,127 | $117,518 | $121,010 | $124,607 | $128,312 |
| Hourly | $42.18 | $43.43 | $44.71 | $46.04 | $47.40 | $48.81 | $50.26 | $51.75 | $53.29 | $54.87 | $56.50 | $58.18 | $59.91 | $61.69 |

**District Benefits:**

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Disability Insurance Plan

Professional Organization Dues for the Employee

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Monthly Mileage Stipend of $80.00 (within the County) + Reimburseable Out of County Mileage for Director of Maintenance and Operations.

**Vacation Schedule:**

| Days per | Years 1-5 | Years 6-10 | Years 11-19 | Years 20+ |
|---|---|---|---|---|
| Month | 1 | 1.25 | 1.667 | 2 |

**Food Service Manager - 260 Days**
**Early Learning Center Manager - 260 Days**
**IT Coordinator - 260 Days**

| | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 9 | Step 10 | Step 11 | Step 12 | Step 13 | Step 14 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Annual | $54,797 | $58,134 | $59,879 | $61,675 | $63,525 | $65,431 | $67,394 | $69,416 | $71,498 | $73,643 | $75,852 | $78,128 | $80,472 | $83,415 |
| Hourly | $26.34 | $27.95 | $28.79 | $29.65 | $30.54 | $31.46 | $32.40 | $33.37 | $34.37 | $35.41 | $36.47 | $37.56 | $38.69 | $40.10 |

**Food Service Manager w/ Masters Degree - 260 Days**
**Early Learning Center Manager w/ Masters Degree - 260 Days**
**IT Coordinator w/ Masters Degree - 260 Days**

| | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 9 | Step 10 | Step 11 | Step 12 | Step 13 | Step 14 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Annual | $55,911 | $59,249 | $60,993 | $62,789 | $64,639 | $66,545 | $68,508 | $70,530 | $72,612 | $74,757 | $76,966 | $79,242 | $81,586 | $84,529 |
| Hourly | $26.88 | $28.48 | $29.32 | $30.19 | $31.08 | $31.99 | $32.94 | $33.91 | $34.91 | $35.94 | $37.00 | $38.10 | $39.22 | $40.64 |

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Monthly Mileage Stipend of $80.00 (within the County). Reimburseable Out of County Mileage.

**Vacation Schedule:**

| Days per | Years 1-5 | Years 6-10 | Years 11-19 | Years 20+ |
|---|---|---|---|---|
| Month | 1 | 1.25 | 1.667 | 2 |

Bellevue Union School District

**Classified Management Salary Schedule**

Placement on these salary schedules will be determined by the Superintendent with the consideration of education,

Board Adopted: June 30, 2021
Effective: July 1, 2020

**Chief Business Official (CBO) - 260 Days**

| | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 9 | Step 10 | Step 11 | Step 12 | Step 13 | Step 14 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Annual | $108,594 | $111,852 | $115,207 | $118,664 | $122,224 | $125,891 | $129,668 | $133,557 | $137,564 | $141,691 | $145,942 | $150,320 | $154,831 | $159,476 |
| Hourly | $52.21 | $53.77 | $55.39 | $57.05 | $58.76 | $60.52 | $62.34 | $64.21 | $66.14 | $68.12 | $70.16 | $72.27 | $74.44 | $76.67 |

**Chief Business Official (CBO) w/ Masters or Doctoral Degree - 260 Days**

| | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 9 | Step 10 | Step 11 | Step 12 | Step 13 | Step 14 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Annual | $109,765 | $113,022 | $116,377 | $119,834 | $123,394 | $127,061 | $130,837 | $134,728 | $138,733 | $142,861 | $147,111 | $151,490 | $156,001 | $160,646 |
| Hourly | $52.77 | $54.34 | $55.95 | $57.61 | $59.32 | $61.09 | $62.90 | $64.77 | $66.70 | $68.68 | $70.73 | $72.83 | $75.00 | $77.23 |

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Monthly Mileage Stipend of $80.00 (within the County). Reimburseable Out of County Mileage.

**Vacation Schedule:**

| Days per | Years 1-5 | Years 6-10 | Years 11-19 | Years 20+ |
|---|---|---|---|---|
| Month | 1 | 1.25 | 1.667 | 2 |

**Director of Educational Technology and Innovation - 260 Days**
**Director of Maintenance and Operations - 260 Days**
**Director of Human Resources- 260 Days**

| | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 9 | Step 10 | Step 11 | Step 12 | Step 13 | Step 14 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Annual | $90,946 | $93,674 | $96,485 | $99,379 | $102,361 | $105,432 | $108,594 | $111,852 | $115,207 | $118,664 | $122,224 | $125,891 | $129,668 | $133,557 |
| Hourly | $43.72 | $45.04 | $46.39 | $47.78 | $49.21 | $50.69 | $52.21 | $53.77 | $55.39 | $57.05 | $58.76 | $60.52 | $62.34 | $64.21 |

**Director of Educational Technology and Innovation w/ Masters Degree - 260 Days**
**Director of Maintenance and Operations w/ Masters Degree - 260 Days**
**Director of Human Resources w/ Masters Degree- 260 Days**

| | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 9 | Step 10 | Step 11 | Step 12 | Step 13 | Step 14 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Annual | $92,116 | $94,844 | $97,654 | $100,549 | $103,531 | $106,602 | $109,764 | $113,022 | $116,377 | $119,834 | $123,394 | $127,060 | $130,837 | $134,727 |
| Hourly | $44.29 | $45.60 | $46.95 | $48.34 | $49.77 | $51.25 | $52.77 | $54.34 | $55.95 | $57.61 | $59.32 | $61.09 | $62.90 | $64.77 |

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Monthly Mileage Stipend of $80.00 (within the County) + Reimburseable Out of County Mileage for Director of Maintenance and Operations.

**Vacation Schedule:**

| Days per | Years 1-5 | Years 6-10 | Years 11-19 | Years 20+ |
|---|---|---|---|---|
| Month | 1 | 1.25 | 1.667 | 2 |

**Food Service Manager - 260 Days**
**Early Learning Center Manager - 260 Days**
**IT Coordinator - 260 Days**

| | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 9 | Step 10 | Step 11 | Step 12 | Step 13 | Step 14 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Annual | $57,537 | $61,041 | $62,873 | $64,759 | $66,701 | $68,703 | $70,764 | $72,887 | $75,073 | $77,325 | $79,645 | $82,034 | $84,496 | $87,586 |
| Hourly | $27.66 | $29.35 | $30.23 | $31.13 | $32.07 | $33.03 | $34.02 | $35.04 | $36.09 | $37.18 | $38.29 | $39.44 | $40.62 | $42.11 |

**Food Service Manager w/ Masters Degree - 260 Days**
**Early Learning Center Manager w/ Masters Degree - 260 Days**
**IT Coordinator w/ Masters Degree - 260 Days**

| | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 9 | Step 10 | Step 11 | Step 12 | Step 13 | Step 14 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Annual | $58,707 | $62,211 | $64,043 | $65,928 | $67,871 | $69,872 | $71,933 | $74,057 | $76,243 | $78,495 | $80,814 | $83,204 | $85,665 | $88,755 |
| Hourly | $28.22 | $29.91 | $30.79 | $31.70 | $32.63 | $33.59 | $34.58 | $35.60 | $36.66 | $37.74 | $38.85 | $40.00 | $41.19 | $42.67 |

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| Days per | Years 1-5 | Years 6-10 | Years 11-19 | Years 20+ |
|---|---|---|---|---|
| Month | 1 | 1.25 | 1.667 | 2 |

Bellevue Union School District

**Classified Management Salary Schedule**

Placement on these salary schedules will be determined by the Superintendent with the consideration of education,

Board Adopted: June 30, 2021
Effective: July 1, 2021

**Chief Business Official (CBO) - 260 Days**

| | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 9 | Step 10 | Step 11 | Step 12 | Step 13 | Step 14 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Annual | $112,938 | $116,326 | $119,815 | $123,410 | $127,113 | $130,927 | $134,855 | $138,899 | $143,067 | $147,359 | $151,780 | $156,333 | $161,024 | $165,855 |
| Hourly | $54.30 | $55.93 | $57.60 | $59.33 | $61.11 | $62.95 | $64.83 | $66.78 | $68.78 | $70.85 | $72.97 | $75.16 | $77.42 | $79.74 |

**Chief Business Official (CBO) w/ Masters or Doctoral Degree - 260 Days**

| | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 9 | Step 10 | Step 11 | Step 12 | Step 13 | Step 14 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Annual | $114,156 | $117,543 | $121,032 | $124,627 | $128,330 | $132,143 | $136,070 | $140,117 | $144,282 | $148,575 | $152,995 | $157,550 | $162,241 | $167,072 |
| Hourly | $54.88 | $56.51 | $58.19 | $59.92 | $61.70 | $63.53 | $65.42 | $67.36 | $69.37 | $71.43 | $73.56 | $75.75 | $78.00 | $80.32 |

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| Days per | Years 1-5 | Years 6-10 | Years 11-19 | Years 20+ |
|---|---|---|---|---|
| Month | 1 | 1.25 | 1.667 | 2 |

**Director of Educational Technology and Innovation - 260 Days**
**Director of Maintenance and Operations - 260 Days**
**Director of Human Resources- 260 Days**

| | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 9 | Step 10 | Step 11 | Step 12 | Step 13 | Step 14 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Annual | $94,584 | $97,421 | $100,344 | $103,354 | $106,455 | $109,649 | $112,938 | $116,326 | $119,815 | $123,411 | $127,113 | $130,927 | $134,855 | $138,899 |
| Hourly | $45.47 | $46.84 | $48.24 | $49.69 | $51.18 | $52.72 | $54.30 | $55.93 | $57.60 | $59.33 | $61.11 | $62.95 | $64.83 | $66.78 |

**Director of Educational Technology and Innovation w/ Masters Degree - 260 Days**
**Director of Maintenance and Operations w/ Masters Degree - 260 Days**
**Director of Human Resources w/ Masters Degree- 260 Days**

| | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 9 | Step 10 | Step 11 | Step 12 | Step 13 | Step 14 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Annual | $95,801 | $98,638 | $101,560 | $104,571 | $107,672 | $110,866 | $114,155 | $117,543 | $121,032 | $124,627 | $128,330 | $132,142 | $136,070 | $140,116 |
| Hourly | $46.06 | $47.42 | $48.83 | $50.27 | $51.77 | $53.30 | $54.88 | $56.51 | $58.19 | $59.92 | $61.70 | $63.53 | $65.42 | $67.36 |

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Monthly Mileage Stipend of $80.00 (within the County) + Reimburseable Out of County Mileage for Director of Maintenance and Operations.

**Vacation Schedule:**

| Days per | Years 1-5 | Years 6-10 | Years 11-19 | Years 20+ |
|---|---|---|---|---|
| Month | 1 | 1.25 | 1.667 | 2 |

**Food Service Manager - 260 Days**
**Early Learning Center Manager - 260 Days**
**IT Coordinator - 260 Days**

| | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 9 | Step 10 | Step 11 | Step 12 | Step 13 | Step 14 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Annual | $59,838 | $63,483 | $65,388 | $67,349 | $69,369 | $71,451 | $73,595 | $75,802 | $78,076 | $80,418 | $82,831 | $85,315 | $87,876 | $91,089 |
| Hourly | $28.77 | $30.52 | $31.44 | $32.38 | $33.35 | $34.35 | $35.38 | $36.44 | $37.54 | $38.66 | $39.82 | $41.02 | $42.25 | $43.79 |

**Food Service Manager w/ Masters Degree - 260 Days**
**Early Learning Center Manager w/ Masters Degree - 260 Days**
**IT Coordinator w/ Masters Degree - 260 Days**

| | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 9 | Step 10 | Step 11 | Step 12 | Step 13 | Step 14 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Annual | $61,055 | $64,699 | $66,605 | $68,565 | $70,586 | $72,667 | $74,810 | $77,019 | $79,293 | $81,635 | $84,047 | $86,532 | $89,092 | $92,305 |
| Hourly | $29.35 | $31.11 | $32.02 | $32.96 | $33.94 | $34.94 | $35.97 | $37.03 | $38.12 | $39.25 | $40.41 | $41.60 | $42.83 | $44.38 |

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| Days per | Years 1-5 | Years 6-10 | Years 11-19 | Years 20+ |
|---|---|---|---|---|
| Month | 1 | 1.25 | 1.667 | 2 |

Bellevue Union School District

**Superintendent**
*NOT A SALARY SCHEDULE*

Board Adopted: January 21, 2020
Effective: July 1, 2020

225 Days w/ Doctorate and No Vacation Days

| | |
|---|---|
| STEP 1: FY 2020/21 | $195,012 |
| STEP 2: FY 2021/22 | $200,862 |
| STEP 3: FY 2022/23 | $206,888 |

$1000 Stipend Towards District Health Benefits

Bellevue Union School

**Superintendent**
*NOT A SALARY SCHEDULE*

Board Adopted: June 30, 2021
Effective: July 1, 2020

225 Days w/ Doctorate and No Vacation Days

| | |
|---|---|
| STEP 1: FY 2020/21 | $204,763 |
| STEP 2: FY 2021/22 | $210,905 |
| STEP 3: FY 2022/23 | $217,232 |

$1000 Stipend Towards District Health Benefits

Bellevue Union School

**Superintendent**
*NOT A SALARY SCHEDULE*

Board Adopted: June 30, 2021
Effective: July 1, 2021

225 Days w/ Doctorate and No Vacation Days

| | |
|---|---|
| STEP 1: FY 2020/21 | $212,954 |
| STEP 2: FY 2021/22 | $219,341 |
| STEP 3: FY 2022/23 | $225,921 |

$1000 Stipend Towards District Health Benefits

Bellevue Union School District

Agenda Item for Board Meeting of June 30, 2021

Agenda Category: Information Item

Agenda Item Title: Local Performance Indicator Report

Prepared By: Aracely Romo-Flores, Curriculum/English Learner Director

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Background:
The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator (see supporting document).

Recommended Action:
None

Supporting Documents:
BUSD Local Indicators Self-Reflection Tool Information
BUSD Self-Reflection Tool/Report

# Bellevue Union School District

# Performance Standards

The performance standards for the local performance indicators are:

## *Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)*

BUSD annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; BUSD reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

## *Implementation of State Academic Standards (LCFF Priority 2)*

BUSD annually measures its progress implementing state academic standards; BUSD reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

## *Parent and Family Engagement (LCFF Priority 3)*

BUSD annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; BUSD reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

## *School Climate (LCFF Priority 6)*

BUSD administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the BUSD serves (e.g., 5- 6), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

## *Access to a Broad Course of Study (LCFF Priority 7)*

BUSD annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code* (*EC*) for Grades 1-6, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; BUSD reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

## Self-Reflection Tools

BUSD uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

# BUSD 2020-21 Local Indicators

# Criteria

In order to receive Standard Met for any local indicator, schools/districts must:

- Measure its progress
  - Data Collection
  - Self-Reflection and/or Self-Evaluation Tools
- Report results to the Local Governing Board

# Dashboard Indicators

| 10 Indicators of School Success | |
|---|---|
| **State Indicators (qualitative data)** | **Local Indicators (quantitative data)** |
| High School Graduation Rate | *Determined by Self-Evaluation Rubrics* |
| Academic Performance (CAASPP) | Basic Conditions |
| Suspension Rate | Implementation of Academic Standards & Professional Development |
| English Learner Progress | Parent Involvement and Engagement |
| Preparation for College and Career | School Climate |
| Chronic Absenteeism | |

# Priority 1: Basic Conditions - Met

| | | Number |
|---|---|---|
| Teachers | ● Misassignment of teachers of English learners<br>● Total teacher misassignments<br>● Vacant teacher positions | 5<br>5<br>0 |
| Curriculum | Every student has sufficient access to standards aligned instructional materials | 100% |
| Facilities | Instances where facilities do not meet the “good repair” standard | 0 |

# Priority 2: Implementation of Academic Standards & Professional Development:

Rating Scale (lowest to highest)

1 - Exploration & Research Phase

2 - Beginning Development

3 - Initial Implementation

4 - Full Implementation

5 - Full Implementation and Sustainability

| | Providing Professional Learning | Aligned Instructional Materials | Supporting Staff in Delivering Instruction |
|---|---|---|---|
| **ELA** | 3 | 5 | 5 |
| **ELD** | 3 | 5 | 5 |
| **Math** | 2 | 5 | 5 |
| **NGSS** | 1 | 2 | 3 |
| **HS/Social Studies** | 3 | 5 | 5 |

# Priority 2: Implementation of Academic Standards & Professional Development Cont.:

Rating Scale (lowest to highest)

1 - Exploration & Research Phase

2 - Beginning Development

3 - Initial Implementation

4 - Full Implementation

5 - Full Implementation and Sustainability

| | **Implementation Progress** |
|---|---|
| **Health** | 2 |
| **Physical Education** | 5 |
| **VAPA** | 3 |

# Priority 2: Implementation of Academic Standards & Professional Development Cont.:

Rating Scale (lowest to highest)

1 - Exploration & Research Phase

2 - Beginning Development

3 - Initial Implementation

4 - Full Implementation

5 - Full Implementation and Sustainability

| | **Identifying Professional Learning Needs of Groups of Teachers/Staff** | **Identifying Professional Learning Needs of Individual Teachers** | **Provide Support for Teachers' Unmastered Teaching Standards** |
|---|---|---|---|
| **Support for Teachers and Administrators** | 4 | 3 | 3 |

# English Language Arts

| Developing Partnerships for Student Outcomes | Evidence | Rating |
|---|---|---|
| **Professional Development:** Progress in providing professional learning for teaching the recently adopted academic standards and/or curriculum frameworks identified below. | ELA curriculum adopted in 2012.<br>In 2019-20 provided professional development to teachers and looked at essential learning standards for Language Arts. | 4 |
| **Instructional Materials:** Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum framework identified below available in all classrooms where the subject is taught. | All teachers have the McGraw Hill ELA Curriculum: Wonders. | 5 |
| **Delivering Instruction/Policy and Program Support:** Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing). | An area to focus on.<br>Increase structured collaborative time.<br>Supporting research-based effective instructional strategies.<br>Need a systematic process for self-reflection, peer observation/collaboration. | 3 |

# English Language Development

| Developing Partnerships for Student Outcomes | Evidence | Rating |
|---|---|---|
| **Professional Development:** Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below. | Jenn Guerrero provided professional development before school and throughout the year.<br>There was also professional development on the new ELD curriculum. | 3 |
| **Instructional Materials:** Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum framework identified below available in all classrooms where the subject is taught. | All teachers were provided with designated ELD curriculum. | 4 |
| **Delivering Instruction/Policy and Program Support:** Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focuses classroom walkthroughs, teacher pairing). | Teachers need more support in understanding the difference between integrated and designated ELD.<br>More professional development to provide deeper understanding of designated ELD (clearly defined). | 2 |

# Mathematics

| Developing Partnerships for Student Outcomes | Evidence | Rating |
|---|---|---|
| **Professional Development:** Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below. | Still need common core professional development in the area of math.<br>Haven't shifted to math practices, yet. | 1 |
| **Instructional Materials:** Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum framework identified below available in all classrooms where the subject is taught. | Math curriculum was adopted and teachers have the instructional materials. | 4 |
| **Delivering Instruction/Policy and Program Support:** Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focuses classroom walkthroughs, teacher pairing). | Has not been a focus.<br>Need to provide professional learning to understand the mathematical shifts.<br>Need more fundamental understanding of the common core standards. | 1 |

# Next Generation Science Standards

| Developing Partnerships for Student Outcomes | Evidence | Rating |
|---|---|---|
| **Professional Development:** Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below. | There is a need for professional development of NGSS. | 1 |
| **Instructional Materials:** Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum framework identified below available in all classrooms where the subject is taught. | Currently use California Science (McMillan and McGraw Hill) 2008<br>Supplemental Mystery Science Curriculum | 1 |
| **Delivering Instruction/Policy and Program Support:** Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focuses classroom walkthroughs, teacher pairing). | Standards aligned curriculum needs to be researched and selected to meet the NGSS standards. | 1 |

# History/Social Science

| Developing Partnerships for Student Outcomes | Evidence | Rating |
|---|---|---|
| **Professional Development:** Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below. | No professional development, yet. | 1 |
| **Instructional Materials:** Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum framework identified below available in all classrooms where the subject is taught. | All teachers have the Board adopted Social Studies curriculum (California Vistas - McMillan/McGraw Hill) 2007 | 1 |
| **Delivering Instruction/Policy and Program Support:** Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focuses classroom walkthroughs, teacher pairing). | Outdated Curriculum.<br>Need to investigate and research curriculum | 1 |

# Other Standards

| Developing Partnerships for Student Outcomes | Evidence | Rating |
|---|---|---|
| Progress implementing each of the following academic standards adopted by the State Board of Education for all students. | | |
| **Career Technical Education** | N/A | N/A |
| **Health Education Content Standards** | Currently use 1990 curriculum. Need to update. | 1 |
| **Physical Education Model Content Standards** | P.E. teachers are identifying their essential standards. | 3 |
| **World Language** | N/A | N/A |
| **Visual and Performing Arts** | Some teachers provide this. Need to work on a systematic approach. | 2 |

# Engagement of School Leadership

| Developing Partnerships for Student Outcomes | Evidence | Rating |
|---|---|---|
| Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year). | | |
| **Identifying the professional learning needs of groups of teachers or staff as a whole.** | Identifying essential standards<br>Prioritizing essential standards in Distance Learning<br>Designated ELD<br>Providing GLAD training<br>Providing SIPPS training | 3 |
| **Providing support for teachers on the standards they have not yet mastered.** | Provide informal support to teachers as needed (Tech; ELPAC, Literacy) | 2 |
| **Identifying professional learning needs of individual teachers.** | Not yet.<br>Need to survey teachers.<br>Need to provide training to new teachers and teachers needing support. | 1 |

# Priority 3: Parent Engagement - Met

| Building Relationships between School Staff and Families | Evidence | Rating |
|---|---|---|
| **Relationships:** Developing the capacity of the staff to build trusting and respectful relationships with families. | Family support meetings<br>Distance Learning provided more opportunities for collaboration with families. | 3 |
| **Welcoming:** Creating welcoming environments for all families. | Family engagement opportunities (i.e., Kinder Welcome, Back to School Night)<br>Parent Survey Results (SPSAs) | 4 |
| **Professional Development:**Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. | Need to explore this. It is principle 1 in the English Learner Roadmap. | 1 |
| **Communication:** Engage in 2-way communication between families and educators using language that is understandable and accessible to families. | Remind or Class Dojo for direct communication to families in both languages.<br>All written communication is in both English and Spanish.<br>Social media posts in both languages<br>Board meetings have interpreters. | 4 |

# Priority 3: Parent Engagement - Met

| Developing Partnerships for Student Outcomes | Evidence | Rating |
|---|---|---|
| **Professional Learning:** Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. | ELAC and School Site Council Principal Training.<br>Parent Liaison training (i.e.,interpreter training, Frontline training, providing scripts for phone calls, technology) | 3 |
| **Information and Resources:** Providing families with information and resources to support student learning and development in the home. | ELAC<br>DELAC<br>Continue Literacy and Math Nights<br>Develop a Parent Education Curriculum<br>Family Connection events for early childhood education (preschool)<br>Town Hall Meetings<br>Webinars<br>Kinder Meet & Greet | 3 |
| **Supporting Students:** Implementing policies or programs for teacher to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. | Student Success Team (SST)<br>Parent/Teacher Conferences<br>Back to School Night<br>Individualized Education Program (IEP)<br>Family Support meetings<br>SART Process | 4 |
| **Supporting Families:** Supporting families to understand and exercise their legal rights and advocate for their own students and all students. | Parent Technology Nights in English and Spanish<br>Technology Support (1:1)<br>ELAC Meetings<br>DELAC Meetings<br>SSC Meetings<br>Need to develop Learning Center | 4 |

# Priority 3: Parent Engagement - Met

| Seeking Input for Decision-Making | Evidence | Rating |
|---|---|---|
| **Engaging Families:** Building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. | SSC Meetings<br>ELAC Meetings<br>Town Hall meetings<br>Committee Participation | 4 |
| **Family Engagement:** Building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. | SSC Meetings<br>ELAC Meetings<br>Town Hall Meetings<br>Committee Participation<br>Translation and Interpreters Support participation | 4 |
| **Family Input:** Providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. | Survey Families<br>Invite to serve on committees (i.e., SSC, ELAC, DELAC)<br>Parent Coffees | 4 |
| **Opportunities:** Providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. | SSC<br>DELAC<br>Learning Steering Committee<br>DSTP | 4 |

# Priority 6: School Climate - Met

| | Bellevue | | Kawana Springs | | Meadow View | | Taylor Mountain | |
|---|---|---|---|---|---|---|---|---|
| | 19-20 | 20-21 | 19-20 | 20-21 | 19-20 | 20-21 | 19-20 | 20-21 |
| **Culture:** Degree to which students experience and orderly, respectful classroom environment. | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| **School Connectedness:** Degree to which students feel welcome at their school and have collaborative relationships with their classmates | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| **School Safety:** Data from Healthy Kids Survey | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

# Priority 7: Course Access

| Grades 1-6 | |
|---|---|
| **State Expectations** | **BUSD Actual** |
| ● English<br>● Mathematics<br>● Social Sciences<br>● Science<br>● Visual and Performing Arts<br>● Health<br>● Physical Education<br>● Other studies that may be prescribed by the governing board | ● English<br>● Mathematics<br>● Social Sciences<br>● Science<br>● Visual and Performing Arts<br>● Health<br>● Physical Education<br>● Other studies that may be prescribed by the governing board |

# Next Steps

This information will be reported on the LCAP and online to the California School Dashboard.

TBD: Public refresh on CA Data Dashboard of updated State and Local Indicators.

**Bellevue Union School District**

**Agenda Item for Board Meeting of June 30, 2021**

**Agenda Category:** Review and Action

**Agenda Item Title:** Consider Approval of Resolution No. 15 Authorizing the Establishment of Fund 08, Student Activity Special Revenue Fund

**Prepared By:** Chris J. Kim, CBO

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**Background:**

The purpose of GASB Statement 84 was to establish criteria for identifying fiduciary activities and providing guidance for reporting such activities. The focus of the criteria centers on whether the government is controlling the assets and the beneficiaries with whom a fiduciary relationship exists. To comply with GASB Statement 84 LEAs are required to determine if Associated Student Body (ASB) funds meet the definition of fiduciary activity in fiscal year 2020-21.

The Bellevue Union School District currently holds funds (in Exchange Bank) raised by various student clubs, which are not legally separate from the school district. The funds are used to pay for various club activities during the year. The District subsequently does have administrative involvement and its role is also considered to be substantive because the faculty advisor (who is acting in the capacity of a school representative) has the ability to reject, modify, or approve how the resources are spent.

Given the above evaluation, the CDE requires the establishing of Fund 08, Student Activity Special Revenue Fund, for reporting ASB activities. LEAs may record monthly, quarterly, or annual journal entries in the appropriate fund as deemed necessary for preparing interim and year-end financial statements.

**Recommended Action:**

Review and Approve as presented.

**Supporting Documents:**

RESOLUTION OF THE GOVERNING BOARD AUTHORIZING THE ESTABLISHMENT OF FUND 08 - STUDENT ACTIVITY SPECIAL REVENUE FUND

**BELLEVUE UNION SCHOOL DISTRICT**
**RESOLUTION NO. 15**

# A RESOLUTION OF THE GOVERNING BOARD AUTHORIZING THE ESTABLISHMENT OF FUND 08 – STUDENT ACTIVITY SPECIAL REVENUE FUND

**BE IT RESOLVED** by the Board of Trustees of the Bellevue Union School District and hereby ordered that:

**WHEREAS,** the Board of Trustees has authorized/approved, per Education Code 48930 students at the Bellevue Union School District to organize a student body association within its public schools; and

**WHEREAS,** per Education Code 48933(b) & 48938 the District recognizes their administrative involvement in the Associated Student Body (ASB) Activities; and

**WHEREAS,** per GASB Statement 84, effective 2019-20, the District has determined that the ASB Activities within its public schools do not meet the fiduciary criteria (per GASB 84, paragraph 11(c2)); and

**WHEREAS,** school districts are authorized by Education Code 48930, 48933(b), & 48938 to organize ASB's and by GASB 84, to establish a restricted governmental fund known as the Student Activity Special Revenue Fund 08;

**BE IT RESOLVED** that the Governing Board of Trustees hereby authorizes the Sonoma County Auditor and Treasurer to establish a restricted fund to be known as the Student Activity Special Revenue Fund (08).

**THIS RESOLUTION** is effective on the date of adoption until revoked or superseded.

**APPROVED, PASSED AND ADOPTED** by the Governing Board of the Bellevue Union School District this 30th day of June 2021, by the following vote:

AYES: ____

NOES: _____

ABSENT: _____

I, _____, Clerk/Secretary of the Governing Board, do hereby certify that the foregoing is a full, true and correct copy of a resolution duly passed and adopted by said Board at a regularly called and conducted meeting held on said date.

_____
Clerk/Secretary of the Governing Board

**Bellevue Union School District**

**Agenda Item for Board Meeting of June 30, 2021**

**Agenda Category:** Review and Action

**Agenda Item Title:** Consider Approval of Resolution No. 16 Authorizing the District to Contract with the California Department of Education for the purpose of providing child care and development services and to authorize designated personnel to sign contract documents for Fiscal Year 2021-22

**Prepared By:** Chris J. Kim, CBO

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**Background:**

The attached Resolution authorizes the District to Contract with the California Department of Education for the purpose of providing child care and development services and authorizes designated personnel to sign contract documents for Fiscal Year 2021-22.

Also included are the respective Federal, California Civil Rights, and Contractor Certifications required for entering into Contract with the State of California.

Lastly, the Local Agreement for Child Development Services (CSPP-1606) in the amount of $1,317,978 is attached for consideration.

**Recommended Action:**

Review and Approve as presented.

**Supporting Documents:**

1. Resolution No. 16 Authorizing the District to Contract with the California Department of Education for the purpose of providing child care and development services and to authorize designated personnel to sign contract documents for Fiscal Year 2021-22.

# RESOLUTION

This resolution is adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Education for the purpose of providing child care and development services and to authorize the designated personnel to sign contract documents for Fiscal Year 2021-2022.

RESOLUTION

BE IT RESOLVED that the Governing Board of the Bellevue Union School District

authorizes entering into local agreement number CSPP-1606 / Project 49-7061-00-1 and that the person/s who is/are listed below, is/are authorized to sign the transaction for the Governing Board.

| NAME | TITLE | SIGNATURE |
|---|---|---|
| David Alexander | Superintendent | |
| Chris J. Kim | CBO | |
| | | |

PASSED AND ADOPTED THIS 30 day of June 2021, by the Governing Board of the Bellevue Union School District of Sonoma County, in the State of California.

I, _____, Clerk of the Governing Board of the Bellevue Union School District, of Sonoma, County, in the State of California, certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board at a _____ meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

_____ 07/01/2021

(Clerk's signature) (Date)

# FEDERAL CERTIFICATIONS (CO.8)

***CO.8 (REV. 5/07)***

## *FEDERAL CERTIFICATIONS*

### CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature on this form provides for compliance with certification requirements under 45 CFR Part 93, "New restrictions on Lobbying," and 45 CFR Part 76, "Government-wide Debarment and Suspension (Non procurement) and Government-wide requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

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1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 45 CFR Part 93, for persons entering into a grant or cooperative agreement over $100,000 as defined at 45 CFR Part 93, Sections 93.105 and 93.110, the applicant certifies that:

(a) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement:

(b) If any funds other than federal appropriated funds have been or will be paid to any person for influencing or attempting to influence an employee of Congress, or any employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form -LLL, "Disclosure Form to Report Lobbying," in accordance with this instruction;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

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2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by executive Order 12549, Debarment and Suspension, and other responsibilities implemented at 45 CFR Part 76, for prospective participants in primary or a lower tier covered transactions, as defined at 45 CFR Part 76, Sections 76.105 and 76.110.

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency:

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction violation of federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (1) (b) of this certification; and

(d) Have not within a three-year period proceeding this application had one or more public transactions (federal, state, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

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3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 45 CFR Part 76, Subpart F, for grantees, as defined at 45 CFR Part 76, Sections 76.605 and 76.610-

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.

(b) Establishing an on-going drug-free awareness program to inform employees about-

(1) The danger of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will -

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d) (2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title,

to: Director, Grants, and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W., (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571.

Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d) (2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency.

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee shall insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

_____

_____

_____

Check [ ] if there are workplaces on file that are not identified here.

DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 45 CFR Part 76, Subpart F, for grantees, as defined at 45 CFR Part 76, Sections 76.605 and 76.610-

a. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant, and

b. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and contracts Service, U.S. department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3) Washington, DC 20202-4571. Notice shall include the identification numbers(s) of each affected grant.

ENVIRONMENTAL TOBACCO SMOKE ACT

As required by the Pro-Children Act of 1994, (also known as Environmental Tobacco Smoke), and implemented at Public Law 103-277, Part C requires that:

The applicant certifies that smoking is not permitted in any portion of any indoor facility owned or leased or contracted and used routinely or regularly for the provision of health care services, day care, and education to children under the age of 18. Failure to comply with the provisions of this law may result in the imposition of a civil monetary penalty of up to $1,000 per day. (The law does not apply to children's services provided in private residence, facilities funded solely by Medicare or Medicaid funds, and portions of facilities used for in-patient drug and alcohol treatment.)

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

| NAME OF APPLICANT (CONTRACTOR) | Bellevue Union School District | CONTRACT # | CSPP-1606 |
|---|---|---|---|
| PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE | | | |
| Chris J. Kim, CBO | | | |
| SIGNATURE | | DATE | |

*CALIFORNIA DEPARTMENT OF EDUCATION*

***F.Y. 21 - 22***

**LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES**

**DATE:** July 01, 2021
**CONTRACT NUMBER:** CSPP-1606
**PROGRAM TYPE:** CALIFORNIA STATE PRESCHOOL PROGRAM
**PROJECT NUMBER:** 49-7061-00-1

**STATE AGENCY: CALIFORNIA DEPARTMENT OF EDUCATION**
**CONTRACTOR'S NAME:** BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT

This Agreement is entered into between the State Agency and the Contractor named above. The Contractor agrees to comply with the terms and conditions of the CURRENT APPLICATION; the SONOMA COUNTY Local Individualized Subsidized Child Care Plan (hereafter the "SONOMA COUNTY PILOT PLAN") as most recently approved by the California Department of Education; the GENERAL TERMS AND CONDITIONS (GTC 04/2017)*; the CALIFORNIA STATE PRESCHOOL PROGRAM REQUIREMENTS*; and the FUNDING TERMS AND CONDITIONS (FT&C)*, which are by this reference made a part of this Agreement. Where the GTC 04/2017 conflicts with either the Program Requirements or the FT&C, the Program Requirements or the FT&C will prevail. The Contract must meet the specifications of the CALIFORNIA STATE PRESCHOOL PROGRAM REQUIREMENTS except where the SONOMA COUNTY PILOT PLAN allows for exceptions.

Funding of this contract is contingent upon appropriation and availability of sufficient funds. This contract may be terminated immediately by the State if funds are not appropriated or available in amounts sufficient to fund the State's obligations under this contract.

The period of performance for this contract is July 01, 2021 through June 30, 2022. For satisfactory performance of the required services, the contractor shall be reimbursed in accordance with the Determination of Reimbursable Amount Section of the FT&C, at a rate not to exceed $50.60 per child per day of full-time enrollment and a Maximum Reimbursable Amount (MRA) of $1,317,978.00. During the term of this contract, the MRA may be adjusted through an Allocation Letter issued to the Contractor by State Agency.

SERVICE REQUIREMENTS
Minimum Child Days of Enrollment 26,047.0
Minimum Days of Operation (MDO) Requirement 245

Any provision of this contract found to be in violation of Federal or State statute or regulation shall be invalid but such a finding shall not affect the remaining provisions of this contract. Items shown with an Asterisk (*), are hereby incorporated by this reference and made part of this Agreement as if attached hereto. Amendments to any of these asterisked documents during the term of this contract shall be incorporated by reference as of the date issued by State Agency without need for formal amendment. These documents can be viewed at http://www.cde.ca.gov/fg/aa/cd/ftc2021.asp

| STATE OF CALIFORNIA | CONTRACTOR |
|---|---|
| BY (AUTHORIZED SIGNATURE) | BY (AUTHORIZED SIGNATURE) |
| PRINTED NAME OF PERSON SIGNING: Jaymi Brown, | PRINTED NAME AND TITLE OF PERSON SIGNING: Chris J. Kim, CBO |
| TITLE: Contract Manager | ADDRESS: 3150 Education Drive |

| | | | | |
|---|---|---|---|---|
| AMOUNT ENCUMBERED BY THIS DOCUMENT: $ 1,317,978 | PROGRAM/CATEGORY (CODE AND TITLE): Child Development Programs | | FUND TITLE: General | Department of General Services use only |
| PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT: $ 0 | (OPTIONAL USE) 0656 23038-7061 | | | |
| TOTAL AMOUNT ENCUMBERED TO DATE: $ 1,317,978 | ITEM 30.10.010. 6100-196-0001 | CHAPTER: B/A | STATUTE: 2021 | FISCAL YEAR: 2021-2022 |
| | OBJECT OF EXPENDITURE (CODE AND TITLE): 702 SACS: Res-6105 Rev-8590 | | | |
| I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above. | | | T.B.A. NO. | B.R. NO. |
| SIGNATURE OF ACCOUNTING OFFICER | | | DATE | |

# Contractor Certification Clauses

CCC 04/2017

CERTIFICATION

I, the official named below, CERTIFY UNDER PENALTY OF PERJURY that I am duly authorized to legally bind the prospective Contractor to the clause(s) listed below. This certification is made under the laws of the State of California.

| Contractor/Bidder Firm Name (Printed) | Federal ID Number |
|---|---|
| Bellevue Union School District | 58-2129727 |

By (Authorized Signature)

Printed Name and Title of Person Signing

Chris J. Kim, Chief Business Official

| Date Executed | Executed in the County of |
|---|---|
| | Sonoma |

**CONTRACTOR CERTIFICATION CLAUSES**

1. STATEMENT OF COMPLIANCE: Contractor has, unless exempted, complied with the nondiscrimination program requirements. (Gov. Code §12990 (a-f) and CCR, Title 2, Section 11102) (Not applicable to public entities.)

2. DRUG-FREE WORKPLACE REQUIREMENTS: Contractor will comply with the requirements of the Drug-Free Workplace Act of 1990 and will provide a drug-free workplace by taking the following actions:

a. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations.

b. Establish a Drug-Free Awareness Program to inform employees about:

1) the dangers of drug abuse in the workplace;

2) the person's or organization's policy of maintaining a drug-free workplace;

3) any available counseling, rehabilitation and employee assistance programs; and,

4) penalties that may be imposed upon employees for drug abuse violations.

c. Every employee who works on the proposed Agreement will:

1) receive a copy of the company's drug-free workplace policy statement; and,

California Department of Education
Fiscal & Administrative Services Division
CO-005 (NEW 4/2020)

# CALIFORNIA CIVIL RIGHTS LAWS CERTIFICATION

Pursuant to Public Contract Code section 2010, if a bidder or proposer executes or renews a contract in the amount of $100,000 or more on or after January 1, 2017, the bidder or proposer hereby certifies compliance with the following:

1. CALIFORNIA CIVIL RIGHTS LAWS: For contracts $100,000 or more, executed or renewed after January 1, 2017, the contractor certifies compliance with the Unruh Civil Rights Act (Section 51 of the Civil Code) and the Fair Employment and Housing Act (Section 12960 of the Government Code); and

2. EMPLOYER DISCRIMINATORY POLICIES: For contracts $100,000 or more, executed or renewed after January 1, 2017, if a Contractor has an internal policy against a sovereign nation or peoples recognized by the United States government, the Contractor certifies that such policies are not used in violation of the Unruh Civil Rights Act (Section 51 of the Civil Code) or the Fair Employment and Housing Act (Section 12960 of the Government Code).

## CERTIFICATION

I, the official named below, certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

1. Proposer/Bidder Firm Name (Printed):
   Bellevue Union School District
2. Federal ID Number:
   58-2129727
3. By (Authorized Signature):

4. Printed Name and Title of Person Signing:
   Chris J. Kim, CBO
5. Date Executed:

6. Executed in the County and State of:
   Sonoma County, California

Bellevue Union School District

Agenda Item for Board Meeting

Agenda Category: Review and Action

Agenda Item Title: Ratification of Bills and Warrants

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Background:
Warrants issued since the last regularly scheduled Board meeting are submitted for ratification.

Recommended Action:
It is recommended the Board ratify these warrants.

Supporting Documents:
Payroll Totals
Board Report of Checks

# Bellevue Union School District

2020-2021

Payroll Totals

**Regular Payroll 5/30/2021**

| | |
|---|---|
| Certificated: | $726,799.68 |
| Classified: | $259,004.87 |
| **Total:** | **$985, 804.55** |

**Supplemental Payroll 6/10/2021**

| | |
|---|---|
| Certificated: | $50,205.98 |
| Classified: | $19,534.48 |
| **Total:** | **$69,740.46** |

**Manual Payroll 6/17/2021**

| | |
|---|---|
| Certificated: | $0 |
| Classified: | $2,406.00 |
| **Total:** | **$2,406.00** |

**Total:** **$1,057,951.01**

**Checks Dated 05/24/2021 through 06/23/2021**

| Check Number | Check Date | Pay to the Order of | Fund-Object | Comment | Expensed Amount | Check Amount |
|---|---|---|---|---|---|---|
| 1838619 | 06/03/2021 | Alsco (American Linen) | 13-5800 | Open PO- TM 2020/2021 | | 63.21 |
| 1838620 | 06/03/2021 | Advanced Reproduction Center | 01-5800 | Open PO-ARC- Copies 2020/21 | | 1,744.00 |
| 1838621 | 06/03/2021 | AT&T Mobility | 01-5911 | Open PO for Emergency Phone # 8341 | | 451.31 |
| 1838622 | 06/03/2021 | Valley Comfort Heating & Air | 01-5800 | Open PO : 2020/21 | | 356.38 |
| 1838623 | 06/03/2021 | Bartley Pump Inc | 01-5800 | Open PO -Bartley Pump | | 172.50 |
| 1838624 | 06/03/2021 | Citi Cards | 01-5800 | District Credit Card | | 2,071.49 |
| 1838625 | 06/03/2021 | Clover Stornetta Farms Inc | 13-4715 | BV- Student Milk 2020/21 | 760.02 | |
| | | | | KW- Student Milk 2020/21 | 551.60 | |
| | | | | TM- Student Milk 2020/21 | 773.42 | 2,085.04 |
| 1838626 | 06/03/2021 | Culligan of Sonoma County | 01-5800 | OPEN PO :Drinking Water 5 Gallon | | 27.45 |
| 1838627 | 06/03/2021 | Fishman Supply Co | 01-4370 | M&0: Custodial Supplies@BV | 2,172.33 | |
| | | | | M&O: Custodial Supplies @ TM | 828.84 | 3,001.17 |
| 1838628 | 06/03/2021 | Friedman's Home Improvement | 01-4380 | Open PO - General Dist Maint 2020/2021 | 104.58 | |
| | | | | TM: OPEN PO for Supplies | 12.34 | |
| | | | 01-4390 | Open PO - General Dist Maint 2020/2021 | 37.54 | 154.46 |
| 1838629 | 06/03/2021 | Gold Star Foods, Inc. | 13-4710 | OPEN PO BV Food Supply 20/21 | 735.13 | |
| | | | | OPEN PO TM Food Supply 2020/2021 | 1,295.72 | 2,030.85 |
| 1838630 | 06/03/2021 | Greg Pahlow | 01-5800 | Open PO-Eletrical work 2020/2021 | | 1,681.00 |
| 1838631 | 06/03/2021 | Helmer & Sons, Inc | 21-6200 | Bellevue ES HVAC Improvement Project | | 82,317.98 |
| 1838632 | 06/03/2021 | MTS Partners Inc | 01-4400 | ITECH- Toner OPEN PO | | 930.82 |
| 1838633 | 06/03/2021 | Rexel USA, INC Platt Electric Supply | 25-5800 | Light Fixtures | | 150.58 |
| 1838634 | 06/03/2021 | Presence Learning Inc | 01-5899 | ELC: SLP Service 2020/2021 | | 4,258.59 |
| 1838635 | 06/03/2021 | Resources for Educators | 01-5825 | Home & School Connection | | 508.00 |
| 1838636 | 06/03/2021 | RGM Kramer Inc | 21-6200 | Construction Management Services | | 24,651.08 |
| 1838637 | 06/03/2021 | Santa Rosa City Schools | 13-5100 | Open PO-Meals | | 63,907.25 |
| 1838638 | 06/03/2021 | Santa Rosa, City Of | 01-5560 | Open PO for Water bill KW | 277.61 | |
| | | | | Open PO for Water bill MV & Spa | 120.00 | |
| | | | | Open PO for Water bill TM | 2,325.18 | |
| | | | 01-5858 | Open PO for Water bill KW | 2.07 | 2,724.86 |
| 1838639 | 06/03/2021 | WEX BANK | 01-4362 | DO : Fuel Card | | 373.48 |
| 1838640 | 06/03/2021 | Bradley, Susana | 01-4397 | Cases of Water For Students | | 14.97 |
| 1838641 | 06/03/2021 | Walker, Jean K | 01-4350 | Varies Items for Staff & Students | 247.15 | |
| | | | 01-4397 | 6th Grade Graduation Decor | 198.76 | 445.91 |
| 1838642 | 06/03/2021 | McDaniel, Sally | 01-5201 | Mileage Expense | | 21.84 |
| 1838643 | 06/03/2021 | Jacobson, Margaret | 01-4350 | Varies items/food for Staff & Students | | 832.73 |
| 1838644 | 06/03/2021 | Plancarte, Alondra O | 01-4310 | Students Supplies | | 203.35 |
| 1838645 | 06/03/2021 | Alsco (American Linen) | 13-5800 | Open PO- BV 20/21 | 111.55 | |

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ESCAPE ONLINE

**Checks Dated 05/24/2021 through 06/23/2021**

| Check Number | Check Date | Pay to the Order of | Fund-Object | Comment | Expensed Amount | Check Amount |
|---|---|---|---|---|---|---|
| 1838645 | 06/03/2021 | Alsco (American Linen) | | Open PO- KS 20/21 | 41.71 | |
| | | | | Open PO- MV 20/21 | 175.82 | |
| | | | | Open PO- TM 2020/2021 | 62.60 | 391.68 |
| 1838646 | 06/03/2021 | SYNCB/Amazon | 01-4310 | Students Supplies | 35.70 | |
| | | | 01-4350 | DO : Office Supplies Purchases | 24.25 | |
| | | | 01-5840 | ITECH: Supplies 2020/2021 | 1,528.50 | 1,588.45 |
| 1838647 | 06/03/2021 | Banerjea, Pia | 01-5800 | Psychoeducational Assessments | | 4,800.00 |
| 1838648 | 06/03/2021 | Buchanan Food Service | 13-4710 | OPEN PO :-B.V. Food for Food Svc 2020/2021 | 30.56 | |
| | | | | OPEN PO: TM Food for Food Svc | 534.31 | 564.87 |
| 1838649 | 06/03/2021 | AT & T | 01-5911 | Open PO CALNET3 | | 276.35 |
| 1838650 | 06/03/2021 | Dennis Carrera | 01-5803 | DO: Spanish & English Interpreting ( ELC) | | 675.00 |
| 1838651 | 06/03/2021 | Clover Stornetta Farms Inc | 01-9515 | Reissue orginal check # 1806958 | 81.00 | |
| | | | 13-4715 | BV- Student Milk 2020/21 | 326.99 | |
| | | | | MV- Student Milk 2020/21 | 469.95 | 877.94 |
| 1838652 | 06/03/2021 | Crown Awards | 01-4390 | Metal Gold | | 844.13 |
| 1838653 | 06/03/2021 | Discovery Office Systems | 01-4310 | Open PO-Service & Supplies 2020/21 | | 385.95 |
| 1838654 | 06/03/2021 | Emerald LLC | 01-5800 | Couseling Services: J.V.T | 2,729.22 | |
| | | | | Couseling Services: R. L | 254.56 | |
| | | | | Sped : M.L | 1,469.58 | |
| | | | | Sped: A. F | 2,939.16 | |
| | | | | Sped: A.B | 2,939.16 | |
| | | | | Sped: C.B | 104.97 | |
| | | | | Sped: D.W | 2,939.16 | |
| | | | | Sped: J.G.M | 2,939.16 | |
| | | | | Sped: J.R | 1,469.58 | |
| | | | | Sped: R.S.V | 1,154.67 | |
| | | | | Sped: V.R | 1,469.58 | |
| | | | | Sped: Z.C | 1,469.58 | 21,878.38 |
| 1838655 | 06/03/2021 | Fishman Supply Co | 01-4370 | M&0: Custodial Supplies@BV | | 1,300.37 |
| 1838656 | 06/03/2021 | Friedman's Home Improvement | 01-4380 | Open PO - General Dist Maint 2020/2021 | 19.43 | |
| | | | 01-4390 | Open PO - General Dist Maint 2020/2021 | 6.97 | 26.40 |
| 1838657 | 06/03/2021 | Frontline Technologies | 01-5200 | AP Certification & Budget Mgmt Certification | | 1,390.00 |
| 1838658 | 06/03/2021 | Gold Star Foods, Inc. | 13-4710 | OPEN PO MV Food Supply 20/21 | | 243.69 |
| 1838659 | 06/03/2021 | The Home Depot Pro | 01-5800 | outdoor tables | | 400.78 |
| 1838660 | 06/03/2021 | I.T.S. | 01-5100 | Counseling Services: A. R.G | 271.70 | |
| | | | | Counseling Services: D.A | 250.80 | |
| | | | | Counseling Services: J.R | 752.40 | |

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**Checks Dated 05/24/2021 through 06/23/2021**

| Check Number | Check Date | Pay to the Order of | Fund-Object | Comment | Expensed Amount | Check Amount |
|---|---|---|---|---|---|---|
| 1838660 | 06/03/2021 | I.T.S. | | Counseling Services: J.V | 250.80 | |
| | | | | Counseling Services: K. A | 250.80 | |
| | | | | Counseling Services: k.Q | 104.50 | |
| | | | | Counseling Services: N.V | 104.50 | |
| | | | | Individual Counseling & Guidance Services | 564.30 | |
| | | | 01-5800 | ISA: Counseling J.B | 250.80 | |
| | | | | ISA: Counseling R. C . M | 250.80 | 3,051.40 |
| 1838661 | 06/03/2021 | MTS Partners Inc | 01-4400 | ITECH- Toner OPEN PO | | 260.02 |
| 1838662 | 06/03/2021 | Kenneth Charles Schwinn | 01-5800 | DO: Home Study Coordinatior | | 2,500.00 |
| 1838663 | 06/03/2021 | Sally J Yates dba Kids Hear | 01-5800 | Nursing Services 2020/2021 | | 9,200.00 |
| 1838664 | 06/03/2021 | Straight Moving LLC | 01-5800 | General Moving Services | | 3,906.50 |
| 1838665 | 06/03/2021 | Office Depot Inc | 01-4350 | Banker Boxes | 196.88 | |
| | | | | OPen PO- District Office Supplies | 40.58 | 237.46 |
| 1838666 | 06/03/2021 | Pace Supply Corp Cust #02188-00 | 01-4380 | Open PO-Pace Supply 20/21 | | 25.62 |
| 1838667 | 06/03/2021 | Perfect Timing Personnel Servi ces Inc | 01-5800 | Client Staffing Agreement for HR position | | 1,325.35 |
| 1838668 | 06/03/2021 | Pyramid Educational Consultant s | 01-4310 | K-2 Materials | | 151.68 |
| 1838669 | 06/03/2021 | Recology Sonoma Marin | 01-5560 | BUS BARN: -Garage 2020/21 | | 658.86 |
| 1838670 | 06/03/2021 | Marylou Herrera DBA Red Light Learning | 01-5803 | Translation Services- | | 78.75 |
| 1838671 | 06/03/2021 | Soliant | 01-5800 | School SLPA -Reg | | 8,913.00 |
| 1838672 | 06/03/2021 | Spurr | 01-5510 | Open PO Spurr | | 4,847.68 |
| 1839488 | 06/10/2021 | Walker, Jean K | 01-4397 | 6th grade graduation Decor | | 198.76 |
| 1839489 | 06/10/2021 | Rushing Hart, Moriah F | 01-4397 | Board Meals | | 75.09 |
| 1839490 | 06/10/2021 | Black, Lawrence | 01-4350 | HP 64 photo Toner | | 48.05 |
| 1839491 | 06/10/2021 | Whitaker, Tracy J | 01-4310 | Storage Bins | | 37.10 |
| 1839492 | 06/10/2021 | Maram-Mccullough, Denise | 01-4350 | Boxes for Teacher Moving | | 149.83 |
| 1839493 | 06/10/2021 | Hackelman, Erica | 01-4310 | Need Teacher Supplies | | 200.55 |
| 1839494 | 06/10/2021 | Aaction Rents | 01-5600 | Open PO: Rentals | | 908.03 |
| 1839495 | 06/10/2021 | Alsco (American Linen) | 13-5800 | Open PO- KS 20/21 | 41.71 | |
| | | | | Open PO- MV 20/21 | 87.91 | |
| | | | | Open PO- TM 2020/2021 | 43.27 | 172.89 |
| 1839496 | 06/10/2021 | SYNCB/Amazon | 01-4350 | DO : Office Supplies Purchases | 19.14 | |
| | | | 01-4380 | DO : Office Supplies Purchases | 20.33 | |
| | | | 01-5840 | ITECH: Supplies 2020/2021 | 444.51 | |
| | | | 13-4390 | DO : Office Supplies Purchases | 11.46 | 495.44 |
| 1839497 | 06/10/2021 | Ameriflex | 01-5800 | DO: FSA Admin Fee 6 Employees | | 60.00 |
| 1839498 | 06/10/2021 | Anova Education & Behavior | 01-5800 | NPS: A. W | 5,181.02 | |
| | | | | NPS: B. T | 5,141.64 | 10,322.66 |

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**Checks Dated 05/24/2021 through 06/23/2021**

| Check Number | Check Date | Pay to the Order of | Fund-Object | Comment | Expensed Amount | Check Amount |
|---|---|---|---|---|---|---|
| 1839499 | 06/10/2021 | Banerjea, Pia | 01-5800 | Psychoeducational Assessments | | 3,200.00 |
| 1839500 | 06/10/2021 | Valley Comfort Heating & Air | 01-5800 | Open PO : 2020/21 | | 1,871.00 |
| 1839501 | 06/10/2021 | Bartley Pump Inc | 01-5800 | Open PO -Bartley Pump | | 709.19 |
| 1839502 | 06/10/2021 | Becoming Independent | 01-5800 | BUSD Shredding Services | | 35.00 |
| 1839503 | 06/10/2021 | Bodil Wibe | 01-5800 | DO; Special Ed Physcial Therapy Services 2020/2021 | | 990.00 |
| 1839504 | 06/10/2021 | Buchanan Food Service | 13-4710 | OPEN PO :-B.V. Food for Food Svc 2020/2021 | | 17.40 |
| 1839505 | 06/10/2021 | BWS Distributors | 01-5800 | Rain Gear 2020/21 | | 436.45 |
| 1839506 | 06/10/2021 | AT & T | 01-5911 | Open PO CALNET3 | | 136.41 |
| 1839507 | 06/10/2021 | Clover Stornetta Farms Inc | 13-4715 | BV- Student Milk 2020/21 | 293.00 | |
| | | | | KW- Student Milk 2020/21 | 190.90 | |
| | | | | MV- Student Milk 2020/21 | 223.38 | |
| | | | | TM- Student Milk 2020/21 | 439.50 | 1,146.78 |
| 1839508 | 06/10/2021 | Coastline Distributors, Inc | 13-4710 | OPEN PO- MV - Fruit & Vegetable 20/21 | | 366.48 |
| 1839509 | 06/10/2021 | Department Of Justice Accounting Office Cashier Unit | 01-5862 | Open PO for DO- Fingerprinting | | 96.00 |
| 1839510 | 06/10/2021 | Emerald LLC | 01-5800 | Couseling Services: J.V.T | 2,064.41 | |
| | | | | Couseling Services: R. L | 42.43 | |
| | | | | Sped : M.L | 1,784.49 | |
| | | | | Sped: A. F | 2,099.40 | |
| | | | | Sped: A.B | 1,399.60 | |
| | | | | Sped: D.W | 1,889.46 | |
| | | | | Sped: J.G.M | 1,049.70 | |
| | | | | Sped: J.R | 979.72 | 11,309.21 |
| 1839511 | 06/10/2021 | TIAA Commerical Finance | 01-5600 | Copier Lease Contract # 2023517 | | 330.18 |
| 1839512 | 06/10/2021 | Fishman Supply Co | 01-4370 | M&O; Custodial Supplies @ DO | | 30.29 |
| 1839513 | 06/10/2021 | Gold Star Foods, Inc. | 13-4710 | OPEN PO MV Food Supply 20/21 | 689.03 | |
| | | | | OPEN PO TM Food Supply 2020/2021 | 18.00 | |
| | | | 13-5800 | CAFE: Food Storage | 211.25 | 918.28 |
| 1839514 | 06/10/2021 | Gopher | 01-5800 | PE supplies | | 1,578.16 |
| 1839515 | 06/10/2021 | Hardware Tech Inc. | 01-4380 | Open PO- Maint Service all sites 2020/2021 | | 65.00 |
| 1839516 | 06/10/2021 | I.T.S. | 01-5100 | Individual Counseling & Guidance Services | | 313.50 |
| 1839517 | 06/10/2021 | Kelli Richardson | 01-5800 | GLAD Training Teachers & Admin | | 33,600.00 |
| 1839518 | 06/10/2021 | Kelly-Moore Paint Co Inc | 01-4380 | OPEN PO - Paint for all Sites | | 56.47 |
| 1839519 | 06/10/2021 | Maria Gabriela Porter | 01-5800 | Bilingual Speech Assessments for Preschool | | 2,295.00 |
| 1839520 | 06/10/2021 | Maxim Healthcare Staffing Serv ices inc | 01-5800 | Medical Assistant Personnel | | 2,488.50 |

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ESCAPE ONLINE

**Checks Dated 05/24/2021 through 06/23/2021**

| Check Number | Check Date | Pay to the Order of | Fund-Object | Comment | Expensed Amount | Check Amount |
|---|---|---|---|---|---|---|
| 1839521 | 06/10/2021 | Nemesis Fire | 01-5800 | BUSD Fire Sprinkler & hydrant Testing | | 1,200.00 |
| 1839522 | 06/10/2021 | Office Depot Inc | 01-4310 | Back to School Order - | 356.42 | |
| | | | | School Supplies | 323.23 | |
| | | | | Students Supplies | 304.28 | |
| | | | 01-4350 | OPen PO- District Office Supplies | 211.61 | 1,195.54 |
| 1839523 | 06/10/2021 | Paradigm Healthcare Services | 01-5800 | Contracted service for Medical Billing 2020/21 | | 437.06 |
| 1839524 | 06/10/2021 | Perfect Timing Personnel Servi ces Inc | 01-5800 | Client Staffing Agreement for HR position | | 3,092.48 |
| 1839525 | 06/10/2021 | Presence Learning Inc | 01-5899 | ELC: SLP Service 2020/2021 | | 14,498.51 |
| 1839526 | 06/10/2021 | Andre Randall Soileau dba Prime65 | 01-5911 | IT: Telephone Service 2020/21 | | 12,112.51 |
| 1839527 | 06/10/2021 | Pro-ed, Inc. | 01-4310 | K-2 Special Ed | | 743.79 |
| 1839528 | 06/10/2021 | Recology Sonoma Marin | 01-5560 | BV- Garage & Recycling Pick up 2020/2021 | 693.76 | |
| | | | | KW/ELC- Garage & Recycling 2020/2021 | 693.76 | |
| | | | | MV: Garage & Recycling Pick up 2020/21 | 752.47 | |
| | | | | TM- Garage & Recycling 2020/2021 | 752.47 | 2,892.46 |
| 1839529 | 06/10/2021 | RGM Kramer Inc | 25-5800 | DO : General Management Services | | 3,510.00 |
| 1839530 | 06/10/2021 | Roto-Rooter Plumbers | 01-5800 | Open PO-Roto Rooter Plumbers 2020/21 | | 685.00 |
| 1839531 | 06/10/2021 | Educators Publishing Service | 01-4310 | Sponge Room Divider | 1,388.97 | |
| | | | 01-4390 | Classroom chairs | 479.22 | 1,868.19 |
| 1839532 | 06/10/2021 | Soliant | 01-5800 | School SLPA -Reg | | 3,250.50 |
| 1839533 | 06/10/2021 | Stocksdale Inspection Services | 21-6200 | DSA- IOR ( Inspector on Record)Services | 997.69 | |
| | | | | Unpaid Tax | 82.31 | 1,080.00 |
| 1839534 | 06/10/2021 | T-Mobile | 01-4400 | Mobile Internet | | 4,400.00 |
| 1839535 | 06/10/2021 | TEP Engineering | 21-6200 | HVAC upgrade | | 525.00 |
| 1839536 | 06/10/2021 | Julie Burns | 01-5803 | Interpretation For Special Boad Meetings | | 2,250.00 |
| 1839537 | 06/10/2021 | Universal Plastics | 01-5800 | Face Shield Drapes | | 2,079.00 |
| 1839538 | 06/10/2021 | Lakshmi Vyakaran Venkat | 01-5800 | Instructional Service | | 1,035.40 |
| 1839539 | 06/10/2021 | Leanne Wangler | 01-5800 | Individual Speech J.G | 406.96 | |
| | | | | Individual Speech V.M | 508.70 | 915.66 |
| 1840963 | 06/17/2021 | Craig, Nina S | 01-4350 | 6 grad Promotion | | 168.77 |
| 1840964 | 06/17/2021 | Aaction Rents | 01-5600 | Open PO: Rentals | | 257.60 |
| 1840965 | 06/17/2021 | Dale M Crane dbaAction Plumbing Maintenance | 01-5800 | OPEN PO Plumbing Repairs | | 195.00 |
| 1840966 | 06/17/2021 | Air Filter Control | 01-5800 | MERC-13 HVAC Filters | | 1,307.97 |
| 1840967 | 06/17/2021 | Alsco (American Linen) | 13-5800 | Open PO- BV 20/21 | 111.55 | |
| | | | | Open PO- MV 20/21 | 87.91 | |
| | | | | Open PO- TM 2020/2021 | 22.00 | 221.46 |
| 1840968 | 06/17/2021 | SYNCB/Amazon | 01-4310 | ESY 2020/2021 Supplies | 477.65 | |

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|---|---|---|---|---|---|---|
| 1840968 | 06/17/2021 | SYNCB/Amazon | 01-4350 | DO : Office Supplies Purchases | 23.08 | |
| | | | 01-4380 | DO : Office Supplies Purchases | 24.50 | |
| | | | 13-4390 | DO : Office Supplies Purchases | 13.82 | 539.05 |
| 1840969 | 06/17/2021 | BAM Plumbing | 01-5800 | DO- Plumbing Services | | 4,918.00 |
| 1840970 | 06/17/2021 | Matthew Banchero | 01-5800 | OPEN PO: Tree Service for all Sites | | 660.00 |
| 1840971 | 06/17/2021 | AT & T | 01-5911 | Open PO CALNET3 | | 22.01 |
| 1840972 | 06/17/2021 | Clover Stornetta Farms Inc | 13-4715 | KW- Student Milk 2020/21 | 135.00 | |
| | | | | MV- Student Milk 2020/21 | 94.50 | 229.50 |
| 1840973 | 06/17/2021 | Cmrs-fp | 01-5950 | Open PO-District Postage 2020/21 | | 2,500.00 |
| 1840974 | 06/17/2021 | Center for the Collaborative Classroom | 01-5800 | Reading Intervention Groups | | 27,834.16 |
| 1840975 | 06/17/2021 | Emerald LLC | 01-5800 | Couseling Services: J.V.T | 1,714.51 | |
| | | | | Couseling Services: R. L | 84.86 | |
| | | | | Sped : M.L | 1,889.46 | |
| | | | | Sped: A. F | 1,889.46 | |
| | | | | Sped: A.B | 349.90 | |
| | | | | Sped: D.W | 1,784.49 | |
| | | | | Sped: J.R | 209.94 | |
| | | | | Sped: R.S.V | 104.97 | 8,027.59 |
| 1840976 | 06/17/2021 | Environment Control | 01-5800 | Cleaning Services | | 324.00 |
| 1840977 | 06/17/2021 | ESP & Alarm Inc. | 01-5805 | Open PO BV Monthly Patrols | 375.00 | |
| | | | | Open PO KS/ELC Monthly Patrols | 750.00 | |
| | | | | Open PO MV Monthly Patrols | 375.00 | |
| | | | | Open PO TM Monthly Patrols | 375.00 | 1,875.00 |
| 1840978 | 06/17/2021 | Fishman Supply Co | 01-4370 | M&0: Custodial Supplies@BV | 236.94 | |
| | | | | M&O: Custodial Supplies @ TM | 995.94 | |
| | | | | M&O; Custodial Supplies @ MV | 2,655.33 | 3,888.21 |
| 1840979 | 06/17/2021 | Friedman's Home Improvement | 01-4380 | KW: OPEN PO for Supplies | 306.60 | |
| | | | | TM: OPEN PO for Supplies | 53.79 | 360.39 |
| 1840980 | 06/17/2021 | Greenacre Homes | 01-5800 | NPS : E.S.D | 4,107.45 | |
| | | | | NPS: A.J.L | 3,936.84 | |
| | | | | NPS: M.P | 4,617.56 | 12,661.85 |
| 1840981 | 06/17/2021 | Hardware Tech Inc. | 01-4380 | Open PO- Maint Service all sites 2020/2021 | | 641.00 |
| 1840982 | 06/17/2021 | Helmer & Sons, Inc | 21-6200 | Bellevue ES HVAC Improvement Project | | 312,193.76 |
| 1840983 | 06/17/2021 | The Home Depot Pro | 01-4380 | Home Depot | | 868.44 |
| 1840984 | 06/17/2021 | Kelli Richardson | 01-5800 | Glad Access & Engagement | | 2,100.00 |
| 1840985 | 06/17/2021 | Language People | 01-5803 | ELC- OPEN PO Interpreting services | | 591.00 |
| 1840986 | 06/17/2021 | Lozano Smith, LLP | 01-5823 | Open PO-Legal Fees 20/21 | | 1,445.50 |

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**Checks Dated 05/24/2021 through 06/23/2021**

| Check Number | Check Date | Pay to the Order of | Fund-Object | Comment | Expensed Amount | Check Amount |
|---|---|---|---|---|---|---|
| 1840987 | 06/17/2021 | Straight Moving LLC | 01-5800 | General Moving Services | | 1,750.00 |
| 1840988 | 06/17/2021 | North Bay Children's Center | 12-5100 | BUSD: Pre-School Program Adm | | 101,700.10 |
| 1840989 | 06/17/2021 | Office Depot Inc | 01-4350 | OPen PO- District Office Supplies | | 53.68 |
| 1840990 | 06/17/2021 | Paradigm Healthcare Services | 01-5800 | Contracted service for Medical Billing 2020/21 | 554.27 | |
| | | | | Unpaid Tax | 45.73 | 600.00 |
| 1840991 | 06/17/2021 | Perfect Timing Personnel Servi ces Inc | 01-5800 | Client Staffing Agreement for HR position | | 1,325.35 |
| 1840992 | 06/17/2021 | PG&E | 01-5520 | Open PO -PG & E 2020/21 | | 262.92 |
| 1840993 | 06/17/2021 | Rexel USA, INC Platt Electric Supply | 01-4370 | DO- OPEN PO Replace Light Bulds | 16.05 | |
| | | | 01-4380 | DO- OPEN PO Replace Light Bulds | 7.66 | 23.71 |
| 1840994 | 06/17/2021 | Presence Learning Inc | 01-5899 | ELC: SLP Service 2020/2021 | | 20,164.33 |
| 1840995 | 06/17/2021 | Redwood Pediatric Therapy Asso | 01-5100 | DO : Occupational Therapy Contract 2020/21 | | 10,363.71 |
| 1840996 | 06/17/2021 | Slakey Brothers | 01-5800 | M&O: HVAC | | 4,220.33 |
| 1840997 | 06/17/2021 | Soliant | 01-5800 | School SLPA -Reg | | 2,517.00 |
| 1840998 | 06/17/2021 | United Mechanical Inc | 01-5800 | Replace Compressor | | 5,973.00 |
| 1840999 | 06/17/2021 | US Bank Equipment Finance | 01-5632 | OpenPO - Lease Bellevue School | | 111.20 |
| 1841000 | 06/17/2021 | Verizon | 01-5800 | Lines | | 266.07 |
| 1841001 | 06/17/2021 | Wyatt Irrigation Supply | 01-4390 | M&O: Irrigation Supplies | | 341.66 |
| | | | | **Total Number of Checks** | **145** | **931,912.73** |

## Fund Recap

| Fund | Description | Check Count | Expensed Amount |
|---|---|---|---|
| 01 | General Fund | 123 | 332,556.90 |
| 12 | Child Development Fund | 1 | 101,700.10 |
| 13 | Cafeteria Fund | 17 | 73,181.60 |
| 21 | Building Fund | 5 | 420,685.51 |
| 25 | Capital Facilities Fund | 2 | 3,660.58 |
| | Total Number of Checks | **145** | 931,784.69 |
| | Less Unpaid Tax Liability | | 128.04- |
| | **Net (Check Amount)** | | **931,912.73** |

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Bellevue Union School District

Consent Calendar for Board Meeting of June 30, 2021

6. Consent Calendar
   - 6.1. Surplus Technology Equipment
   - 6.2. Surplus Maintenance Vehicles
   - 6.3. Agreement between BUSD and North Coast School of Education (NCSOE) for Credentialing Services 2021-22
   - 6.4. Service Agreement with Red Light Learning for Translation Services for 2021-22
   - 6.5. Board Meeting Minutes
     - 6.5.1. Special Board Meeting Minutes June 1, 2021
     - 6.5.2. Special Board Meeting Minutes May 27, 2021
     - 6.5.3. Regular Board Meeting Minutes May 18, 2021
   - 6.6. Interdistrict Requests 2020-21
   - 6.7. Interdistrict Requests 2021-22
   - 6.8. Personnel Activity Log

Recommended Action:
It is recommended that the Board of Trustees approve the agenda items on the Consent Calendar.

Supporting Documents:
Backup documentation for each item on the Consent Calendar.

Bellevue Union School District

Agenda Item for Board Meeting of June 30, 2021

Agenda Category: Consent

Agenda Item Title: Surplus of Old District Technology

Prepared By: Lawrence Black, Director of Technology

---

Background: BUSD is in the process of exchanging student technology with newly purchased computers. This equipment is damaged and is intended to be surplus to e-cycle.

Recommended Action:
Consent to Surplus materials

Supporting Documents:
Device List

| Asset Tag | Serial Number | Model | Type |
|---|---|---|---|
| 11513 | NXSHEAA006421230B47600 | Acer C720 | Chromebook |
| 9959 | NXSHEAA0064330D8067600 | Acer C720 | Chromebook |
| 7230 | NXSHEAA006348010C37600 | Acer C720 | |
| 7304 | NXSHEAA006348010967600 | Acer C720 | Chromebook |
| 7408 | NXSHEAA00640404ED37600 | Acer C720 | Chromebook |
| 7421 | NXSHEAA00640404F1B7600 | Acer C720 | Chromebook |
| 7429 | NXSHEAA00640404F257600 | Acer C720 | Chromebook |
| 7937 | NXSHEAA0064281D44A7600 | Acer C720 | Chromebook |
| 8061 | NXSHEAA006438078147600 | Acer C720 | Chromebook |
| 8022 | NXSHEAA006348010A97600 | Acer C720 | Chromebook |
| 8199 | NXSHEAA0064330D7E97600 | Acer C720 | Chromebook |
| 7567 | NXSHEAA00640709FD37600 | Acer C720 | Chromebook |
| 7535 | NXSHEAA0064070A0277600 | Acer C720 | Chromebook |
| 7872 | NXSHEAA006428231597600 | Acer C720 | Chromebook |
| 10031 | NXSHEAA00642121D1E7600 | Acer C720 | Chromebook |
| 7997 | NXSHEAA0064330D6F77600 | Acer C720 | Chromebook |
| 7923 | C2NG1K7G086 | Apple | Laptop |
| 5560 | DDMPHV47MDFHW | Apple | iPads |
| 5624 | DMPHW4HSDFHW | Apple | iPads |
| 5578 | DMQHW9VHDFHW | Apple | iPads |
| 5414 | DMQHVJLLDFHW | Apple | iPads |
| 5416 | DMQHV9U9DFHW | Apple | iPads |
| 8005 | DKWKC46ZDFHW | Apple | iPads |
| 5415 | DMPHW7B3DFHW | Apple | iPads |
| 5768 | DYTHVHMKDFHW | Apple | iPads |
| 5971 | DMQHWCHDDFHW | Apple | iPads |
| 5785 | DYTHVK7FDFHW | Apple | iPads |
| 6059 | DYTHWDZWDKPH | Apple | iPads |
| 6087 | DYTHWFWCDKPH | Apple | iPads |
| 5693 | DYTHVH5CDFHW | Apple | iPads |
| 6094 | DYTHWFW9DKPH | Apple | iPads |

| Asset Tag | Serial Number | Model | Type |
|---|---|---|---|
| 6061 | DYTHWEL0DKPH | Apple | iPads |
| 5669 | DMQHP0T9DKPH | Apple | iPads |
| 5390 | DMPHWREWDFHW | Apple | iPads |
| 5401 | DMQHWJR4DFHW | Apple | iPads |
| 5677 | DYTHVJXEDFHW | Apple | iPads |
| 5411 | DMQHVKNPDFHW | Apple | iPads |
| 5786 | DYTHVJCYDFHW | Apple | iPads |
| 5412 | DMQHVL7CDFHW | Apple | iPads |
| 5429 | DMPHW7X7DFHW | Apple | iPads |
| 5413 | DMQHVLK8DFHW | Apple | iPads |
| 5551 | DMQHWDPFDFHW | Apple | iPads |
| 5417 | DMPHW6UADFHW | Apple | iPads |
| 5395 | DNQHWHH2DFHW | Apple | iPads |
| 5638 | DMQHWXGBDFHW | Apple | iPads |
| 6093 | DYTHWDT8DKPH | Apple | iPads |
| 6085 | DYTHWEC1DKPH | Apple | iPads |
| 5637 | DMQHWLP2DFHW | Apple | iPads |
| 6096 | c02hxh3qdv33 | Apple | Macbook Pro |
| 6069 | c02hxhxhxsdv33 | Apple | Macbook Pro |
| 6971 | c02l5125fh51 | Apple | MacAir |
| 6989 | c02l50k6fh51 | Apple | MacAir |
| 6973 | c02l50fpfh51 | Apple | MacAir |
| 6969 | c02l512efh51 | Apple | MacAir |
| 6990 | c02l50fefh51 | Apple | MacAir |
|  | c02l33wqf5n7 | Apple | MacAir |
| 6988 | c02l512cfh51 | Apple | MacAir |
|  | C02L50FBFH51 | Apple | MacAir |
| 6976 | C02L50HCFH51 | Apple | MacAir |
| 6994 | C02L50HFFH51 | Apple | MacAir |
| 7970 | E60KCY188694 | Asus K010 | Chromebook |

| Asset Tag | Serial Number | Model | Type |
|---|---|---|---|
| 7633 | E60KCY188614 | Asus K010 | Chromebook |
| 7632 | E60KCY188843 | Asus K010 | Chromebook |
| 7985 | E60KCY188622 | Asus K010 | Chromebook |
| 7983 | E60KCY188742 | Asus K010 | Chromebook |
| 7977 | E60KCY188503 | Asus K010 | Chromebook |
| 7991 | E60KCY188509 | Asus K010 | Chromebook |
| 7979 | E60KCY188178 | Asus K010 | Chromebook |
| 7967 | E60KCY188177 | Asus K010 | Chromebook |
| 7969 | E60KCY188211 | Asus K010 | Chromebook |
| 7978 | E60KCY188512 | Asus K010 | Chromebook |
| 7972 | E60KCY188480 | Asus K010 | Chromebook |
| 7965 | E60KCY188676?????? | Asus K010 | Chromebook |
| 7962 | E60KCY188196 | Asus K010 | Chromebook |
| 7963 | E60KCY188189 | Asus K010 | Chromebook |
| 7964 | E60KCY188676?????? | Asus K010 | Chromebook |
| 7976 | E60KCY188818 | Asus K010 | Chromebook |
| 7984 | E60KCY188588 | Asus K010 | Chromebook |
| 7975 | E60KCY188676 | Asus K010 | Chromebook |
| 7966 | E60KCY189041 | Asus K010 | Chromebook |
| 7994 | F3NKCY015910 | Asus K010 | Chromebook |
| 9631 | 9KHF2D2 | Dell 3120 | Chromebook 11 |
| 9629 | FCFF2D2 | Dell 3120 | Chromebook 11 |
| 9623 | 56JF2D2 | Dell 3120 | Chromebook 11 |
| 9645 | 4RFF2D2 | Dell 3120 | Chromebook 11 |
| 11438 | JGRZKD2 | Dell 3120 | Chromebook 11 |
| 9982 | FJMJ4H2 | Dell 3120 | Chromebook 11 |
| 10209 | 7M054H2 | Dell 3120 | Chromebook 11 |
| 11487 | JLN44H2 | Dell 3120 | Chromebook 11 |
| 7993 | | dell | Chromebook |
| 10070 | 2LGPLD2 | Dell 3120 | Chromebook 11 |

| Asset Tag | Serial Number | Model | Type |
|---|---|---|---|
| 9634 | 7QFF2D2 | Dell 3120 | Chromebook 11 |
| 7995 | 99VKC32 | Dell 3120 | Chromebook |
| 10073 | FBHF2D2 | Dell Chromebook 11 | Chromebook 11 |
| | 821TLC1 | Dell XPS 410 | Desktops |
| 10258 | 5CD721288R | HP  G3/G4/G4 EE | Chromebook |
| 10378 | 5CD7213KND | HP  G3/G4/G4 EE | Chromebook |
| 10381 | 5CD72129YT | HP  G3/G4/G4 EE | Chromebook |
| 10394 | 5CD721410W | HP  G3/G4/G4 EE | Chromebook |
| 10320 | 5CD721287D | HP  G3/G4/G4 EE | Chromebook |
| 10302 | 5CD721288T | HP  G3/G4/G4 EE | Chromebook |
| 10114 | 5CD721289D | HP  G3/G4/G4 EE | Chromebook |
| 3940 | MXL0290BXD | HP 6005 Pro | Desktops |
| 3947 | MXL0290BXG | HP 6005 Pro | Desktops |
| 3943 | MXL0290BXQ | HP 6005 Pro | Desktops |
| 3948 | MXL0290BXR | HP 6005 Pro | Desktops |
| 3958 | MXL0290BXT | HP 6005 Pro | Desktops |
| 10002 | MXL0461C79 | HP 6005 Pro | Desktops |
| 3946 | MXL0290BXW | HP 6005 Pro | Desktops |
| 3949 | MXL0290BXV | HP 6005 Pro | Desktops |
| 3956 | MXL0290BXK | HP 6005 Pro | Desktops |
| 3952 | MXL0290BXB | HP 6005 Pro | Desktops |
| | MXL2502CVL | HP 6005 Pro | Desktops |
| | MXL0290BX8 | HP 6005 Pro | Desktops |
| | MXL0290BXC | HP 6005 Pro | Desktops |
| | MXL0290BTY | HP 6005 Pro | Desktops |
| | MXL0290BV1 | HP 6005 Pro | Desktops |
| | MXL0290BV5 | HP 6005 Pro | Desktops |
| 5144 | MXL0290BTJ | HP 6005 Pro | Desktops |
| 6188 | MXL0290BWT | HP 6005 Pro | Desktops |
| 5145 | MXL0290BTT | HP 6005 Pro | Desktops |

| Asset Tag | Serial Number | Model | Type |
|---|---|---|---|
| 5142 | MXL0290BTR | HP 6005 Pro | Desktops |
| 5148 | MXL0290BTP | HP 6005 Pro | Desktops |
| 5147 | MXL0290BTQ | HP 6005 Pro | Desktops |
| 10089 | 5CD721286B | HP Chromebook G4 | Chromebook |
| 4854 | MXL72908LX | HPCompaq | Desktops |
| 8719 | LR03YA14 | Lenovo N21 | Chromebook |
| 8321 | LR03YAB7 | Lenovo N21 | Chromebook |
| 8682 | LR03YA1Z | Lenovo N21 | Chromebook |
| 9659 | LR05N9DC | Lenovo N21 | Chromebook |
| 8612 | LR03Y7WL | Lenovo N21 | Chromebook |
| 8579 | LR0428WE | Lenovo N21 | Chromebook |
| 8622 | LR03YA4P | Lenovo N21 | Chromebook |
| 8423 | LR0428VF | Lenovo N21 | Chromebook |
| 8682 | LR03YA1Z | Lenovo N21 | Chromebook |
| 8321 | LR03YAB7 | Lenovo N21 | Chromebook |
| 8719 | LR03YA14 | Lenovo N21 | Chromebook |
| 9659 | LR05N9DC | Lenovo N21 | Chromebook |
| 8403 | LR0428UB | Lenovo N21 | Chromebook |
| 8846 | LR0429DC | Lenovo N21 | Chromebook |
| 8712 | LR03YA2K | Lenovo N21 | Chromebook |
| 8341 | LR03YAER | Lenovo N21 | Chromebook |
| 8683 | LR03YA4T | Lenovo N21 | Chromebook |
| 6596 | LR04988T | Lenovo N21 | Chromebook |
| 8798 | LR04296H | Lenovo N21 | Chromebook |
| 8483 | LR0428XT | Lenovo N21 | Chromebook |
| 8494 | LR0416EZ | Lenovo N21 | Chromebook |
| 8778 | LR04298D | Lenovo N21 | Chromebook |
| 8804 | LR0428TQ | Lenovo N21 | Chromebook |
| 9702 | LR04EK45 | Lenovo N21 | Chromebook |
| 8328 | LR03YAM6 | Lenovo N21 | Chromebook |

| Asset Tag | Serial Number | Model | Type |
|---|---|---|---|
| 8302 | LR03YAHY | Lenovo N21 | Chromebook |
| 8673 | LR0416G3 | Lenovo N21 | Chromebook |
| 8340 | LR03YAK1 | Lenovo N21 | Chromebook |
| 8436 | LR0428X3 | Lenovo N21 | Chromebook |
| 8454 | LR0416JV | Lenovo N21 | Chromebook |
| 8354 | LR03YA2P | Lenovo N21 | Chromebook |
| 8501 | LR0429E6 | Lenovo N21 | Chromebook |
| 8923 | LR0429HF | Lenovo N21 | Chromebook |
| 10081 | LR0498C9 | Lenovo N21 | Chromebook |
| 8617 | LR03YA4H | Lenovo N21 | Chromebook |
| 8515 | LR0416EX | Lenovo N21 | Chromebook |
| 6784 | HY3A91JD521783A | Samsung XE303C12 | Chromebook |
| 6792 | HY3A91KD524848Z | Samsung XE303C12 | Chromebook |
| 6755 | HY3A91KD524636J | Samsung XE303C12 | Chromebook |
| 6776 | HY3A91KD524671N | Samsung XE303C12 | Chromebook |
| 6760 | HY3A91KD524867F | Samsung XE303C12 | Chromebook |
| 6740 | HY3A91JD521776N | Samsung XE303C12 | Chromebook |
| 6732 | HY3A91JD521665P | Samsung XE303C12 | Chromebook |
| 6810 | HY3A91KD435803R | Samsung XE303C12 | Chromebook |
| 6762 | HY3A91JD521751W | Samsung XE303C12 | Chromebook |
| 6731 | HY3A91JD521686N | Samsung XE303C12 | Chromebook |
| 6791 | HY3A91JD521588P | Samsung XE303C12 | Chromebook |
| 6889 | HY3A91KD435816R | Samsung XE303C12 | Chromebook |
| 6756 | HY3A91JD521743H | Samsung XE303C12 | Chromebook |
| 6726 | HY3A91JD521775K | Samsung XE303C12 | Chromebook |
| 6801 | HY3A91KD435744N | Samsung XE303C12 | Chromebook |
| 6775 | HY3A91JD521794E | Samsung XE303C12 | Chromebook |
| 6809 | HY3A91KD435900A | Samsung XE303C12 | Chromebook |
| 6777 | HY3A91JD521677L | Samsung XE303C12 | Chromebook |
| 6890 | HY3A91KD435883Z | Samsung XE303C12 | Chromebook |

| Asset Tag | Serial Number | Model | Type |
|---|---|---|---|
| 6759 | HY3A91JD521754L | Samsung XE303C12 | Chromebook |
| 6783 | HY3A91JD521746M | Samsung XE303C12 | Chromebook |
| 6758 | HY3A91MD518992K | Samsung XE303C12 | Chromebook |
| 6790 | HY3A91JD521830F | Samsung XE303C12 | Chromebook |
| 6729 | HY3A91MD519150E | Samsung XE303C12 | Chromebook |
| 6892 | HY3A91KD435815J | Samsung XE303C12 | Chromebook |
| 6728 | HY3A91JD521623T | Samsung XE303C12 | Chromebook |
| 6893 | HY3A91KD435910F | Samsung XE303C12 | Chromebook |
| 6730 | 91ND527099H | Samsung XE303C12 | Chromebook |
| 6727 | HY3A91JD521851J | Samsung XE303C12 | Chromebook |
| 6934 | HY3A91ND527449 | Samsung XE303C12 | Chromebook |
| 6925 | HY3A91JD522558 | Samsung XE303C12 | Chromebook |
| 6949 | HY3A91MD518852 | Samsung XE303C12 | Chromebook |
| 6932 | HY3A91JD522784 | Samsung XE303C12 | Chromebook |
| 6945 | HY3A91ND527566 | Samsung XE303C12 | Chromebook |
| 6931 | HY3A91ND527591 | Samsung XE303C12 | Chromebook |
| 6933 | HY3A91JD521942 | Samsung XE303C12 | Chromebook |
| 6983 | HY3A91ND527552 | Samsung XE303C12 | Chromebook |
| 6982 | HY3A91ND527631 | Samsung XE303C12 | Chromebook |
| 6922 | HY3A91ND526761 | Samsung XE303C12 | Chromebook |
| 6960 | HY3A91ND527373 | Samsung XE303C12 | Chromebook |
| 7058 | HY3A91MD613549P | Samsung XE303C12 | Chromebook |
| 8596 | LR03Y7WT | Lenovo N21 | Chromebool |

Bellevue Union School District

Agenda Item for Board Meeting of June 30, 2021

Agenda Category: Consent

Agenda Item Title: Surplus Maintenance Vehicles

Prepared By: Roger Farrell, Director of Maintenance & Operations

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Background: The BUSD service vehicle fleet is in need of updating due to age, condition and the prohibitive cost to repair thus exceeding their use for the District.

- 1989 Chevrolet Van G20 ¾ ton
    - According to J.D. Power NADA Guides the van is valued at $1,625.00. However, the van needs a significant amount of body work and other interior and vehicle operation repairs.
- 1999 Ford F250 Super Duty Crew Cab Truck
    - According to J.D. Power NADA Guides the van is valued at $3,622.00. However, it is currently not passing smog and requires a catalytic converter replacement and possibly other work to have it pass smog. The estimated cost for initial repairs are in excess of $2,000.00.

BUSD will dispose of these without cost to the District.

Recommended Action:
Approval of Surplus of Maintenance Vehicles

Supporting Documents:
J.D. Power NADA Guides

Did you know J.D. Power's industry-leading valuations data drives NADAguides.com? Learn more

J.D. POWER | NADA GUIDES SINCE 1933

NADAguides Price Report 6/23/2021

# 1989 Chevrolet G20 Van

## 3/4 Ton Van

## Values

### Original MSRP

| | |
|---|---|
| Base Price | $12,210 |
| | **$12,210** |

### Low Retail

| | |
|---|---|
| Base Price | $1,525 |
| Options | $100 |
| | **$1,625** |

### Average Retail

| | |
|---|---|
| Base Price | $2,775 |
| Options | $225 |
| | **$3,000** |

### High Retail

| | |
|---|---|
| Base Price | $3,800 |
| Options | $325 |
| | **$4,125** |

**Change Options**

**Original MSRP**
Manufacturer Suggested Retail Price

**Low Retail Value**
This vehicle would be in mechanically functional condition, needing only minor reconditioning. The exterior paint, trim and interior would show normal wear, needing only minor reconditioning. May also be a deteriorated restoration or a very poor amateur restoration. Most usable 'as-is'. This column does **not** represent a 'parts car' or a non-running vehicle.
**Note: Some of the vehicles in this publication could be considered 'Daily Drivers' and are not valued as a classic vehicle. When determining a value for a daily driver, it is recommended that the subscriber use the low retail value.**

**Average Retail Value**
This vehicle would be in good condition overall. It could be an older restoration or a well-maintained original vehicle. Completely operable. The exterior paint, trim and mechanics are presentable and serviceable inside and out. A "20-footer".

**High Retail Value**
This vehicle would be in excellent condition overall. It could be a completely restored or an extremely well-maintained original vehicle showing very minimal wear. The exterior paint, trim and mechanics are not in need of reconditioning. The interior would be in excellent condition. Some vehicles may be considered "matching numbers" vehicles.

**Note:** This column does **not** represent a "100 Point" or "# 1" vehicle*.

* A "100 Point" or "# 1" vehicle is not driven. It would generally be in a museum or transported in an enclosed trailer to concours judging and car shows. This type of car would be stored in a climate regulated facility.

Did you know J.D. Power's industry-leading valuations data drives NADAguides.com? Learn more

J.D. POWER | NADA GUIDES SINCE 1933 NADAguides Price Report 6/23/2021

# 1999 Ford F250 Super Duty Crew Cab XL

## 3/4 Ton Pickup 2WD V10

## Values

### Original MSRP

| | |
|---|---|
| Base Price | N/A |
| | **N/A** |

### Low Retail

| | |
|---|---|
| Base Price | $3,450 |
| Options | 5% |
| | **$3,622** |

### Average Retail

| | |
|---|---|
| Base Price | $5,625 |
| Options | 5% |
| | **$5,906** |

### High Retail

| | |
|---|---|
| Base Price | $8,950 |
| Options | 5% |
| | **$9,397** |

**Change Options**

**Original MSRP**
Manufacturer Suggested Retail Price

**Low Retail Value**
This vehicle would be in mechanically functional condition, needing only minor reconditioning. The exterior paint, trim and interior would show normal wear, needing only minor reconditioning. May also be a deteriorated restoration or a very poor amateur restoration. Most usable 'as-is'. This column does **not** represent a 'parts car' or a non-running vehicle.
**Note: Some of the vehicles in this publication could be considered 'Daily Drivers' and are not valued as a classic vehicle. When determining a value for a daily driver, it is recommended that the subscriber use the low retail value.**

**Average Retail Value**
This vehicle would be in good condition overall. It could be an older restoration or a well-maintained original vehicle. Completely operable. The exterior paint, trim and mechanics are presentable and serviceable inside and out. A "20-footer".

**High Retail Value**
This vehicle would be in excellent condition overall. It could be a completely restored or an extremely well-maintained original vehicle showing very minimal wear. The exterior paint, trim and mechanics are not in need of reconditioning. The interior would be in excellent condition. Some vehicles may be considered "matching numbers" vehicles.

**Note:** This column does **not** represent a "100 Point" or "# 1" vehicle*.

* A "100 Point" or "# 1" vehicle is not driven. It would generally be in a museum or transported in an enclosed trailer to concours judging and car shows. This type of car would be stored in a climate regulated facility.

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North Coast School of Education

# Memorandum of Understanding
# Between
# Sonoma County Superintendent of Schools as the Local Educational Agency
# For the North Coast School of Education Programs,
# Participating County Offices of Education,
# and
# Participating School Districts and Employing Agencies

## A. General

This Memorandum of Understanding (MOU) is between the Sonoma County Superintendent of Schools, serving as the Local Education, Agency (LEA) for the North Coast Teacher Induction Program, "Be A Teacher" Intern, Intern Support & Supervision Program, Designated Subjects Program (collectively "Program") and the County Offices of Education, districts, schools, employing agencies, and independent charter schools (collectively "District") signing below. The term of this MOU commences on **July 1, 2021**, and terminates on **June 30, 2022**.

## B. Purpose

The purpose of the MOU is to establish a formal working relationship between the parties. The Program will provide and coordinate services and support to guide Candidates in meeting California credential requirements through the state-accredited Teacher Induction Credential Programs: General Education Clear and Education Specialist Clear Credential Program, Designated Subjects Credential Programs: Career Technical Education (CTE), Adult Education (AE), and the university-based Intern Program and Be A Teacher Intern Program. Throughout this document, new teachers from all of the credential areas are referred to as "Candidates" and experienced teachers are referred to as "Mentors."

## C. Eligibility

Eligible "Candidates" are those hired within the NCSOE regional "Consortium" defined as the following counties: Del Norte, Humboldt, Lake, Marin, Mendocino, Napa, Nevada, Sonoma, and Trinity Counties. The following credential programs are available to "Candidates" within the Consortium;

- **Intern Program:** Candidates who have obtained an Intern Credential from an accredited partner university or Be A Teacher Intern Program.
- **Preliminary Credential Program:** Designated Subjects (CTE) and (AE) Candidates who meet the industry experience and pre-requisite CCTC requirements.
- **Clear Credential Program:** Candidates holding preliminary Multiple Subject, Single Subject, or Education Specialist Credential, Out of State and Out of Country trained teachers, and Designated Subjects (CTE) and (AE) Candidates.

**Note:** Adult Education, Career Technical Education, General Education, Special Education and Intern Candidates who are outside the Consortium *may* be eligible to participate in the Program components on a full fee-for-service basis. Candidates who hold a preliminary credential and need to obtain their Clear Credential who are beyond their first two years of teaching, and/or are teachers in Private Schools, are eligible to participate in the program components on a fee-for-service basis.

## D. LEA Responsibilities

1. Employ an Executive Director whose primary duty is to administer the Program and employ support staff whose primary duty is to support the administration of the Program.

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2. Provide sufficient and appropriate workspace for the Executive Director, Regional Director, Program support staff, Program Coordinators, Curriculum Specialist, Registrar and Credential Advisors.
3. Provide office support services for the Consortium, including, but not limited to, mail service, phone, fax, Internet services, technology support, and meeting space for Program activities.
4. Provide business and legal services required for Program implementation for the region.
5. Develop and establish procedures for Program evaluation through the California Commission on Teacher Credentialing (CCTC) Accreditation Cycle. Submit Preconditions, Common Standards, Program Review state reports, and required fees in a timely manner.
6. Provide a process for equitable distribution of mentoring, support, formative assessment, and credential services to Candidates and Mentors in all participating Districts and COEs within the region.
7. Convene Program Regional Advisory Board meetings a minimum of two times per year, District Coordinators' meetings two times per year, and Regional Leadership Team meetings a minimum of five times per year.
8. Develop and provide personalized, professional learning for Candidates and their Mentors to be held in multiple locations within the geographical region served by the parties.
9. Assume overall fiscal responsibility for the administration of the program budget, including submission of year-end expenditure reports and any other documentation required by CCTC and/or CDE in relation to the Program.
10. Establish a Budget Agreement and reporting requirements for the transfer of funds to Districts. The amount of funds distributed shall be based on the *actual* number of eligible Candidates and Mentors who enrolled in each calendar year and who have completed program requirements (i.e., mentor stipends may be adjusted due to lack of completion).
11. Under direction of the Executive Director, program staff will evaluate Candidate participation to determine if Candidates are accessing professional development offerings for the purpose of determining needed cost adjustments on behalf of participating Districts.

**E. County Offices of Education/Lead Districts**

1. Appoint a liaison to serve on the Program Regional Advisory Board. The liaison should be a designee authorized by the County Superintendent of Schools, the Dean of Education, and/or the District Superintendent to fulfill the roles and responsibilities assigned to him or her. The liaison supports the Program by providing ongoing updates, communication, feedback for future planning and information to county office personnel, university staff, and district superintendents. The liaison also receives program updates to share out with their colleagues.
2. Assign one or more credential analyst(s) to work directly with Program staff to assist in identifying Candidates who are eligible for Program services as described by state guidelines and to assist school district staff in identifying eligible Candidates.
3. Provide meeting and conference rooms at no charge to the Program.
4. Provide the County Program Coordinator with office and/or storage space, computer and fax access, telephone services, and limited mailing, photocopying and office supplies as needed.
5. Provide for those Candidates enrolled in the Teacher Induction Program, provide collaborative employer input in the Candidates' development of an ***Individual Learning Plan*** *(ILP)* within the first 60-days of hire and in program evaluation including administrative mid-year survey, end-of-year surveys, and CCTC Accreditation. Employer understand that the ILP is used to guide professional development and not for the purpose of teacher evaluation or employment decisions.

**F. District Responsibilities**

1. Appoint a District Coordinator whose assignment includes dedicated time to fulfill the District Coordinator Roles and Responsibilities.

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2. Identify all Candidates (Permit Holder, Intern, Induction, Designated Subjects) upon hire who are eligible for Program services as described by state guidelines.
3. Communicate to all site administrators the Program requirements, including release time to participate in required observations (2-4 days), program work and employer input in the Candidates' development of an *Individual Learning Plan (ILP)* within the first 60-days of hire. Employer understands that the ILP is used to guide professional development and not for the purpose of teacher evaluation or employment decisions.
4. Provide Candidates release time for observations and one-to-one consultations with the Mentor as described in the District Roles and Responsibilities.
5. Make every effort to assign Candidates to classrooms appropriate to their novice status, avoiding whenever possible, combination classrooms, secondary assignments with multiple preps, teaching assignments at multiple sites, and multiple adjunct duties.
6. Provide newly-hired teachers with a District Orientation.
7. Ensure that Interns do not displace certificated employees and are evaluated on an annual basis.
8. Ensure that all Interns receive protected time for employer–provided support in weekly course planning, coaching within the classroom, problem-solving regarding students, curriculum and teaching. A District shall give special supervision and assistance to each intern above and beyond that given to other newly employed certificated and newly employed school personnel. A District shall seek the assistance of the college, university or Be A Teacher Intern Program in coordinating the program for the intern. *(Education Code 44465)*
9. For Interns who have not yet completed the EL preparation, the district must assign the on-site Mentor or other designated individual, within the first 10 days of serving as a teacher of record on the intern credential.
10. Assign a qualified Mentor to each eligible Candidate within 30 days of enrollment in the Program who meets the Commission's identified criteria of a valid corresponding Clear or Life Credential, three (3) years successful teaching experience, and English learner authorization. Pair Candidates with Mentors who most closely match their teaching assignment, including grade level and subject matter, and their credential. NCSOE can, upon request, provide a Virtual Mentor for those districts unable to find suitable matches for current program participants. An Addendum to this MOU will be provided, upon request.
11. Utilize defined selection criteria to identify high-quality, experienced teachers to serve as Mentors for Candidates. Mentors must demonstrate effective coaching, interpersonal and communication skills and:
    - Display best practices in providing "just in time" (as needed) and longer term analysis of teaching practice to help Candidates develop enduring professional skills.
    - Are committed to attend coaching/mentor trainings, meetings and to meet weekly with Candidates;
    - Display willingness to work collaboratively with colleagues and regional NCSOE staff;
    - Embrace a positive attitude and disposition towards students and teaching;
    - Develop a sustained and thoughtful collegial relationship with Candidates;
    - Demonstrate leadership skills, curriculum expertise, and knowledge of district resources;
    - Serve as a role model for the teaching profession.
12. Provide Mentors compensated time to participate in the Program Mentor training on observation protocol, learning-focused conversations, "just-in-time" coaching and one-to-one consultations with Candidates(s) as described in the District Roles and Responsibilities.
13. Facilitate the distribution of Program funds to Mentors and District Coordinators for compensation.
14. Participate in the Program evaluation and the CCTC Accreditation Cycle, as needed.

### G. Districts Fiscal Responsibilities and Terms

1. Credential Services are provided on a Fee-for-Service basis. In 2021/2022, the Fee will be $3,500.00 per clear credential Candidate, Intern and Permit Holder registered in the Program. Refer to the current Fee-for-Service schedule for additional credentialing services provided. Districts will be invoiced for each individual request for credential services. It is expected that invoices be paid promptly upon receipt or as agreed upon by both parties.
2. District candidate participation will be monitored to evaluate if participating District Candidates have accessed

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professional development offering to determine if a program cost adjustment on behalf of the District is necessary.

3. Funds will be credited to districts to offset the costs of the Mentor stipends at the rate of $1,250 per eligible Clear Credential Candidate (includes Multiple Subject, Single Subject, Education Specialist, or Designated Subjects - CTE and AE) enrolled in the Program. Districts will receive $1,250 per eligible Intern teacher and Permit Holder. (Mentor stipends are pro-rated when partial services are rendered.) Should the district contract with NCSOE for Virtual Mentor Services, the Mentor stipends will be processed according to the Addendum agreement.
4. Funds will also be credited to districts to offset the costs of the District Coordinator's stipend, prorated, depending on the total number of new teachers as identified through the Program/District Roster. District Coordinator compensation is at a rate of $100.00 per Candidate.
5. Private school, out-of-consortium partners, and districts accessing the NCSOE Virtual Mentor Services will receive a budget addendum describing the full fee-for-service costs.
6. The District is responsible to facilitate the distribution of Funds to Mentors and District Coordinators for compensation.

**H. Other Terms and Conditions**

All products and materials developed by the Program are the exclusive property of the LEA. District and COE employees, staff, and subcontractors shall not have the right to disseminate, market, or otherwise use the products or materials without the expressed written permission of the LEA designee.

As between the Parties hereto, it is understood and agreed that:

1. Candidates Employment Status:
   Candidates are and shall remain District employees for any and all purposes throughout the term of this Agreement. Candidates shall not be considered an employee, agent, representative, nor independent contractor of LEA for any purpose whatsoever.

2. Indemnification:
   District shall assume full responsibility for its employees. District agrees to hold and save LEA harmless from and against any claim, demand, action or cause of action that may be asserted by any District Program participant arising out of injury or death suffered by any District employee Program participants, including, but not limited to, third party actions for injury or death otherwise covered under applicable workers' compensation laws and regardless of the sole or concurring negligence of LEA.

3. Maintenance of records:
   District agrees to keep and maintain adequate and current written records in accordance with Program requirements during the term of this Agreement. The records will be in any format that may be specified by the State of California. The records will be available to LEA at all times.

4. Assignment:
   This Agreement shall not be assigned by District. Any such assignment shall be null and void.

5. Severability:
   The provisions of this Agreement are divisible; if any such provisions shall be deemed invalid or unenforceable, that provision shall be deemed limited to the extent necessary to render it valid and enforceable and the remaining provisions of this Agreement shall continue in full force and effect without being impaired or invalidated in any way.

6. 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. No waiver of any provision of this Agreement, or consent to any departure by either party from any provision shall be effective in any event unless it is in writing, designated a waiver and signed

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by the party waiving the breach. Such a waiver shall be effective only in the specific instance and for the purpose of which it is given.

7. Constructions and Governing Law:
   The captions used in connection with this agreement are for reference purposes only and shall not be construed as part of this Agreement. This agreement shall be governed by and construed in accordance with the laws of the State of California.

8. Entire Agreement:
   This Agreement supersedes all prior agreements, understandings, and communications between LEA and District, whether written or oral, express or implied, relating to the subject matter of this agreement and is intended as a complete and final expression of the terms of the agreement between LEA and District and shall not be changed or subject to change orally. The parties further agree and acknowledge that neither they nor anyone on their behalf made any inducements, agreements, promises, or representations other than those set forth in this Agreement.

9. Third Parties:
   Except as otherwise explicitly provided herein, nothing in this agreement, whether expressed or implied, is intended to confer any rights or remedies under or by reason of this agreement on any other persons other than the Parties and their respective successors and assigns, nor is anything in this agreement intended to relieve or discharge the obligation or liability of any third persons to any Party, nor shall any provision give any third parties any right of subrogation or action over or against any of the Parties hereto. This Agreement is not intended to and does not create any third-party beneficiary rights whatsoever.

10. Relationship of the Parties:
    No joint venture, partnership, agency or employment relationship is created by this agreement. No Party shall act as an agent or partner of any other Party or make any commitments for or create any obligations of any other Party except as provided herein without such other Party's prior written consent.

11. Compliance with the Family Educational Rights and Privacy Act ("FERPA"):
    In addition to the foregoing obligations, if Dominican provides SCOE/NCSOE with any legally confidential information including but not limited to confidential personnel information or "personally identifiable information" from student education records as defined by the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, and the implementing regulations in Title 34, Part 99 of the Code of Federal Regulations ("FERPA"), HOST AGENCY hereby certifies that collection of this information from Dominican is necessary for the performance of the SCOE/NCSOE'S duties and responsibilities on behalf of Dominican under this Agreement. SCOE/NCSOE further agrees to handle information protected by FERPA in the same manner it would protect the confidentiality of patient records and/or the personally identifiable information of its employees.

    The Parties will not discriminate against any employee, applicant or student enrolled in their respective programs because of age, creed, gender identity, national origin, race, sex, sexual orientation or any other basis protected by law.

12. Survival:
    The provisions of this Agreement shall survive the expiration of the Term and the termination of this Agreement. Amendments and Extensions to this MOU may be made only by written agreement signed by all parties.

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Authorized signatures below indicate understanding and acceptance of the terms of this Memorandum of Understanding.

**Authorized Signatures:**

**Sonoma County Superintendent of Schools as LEA**

Signature

Dr. Steven Herrington / Superintendent
Printed Name/Title

4.8.21
Date

**North Coast School of Education**

Signature

Jason A. Lea / Executive Director
Printed Name/Title

4/7/21
Date

**Participating Agency**

Name of District or County Office of Education: Bellevue Union School District

DS AR DS CK

DocuSigned by:
David Alexander
F9130FFB54834D3...
Signature

Superintendent
Printed Name/Title

6/23/2021
Date

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# North Coast School of Education
## Credentialing Services 2021-22

## Overview of Programs

*Building and Supporting Relationships, Equity and Student Success through Personalized Professional Learning*

- **North Coast Teacher Induction**
- **Designated Subjects Program**
- **"Be A Teacher" Intern Program**
- **University-Partnered Intern Support & Supervision**
- **Permit Holder Professional Development**

Accredited with the Commission on Teacher Credentialing, the North Coast School of Education (NCSOE) provides:

- **A Mentor**, a trained experienced teacher, who supports the professional growth of their new teacher through weekly meetings and coaching sessions.

  ***NCSOE now offers Virtual Mentors*** *to districts/schools who are having difficulty finding Mentors on site to support their new teachers. Learn more by contacting NCSOE at (707) 524-2818 or ncsoe@scoe.org.*
- **Professional learning opportunities** that provide tools and skills that enhance and deepen the participant's understanding with "take aways" that can be immediately applied to the the classroom and mentoring setting
- **Program materials and resources** that guide best practices for teacher success
- **A credential recommendation** for Intern, Preliminary, or Clear credentials upon sucessful program and credential requirement completion
- **District Coordinator funding** ($100 per participant) for management of online NCSOE Roster and new teacher support

### NCSOE's Mentoring-Based System

Mentors play a critical role in guiding beginning teachers through the process of deepening their teaching practice. To support each Mentor's professional growth, NCSOE offers standards-based training throughout the year that is grounded in theoretical research. Using a Mentoring-Based System, NCSOE guides Mentors through the process of developing and refining their mentoring and coaching skills.

## Fee for Service

### North Coast Teacher Induction

*Two-Year Induction Program*

- Districts, charter schools and non-public schools ..... $3,500 per year ***includes*** $1,250 Mentor stipend*
- Private schools, out of region charter schools and other small schools ..... $2,250 per year ***plus*** $1,250 for Mentor stipend*

### Designated Subjects Credential Program

*For New and Existing Credential Holders*

- New credential holder ..... $3,500 per year ***includes*** $1,250 Mentor stipend* (Two-year program. Includes program application fee.)
- Existing credential holder ..... $300

### Other Services

**Intern Support and Supervision** ..... **$3,500 per year**
*For "Be a Teacher" or Univerisity Partnered Interns* — ***includes*** $1,250 Mentor stipend*

**Permit Holder Professional Developement Series** ..... **$3,500 per year**
*For Provisional Intern Permit (PIP) and Short-Term Staff Permit (STSP) Holders* — ***includes*** $1,250 Mentor stipend*

**Teaching Permit For Statutory Leave Program (complete program)** ..... **$3,500 per year**
*For teachers who hold a Teaching Permit for Statutory Leave (TPSL)* — ***includes*** $1,250 Mentor stipend*

**TPSL Foundational Course (only)** ..... **$300**

**Education Specialist Level II Program (only)** ..... **$400**

**Equivalency Review** ..... **$300**

* Upon a Mentor s completion of all program requirements, districts, charter schools and non-public schools are funded back the $1,250 Mentor stipend at the end of the year so they can distribute it to the Mentor. Private schools, out of region charter schools or other small schools are required to pay the stipend directly to the Mentor, separate from the program services fee. Per MOU, SELPA Charter Schools are charged the full fee for service and do not receive Mentor funding.

Sonoma County Office of Education | North Coast School of Education
5340 Skylane Boulevard, Santa Rosa, CA 95403
(707) 524-2818 | ncsoe@scoe.org | www.ncsoe.org

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NORTH COAST
SCHOOL OF EDUCATION

Sonoma County
Office of Education

May 1, 2021

To: County Superintendents, District Superintendents, Chief Business Officers (CBO's), Assistant Superintendents, and Directors

From: Jason Lea, Executive Director

Re: North Coast School of Education Programs

Sonoma County Office of Education, as the Local Education Agency (LEA) for the NCSOE, is committed to providing relevant credentialing services throughout the region. NCSOE is continually working to develop research-based learning opportunities for all educators participating in our programs. We are committed to working collaboratively with our partner districts as thought partners to meet their individual district needs.

**Teacher Induction, Designated Subjects (CTE & AE), Intern Support & Supervision**
The North Coast Teacher School of Education (NCSOE) assists schools and districts in providing Teacher Induction, Designated Subjects and Intern Support & Supervision programs that meet both program and credentialing standards for the state of California. NCSOE provides credentialed teachers with specifically designed, standards-based professional development, mentoring and coaching, credentialing services, and technical assistance aligned to the California Standards for the Teaching Profession (CSTP) and Teacher Performance Expectations (TPE). New teachers design an Individual Development Plan (IDP)/Individual Learning Plan (ILP) aligned with district goals and work closely with a Mentor and site administrator who offer "just-in- time" coaching and longer-term analysis of teaching practice to help new teachers develop enduring professional skills.

**Fee for Service**
NCSOE operates as a "fee for service" model. This model continues to provide increased access to quality credentialing services and support for districts that are employing new teachers in the region. The program amount per participant includes the mentor payment of $1250 and the District Coordinator payment of $100 per Candidate/Intern/Permit Holder in the district. **Partner districts also have access to all the professional learning opportunities provided by NCSOE for all of the partner districts' teachers to attend.**

**Teacher Participants: $3,500** (per participant)

SCOE and NCSOE are committed to serving the districts of Sonoma County and our regional partners. Please feel free to reach out to us if you have particular professional learning needs we may assist you with.

Sincerely,

Jason Lea
Executive Director

Cc: Steven D. Herrington, Ph.D., Sonoma County Superintendent of Schools,
John Laughlin, Associate Superintendent-Human Resources

# *Red Light* Learning

June 23, 2021

## Independent Contractor Service Agreement

This is an AGREEMENT between the Bellevue Union School District, hereinafter called "District" and MaryLou Herrera, hereinafter called "Contractor" dba as *Red Light* Learning. The contractor agrees to provide the following services to the District Office in accordance with the terms and conditions listed below:

**Nature of services:** Translation Services

**Date(s) of service:** July 2021 –June 2022

**Estimated Total for the 2021-2022 School Year: $2,500.**

**Fee:** $35.00 per hour of work or fraction thereof

**Independent Contractor Business Name and Address:**

*Red Light* Learning
3718 Sundale Road
Lafayette, CA 94549
herrm@pacbell.net

# BUSD June 1, 2021 Board Meeting Minutes

1. Open Session 5:30 P.M.

    1.1. The Board Meeting of the Bellevue Union School District Board of Trustees was called to order at 5:35 by Trustee Adele Walker, Video Teleconference Streamed Live Via YouTube Live on the BUSD Homepage.

    1.2. Public Comment On Closed Session: N/A

2. Adjourn To Closed Session: 5:36 P.M.

    2.1. Closed Session Agenda
        2.1.1. Conference With Labor Negotiator §54957.6
            2.1.1.1. CSEA

3. Reconvene To Regular Session: 6:24 P.M.

    3.1. Flag Salute: Adele Walker led the flag salute.

    Members Present: Adele Walker, Jamie Padilla, Lisa Reyes, and David Alexander

    Members Absent: Stephanie Merrida-Grant, John Jarvis

    Late Arrivals: None

    Early Departures: None

    District Office Staff Present: David Alexander, Moriah Hart, Tracy Whitacker, Larry Black, Aracely Romo-Flores

    Others Present: See zoom screen shot

    3.2. Consider Agenda Adjustment NA

    3.3. Report on Closed Session NA

4. Public Comment: Suzanne Bethel: Counselor
Laurel Duncan: Counselor & BEA MOU
Wuelby Soriano: Counselor
Genevieve Walker: Counselor
Patricia Gomez: Counselor

5. Informational

    5.1. Planning Updates - David Alexander, Ed.D., Superintendent

6. Action

6.1. On a motion by Jamie Padilla, second by Lisa Reyes, the Board approved Expanded Learning Opportunity (ELO) Grant

Action: Approved

| | | |
|---|---|---|
| Vote | 3 | Ayes |
| | 0 | Noes |
| | 2 | Absent: Stephanie Merrida-Grant, John Jarvis |

6.2. Consent Calendar

6.2.1. Kids Hear Contract for School Nursing Services

On a motion by Lisa Reyes, second by Jamie Padilla, the Board approved the Consent calendar

Action:Approved

| | | |
|---|---|---|
| Vote | 3 | Ayes |
| | 0 | Noes |
| | 2 | Absent: Stephanie Merrida-Grant, John Jarvis |

7. Planning

| | | | |
|---|---|---|---|
| June 29, 2021 | Special Board Meeting (LCAP/Budget Hearing) | 5:30pm | To be live streamed on zoom, linked on the District's Homepage: www.busd.org |
| June 30, 2021 | Regular Board Meeting | 5:30pm | To be live streamed on zoom, linked on the District's Homepage: www.busd.org |

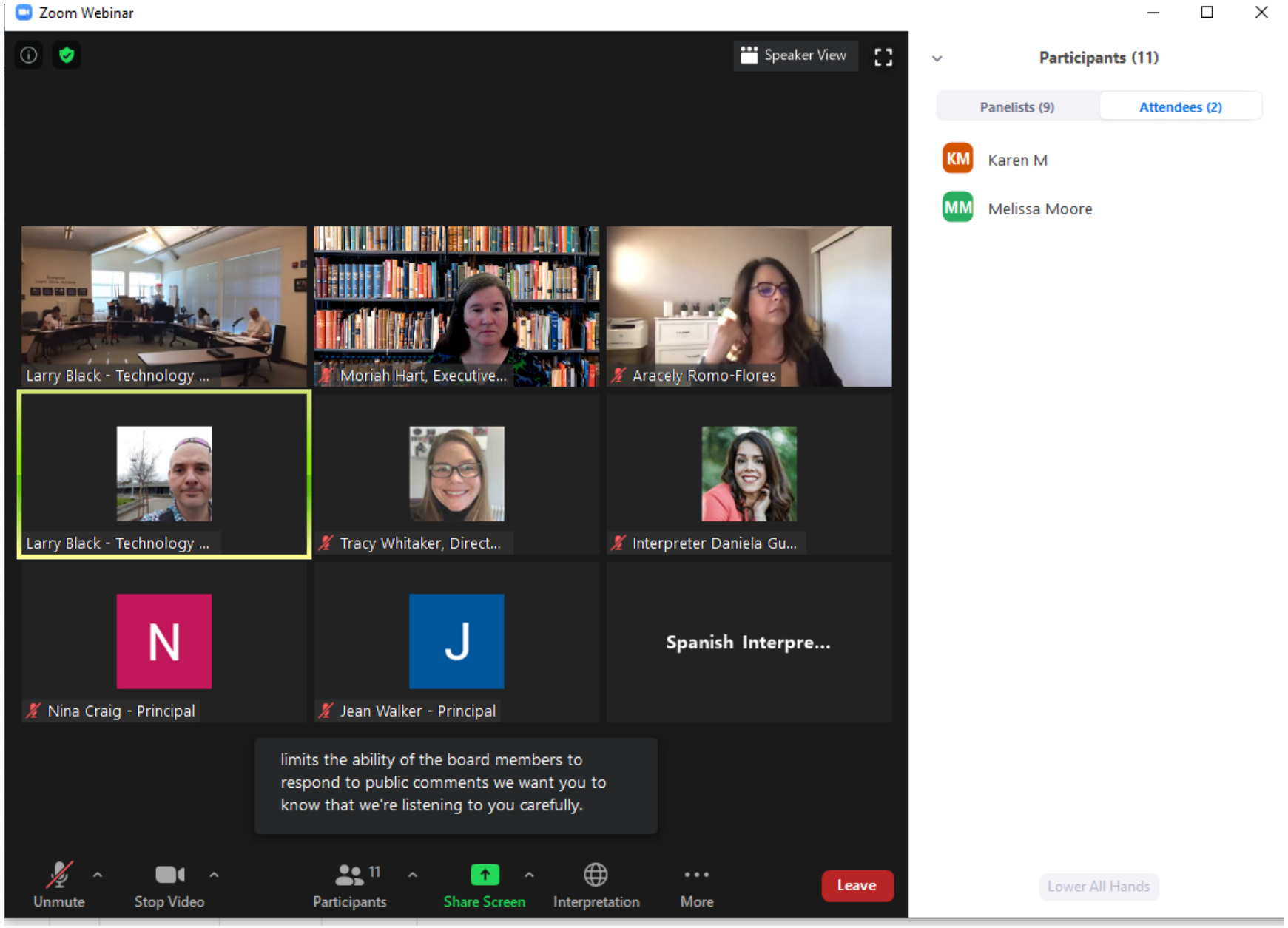
~~8. Returned to Closed Session~~

Open Session Adjournment Time: 7:04pm

Respectfully Submitted,

By David Alexander, Ed.D.
Secretary to the Board and
District Superintendent

Board Signature:_____ Date: _____


Zoom Webinar
Speaker View
Participants (11)
Panelists (9)
Attendees (2)
KM
Karen M
MM
Melissa Moore
Larry Black - Technology ...
Moriah Hart, Executive...
Aracely Romo-Flores
Larry Black - Technology ...
Tracy Whitaker, Direct...
Interpreter Daniela Gu...
N
Nina Craig - Principal
J
Jean Walker - Principal
Spanish Interpre...
limits the ability of the board members to respond to public comments we want you to know that we're listening to you carefully.
Unmute
Stop Video
11
Participants
Share Screen
Interpretation
More
Leave
Lower All Hands

# BUSD May 27, 2021 Board Meeting Minutes

1. Open Session 5:00 P.M.

   1.1. The Board Meeting of the Bellevue Union School District Board of Trustees was called to order at 5:07 by Trustee Adele Walker, Video Teleconference Streamed Live Via YouTube Live on the BUSD Homepage.

   1.2. Public Comment On Closed Session: N/A

2. Adjourn To Closed Session: 5:07 P.M.

   2.1. Closed Session Agenda

      2.1.1. Public Employee Performance Evaluation § 54957
         2.1.1.1. Superintendent

3. Reconvene To Regular Session: 7:42 P.M.

   3.1. Flag Salute: David Alexander led the flag salute.

   Members Present: Adele Walker, Stephanie Merrida-Grant, Jamie Padilla, Lisa Reyes, John Jarvis and David Alexander

   Members Absent: None

   Late Arrivals: None

   Early Departures: John Jarvis

   District Office Staff Present: David Alexander

   Others Present: Babs Kavanaugh

   3.2. Report on Closed Session NA

4. Planning

| | | | |
|---|---|---|---|
| June 1, 2021 | Special Board Meeting | 5:30pm | To be live streamed on zoom, linked on the District's Homepage: www.busd.org |
| June 29, 2021 | Special Board Meeting (LCAP/Budget Hearing) | 5:30pm | To be live streamed on zoom, linked on the District's Homepage: www.busd.org |

| | | | |
|---|---|---|---|
| June 30, 2021 | Regular Board Meeting | 5:30pm | To be live streamed on zoom, linked on the District's Homepage: www.busd.org |

Open Session Adjournment Time: 7:42 pm

Respectfully Submitted,

By David Alexander, Ed.D.
Secretary to the Board and
District Superintendent

Board Signature:_____ Date: _____

# BUSD May 18, 2021 Board Meeting Minutes

1. Open Session 5:30 P.M.

   1.1. The Board Meeting of the Bellevue Union School District Board of Trustees was called to order at 5:48 by Trustee Adele Walker, Video Teleconference Streamed Live Via YouTube Live on the BUSD Homepage.

   1.2. Public Comment On Closed Session: N/A

2. Adjourn To Closed Session: 5:40 P.M.

   2.1. Closed Session Agenda
   - 2.1.1. Public Employment §54957
   - 2.1.2. Public Employee Discipline/Dismissal/Release §54957

3. Reconvene To Regular Session: 6:05 P.M.

   3.1. Flag Salute: David Alexander led the flag salute.

   Members Present: Adele Walker, Jamie Padilla, Stephanie Merrida-Grant, John Jarvis and David Alexander

   Members Absent: Lisa Reyes

   Late Arrivals: Stephanie Merrida-Grant

   Early Departures: None

   District Office Staff Present: David Alexander, Moriah Hart, Chris Kim, Larry Black, Roger Farrell, Aracely Romo-Flores

   Others Present: See zoom screen shot

   3.2. Consider Agenda Adjustment NA

   3.3. Report on Closed Session On a vote of four to zero with one member absent the Board approved the unpaid suspension and termination of a classified employee.

4. Public Comment: None

5. Informational

   5.1. Planning Updates - David Alexander, Ed.D., Superintendent
   5.2. BUSD Summer School 2021 Update, Aracely Romo-Flores, Director of Curriculum and English Learner Services

6. Discussion

6.1. Returning Students to In-Person Learning by the First Day of School Year 2021-22

7. Action

7.1. On a motion by John Jarvis, second by Jamie Padilla, the Board approved the Amended COVID-19 Safety Plan (CSP)

Action: Approved

| | | |
|---|---|---|
| Vote | 4 | Ayes |
| | 0 | Noes |
| | 1 | Absent: Lisa Reyes |

7.2. On a motion by Stephanie Merrida-Grant, second by John Jarvis, the Board approved the Memorandum of Understanding Between Bellevue Union School District And CSEA regarding COVID-19

Action: Approved

| | | |
|---|---|---|
| Vote | 4 | Ayes |
| | 0 | Noes |
| | 1 | Absent: Lisa Reyes |

7.3. On a motion by John Jarvis, second by Jamie Padilla, the Board approved the Reclassification Criteria for English Learners

Action: Approved

| | | |
|---|---|---|
| Vote | 4 | Ayes |
| | 0 | Noes |
| | 1 | Absent: Lisa Reyes |

7.4. On a motion by Jamie Padilla, second by Stephanie Merrida-Grants, the Board approved the Tentative Agreement between Bellevue Union School District (BUSD) and the Bellevue Education Association (BEA) Resolving FY 2020/21, FY 2021/22 & FY 2022/23 Negotiations

Action: Approved

| | | |
|---|---|---|
| Vote | 4 | Ayes |

| | | |
|---|---|---|
| | 0 | Noes |
| | 1 | Absent: Lisa Reyes |

7.5. On a motion by John Jarvis, second by Stephanie Merrida-Grant, the Board approved the FY 2020/21 AB1200 Disclosure(s) as Required by Government Code Section 3547.5 and the California Code of Regulations Title V, Section 15449

Action: Approved

| | | |
|---|---|---|
| Vote | 4 | Ayes |
| | 0 | Noes |
| | 1 | Absent: Lisa Reyes |

7.6. On a motion by Stephanie Merrida-Grant, second byJamie Padilla, the Board approved CSEA "Sunshine" Letter Declaring Negotiation Openers for 2020-21

Action: Approved

| | | |
|---|---|---|
| Vote | 4 | Ayes |
| | 0 | Noes |
| | 1 | Absent: Lisa Reyes |

7.7. On a motion by John Jarvis, second by Stephanie Merrida-Grant, the Board approved CSEA "Sunshine" Letter Declaring Negotiation Openers for 2021-22

Action: Approved

| | | |
|---|---|---|
| Vote | 4 | Ayes |
| | 0 | Noes |
| | 1 | Absent: Lisa Reyes |

7.8. On a motion by Stephanie Merrida-Grant, second by Jamie Padilla, the Board approved the 2021-22 Board Meeting Dates

Action: Approved

| | | |
|---|---|---|
| Vote | 4 | Ayes |
| | 0 | Noes |
| | 1 | Absent: Lisa Reyes |

7.9. On a motion by Stephanie Merrida-Grant, second by Jamie Padilla, the Board approved the Counselor Job Description & Salary Schedule

Action: Approved

| | | |
|---|---|---|
| Vote | 4 | Ayes |
| | 0 | Noes |
| | 1 | Absent: Lisa Reyes |

7.10. Ratification of Bills and warrants

**Payroll Totals**

| | |
|---|---|
| *Payroll Regular 4/30/2021* | |
| Certificated | $731,993.94 |
| Classified | $255,358.34 |
| | **$987,352.28** |
| Supplemental Payroll 4/09/2021 | |
| Certificated | $20,723.87 |
| Classified | $30,239.91 |
| | **$50,963.78** |
| *Manual Payroll 4/16/2021* | |
| Certificated | $1,347.50 |
| Classified | $ 396.61 |
| | **$1,744.11** |
| **Totals** | **$1,040,060.17** |

**Accounts Payable Totals:**

| Fund Description | Expensed Amount |
|---|---|
| 01 General Fund | 555,007.68 |
| 12 Child Dev Fund | 169,631.37 |
| 13 Cafeteria Fund | 78,288.71 |
| 21 Building Fund | 43,782.38 |
| 25 Cap Facilities Fund | 2,688.13 |

| | |
|---|---|
| Total Payables | $849,398.27 |

On a motion by John Jarvis, second by Stephanie Merrida-Grant, the Board ratified the Bills and Warrants.

Action: Approved

| | | |
|---|---|---|
| Vote | 4 | Ayes |
| | 0 | Noes |
| | 1 | Absent: Lisa Reyes |

8. Consent Calendar

8.1. Aeries SIS Contract Renewal
8.2. Renaissance Learning Contract Renewal
8.3. Dreambox Contract Renewal
8.4. Board Meeting Minutes
  8.4.1. Special Board Meeting Minutes April 29, 2021
  8.4.2. Regular Board Meeting Minutes April 20, 2021
8.5. Acknowledge Donations/Grants
  8.5.1. Donors Choose, Create with Cricut' and 'Starting Out Right' = Supplies for creating a fun classroom using vinyl and a cricut. Student supplies for starting 2021 School Year off right!, Bellevue, Kim Toller
  8.5.2. Donors Choose, "Let's Get Moving and Make Some Music" - Supply of variety of musical instruments for students, Bellevue, Natascha Simpson
  8.5.3. SCOE, K-Hits 104.9 and Community First Credit Union, Teacher of the Month, $500 for supplies, Bellevue, Carrie Boyce
8.6. Interdistrict Requests 2020-21
8.7. Interdistrict Requests 2021-22
8.8. Personnel Activity Log

On a motion by Stephanie Merrida-Grant, second by Jamie Padilla, the Board approved the Consent calendar

Action:Approved

| | | |
|---|---|---|
| Vote | 5 | Ayes |
| | 0 | Noes |
| | 0 | Absent |

9. Reports

9.1. California School Employees Association, Chapter 501

Jen Spain, President CSEA, reported it had been great to be back at school for the last month and that the CSEA executive team had been participating in training. CSEA/BUSD yearly negotiations are underway. She ended by thanking everyone for their time.

9.2. Bellevue Education Association

Tiffany Kampmann, BEA President - Good evening members of the Board and David Alexander. We have happy news regarding negotiations, there's a new agreement including salary and benefits. I'd like to express my thank you to the Board and management team. Teachers are feeling valued. The concurrent teaching model is not perfect but we've had success. Summer school is a great opportunity for students. We did have some excitement at Taylor Mountain Elementary, a bird flew into a classroom and set off the fire alarm and we had an unplanned fire drill. We are all looking forward to summer to replenish. Wishing hope & light.

9.3. Principal Report
Jean Walker, Principal Meadow View Elementary School:

Good evening Dr. Alexander and members of the board. 3 weeks, can you believe it? Only 3 weeks left of the 2020-2021 school year. And what a year. From the covid safety plan to the re-entry plan to distance learning plan to the hybrid with concurrent teaching plan. As Ms. Romo- Flores stated it's been a wild year. But as always the stakeholders of BUSD have risen to the occasion to be flexible, jump in wherever needed and do what is best for our students.

We are in the 5th week of concurrent teaching. As a district we are settling into routines with screening, temp taking, zoomers and roomers, using hand sanitizer, washing hands, following the arrows, teaching, learning, and assessing.

The district has finalized the end of the year assessments. Through the accordion model with the curriculum committee we are moving forward with STAR assessment as a district. This assessment will be used to collect data for reclassification purposes and data to apply to the Ca. dashboard. The STAR is temporarily replacing the state testing we all are familiar with CAASPP.

We are finishing up the ELPAC tests and Sally McDaniel is helping out throughout the district with make ups. Exciting news is the number of reclassifications that has happened this year: Within the Bellevue Union School District we have reclassified 87 students.

The principals would like to welcome Jose Santa Maria, the new IT tech to the BUSD family.

We have participated in the Learning Steering committee, which met 5 times over the last month. We worked together to define our needs and wishes and determine what actions would most help our students accelerate learning as we plan for the future. This was a wonderful opportunity to dream big and also begin making concrete plans to address student needs. We look forward to implementing some of these actions in the near future.

Preparations for Summer School are underway and we thank Taylor Mountain's campus for hosting summer school this year. We also want to thank staff members who are willing and able to work this summer. SIPPS intervention will be one of the programs implemented during the 3 week sessions.

So far, 43 teachers and administrators have signed up for the Guided language acquisition Design (GLAD) training to take place this summer and we are thrilled to see so much interest. This training has been a desire for many teachers for a while now and we know it will improve our instruction and student engagement. Exciting!

6th grade promotion- Drive thurs- more than welcome to join the celebration- calendar invites are coming so check your inbox
BV- June 2nd @1:00-2:00
KS- June 2nd @ 12:30
MV- June 2 @ 2:00-4:00
TM- June 2 @ 12:00-1:00

All in all, we are working hard to provide a high quality education for our students, while maintaining safe and positive environments conducive to learning. We thank you for your continued support.

9.4. Board Reports/Board Items

9.4.1. Correspondence - Williams Quarterly Letter

John Jarvis said he was super excited negotiations are done and we won't be negotiating next year (it's a multi year agreement). We recognize what everyone has gone through this year. We appreciate you.

Adele Walker said she totally agreed with the sentiments expressed by John Jarvis.

Stephanie Merrida-Grant said ditto! We're in the home stretch, we've made it through fires and COVID, at this stage there's nothing we can't overcome with the hard work and dedication of our teams.

9.5. Superintendent Report

9.5.1. Enrollment Update

David Alexander, Ed.D, Superintendent, there's no way to say anything more than what has already been said. Thank you Tiffany, Jennifer and Jean for your words. I thank you for all your dedication and hard work. I'd like to share a positive letter my office received that's really for Jean Walker (reads letter). Thank you for all of your hard work and have a good evening.

10. Planning

| | | | |
|---|---|---|---|
| June 1, 2021 | Special Board Meeting | 5:30pm | To be live streamed on zoom, linked on the District's Homepage: www.busd.org |
| June 29, 2021 | Special Board Meeting (LCAP/Budget Hearing) | 5:30pm | To be live streamed on zoom, linked on the District's Homepage: www.busd.org |
| June 30, 2021 | Regular Board Meeting | 5:30pm | To be live streamed on zoom, linked on the District's Homepage: www.busd.org |

~~11. Returned to Closed Session~~

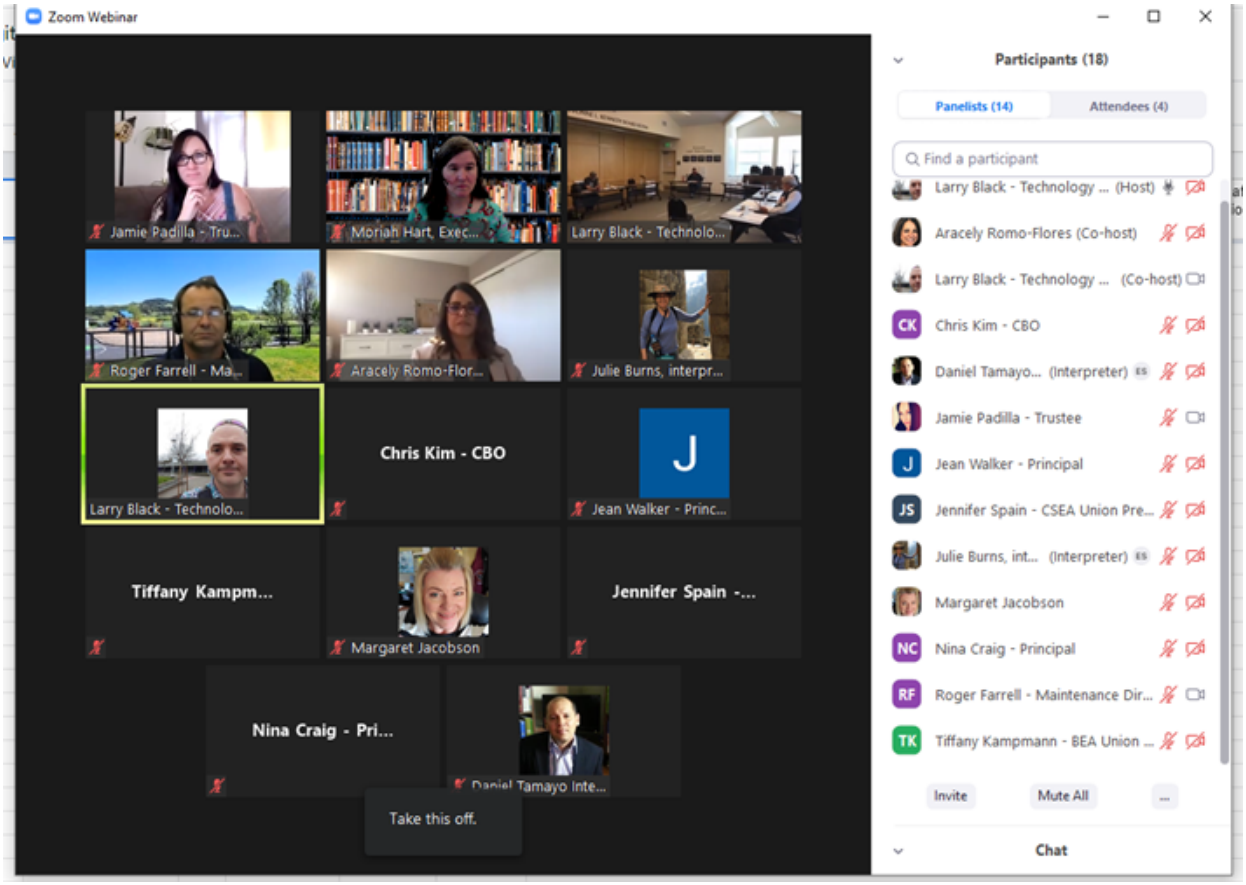
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Open Session Adjournment Time: 7:45 pm

Respectfully Submitted,

By David Alexander, Ed.D.
Secretary to the Board and
District Superintendent

Board Signature:_____ Date: _____


Zoom Webinar
Jamie Padilla - Tru...
Moriah Hart, Exec...
Larry Black - Technolo...
Roger Farrell - Ma...
Aracely Romo-Flor...
Julie Burns, interpr...
Larry Black - Technolo...
Chris Kim - CBO
J
Jean Walker - Princ...
Tiffany Kampm...
Margaret Jacobson
Jennifer Spain -...
Nina Craig - Pri...
Daniel Tamayo Inte...
Take this off.
Participants (18)
Panelists (14)
Attendees (4)
Find a participant
Larry Black - Technology ... (Host)
Aracely Romo-Flores (Co-host)
Larry Black - Technology ... (Co-host)
CK Chris Kim - CBO
Daniel Tamayo... (Interpreter)
Jamie Padilla - Trustee
J Jean Walker - Principal
JS Jennifer Spain - CSEA Union Pre...
Julie Burns, int... (Interpreter)
Margaret Jacobson
NC Nina Craig - Principal
RF Roger Farrell - Maintenance Dir...
TK Tiffany Kampmann - BEA Union ...
Invite
Mute All
...
Chat

| School Year | GR | District of Residence | District Requested | School Requested | Reason | Incoming or Outgoing? | Recommendation based upon BP5117 | Date of Board Meeting | Expires | Status |
|---|---|---|---|---|---|---|---|---|---|---|
| 2020-21 | 3 | Bellevue | Westside | Westside | Continuing Student - CALPADs verified | Outgoing | Approved | 06/30/2021 | 06/30/2026 | |
| 2020-21 | 6 | Bellevue | Westside | Westside | Continuing Student - CALPADs verified | Outgoing | Approved | 06/30/2021 | 06/30/2026 | |
| 2020-21 | 6 | Bellevue | SRCS | Steele Lane | Continuing Student - CALPADs verified | Outgoing | Approved | 06/30/2021 | 06/30/2026 | |
| 2020-21 | K | Bellevue | SRCS | Steele Lane | Continuing Student - CALPADs verified | Outgoing | Approved | 06/30/2021 | 06/30/2026 | |
| 2020-21 | 5 | Bellevue | Roseland | Roseland Creek | Childcare/Change in Social Environment | Outgoing | Approved | 06/30/2021 | 06/30/2026 | Roseland denied |
| 2020-21 | 1 | SRCS | Bellevue | Meadow View | Continuing Student - CALPADs verified | Incoming | Approved | 06/30/2021 | 06/30/2026 | |
| 2020-21 | 3 | SRCS | Bellevue | Meadow View | Continuing Student - CALPADs verified | Incoming | Approved | 06/30/2021 | 06/30/2026 | |
| 2020-21 | 3 | SRCS | Bellevue | Kawana Springs | Dual Immersion | Incoming | Approved | 06/30/2021 | 06/30/2026 | |
| 2020-21 | 1 | Mark West | Bellevue | Meadow View | Moving into the district in the immediate fu | Incoming | Approved | 06/30/2021 | 06/30/2026 | |
| 2020-21 | 4 | CRPUSD | Bellevue | Bellevue | Continuing Student | Incoming | Approved | 06/30/2021 | 06/30/2026 | |
| 2020-21 | K | Bellevue | Roseland | Roseland Creek | Continuing Student - CALPADs verified | Outgoing | Approved | 06/30/2021 | 06/30/2026 | |
| 2020-21 | 3 | Bellevue | Wright | JX Wilson | Continuing Student - CALPADs verified | Outgoing | Approved | 06/30/2021 | 06/30/2026 | |
| 2020-21 | 2 | SRCS | Bellevue | Bellevue | Employment - verified | Incoming | Approved | 06/30/2021 | 06/30/2026 | |
| 2020-21 | 2 | Piner Olivet | Bellevue | Taylor Mountain | Continuing Student | Incoming | Approved | 06/30/2021 | 06/30/2021 | Approved only fo |
| 2020-21 | 6 | SRCS | Bellevue | Meadow View | Continuing Student | Incoming | Approved | 06/30/2021 | 06/30/2026 | |
| 2020-21 | 1 | Wright | Bellevue | Bellevue | Continuing Student | Incoming | Approved | 06/30/2021 | 06/30/2026 | |
| 2020-21 | K | Bellevue | Piner Olivet | Jack London | Continuing Student - CALPADs verified | Outgoing | Approved | 06/30/2021 | 06/30/2026 | |
| 2020-21 | K | Bellevue | Roseland | Sheppard | Only known school close to home | Outgoing | Denied | 06/30/2021 | 06/30/2026 | |

| School Year | GR | District of Residence | District Requested | School Requested | Reason | Incoming or Outgoing? | Recommendation based upon BP5117 | Date of Board Meeting | Expires | Status |
|---|---|---|---|---|---|---|---|---|---|---|
| 2021-22 | 4 | Bellevue | Wright | RL Stevens | Employment - verified | Outgoing | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 6 | Roseland | Bellevue | Kawana Springs | Continuing Student - CALPADs verified | Incoming | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | K | Bellevue | Rincon Valley | Austin Creek | Sibling | Outgoing | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 6 | Wright | Bellevue | Kawana Springs | Continuing Student - CALPADs verified | Incoming | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 4 | Wright | Bellevue | Kawana Springs | Continuing Student - CALPADs verified | Incoming | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | K | Bellevue | Bennett Valley | Yulupa | Childcare by family verified | Outgoing | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 6 | Bellevue | CRPUSD | Lawrence Jones | Continuing Student - CALPADs verified | Outgoing | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 3 | SRCS | Bellevue | Kawana Springs | Continuing Student - CALPADs verified | Incoming | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | K | Rincon Valley | Bellevue | Kawana Springs | Sibling w/ IDT verified & Dual Immersion | Incoming | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | K | SRCS | Bellevue | Taylor Mountain | NBCC | Incoming | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 6 | Bellevue | CRPUSD | Lawrence Jones | Continuing Student - CALPADs verified/En | Outgoing | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 3 | Bellevue | Twin Hills | Apple Blossom | Change is social environment/smaller scho | Outgoing | Denied | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 3 | Roseland | Bellevue | Kawana Springs | Dual Immersion | Incoming | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 6 | Bellevue | CRPUSD | Lawrence Jones | Continuing Student - CALPADs verified/En | Outgoing | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 3 | Wright | Bellevue | Kawana Springs | Continuing Student - CALPADs verified | Incoming | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | K | SRCS | Bellevue | Bellevue | NBCC | Incoming | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 3 | Bellevue | CRPUSD | Marguerite Hahn | Continuing Student - CALPADs verified/En | Outgoing | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 6 | Bellevue | CRPUSD | Lawrence Jones | Continuing Student - CALPADs verified/En | Outgoing | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | K | Bellevue | Mark West | Mark West | Employment Verified | Outgoing | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | K | Bellevue | Wright | RL Stevens | Employment Verified | Outgoing | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 2 | Roseland | Bellevue | Kawana Springs | Continuing Student - CALPADs verified/Du | Incoming | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 3 | Rincon Valley | Bellevue | Kawana Springs | Continuing Student - CALPADs verified/Du | Incoming | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 6 | SRCS | Bellevue | Kawana Springs | Continuing Student - CALPADs verified/Du | Incoming | Approved | 04/21/2020 | 06/30/2027 | |
| 2021-22 | 6 | Bellevue | CRPUSD | Lawrence Jones | Continuing Student - CALPADs verified/En | Outgoing | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 3 | Rincon Valley | Bellevue | Kawana Springs | Dual Immersion/Employment | Incoming | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | TK | Bellevue | Twin Hills | Apple Blossom | Employment (mom works in Sebastopol U | Outgoing | Approved | 06/30/2021 | 06/30/2027 | Approved on app |
| 2021-22 | TK | Bellevue | Twin Hills | Apple Blossom | Employment (mom works in Sebastopol U | Outgoing | Approved | 06/30/2021 | 06/30/2027 | Approved on app |
| 2021-22 | K | Bellevue | Roseland | Sheppard | Sibling at RAMS (Charter MIddle School) | Outgoing | Denied | 06/30/2021 | 06/30/2027 | Doesn't meet crit |
| 2021-22 | 5 | SRCS | Bellevue | Kawana Springs | Dual Immersion/Continuing Student - CAL | Incoming | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | K | Bellevue | Piner Olivet | Jack London | Continuing Student - CALPADs verified | Outgoing | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | K | Bellevue | Twin Hills | Apple Blossom | Childcare by family verified | Outgoing | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | K | Bellevue | Roseland | Roseland | | Outgoing | Denied | 06/30/2021 | 06/30/2027 | Doesn't meet Crit |
| 2021-22 | K | SRCS | Bellevue | Kawana Springs | Dual Immersion/Siblng | Incoming | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 3 | SRCS | Bellevue | Kawana Springs | Dual Immersion/continuing | Incoming | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 3 | Sebastopol | Bellevue | Kawana Springs | Dual Immersion/continuing | Incoming | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 6 | Bellevue | CRPUSD | Technology Midd | Continuing Student | Outgoing | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 3 | Wright | Bellevue | Kawana Springs | Dual Immersion/continuing | Incoming | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | K | Bellevue | CRPUSD | Evergreen | Childcare by family verified (grandma) | Outgoing | Approved | 06/30/2021 | 06/30/2027 | |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 2021-22 | K | Bellevue | Waugh | Coronoa Creek | Sibling with IDT | Outgoing | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 3 | CRPUSD | Bellevue | Kawana Springs | Dual Immersion | Incoming | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | TK | Bellevue | Roseland | Sheppard | Sibling with IDT | Outgoing | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 1 | Rincon Valley | Bellevue | Kawana Springs | Dual Immersion | Incoming | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 4 | SRCS | Bellevue | Kawana Springs | Dual Immersion | Incoming | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 3 | SRCS | Bellevue | Kawana Springs | Dual Immersion | Incoming | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | K | CRPUSD | Bellevue | Kawana Springs | Dual Immersion | Incoming | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | K | Bellevue | Roseland | Sheppard | Sibling with IDT | Outgoing | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 6 | SRCS | Bellevue | Kawana Springs | Continuing Student | Incoming | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 5 | SRCS | Bellevue | Kawana Springs | Dual Immersion | Incoming | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 3 | SRCS | Bellevue | Kawana Springs | Dual Immersion | Incoming | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | K | SRCS | Bellevue | Kawana Springs | Dual Immersion | Incoming | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | K | Bellevue | CRPUSD | Marguerite Hahn | Childcare by family verified | Outgoing | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 4 | CRPUSD | Bellevue | Bellevue | Continuing Student | Incoming | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | K | SRCS | Bellevue | Kawana Springs | Dual Immersion | Incoming | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 2 | SRCS | Bellevue | Kawana Springs | Dual Immersion | Incoming | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | K | Bellevue | Bennett Valley | Yulupa | Childcare by family verified | Outgoing | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | K | Bellevue | Roseland | Roseland Creek | Sibling with IDT | Outgoing | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 1 | Bellevue | Sonoma Valley U | Prestwood | Employment | Outgoing | Approved | 06/30/2021 | 06/30/2027 | Allen Bill Form |
| 2021-22 | 4 | SRCS | Bellevue | Taylor Mountain | Continuing Student | Incoming | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 1 | Wright | Bellevue | Bellevue | Continuing Student | Incoming | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 1 | Rincon Valley | Bellevue | Kawana Springs | Dual Immersion | Incoming | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | K | Roseland | Bellevue | Meadow View | Sibling with IDT | Incoming | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 5 | SRCS | Bellevue | Kawana Springs | Dual Immersion | Incoming | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 4 | Bellevue | CRPUSD | University Eleme | Employment | Outgoing | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 2 | Bellevue | CRPUSD | University Eleme | Employment | Outgoing | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | TK | SRCS | Bellevue | Bellevue | Childcare by family verified/carpooling | Incoming | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 6 | SRCS | Bellevue | Kawana Springs | Dual Immersion | Incoming | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 3 | Roseland | Bellevue | Kawana Springs | Dual Immersion | Incoming | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 4 | Roseland | Bellevue | Meadow View | Continuing Student | Incoming | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | K | Bellevue | Roseland | Roseland | Childcare by family verified | Outgoing | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | K | Bellevue | Roseland | Roseland | Childcare by family verified | Outgoing | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 2 | Roseland | Bellevue | Kawana Springs | Dual Immersion | Incoming | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 2 | SRCS | Bellevue | Kawana Springs | Dual Immersion | Incoming | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 6 | Bellevue | CRPUSD | Technology Midd | Continuing Student | Outgoing | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | K | Bellevue | Twin Hills | Apple Blossom | Childcare by Family verified | Outgoing | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 6 | Bellevue | Wright | RL Stevens | Continuing Student | Outgoing | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | K | Bellevue | Wright | RL Stevens | Sibling with IDT | Outgoing | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 1 | Sebastopol | Bellevue | Bellevue | Family at BV | Incoming | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | K | Bellevue | Roseland | Roseland Creek | Childcare by Family verified | Outgoing | Approved | 06/30/2021 | 06/30/2027 | |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 2021-22 | 2 | SRCS | Bellevue | Kawana Springs | Dual Immersion | Incoming | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 2 | Bellevue | SRCS | Hidden Valley/Pr | Continuing Student | Outgoing | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 2 | Bellevue | SRCS | Hidden Valley/Pr | Continuing Student | Outgoing | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 1 | SRCS | Bellevue | Kawana Springs | Dual Immersion | Incoming | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | K | Bellevue | CRPUSD | Evergreen | Childcare by Family verified | Outgoing | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 2 | Bellevue | Roseland | Sheppard | Continuing Student | Outgoing | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 5 | SRCS | Bellevue | Kawana Springs | Dual Immersion | Incoming | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 2 | CRPUSD | Bellevue | Kawana Springs | Dual Immersion | Incoming | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 1 | Rincon Valley | Bellevue | Taylor Mountain | Continuing Student | Incoming | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 3 | Bellevue | Westside Union | West Side | Childcare/Employment/Continuing | Outgoing | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 5 | Bellevue | Westside Union | West Side | Childcare/Employment/Continuing | Outgoing | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | K | Bellevue | Rincon Valley | Austin Creek | Sibling with IDT | Outgoing | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | K | Bellevue | SRCS | Steele Lane | Sibling with IDT | Outgoing | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 2 | Bellevue | Nicasio | Nicasio | Continuing Student | Outgoing | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | TK | Bellevue | Roseland | Roseland | Sibling with IDT | Outgoing | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | TK | Bellevue | Roseland | Roseland | Sibling with IDT | Outgoing | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 6 | SRCS | Bellevue | Kawana Springs | Continuing Student | Incoming | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | K | Bellevue | Bennett Valley | Yulupa | Proposed Change of Residence (home pu | Outgoing | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 1 | Roseland | Bellevue | Meadow View | Continuing Student | Incoming | Approved | 06/30/2021 | 06/30/2027 | |
| 2021-22 | 1 | Roseland | Bellevue | Meadow View | Continuing Student | Incoming | Approved | 06/30/2021 | 06/30/2027 | |

# Bellevue Union School District Personnel Activity Log

For the period: May 18, 2021 to June 29,2021
Date of Board Approval: June 30, 2021

**Hiring**

Classified:

1. Sandra Maldonado, 0.5 FTE Bilingual Literacy Paraprofessional, Kawana Springs Elementary
   Effective: 2021-2022 School Year

Certificated:

1. Emily Hurley, 1.0 FTE School Counselor, Location- TBD
   Effective: 2021-2022 School year

2. Katelin Finkbeiner, 1.0 FTE TK/K Classroom Teacher, Taylor Mountain Elementary
   Effective: 2021-2022 School year

3. Lucelene Jaimes Perez, 1.0 FTE School Counselor, Location- TBD
   Effective: 2021-2022 School Year

4. Mark Bunnell, 1.0 FTE School Counselor, Location- TBD
   Effective: 2021-2022 School Year

5. Peral Sandoval, 1.0 FTE School Counselor, Location- TBD
   Effective: 2021 2022 School Year

**Re-Hires:**

Classified:

1. Ana Regina Faria Dos Santos, 0.5 FTE Bilingual Literacy Paraprofessional, Kawana Springs Elementary
   Effective: 2021-2022 School Year

2. Miram Oritz Lopez, 0.625 FTE, SDC IA, Bellevue Elementary
   Effective: 2021-2022 School Year

**Change of Contract**

Classified:

1. Gabrielle Demello, 0.5 FTE Student Supervisor and 0.5 Dishwasher, Meadow View Elementary (Previously 0.625 FTE SDC Assistant, Meadow View Elementary)
   Effective: 2021-2022 School Year

2. Ruben Cuevas, 1.0 FTE Daytime Custodian, Kawana Springs Elementary
   (Previously Night Custodian at Taylor Mountain Elementary)
   Effective: 06/01/2021

**Resignations:**

Certificated:

1. Aaron Jones, 1.0 FTE SDC teacher, Taylor Mountain Elementary
   Effective: 06/03/2021

**Retirements:**
Nothing to report at this time

# BELLEVUE UNION SCHOOL DISTRICT

**Current Enrollment**

| School | 8/28/2020 | 9/13/2020 | 10/15/2020 | 11/10/2020 | 12/14/2020 | 1/11/2021 | 2/6/2021 | 3/6/2021 | 4/14/2021 | 5/13/2021 | 6/5/2021 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Bellevue | 393 | 395 | 401 | 402 | 404 | 403 | 406 | 406 | 403 | 404 | 404 |
| Kawana | 345 | 343 | 344 | 343 | 341 | 341 | 338 | 334 | 333 | 332 | 332 |
| Meadow View | 366 | 368 | 376 | 379 | 381 | 382 | 384 | 383 | 385 | 388 | 391 |
| Taylor Mountain | 415 | 419 | 418 | 418 | 419 | 419 | 419 | 418 | 417 | 424 | 424 |
| **Total Enrollment** | **1519** | **1525** | **1539** | **1542** | **1545** | **1545** | **1547** | **1541** | **1538** | **1548** | **1551** |

**Census Day (CalPADS/LCFF) Enrollment (1st Wednesday of October)**

| School | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| District | 1736 | 1786 | 1769 | 1802 | 1753 | 1691 | 1616 | 1596 | 1539 | | |
| Charter | 0 | 37 | 71 | 94 | 145 | 144 | 0 | 0 | 0 | | |
| **Total Enrollment** | **1736** | **1823** | **1840** | **1896** | **1898** | **1835** | **1616** | **1596** | **1539** | **TBD** | **TBD** |

**Attendance (P2, Average Attendance over 8 Months) Reported in the Month of April**

| School | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2020/22 | 2021/23 | 2020/23 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Bellevue | 403 | 406 | 391 | 366 | 387 | 397 | 376 | | | | |
| Kawana | 388 | 381 | 365 | 337 | 337 | 322 | 321 | | | | |
| Meadow View | 397 | 409 | 425 | 437 | 406 | 382 | 353 | | | | |
| Taylor Mountain | 502 | 503 | 483 | 456 | 413 | 415 | 381 | | | | |
| **District Attendance** | **1690** | **1699** | **1664** | **1597** | **1543** | **1517** | **1430** | **TBD** | **TBD** | **TBD** | **TBD** |
| *% Attendance* | *95.52%* | *94.26%* | *94.92%* | *94.41%* | *95.46%* | *95.02%* | *92.94%* | | | | |
| Charter | 76 | 105 | 131 | 141 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **With Charter** | **1765** | **1803** | **1794** | **1737** | **1543** | **1517** | **TBD** | **TBD** | **TBD** | **TBD** | **TBD** |
| *% Attendance* | *95.94%* | *95.12%* | *94.54%* | *94.69%* | *95.46%* | *95.02%* | | | | | |

*Updated: 6/24/21*