

**HAMILTON UNIFIED SCHOOL DISTRICT  
REGULAR BOARD MEETING  
Hamilton High School Library/Zoom/Facebook Live  
620 Canal Street, Hamilton City, CA 95951  
Wednesday, January 26, 2022**

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5:30 p.m.	Public session for purposes of opening the meeting only
5:30 p.m.	Closed session to discuss closed session items listed below (For Board Only)
6:00 p.m.	Reconvene to open session no <b>later</b> than 6:30 p.m.

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*Hamilton Unified School District Board Meetings are open to the public. Please join the meeting by attending in person or via the livestream on Facebook Live on the District's Facebook Group page or through the below Zoom link or dial by phone as listed below:*

Join Zoom Meeting

<https://us02web.zoom.us/j/84688330892?pwd=aGdCb1VRZFgyTURmeW5POUU5WHIVZz09>

Meeting ID: 846 8833 0892

Passcode: board



Dial in by phone:

+1 669 900 6833 US

Meeting ID: 846 8833 0892

Passcode: 826421

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**1.0 OPENING BUSINESS:**

- a. Call to order and roll call

\_\_\_\_\_ Hubert "Wendell" Lower, President  
\_\_\_\_\_ Genaro Reyes

\_\_\_\_\_ Rod Boone, Clerk  
\_\_\_\_\_ Ray Odom

\_\_\_\_\_ Gabriel Leal

**2.0 IDENTIFY CLOSED SESSION ITEMS:**

**3.0 PUBLIC COMMENT ON CLOSED SESSION ITEMS:** Public comment will be heard on any closed session items. The board may limit comments to no more than three minutes per speaker and 15 minutes per item.

**4.0 ADJOURN TO CLOSED SESSION:** To consider qualified matters.

- a. Government Code Section 54957 (b), Personnel Issue. To consider the employment, evaluation, reassignment, resignation, dismissal, or discipline of a classified and certificated employees.
- b. Public Employee Performance Evaluation. Government Code section 54957, subdivision (b)(1). Superintendent.
- c. Government Code Section 54957.6, Labor Negotiations. To confer with the District's Labor Negotiator, Superintendent Jeremy Powell regarding HTA and CSEA negotiations.
- d. Conference with labor Negotiator Gov. Code sec. 54957.6, subd. (a). Agency designated representative: Dr. Jeremy Powell; Employee Organization: Hamilton Teachers Association.
- e. Conference with Real Property Negotiators. (Gov. Code § 54956.8) Property: Edgewater Park property located at corner of Park Ave. and Sacramento Ave., Hamilton City, CA 95951 (APN: 032-240-016 and APN 032-240-017) Agency Negotiator: Jeremy Powell, Superintendent; Rachel Brilliant, Attorney for District. Negotiating Parties: Hamilton City Community Services District and Hamilton Unified School District. Under negotiation: consideration for transfer of title

*Report out action taken in closed session.*

**5.0 PUBLIC SESSION/FLAG SALUTE:**

**6.0 ADOPT THE AGENDA: (M)**

## 7.0 COMMUNICATIONS/REPORTS:

- a. Board Member Comments/Reports
- b. ASB President Report for Hamilton High School by Lexi Villegas
- c. District Reports (written)
  - i. Technology Report by Frank James & Derek Hawley (p. 5)
  - ii. Nutrition Services Report by Sean Montgomery (p. 6)
  - iii. Operations Report by Alan Joksch (p. 7)
- d. Principal and Dean of Student Reports (written)
  - i. Kathy Thomas, Hamilton Elementary School Principal (p. 8)
  - ii. Maria Reyes, District Dean of Students (p. 9)
  - iii. Cris Oseguera, Hamilton High School Principal/HHS Leadership Team (p. 10)
  - iv. Silvia Robles, Adult School (p. 11)
- e. Chief Business Official Report by Kristen Hamman (written) (p. 12)
- f. Superintendent Report by Jeremy Powell (written) (p. 13)

## 8.0 PRESENTATIONS:

- a. Dual Immersion Program by Maggie Sawyer (p. 14)

## 9.0 CORRESPONDENCE:

- a. None

## 10.0 INFORMATION ITEMS:

- a. HUSD Enrollment History for 5 years (p. 17)
- b. Bond Status (Fund 21) Update (p. 19)
- c. Climatec Infrastructure Modernization and Utility Savings Program Update (p. 23)
- d. Form 700 – Annual Statement of Economic Interests – File Electronically with Clerk of the Board of Supervisors by April 1, 2022 (p. 25)

## 11.0 DISCUSSION ITEMS:

- a. Supplement to Annual Update for 2021-22 LCAP (p. 33)
- b. CSBA Policies review for first readings and discussion (p. 38)
  - i. Board Policy 0420.42: Charter School Renewal
  - ii. Board Policy 1312.3: Uniform Complaint Procedures
    1. **Option 1 recommended**
    2. Option 2
  - iii. Administrative Regulation 1312.3: Uniform Complaint Procedures
  - iv. Exhibit(1) 1312.3: Uniform Complaint Procedures
  - v. Exhibit(2) 1312.3: Uniform Complaint Procedures
  - vi. Administrative Regulation 3515.6: Criminal Background Checks for Contractors
  - vii. Administrative Regulation 4217.3: Layoff/Rehire
    1. Option 1
    2. **Option 2 recommended**
  - viii. Administrative Regulation 5125: Student Records
  - ix. Administrative Regulation 5145.3: Nondiscrimination/Harassment
  - x. Board Policy 5148: Child Care and Development
  - xi. Administrative Regulation 5148: Child Care and Development
  - xii. Board Policy 5148.2: Before/After School Programs
    1. **Option 1 recommended**
    2. Option 2
  - xiii. Administrative Regulation 5148.2: Before/After School Programs
  - xiv. Board Policy 5148.3: Preschool/Early Childhood Education
  - xv. Administrative Regulation 5148.3: Preschool/Early Childhood Education
  - xvi. Board Policy 6112: School Day
  - xvii. Administrative Regulation 6112: School Day
  - xviii. Board Policy 6143: Courses of Study
  - xix. Administrative Regulation 6143: Courses of Study
  - xx. Board Policy 6158: Independent Study

- xxi. Administrative Regulation 6158: Independent Study
- xxii. Board Policy 6170.1: Transitional Kindergarten
- xxiii. Board Bylaw 9150: Student Board Members
- xxiv. Board Bylaw 9320: Meetings and Notices
- c. CSBA Policies for additional review and discussion: (p. 286)
  - i. Board Policy 6157: Distance Learning (**recommend deletion**)

**12.0 PUBLIC COMMENT:** Public comment on any item of interest to the public that is within the Board’s jurisdiction will be heard (agenda and non-agenda items). The Board may limit comments to no more than three minutes per speaker and 15 minutes per topic. Public comment will also be allowed on each specific action item prior to board action thereon.

**13.0 ACTION ITEMS:**

- a. Approve Eagle Architects Agreement for Consulting Services re: preliminary design of HES Boys and Girls bathrooms. (p. 288)
- b. Adopt Resolution# 21-22-104:Authorize designated personnel (Dr. Powell and Mrs. Hamman) to sign contract documents for fiscal year 2022-23 for child care and development services – CDE. (p. 292)
- c. Approve HUSD 2022-23 District Calendar Option B (p. 294)

**14.0 CONSENT AGENDA:** Items in the consent agenda are considered routine and are acted upon by the Board in one motion. There is no discussion of these items prior to the Board vote and unless a member of the Board, staff, or public request specific items be discussed and/or removed from the consent agenda. Each item on the consent agenda approved by the Board shall be deemed to have been considered in full and adopted as recommended.

- a. Minutes from Regular Board Meeting on December 8, 2021 (p. 299)
- b. Approve 2020-21 School Accountability Report Cards (SARC):
  - i. Hamilton High School (p. 304)
  - ii. Ella Barkley High School (p. 220)
  - iii. Hamilton Elementary School (p. 355)
- c. HES SSC Minutes October 12, 2021 (p. 380)
- d. HES SSC Minutes December 14, 2021 (p. 389)
- e. HES 2020 School Plan for Student Achievement (SPSA) (p. 398)
- f. Certificated and Classified Seniority Lists (p. 459)
- g. Warrants and Expenditures (p. 461)
- h. Interdistrict Transfers (new only; elementary students reapply annually).
  - i. Out
    - 1. Hamilton Elementary School
      - a. None
    - 2. Hamilton High School
      - a. None
  - ii. In
    - 1. Hamilton Elementary School
      - a. None
    - 2. Hamilton High School
      - a. None

i. Personnel Actions as Presented:

i. New hires:		
Rodrigo Rosales	District Custodian	HUSD
Jocelyne Duenas	Social Science Teacher	HES
Sang Nguyen	Temporary Middle School Math Teacher	HES
Prisciila Cortes	SPED Paraprofessional	HES

ii. Resignations/Retirement:

Timothy DeVries	District Custodian	HUSD
Joshua Furtado	Math Teacher	HES
Kol Zuppan	Social Science Teacher	HES
Jocelyne Duenas	Long-Term Subsitute Teacher	HUSD
Joshua Furtado	Temporary Middle School Math Teacher	HES

**15.0 ADJOURNMENT:**

**Technology Report**  
**Board Meeting on January 26, 2022**  
**Frank James, Director of Technology**  
**Derek Hawley, Information Systems Technician**

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**Completed and in Progress Tasks – January 2022**

- **Valcom Project:**
  - The Valcom system is live and operational.
  - Both sites have clock speakers in all classrooms, common areas, and Outdoor speakers.
  - Bell schedules and paging are also up and running.
  - Fine tuning the project to completion.
- **ECF Project:**
  - Chromebooks are on site and will be deployed within the next 30 days.
  - Once those are out to students we will start selling back all the old devices to companies that use them for parts.
  - This project may pay for itself.
- **Staff/Faculty Support:**
  - Tech Requests have remained steady and our response time has remained low.
- **E-Rate Projects:**
  - We have begun planning next years E-Rate projects
  - More details to come in future reports!

## HUSD Food Service Report

### Board Meeting on January 26, 2022

#### Sean Montgomery, Director of Nutrition and Student Welfare

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- The Hamilton Unified Food Service finished the first semester with a great pizza party lunch and a Christmas light show, provided by cafeteria staff and custodial staff. I think it was enjoyed by most!
- We had 13 operating days in December.
- The elementary and high school cafeteria served a total of 9,639 meals in the month of December.
- We served 3,668 breakfasts and 5,971 lunches in the month of December.
  - Federal reimbursement amount \$25,779.79 for lunches.
  - Federal reimbursement amount \$9,032.45 for breakfasts.
  - State reimbursement amount \$1,484.98 for lunches.
  - State reimbursement amount \$912.23 for breakfasts.
- **Total reimbursement for our breakfast program and our lunch program is \$37,209.45.**
- The Child & Adult Care Food Program (Boys and Girls Club) served 1,152 suppers and 206 snacks in the month of December.
  - Federal reimbursement amount \$ 4,216.32 for suppers.
  - CIL reimbursement amount \$299.52.
  - Federal reimbursement amount \$206 for after school snacks.
  - Total reimbursement for our afterschool program \$4,721.84
- **Total Reimbursement for the month of December \$41,931.29**

## HUSD Maintenance Report

Board Meeting on January 26, 2022

Alan Joksch, Director of Maintenance and Transportation

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### Maintenance:

- Several HVAC units needed minor repairs as the cold weather set in.
  - Along with repairs, we have begun checking and replacing filters as needed.
- Light bulbs were replaced as needed throughout the district.
- The cleanup and removal of leaves is ongoing as weather allows.
- We prepped for three home soccer games and two home basketball games, including the Marty Passaglia tournament.
- Over break, metal storage cabinets were installed in the HES science room (Room 205).
- We resolved several plumbing issues, including re-opening the Boys Restroom in the HHS Library, after damage left it inoperable.
- We helped the AG department run electrical for new heaters in the Pig Barn.
- The roses and ivy were heavily pruned back at the District Office entrance.
- The last of the gates have been installed on the iron fence project at the HES.
  - There are a few loose ends they will be back to finish.
  - The gate lock hardware has been ordered and will be installed over the next few weeks.

### Custodial:

- Over break, classrooms were cleaned and disinfected and restrooms were Deep Cleaned.
- The department said goodbye to Tim DeVries as he has accepted a full-time job for the Tehama Department of Education.
- We welcome Rodrigo Rosalez as a new District Custodian. He will be working primarily at the Elementary and at Ella Barkley.

### Transportation:

- District vehicles were smog checked as needed to complete the yearly BAR submittal.
- Busses were taken to the county shop for semi annual service and safety inspection as well as the yearly required Smoke Check.
- Bus routes continue as scheduled.
  - A big thankyou to Christina Rios for helping cover with a school van when needed, as bus drivers are away.
- Basketball and Soccer teams have been transported to events as needed.

# HAMILTON ELEMENTARY SCHOOL

Board Meeting on 1/26/2022

Submitted by

Kathryn Thomas, Principal

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Grade	Percentage	Grade	Percentage
TK	94.29%	6	94.04%
K	96.44%	7	92.34%
1	90.0%	8	91.58%
2	90.0%	<b>Enrollment: 413</b>	
3	87.56%		
4	95.68%		

## Campus News:

- Attendance percentages appear to have taken a dip, but keep in mind that these percentages were for month 6 and only 5 school days were captured due to the Winter Break.
- We did have a student return from Independent Study this semester. We also welcomed a new family with two students transferring from Chico.
- We set up our TK/Kindergarten registration for this week, 1/20 and 1/21, so that we can get an early start on our numbers.
- HES Boys Basketball is in full swing and we are excited to have several home games for this season.

## Instructional News:

- Our GCOE partners will be returning to HES to continue supporting teachers with UDL (Universal Design for Learning) training for staff development this month. They will be following back up and pushing into PLCs to support teachers with implementation in early February.
- The HES School Site Council met on 1/11 to approve the SPSA and Safety Action Plan.
- ELPAC testing (language proficiency assessment) window opens at the start of February, so our paraprofessionals will be busy supporting 1:1 and small group testing.

## Coming Up:

- The Spring Carnival (the postponed Halloween Carnival) is slated for Friday, April 8th.
- HES Boys Basketball will be raising funds for new uniforms with support from a PTO raffle of a Magnavox Tower Speaker (thank you, PTO).



## Alternative Education Report

Board Meeting on Wednesday January 26, 2022

Maria Reyes, Dean of Students

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Happy New Year from Alternative Ed!

- The start of the Spring Semester has gone smoothly. Students are excited to be back at school and are attending school on a regular basis.
- In the coming month we will have parent/teacher conferences during the week of February 7-10<sup>th</sup>
- Also, seniors from Ella Barkley along with Hamilton High school will take trip to Butte College and have a campus tour and orientation.
- This past week Mrs. Hernandez Integrated Math classes created shapes with string.



Enrollment:

12<sup>th</sup> grade = 4 (one is in Independent Study)

11<sup>th</sup> grade = 5

10<sup>th</sup> grade = 1

**Total        10**

## Hamilton High School

### HUSD Board Report

January 26, 2022

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#### **Our Spring semester has commenced and there's a lot of activities happening at Hamilton High!**

- Our FFA program had a delivery of small pigs this past weekend and the annual pig lottery was held on 1/17/22. Checkout our hog barn and animals.
- Our FFA teachers and FFA leadership students will be attending the Made for Excellence Conference or Advanced Leadership Academy conference and conducting a campus tour of Cal Poly San Luis Obispo. The conference will be from January 20-24<sup>th</sup>.
- We are in the middle of our Winter sport season. Our girls/boys basketball and soccer teams are doing great! HHS Wrestling team has also participated in several competitions.
- As we continue with the COVID pandemic our teachers have assisted/subbed in many different capacities and will continue to do so for the coming weeks as needed.

#### **The Spring semester teacher/staff in-service High School focus areas remain:**

- Continue to support students academically, socially, and emotionally
- Continue to support our staff and their needs
- Continue preparations for accreditation cycle and WASC visit on March 20-23<sup>rd</sup>.
- Form growth of all HHS programs through increased communication, collaboration, and Pr.
- Continue building relationships with the greater HC Community

#### **Upcoming Events:**

- FFA Conference at Monterey CA and Campus Tour of Cal Poly San Luis Obispo- January 20-24
- Basketball Girls/Boys vs Portola- January 25
- Soccer vs Williams – January 26
- Basketball Boys vs Biggs (Senior Farewell)- February 1
- Basketball Girls vs Biggs (Senior Farewell)- February 2
- Soccer vs Durham (Senior Farewell)-February 2
- Parent/Teacher conference- February 10
- Winter Homecoming- February 11
- Basketball playoffs-February 15-23
- Soccer playoffs-February 17-22
- Butte College Orientation- February 23

*~ Hamilton High School Leadership Team*

**Hamilton Adult Education**  
**Board Meeting Report-January 26, 2022**  
**Silvia Robles/Director**

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**Completed and in Progress Tasks – January, 2022**

1. Enrollment and students served to date for all programs:
  - Citizenship..... 11
  - Computer Basics ..... 10
  - CPR/First Aid ..... 11
  - ESL..... 17
  - Floral Design ..... 32
  - Forklift Training..... 13
  - High School Diploma..... 14
  - Job Readiness Prep ..... 0
  - TOTAL:.....108**
2. Resume WIOA II Network Meetings/Professional Development
3. Conduct Outreach/Recruitment with nonprofit organizations, local businesses, employers, etc.
4. Ongoing enrollment for all programs
5. The Adult Ed committee of volunteers completed a community survey and sent via mail to Hamilton City residents.
6. Second Quarter Data Report to CDE is due January 31, 2022.

**Hamilton Unified School District  
General Fund - Unrestricted and Restricted  
January 26, 2022 Board Report**

	<b>2021-22 Revised Budget First Interim</b>	<b>2021-22 Year To Date As of 1/14/22</b>	<b>2020-21 Revised Budget First Interim</b>	<b>2020-21 Year To Date As of 1/14/21</b>
<b>Revenues</b>				
LCFF Sources	\$ 8,403,022	\$ 3,156,818	\$ 7,711,013	\$ 4,007,466
All Other Federal Revenue	\$ 781,230	\$ 366,433	\$ 1,154,128	\$ 906,966
Other State Revenue	\$ 581,755	\$ 607,156	\$ 553,009	\$ 274,531
Other Local Revenue	\$ 104,826	\$ 65,076	\$ 150,442	\$ 129,624
Other Financing Sources	\$ -	\$ -	\$ -	\$ -
<b>Total Revenues</b>	<b>\$ 9,870,833</b>	<b>\$ 4,195,483</b>	<b>\$ 9,568,592</b>	<b>\$ 5,318,587</b>
<b>Expenditures</b>				
Certificated Personnel Salaries	\$ 3,477,318	\$ 1,651,245	\$ 3,059,086	\$ 1,492,599
Classified Personnel Salaries	\$ 1,165,772	\$ 611,786	\$ 1,054,399	\$ 510,199
Employee Benefits	\$ 2,013,427	\$ 957,827	\$ 1,737,160	\$ 878,517
Books and Supplies	\$ 867,010	\$ 291,672	\$ 929,401	\$ 500,334
Travel and Conferences	\$ 90,844	\$ 24,313	\$ 103,456	\$ 3,642
Dues and Memberships	\$ 14,850	\$ 11,884	\$ 15,920	\$ 8,546
Other Insurance	\$ 97,584	\$ 99,236	\$ 93,766	\$ 93,766
All Other Utilities	\$ 273,000	\$ 160,575	\$ 275,450	\$ 132,087
Rents/Leases/Repairs	\$ 68,825	\$ 48,788	\$ 64,745	\$ 26,636
Other Operating Expenditures	\$ 582,461	\$ 252,484	\$ 603,494	\$ 389,031
Capital Outlay	\$ 299,691	\$ 189,812	\$ 337,122	\$ 363,750
Other Outgo	\$ 896,147	\$ 25,612	\$ 1,000,084	\$ 24,446
<b>Total Expenditures</b>	<b>\$ 9,846,929</b>	<b>\$ 4,325,234</b>	<b>\$ 9,274,083</b>	<b>\$ 4,423,553</b>
<b>Net Increase (Decrease) in Fund</b>	<b>\$ 23,904</b>	<b>\$ (129,751)</b>	<b>\$ 294,509</b>	<b>\$ 895,034</b>
Beg. Fund Balance at 7/1/21 (2020-21 Unaudited Actuals)	\$ 1,757,072			
Projected Ending Fund Balance	\$ 1,780,976			

**HUSD Superintendent's Report**  
**Board Meeting on January 26, 2022**  
**Jeremy Powell, Ed., D.**

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HUSD has returned from our Winter Break with a renewed focus on serving our students and supporting our staff and community. We have a wide variety of events planned for this semester that will help us as we look to return to normal. As has been the case throughout the pandemic, our focus is providing our students with the best quality education coupled with the safest learning environment. Our staff continues to work closely with Glenn County Public Health to ensure we are following the most recent guidance from the California Department of Public Health!

**District Highlights for December & January:**

- The Maintenance Department spent their winter break focusing on cleaning our campuses and completing some much needed maintenance.
- Our new PA System was installed with the oversight of our Technology Department and was fully functional when students returned to class! This will provide us a more reliable way to communicate messages quickly out to our students while in their classrooms or while on break.
- Nutrition Services continues to serve our students fresh and healthy meals. They are constantly asking for feedback and changing their menus to meet the nutritional needs of our students!
- Our Elementary School restroom renovation was approved by CDE to use ESSER funds and we are quickly moving to put forth plans to, hopefully, provide our students with new restrooms for the Fall of 2022!
- We are continuing to partner with Northern Valley Indian Health to provide vaccination clinics monthly in our High School Cafeteria. They are scheduled for the first Thursday of the month from 3:30-6:30.

**Make sure to Follow us on:**

- HUSD App: Download from App Store or our website
- Instagram: HamiltonUnified
- Twitter: @hamiltonunified
- Facebook: HamiltonUnifiedSchool District

**Upcoming Events:**

- January 20th-21st: HES Kindergarten Registration
- February 3rd: NVIH Vaccine Clinic @ 3:30-6:30 in HHS Cafeteria
- February 7th: Citizens Bond Oversight Committee Meeting @ 5:30 in HHS Cafeteria
- February 16<sup>th</sup>: HULC
- February 18<sup>th</sup>: Lincoln's Birthday, no school
- February 21<sup>th</sup>: President's Day, no school
- February 23rd: HUSD Board Meeting

# DUAL LANGUAGE IMMERSION

Board Meeting on January 26, 2022

Submitted by

Maggie Sawyer, Assistant Principal/DI & ELD Coordinator

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## Mission

Develop bilingual/biliterate students that are high achieving in academics, are college, career, globally ready, and sociocultural competent.

## Program Model

The HUSD Spanish/English Dual Language Immersion program is a 90/10 model as a strand within the school. The program begins with 90% of the instruction in Spanish and 10% of the instruction in English in both Kindergarten and First grade. Every year after that Spanish decreases by 10% and English increases by 10% until Fifth grade where 50% of the instruction is in Spanish and the other 50% is in English.

## Language Allocation

Grade	Spanish Instruction	English Instruction
K	90%	10%
1	90%	10%
2	80%	20%
3	70%	30%
4	60%	40%
5	50%	50%
6-12	2 periods	5 periods

## Enrollment

- Kindergarten - 28
- First Grade - 25
- Second Grade - 28
- Third Grade - 22
- Fourth Grade - 18

**Total - 121**

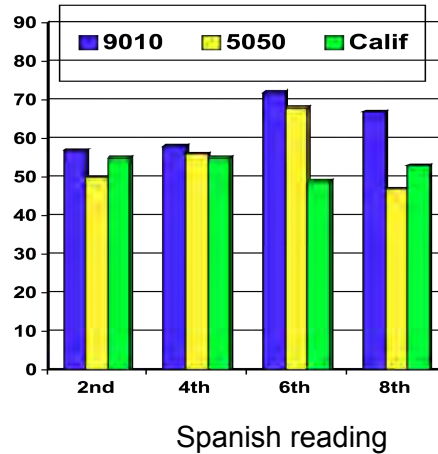
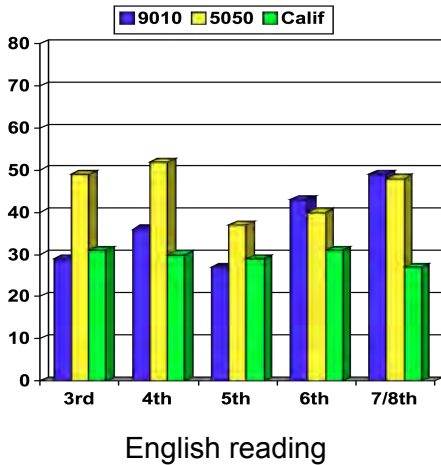
## Professional Development

- **CIELO** - Community and Instruction for Expanding English Learners' Opportunities. Grant partnership with CSU, Chico since 2018. Increased Spanish in Mathematics and Science for Dual Immersion teachers as well as ELD strategies with Science focus for English teachers. Included summer institutes and follow up lesson studies. CIELO grant will end this year.
- **MCAP** - Multilingual California Project. Grant in partnership with CABE, Butte County office of Education and several other county offices of education in California. We were selected to participate due to our Dual Immersion program and currently in year 2 of this grant. MCAP offers different professional development opportunities to teachers. Two that we have been involved with are the Dual Language Teacher Academy presented by CABE and Project Glad (Guided Language Acquisition Design) presented by the Orange County Department of Education.
- **CABE** - California Association of Bilingual Educators. The CIELO and MCAP grants are paying for a team to attend the CABE conference this year scheduled for March 30 - April 2, 2022.
- **BRILLA** - Biliteracy as a Right: Investing in Literacy Across Languages for All Students. CSU, Chico grant replacing CIELO. Focus will be literacy, biliteracy, community engagement and parent-community involvement. Staff will participate in a Spanish Summer Institute to further develop Dual Immersion teachers with a follow up lesson study as well as implement a parent and community outreach program.
- **Book Studies** -
  - *Teaching for Biliteracy: Strengthening Bridges between Languages* by Karen Beeman and Cheryl Ubrow.
  - *La enseñanza en el aula bilingüe: Content, language, and biliteracy* by Sandra Mercuri, Sandra Musanti con Alma Rodriguez
- **North State Two-Way Immersion Consortium** -

This is a collaborative consortium supported by CSU, Chico and includes administrators and teachers from Rosedale Elementary School and Chico Junior High School in Chico, Sycamore Elementary School in Redding, Mill Street School and Fairview Elementary in Orland, Williams Elementary School in Williams, Tree of Life International Charter School in Anderson, and Hamilton Elementary School in Hamilton City.

## Data

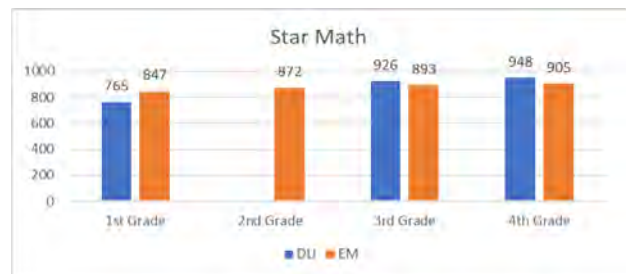
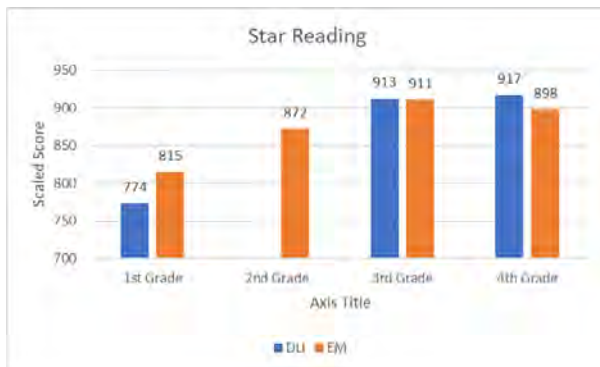
Research by Kathryn Lindholm-Leary demonstrates results of English and Spanish reading achievement comparing different program models. The 90/10 model is blue (left), 50/50 model is yellow (middle) and the English mainstream model is green (right).



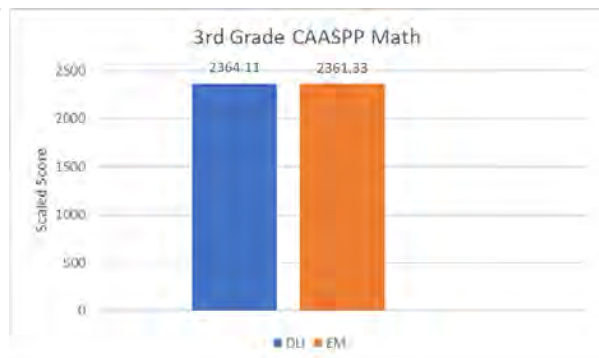
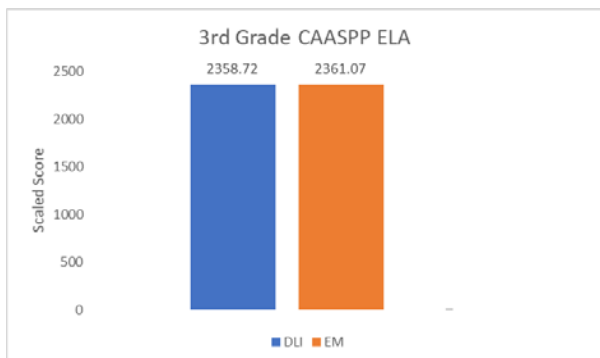
## HUSD Data

Reading and Math achievement - all assessments administered in English. Dual Language Immersion (DLI) is blue (left) and English mainstream (EM) is orange (right).

- Star Data



- CAASPP Data

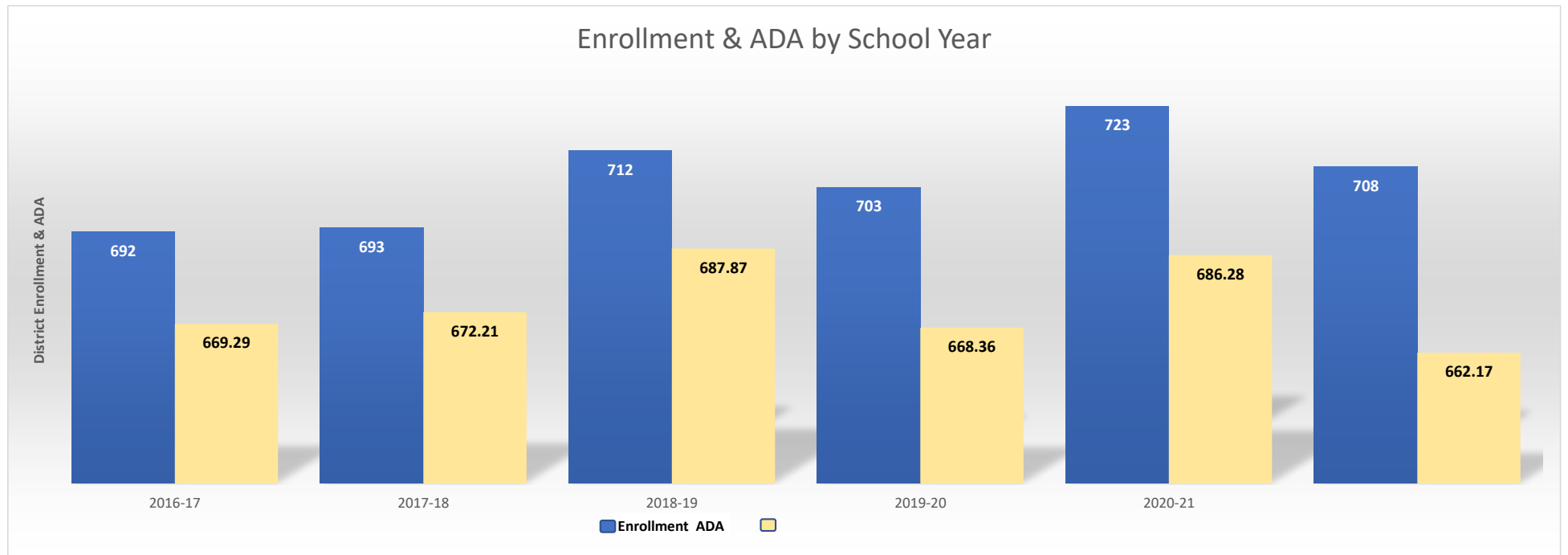




# HUSD ENROLLMENT OVER SIX YEARS 2016-2022

1	2	3	4	5	6
2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
264 HHS	269 HHS	286 HHS	265 HHS	295 HHS	285 HHS
14 EBHS	12 EBHS	9 EBHS	13 EBHS	11 EBHS	10 EBHS
414 K-5	279 K-5	292 K-5	272 K-5	269 K-5	261 K-5
6-8	133 6-8	125 6-8	153 6-8	146 6-8	152 6-8
692 ENROLLMENT	693 ENROLLMENT	712 ENROLLMENT	703 ENROLLMENT	723 ENROLLMENT	708 ENROLLMENT
669.29 ADA	672.21 ADA	687.87 ADA	668.36 ADA	686.28 ADA	662.17 ADA

Enrollment and ADA totals above are based on P2 Data Reporting except current year based on current reporting



# HUSD ENROLLMENT OVER SIX YEARS

2016-2022

2021-22 8/10-8/17		ADA
#STU	GRADE	
9	TK	
43	K	
41	1	
44	2	
45	3	
37	4	
39	5	
47	6	
45	7	
57	8	
65	9	
79	10	
75	11	
79	12	
705 TOTAL		

2021-22 8/2-8/27		ADA
#STU	GRADE	
8	TK	7.78
44	K	40.29
41	1	37.86
44	2	41.79
45	3	43.43
38	4	35.07
39	5	37.36
48	6	43.79
47	7	40.71
57	8	49.71
62	9	60.36
80	10	74.71
75	11	69.71
79	12	75.15
707 TOTAL		657.72

2021-22 8/30-9/24		ADA
#STU	GRADE	
8	TK	5.75
44	K	35.28
42	1	37.34
44	2	41.31
45	3	41.59
38	4	33.28
39	5	35.06
48	6	42.94
46	7	41.84
57	8	51.06
63	9	58.38
81	10	73.38
75	11	69.47
79	12	74.91
709 TOTAL		641.59

2021-22 9/27-10/22		ADA
#STU	GRADE	
8	TK	7.44
43	K	40.37
41	1	38.40
45	2	42.00
46	3	43.12
35	4	34.46
39	5	36.81
47	6	45.40
48	7	44.19
57	8	54.48
63	9	57.81
79	10	72.04
75	11	69.14
78	12	73.16
704 TOTAL		658.82

2021-22 10/25-11/19		ADA
#STU	GRADE	
7	TK	7.29
44	K	40.43
42	1	38.66
46	2	42.16
46	3	43.30
36	4	34.41
39	5	37.00
47	6	45.11
48	7	44.81
57	8	54.41
63	9	58.60
80	10	73.40
76	11	70.34
79	12	74.24
710 TOTAL		664.16

2021-22 12/20/21-1/14/22		ADA
#STU	GRADE	
7	TK	6.99
45	K	39.89
42	1	38.11
46	2	42.19
45	3	42.8
37	4	34.04
39	5	36.79
47	6	44.52
48	7	44.64
57	8	53.76
62	9	58.29
79	10	73.15
75	11	73.46
79	12	73.54
708 TOTAL		662.17

2021-22		ADA
#STU	GRADE	
	TK	
	K	
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
	12	
0 TOTAL		0.00

2021-22		ADA
#STU	GRADE	
	TK	
	K	
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
	12	
0 TOTAL		0.00

2021-22		ADA
#STU	GRADE	
	TK	
	K	
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
	12	
0 TOTAL		0.00

2021-22		ADA
#STU	GRADE	
	TK	
	K	
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
	12	
0 TOTAL		0.00

**Building Fund 21 (Bond) Expenditures for 2021-22  
 For January 26, 2022 HUSD Board Meeting  
 Total Expenditures through January 14, 2022**

<b>PO #</b>	<b>Date</b>	<b>Vendor</b>	<b>Description</b>	<b>Amount</b>	<b>Reimbursable*</b>
PV 16	9/8/2021	Bank of New York Mellon	Paying Agent Fee; RE: Election of 2018, GO Bonds, Series A	\$ 750.00	No
22-105	8/18/2021	Educational Facilities Program Management LLC	Program Management Services	\$ 1,400.00	Yes
22-105	10/13/2021	Educational Facilities Program Management LLC	Program Management Services	\$ 1,680.00	Yes
20-495	10/20/2021	Integrated Educational Planning & Programming	Building/Expansion Project	\$ 22,740.00	
20-287	12/1/2021	Robertson Erickson	Surveying/civil engineering for HES trash area	\$ 1,150.00	n/a
<b>Total expenditures through 01/14/2022</b>				<b><u>\$ 27,720.00</u></b>	

\* YES means the expenditure is eligible for state reimbursement using a formula depending on the type of expenditure.

**Building Fund 21 (Bond) Expenditures for 2020-21  
For September 22, 2021 HUSD Board Meeting  
Total Expenditures through June 30, 2021**

PO #	Date	Vendor	Description	Amount	Reimbursable*
PV 1	7/22/2020	Bank of New York Mellon	Paying Agent Fee; RE: Election of 2018, GO Bonds, Series A	\$ 750.00	No
423	9/23/2020	Dannis Woliver Kelley	Legal fees related to land acquisition	\$ 490.50	Yes
423	10/21/2020	Dannis Woliver Kelley	Legal fees related to land acquisition	\$ 2,256.00	Yes
423	12/2/2020	Dannis Woliver Kelley	Legal fees related to land acquisition	\$ 90.00	Yes
423	12/9/2020	Dannis Woliver Kelley	Legal fees related to land acquisition	\$ 12,913.50	Yes
423	2/3/2021	Dannis Woliver Kelley	Legal fees related to land acquisition	\$ 3,598.50	Yes
423	2/24/2021	Dannis Woliver Kelley	Legal fees related to land acquisition	\$ 10,069.50	Yes
423	3/24/2021	Dannis Woliver Kelley	Legal fees related to land acquisition	\$ 14,973.00	Yes
423	4/28/2021	Dannis Woliver Kelley	Legal fees related to land acquisition	\$ 8,113.50	Yes
423	5/26/2021	Dannis Woliver Kelley	Legal fees related to land acquisition	\$ 5,380.50	Yes
423	6/30/2021	Dannis Woliver Kelley	Legal fees related to land acquisition	\$ 2,130.00	Yes
423	6/30/2021	Dannis Woliver Kelley	Legal fees related to land acquisition	\$ 5,023.50	Yes
EP 71	6/30/2021	Dannis Woliver Kelley	Legal fees related to land acquisition	\$ 306.00	Yes
PV 12	10/7/2020	Department of Toxic Substances Control - DTSC	Property purchase testing	\$ 577.58	Yes
21-150	8/19/2020	Educational Facilities Program Management LLC	Program Management Services	\$ 3,360.00	Yes
21-150	9/16/2020	Educational Facilities Program Management LLC	Program Management Services	\$ 4,480.00	Yes
21-150	10/14/2020	Educational Facilities Program Management LLC	Program Management Services	\$ 3,920.00	Yes
21-150	11/10/2020	Educational Facilities Program Management LLC	Program Management Services	\$ 4,200.00	Yes
21-150	12/9/2020	Educational Facilities Program Management LLC	Program Management Services	\$ 2,520.00	Yes
21-150	1/13/2021	Educational Facilities Program Management LLC	Program Management Services	\$ 1,120.00	Yes
21-150	2/10/2021	Educational Facilities Program Management LLC	Program Management Services	\$ 1,120.00	Yes
21-150	6/30/2021	Educational Facilities Program Management LLC	Program Management Services	\$ 1,680.00	Yes
PV 32	11/10/2020	Hamilton Unified Revolving Fund for Glenn County	File a parcel map in Glenn County	\$ 1,136.00	No
PV 91	6/2/2021	Hamilton Unified Revolving Fund for Glenn County	Timios Title - closing costs for purchase of property	\$ 2,335.28	No
ER 5	6/30/2021	Revolving Ck# 1678 refund	refund - parcel map - See PV 32 dated 11/10/20	\$ (1,136.00)	No
20-495	6/16/2021	Integrated Educational	Building/Expansion Project	\$ 10,260.00	No
19-515	11/10/2020	Placeworks Inc.	CEQA Study/Expansion	\$ 2,097.38	Yes
19-515	11/10/2020	Placeworks Inc.	CEQA Study/Expansion	\$ 2,186.63	Yes
21-152	8/19/2020	Robertson Erickson Inc	Final survey and map package for county recorder	\$ 1,650.00	Yes
21-152	10/21/2020	Robertson Erickson Inc	Final survey and map package for county recorder	\$ 740.00	Yes
21-152	12/16/2020	Robertson Erickson Inc	Final survey and map package for county recorder	\$ 540.00	Yes
21-152	12/16/2020	Robertson Erickson Inc	Final survey and map package for county recorder	\$ 1,105.00	Yes
21-152	2/3/2021	Robertson Erickson Inc	Final survey and map package for county recorder	\$ 180.00	Yes
21-152	2/24/2021	Robertson Erickson Inc	Final survey and map package for county recorder	\$ 740.00	Yes
21-152	6/23/2021	Robertson Erickson Inc	Final survey and map package for county recorder	\$ 1,225.00	Yes
448	9/2/2020	Sacramento Valley Mirror	Legal ad for public hearing related to high school expansion	\$ 82.00	Yes
TV 301	3/19/2021	Timios Escrow	Deposit into escrow for acquisition of property	\$ 50,000.00	Yes
TV 353	5/7/2021	Timios Escrow	Purchase of property	\$ 1,073,500.00	Yes
<b>Total expenditures through 6/30/2021**</b>				<b>\$ 1,235,713.37</b>	

\* YES means the expenditure is eligible for state reimbursement using a formula depending on the type of expenditure.

\*\* Total expenditures through 6/30/21 after year end closing entries.

**FUND 21 (Bond) Expenditures  
FY 2019-2020**

PO #	Date	Vendor	Description	Amount	Reimbursable
423	9/27/2019	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518	\$ 802.00	Yes
423	10/30/2019	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518	\$ 1,126.00	Yes
423	11/13/2019	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518	\$ 165.00	Yes
423	12/11/2019	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518	\$ 2,969.00	Yes
423	1/8/2020	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518/1103	\$ 807.00	Yes
423	5/6/2020	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518	\$ 754.50	Yes
423	5/20/2020	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518	\$ 1,833.50	Yes
423	6/24/2020	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518	\$ 1,194.50	Yes
423	6/30/2020	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518	\$ 2,179.50	Yes
423	6/30/2020	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518	\$ 9,317.00	Yes
19397	9/27/2019	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 1,057.63	Yes
19397	9/27/2019	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 1,445.00	Yes
19397	10/16/2019	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 2,960.00	Yes
19397	10/23/2019	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 171.62	Yes
19397	12/11/2019	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 12,940.58	Yes
19397	2/5/2020	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 12,895.93	Yes
19397	2/5/2020	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 560.00	Yes
19397	3/18/2020	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 4,475.12	Yes
19397	3/18/2020	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 1,252.38	Yes
19397	6/17/2020	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 1,366.98	Yes
19515	9/27/2019	Placeworks Inc.	CEQA Review; expansion project	\$ 4,692.02	Yes
19515	10/2/2019	Placeworks Inc.	CEQA Review; expansion project	\$ 5,009.48	Yes
19515	11/20/2019	Placeworks Inc.	CEQA Review; expansion project	\$ 9,667.98	Yes
19515	11/20/2019	Placeworks Inc.	CEQA Review; expansion project	\$ 14,715.59	Yes
19515	6/17/2020	Placeworks Inc.	CEQA Review; expansion project	\$ 15,933.69	Yes
19515	6/30/2020	Placeworks Inc.	CEQA Review; expansion project	\$ 430.49	Yes
19515	6/30/2020	Placeworks Inc.	CEQA Review; expansion project	\$ 9,341.19	Yes
19515	6/30/2020	Placeworks Inc.	CEQA Review; expansion project	\$ 2,588.26	Yes
20202	9/27/2019	Department of Toxic Substances Control - DTSC	Property Purchase Testing	\$ 14,480.00	Yes
20219	9/27/2019	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 5,040.00	Yes
20219	9/27/2019	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 4,200.00	Yes
20219	11/13/2019	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 4,480.00	Yes
20219	12/11/2019	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 3,080.00	Yes
20219	1/15/2020	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 2,520.00	Yes
20219	2/12/2020	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 2,380.00	Yes
20219	3/11/2020	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 4,480.00	Yes
20219	4/15/2020	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 5,320.00	Yes
20219	5/20/2020	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 3,920.00	Yes
20219	6/17/2020	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 4,200.00	Yes
20219	6/30/2020	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 5,180.00	Yes
20247	11/20/2019	Timios Title	Title Report for new property	\$ 400.00	Yes
20287	10/9/2019	Robertson Erickson Inc.	Survey for land	\$ 3,250.00	Yes
20287	6/30/2020	Robertson Erickson Inc.	Survey for land	\$ 3,250.00	Yes
20495	6/30/2020	Integrated Educational Planning & Programming	Building/Expansion Project	\$ 4,800.00	No
PV 98	3/11/2020	Sacramento Valley Mirror	Legal Ad - Notice of Prep. of a Prelim. Environmental Assess.	\$ 90.20	Yes
PV 119	6/17/2020	Sacramento Valley Mirror	Legal Ad - Expansion Project	\$ 139.40	Yes
<b>Total expenditures through 6/30/2020</b>				<b>\$ 193,861.54</b>	

## 2018-2019 Bond and Property Related Expenses

Vendor	PO #	Description	Amount	Reimbursable
California Appraisals	19-567	Appraisal for future site	\$ 4,000.00	Yes
Educational Facilities Program Management LLC	19-134	Bond Development & Election	\$ 34,440.00	Yes
Glenn County Elections	PV#69	Bond Election Fees	\$ 3,466.00	No
Holdrege & Kull (NV5)	19-309	Environmental Site Assessment	\$ 4,600.00	Yes
Holdrege & Kull (NV5)	19-397	Prelim Assessment #032-230-015	\$ 4,060.62	Yes
HUSD Revolving Fund	19-524	New property project	\$ 1,500.00	Yes
Placeworks Inc.	19-514	Title 5 Risk Assessment	\$ 15,210.00	Yes
Placeworks Inc.	19-515	CEQA Review; Expansion Project	\$ 5,877.75	Yes
School Works Inc.	18-639	Development Fee Study	\$ 6,000.00	No
Western Valuation Professional	19-596	Appraisal - new property	\$ 3,500.00	Yes
Dannis Woliver Kelley	423	matter # 10518 Property Purchase Negotiaion	\$ 6,470	Yes
Dannis Woliver Kelley	423	matter # 10418 2018 Bond Discussions	\$ 1,017	No

**Total Amount Expended** \$ 90,140.87

**Reimbursable Total** \$ 79,657.87

**Climatec Report**  
**Comprehensive Infrastructure Modernization and Utility Savings Program**  
**Information for Board Meeting on January 26<sup>th</sup>, 2022**

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**BACKGROUND**

While the District has made great strides to upgrade its infrastructure and improve its learning environments since the implementation of the Strategic Planning Priorities, multiple needs within our existing infrastructure remain and new needs have surfaced-with limited capital funds to address them. Additionally, PG&E continues to modify/increase utility rates providing further stress on the District's general fund and overall operations.

On May 20<sup>th</sup>, 2021 HUSD released an RFP to select a partner to help the District fund and address existing infrastructure needs and to hedge against utility escalation. At the 6/09/2021 Board Meeting, the District awarded Climatec, LLC (Climatec) to assist in developing and implementing the comprehensive infrastructure modernization and utility savings program.

This program will address several priorities for the District in a strategic manner, such achieving the community's goal of modernizing aging infrastructure to increase student and staff comfort and improve learning environments, while also reducing electrical loads and utility costs. This comprehensive approach allows the District to simultaneously implement needed modernizations and implement renewable technologies while taking advantage of favorable financial conditions in the market for these types of programs.

With PG&E rate increasing by double-digits in the next three years and modifications by the California Public Utilities Commission (CPUC) within the next 120 days negatively affecting solar PV economics, this program will make a lasting beneficial impact to our general fund, while addressing current needs.

The key objectives of the comprehensive program include:

- Addressing aging infrastructure including lighting, building automation, heating and cooling systems and electrical systems
- Providing Solar Photovoltaic (PV) dual purpose shade structures
- Helping to standardize building systems for operational efficiencies, learning environment comfort and cost reductions
- Improving and enhancing our classroom learning environments
- Providing long-term general fund relief
- Communicating program goals, updates, and progress to help the District share its positive impact on improvements to existing infrastructure (outside of bond spend) with our community

**Climatec Report**  
**Comprehensive Infrastructure Modernization and Utility Savings Program**  
**Information for Board Meeting on January 26<sup>th</sup>, 2022**

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**UPDATE**

Over the past several months, Climatec met with staff to better understand the districts goals and priorities, has conducted multiple engineering site assessments, and held collaborative meetings to validate key priorities and scope inclusions with staff and key stakeholders.

In addition, Climatec and District staff met with Board members interested in obtaining further feedback of scope inclusions, priorities, and review of a preliminary funding plan. The feedback provided by the Board was taken into account as Climatec finalizes the technical and financial engineering of the program.

Based on District feedback, the comprehensive infrastructure modernization and utility savings program currently includes:

- New Building Automation System (BAS) and standardization including occupancy sensor integration & exterior lighting control District-wide
- New High-efficiency HVAC units with Economizers and MERV-13 Filters
- New Solar PV shade structures at 2 sites
- Remaining Interior & Exterior LED lighting modernizations districtwide including occupancy sensors and dimming controls
- Walkway Safety lighting from the Football Field to the new Restrooms
- Football Field LED lighting modernization
- HVAC reconfiguration and ductwork at the District office
- New Smart Irrigation control system

District staff is also pro-actively seeking alternative funding solutions including utility incentives, state funding, private-sector financing, and federal or state stimulus.

**WHAT'S TO COME**

Climatec will coordinate with District staff to complete the remaining program steps below:

- Finalize Program Scope and Funding Verification Meeting with District staff – January 2022
- Board Consideration – At the 2/23/22 Board meeting, the Board will consider approving the comprehensive program and associated agreements
- Program Implementation – Once approved, Climatec will provide turnkey implementation of the infrastructure modernization and utility savings measures, and collaborate with District staff and Board on sharing program progress and successes including community communications and engagement events.



# Statements of Economic Interests - Form 700

Every elected official and public employee who makes or influences governmental decisions is required to submit a Statement of Economic Interest, also known as the Form 700. The Form 700 provides transparency and ensures accountability in two ways:

1. It provides necessary information to the public about an official's personal financial interests to ensure that officials are making decisions in the best interest of the public and not enhancing their personal finances.
2. It serves as a reminder to the public official of potential conflicts of interest so the official can abstain from making or participating in governmental decisions that are deemed conflicts of interest.
3. It must be filed no later than April 1, 2022

**Bylaw 9270: Conflict Of Interest**

**Status:** ADOPTED

**Original Adopted Date:** 02/22/2017 | **Last Reviewed Date:** 02/22/2017

The Governing Board desires to maintain the highest ethical standards and help ensure that decisions are made in the best interest of the district and the public. In accordance with law, Board members and designated employees shall disclose any conflict of interest and, as necessary, shall abstain from participating in the decision.

The Board shall adopt a resolution that specifies the terms of the district's conflict of interest code, the district's designated positions, and the disclosure categories required for each position.

Upon direction by the code reviewing body, the Board shall review the district's conflict of interest code and submit any changes to the code reviewing body.

When a change in the district's conflict of interest code is necessitated due to changed circumstances, such as the creation of new designated positions, changes to the duties assigned to existing positions, amendments, or revisions, the amended code shall be submitted to the code reviewing body within 90 days. (Government Code 87306)

When reviewing and preparing the district's conflict of interest code, the Superintendent or designee shall provide officers, employees, consultants, and members of the community adequate notice and a fair opportunity to present their views. (Government Code 87311)

Board members and designated employees shall annually file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories specified in the district's conflict of interest code. A Board member who leaves office or a designated employee who leaves district employment shall, within 30 days, file a revised statement covering the period of time between the closing date of the last statement and the date of leaving office or district employment. (Government Code 87302, 87500)

**Conflict of Interest under the Political Reform Act**

A Board member or designated employee shall not make, participate in making, or in any way use or attempt to use his/her official position to influence a governmental decision in which he/she knows or has reason to know that he/she has a disqualifying conflict of interest. A conflict of interest exists if the decision will have a "reasonably foreseeable material financial effect" on one or more of the Board member's or designated employee's "economic interests," unless the effect is indistinguishable from the effect on the public generally or the Board member's or designated employee's participation is legally required. (Government Code 87100, 87101, 87103; 2 CCR 18700-18709)

A Board member or designated employee makes a governmental decision when, acting within the authority of his/her office or position, he/she votes on a matter, appoints a person, obligates or commits the district to any course of action, or enters into any contractual agreement on behalf of the district. (2 CCR 18702.1)

A Board member who has a disqualifying conflict of interest on an agenda item that will be heard in an open meeting of the Board shall abstain from voting on the matter. He/she may remain on the dais, but his/her presence shall not be counted towards achieving a quorum for that matter. A Board member with a disqualifying conflict of interest shall not be present during a closed session meeting of the Board when the decision is considered and shall not obtain or review a recording or any other nonpublic information regarding the issue. (2 CCR 18702.1)

**Additional Requirements for Boards that Manage Public Investments**

A Board member who manages public investments pursuant to Government Code 87200 and who has a financial interest in a decision shall, upon identifying a conflict or potential conflict of interest and immediately prior to the consideration of the matter, do all of the following: (Government Code 87105; 2 CCR 18702.5)

1. Publicly identify each financial interest that gives rise to the conflict or potential conflict of interest in detail sufficient to be understood by the public, except that disclosure of the exact street address of a residence is not required.
2. Recuse himself/herself from discussing and voting on the matter, or otherwise acting in violation of Government Code 87100. The Board member shall not be counted toward achieving a quorum while the item is discussed.

However, the Board member may speak on the issue during the time that the general public speaks on it and

may leave the dais to speak from the same area as members of the public. He/she may listen to the public discussion of the matter with members of the public.

3. Leave the room until after the discussion, vote, and any other disposition of the matter is concluded, unless the matter has been placed on the portion of the agenda reserved for uncontested matters.

If the item is on the consent calendar, the Board member must recuse himself/herself from discussing or voting on that matter, but the Board member is not required to leave the room during consideration of the consent calendar.

4. If the Board's decision is made during closed session, disclose his/her interest orally during the open session preceding the closed session. This disclosure shall be limited to a declaration that his/her recusal is because of a conflict of interest pursuant to Government Code 87100. He/she shall not be present when the item is considered in closed session and shall not knowingly obtain or review a recording or any other nonpublic information regarding the Board's decision.

### **Conflict of Interest under Government Code 1090**

Board members, employees, or district consultants shall not be financially interested in any contract made by the Board on behalf of the district, including in the development, preliminary discussions, negotiations, compromises, planning, reasoning, and specifications and solicitations for bids. If a Board member has such a financial interest, the district is barred from entering into the contract. (Government Code 1090; *Klistoff v. Superior Court*, (2007) 157 Cal.App. 4th 469)

A Board member shall not be considered to be financially interested in a contract if his/her interest is a "noninterest" as defined in Government Code 1091.5. One such noninterest is when a Board member's spouse/registered domestic partner has been a district employee for at least one year prior to the Board member's election or appointment. (Government Code 1091.5)

A Board member shall not be considered to be financially interested in a contract if he/she has only a "remote interest" in the contract as specified in Government Code 1091 and if the remote interest is disclosed during a Board meeting and noted in the official Board minutes. The affected Board member shall not vote or debate on the matter or attempt to influence any other Board member to enter into the contract. (Government Code 1091)

Even if there is not a prohibited conflict of interest, a Board member shall abstain from voting on personnel matters that uniquely affect his/her relatives. However, a Board member may vote on collective bargaining agreements and personnel matters that affect a class of employees to which his/her relative belongs. Relative means an adult who is related to the Board member by blood or affinity within the third degree, as determined by the common law, or an individual in an adoptive relationship within the third degree. (Education Code 35107)

A relationship within the third degree includes an individual's parents, grandparents, great-grandparents, children, grandchildren, great-grandchildren, brothers, sisters, aunts, uncles, nieces, nephews, and the similar family of the individual's spouse/registered domestic partner unless the individual is widowed or divorced.

### **Common Law Doctrine Against Conflict of Interest**

A Board member shall abstain from any official action in which his/her private or personal interest may conflict with his/her official duties.

### **Rule of Necessity or Legally Required Participation**

On a case-by-case basis and upon advice of legal counsel, a Board member with a financial interest in a contract may participate in the making of the contract if the rule of necessity or legally required participation applies pursuant to Government Code 87101 and 2 CCR 18708.

### **Incompatible Offices and Activities**

Board members shall not engage in any employment or activity or hold any office which is inconsistent with, incompatible with, in conflict with, or inimical to the Board member's duties as an officer of the district. (Government Code 1099, 1126)

### **Gifts**

Board members and designated employees may accept gifts only under the conditions and limitations specified in

Government Code 89503 and 2 CCR 18730.

The limitation on gifts does not apply to wedding gifts and gifts exchanged between individuals on birthdays, holidays, and other similar occasions, provided that the gifts exchanged are not substantially disproportionate in value. (Government Code 89503)

Gifts of travel and related lodging and subsistence shall be subject to the current gift limitation except as described in Government Code 89506.

A gift of travel does not include travel provided by the district for Board members and designated employees. (Government Code 89506)

### **Honoraria**

Board members and designated employees shall not accept any honorarium, which is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private gathering, in accordance with law. (Government Code 89501, 89502)

The term honorarium does not include: (Government Code 89501)

1. Earned income for personal services customarily provided in connection with a bona fide business, trade, or profession unless the sole or predominant activity of the business, trade, or profession is making speeches
  2. Any honorarium which is not used and, within 30 days after receipt, is either returned to the donor or delivered to the district for donation into the general fund without being claimed as a deduction from income for tax purposes
-

**Exhibit 9270-E(1): Conflict Of Interest**

**Status:** ADOPTED

**Original Adopted Date:** 09/26/2018

*See PDF on the next page.*

RESOLUTION 18-19-104 ADOPTING A CONFLICT OF INTEREST CODE

WHEREAS, the Political Reform Act, Government Code 87300-87313, requires each public agency in California to adopt a conflict of interest code; and

WHEREAS, the Governing Board of the Hamilton Unified School District has previously adopted a local conflict of interest code; and

WHEREAS, past and future amendments to the Political Reform Act and implementing regulations may require conforming amendments to be made to the district's conflict of interest code; and

WHEREAS, a regulation adopted by the Fair Political Practices Commission, 2 CCR 18730, provides that incorporation by reference of the terms of that regulation, along with an agency-specific appendix designating positions and disclosure categories shall constitute the adoption and amendment of a conflict of interest code in conformance with Government Code 87300 and 87306; and

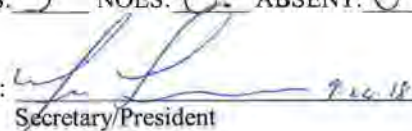
WHEREAS, the Hamilton Unified School District has recently reviewed its positions, and the duties of each position, and has determined that (changes/no changes) to the current conflict of interest code are necessary; and

WHEREAS, any earlier resolutions, bylaws, and/or appendices containing the district's conflict of interest code shall be rescinded and superseded by this resolution and Appendix; and

NOW THEREFORE BE IT RESOLVED that the Hamilton Unified School District Governing Board adopts the following Conflict of Interest Code including its Appendix of Designated Employees and Disclosure Categories.

PASSED AND ADOPTED THIS 26th day of September, 2018 at a meeting, by the following vote:

AYES: 5 NOES: 0 ABSENT: 0

Attest:  \_\_\_\_\_  
Secretary/President

Conflict of Interest Code of the

Hamilton Unified School District

The provisions of 2 CCR 18730 and any amendments to it adopted by the Fair Political Practices Commission, together with the attached Appendix specifying designated positions and disclosure categories, are incorporated by reference and shall constitute the district's conflict of interest code.

Governing Board members and designated employees shall file a Statement of Economic Interest/ Form 700 in accordance with the disclosure categories listed in the attached Appendix. The Statement of Economic Interest shall be filed with the district's filing officer and/or, if so required, with the district's code reviewing body. The district's filing officer shall make the statements available for public review and inspection.

## APPENDIX

### Disclosure Categories

1. Category 1: A person designated Category 1 shall disclose:

a. Interests in real property located entirely or partly within district boundaries, or within two miles of district boundaries, or of any land owned or used by the district.

b. Investments or business positions in or income from sources which are engaged in the acquisition or disposal of real property within the district, are contractors or subcontractors which are or have been within the past two years engaged in work or services of the type used by the district, or manufacture or sell supplies, books, machinery, or equipment of the type used by the district.

2. Category 2: A person designated Category 2 shall disclose:

a. Investments or business positions in or income from sources which are contractors or subcontractors engaged in work or services of the type used by the department which the designated person manages or directs.

b. Investments or business positions in or income from sources which manufacture or sell supplies, books, machinery, or equipment of the type used by the department which the designated person manages or directs. For the purposes of this category, a principal's department is his/her entire school.

3. Full Disclosure: Because it has been determined that the district's Board members and/or Superintendent "manage public investments," they and other persons designated for "full disclosure" shall disclose, in accordance with Government Code 87200:

a. Interests in real property located entirely or partly within district boundaries, or within two miles of district boundaries, or of any land owned or used by the district.

b. Investments, business positions, and sources of income, including gifts, loans, and travel payments.

### Designated Positions

#### Designated Position Disclosure Category

Governing Board Members 1

District Superintendent/Principal Alternative Education 1

Chief Business Official 1

District Accounts Clerk 1

Principal, Hamilton High School 2

Principal, Hamilton Elementary School 2

Assistant Principal, Hamilton Elementary School 2

Director of Maintenance, Operations and Transportation 2

Dean of Students 2

Director of Technology 2

Director of Nutrition and Student Welfare 2

Activities Director 2

Disclosures for Consultants

Consultants are designated employees who must disclose financial interests as determined on a case-by-case basis by the Superintendent or designee. The Superintendent or designee's written determination shall include a description of the consultant's duties and a statement of the extent of disclosure requirements based upon that description. All such determinations are public records and shall be retained for public inspection along with this conflict of interest code.

A consultant is an individual who, pursuant to a contract with the district, makes a governmental decision whether to: (2 CCR 18701)

1. Approve a rate, rule, or regulation
2. Adopt or enforce a law
3. Issue, deny, suspend, or revoke a permit, license, application, certificate, approval, order, or similar authorization or entitlement
4. Authorize the district to enter into, modify, or renew a contract that requires district approval
5. Grant district approval to a contract that requires district approval and in which the district is a party, or to the specifications for such a contract
6. Grant district approval to a plan, design, report, study, or similar item
7. Adopt or grant district approval of district policies, standards, or guidelines

A consultant is also an individual who, pursuant to a contract with the district, serves in a staff capacity with the district and in that capacity participates in making a governmental decision as defined in 2 CCR 18702.2 or performs the same or substantially all the same duties for the district that would otherwise be performed by an individual holding a position specified in the district's conflict of interest code. (2 CCR 18701)





# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hamilton Unified School District	Jeremy Powell Superintendent	jpowell@husdschools.org (530) 826-3261

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

All use of funding provided through the Budget Act of 2021 are included in the 2021-2022 LCAP.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

With the additional funding provided by the additional concentration grant add-on funding, HUSD has increased services to students through additional technology resources (including Illuminate and expanded STAR Screeners), additional social/emotional support provided by GCOE counselors. In addition, focusing on the PBIS and MTSS strategies being utilized throughout the District, additional trainings and materials have been purchased.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

HUSD has actively engaged both the staff and community throughout the COVID-19 Pandemic. Through a series of surveys, HUSD has received feedback from parents focused on the importance of getting students back in class safely and focusing on the skills that are lagging

due to distance learning. Utilizing Hamilton Unified Leadership Committee (HULC) meetings and School Board Meetings, plans have been created, reviewed, and approved.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Currently, HUSD is utilizing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure funds to both hire additional teaching staff and additional support staff. This includes classroom teachers and para-educators.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

The District Business Department and District Administration, meet on a regular basis to review fiscal plans, review implementation, and approve purchases to ensure alignment with the 2021-2022 LCAP and Annual Update.

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021

## CSBA MANUAL MAINTENANCE SERVICE CHECKLIST – December 2021

District Name: Hamilton Unified School District

Contact Name: Tiffany Wilhelm Phone: 530-826-3261 Email: [twilhelm@hudschools.org](mailto:twilhelm@hudschools.org)

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
BP 0420.42	Charter School Renewal		
BP 1312.3	Uniform Complaint Procedures		
AR 1312.3	Uniform Complaint Procedures	<p><b>Fill in Blanks</b></p> <p>Superintendent Hamilton Unified School District PO Box 488 Hamilton City, CA 95951 530-826-3261</p> <p><b>OPTION 1:</b> <input checked="" type="checkbox"/></p> <p><b>OPTION 2:</b> <input type="checkbox"/></p>	
E(1) 1312.3	Uniform Complaint Procedures		
E(2) 1312.3	Uniform Complaint Procedures	<p><b>Fill in Blanks</b></p> <p>Superintendent Hamilton Unified School District PO Box 488 Hamilton City, CA 95951 530-826-3261</p>	
AR 3515.6	Criminal Background Checks for Contractors		
AR 4217.3	Layoff/Rehire	<p><b>OPTION 1:</b> <input type="checkbox"/></p> <p><b>OPTION 2:</b> <input checked="" type="checkbox"/></p>	
AR 5125	Student Records		
AR 5145.3	Nondiscrimination/Harassment	<p><b>Fill in Blanks</b></p> <p>Superintendent Hamilton Unified School District PO Box 488 Hamilton City, CA 95951 530-826-3261</p>	

## CSBA MANUAL MAINTENANCE SERVICE CHECKLIST – December 2021

District Name: Hamilton Unified School District

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POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
BP 5148	Child Care and Development		
AR 5148	Child Care and Development		
BP 5148.2	Before/After School Programs	<b>OPTION 1:</b> <input checked="" type="checkbox"/> <b>OPTION 2:</b> <input type="checkbox"/>	
AR 5148.2	Before/After School Programs		
BP 5148.3	Preschool/Early Childhood Education		
AR 5148.3	Preschool/Early Childhood Education		
BP 6112	School Day		
AR 6112	School Day		
BP 6143	Courses Of Study		
AR 6143	Courses Of Study		
BP 6158	Independent Study		
AR 6158	Independent Study		
BP 6170.1	Transitional Kindergarten		
BB 9150	Student Board Members		
BB 9320	Meetings And Notices	<b>Fill in Blanks</b>  The Board shall hold one regular meeting each month. Regular meetings shall be held at 6:00 p.m. on the 4th Wednesday at the Hamilton High School Library unless otherwise stated.	

## CSBA POLICY GUIDE SHEET December 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 (AB 130, 2021)** which extends the term by two years for all charter schools whose term expires on or between January 1, 2022 and June 30, 2025 and requires, for renewals and denials, that the most recent years for which state data is available preceding the renewal or denial decision be used in determining whether specified criteria are met if the two consecutive years preceding the renewal or denial include the 2019-20 or 2020-21 school year. Policy also updated for clarity and consistency with law.

### **Board Policy 1312.3 - Uniform Complaint Procedures**

Policy updated to reflect **NEW LAW (AB 131, 2021)** which renumbers the license-exempt California State Preschool Program code sections, ensure consistency with the California Department of Education's 2021-22 federal program monitoring instrument, clarify that districts may not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student, add Item #3 to the section regarding "Non-UCP Complaints" that any complaint alleging that a student, while in an education program or activity as specified, was subjected to sexual harassment as defined in 34 CFR 106.30 be addressed through federal Title IX complaint procedures, and clarify in Item #5 that complaints alleging a physical safety concern that interferes with a free appropriate public education is a non-UCP complaint.

### **Administrative Regulation 1312.3 - Uniform Complaint Procedures**

Regulation updated to delete outdated and/or repealed U.S. Department of Education's Office for Civil Rights (OCR) references and where appropriate add current OCR material, ensure consistency with the California Department of Education's 2021-22 federal program monitoring instrument, clarify posting requirements for the annual notification, compliance officer contact information and information related to Title IX, add material regarding the requirement for an administrator who is not designated as a compliance officer who receives a complaint to notify the compliance officer, clarify that districts may not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student, add descriptions to the OPTION headings for districts that do or do not allow complainants to appeal to the governing board, delete material regarding respondent being sent the investigation report at the same time it is provided to complainant as this simultaneous exchange is not required by law, amend language in regard to pursuing civil law remedies in the notice to complainants included in investigation reports for allegations of unlawful discrimination, harassment, intimidation, and bullying based on state law, clarify when either party may request reconsideration of an appeal by the Superintendent of Public Instruction, and reflect **NEW LAW (AB 131, 2021)** which renumbers the license-exempt California State Preschool Program code sections.

### **Exhibit(1) 1312.3 - Uniform Complaint Procedures**

Exhibit updated to reflect **NEW LAW (AB 131, 2021)** which renumbers the license-exempt California State Preschool Program code sections.

### **Exhibit(2) 1312.3 - Uniform Complaint Procedures**

Exhibit updated to reflect **NEW LAW (AB 131, 2021)** which renumbers the license-exempt California State Preschool Program code sections.

### **Administrative Regulation 3515.6 - Criminal Background Check for Contractors**

Regulation updated to reflect **NEW LAW (AB 130, 2021)** which requires any entity, including a sole proprietor, that has a contract with a district to ensure that employees who interact with students outside of the immediate supervision and control of the student's parent/guardian or school staff have a valid criminal



records summary and to immediately provide any subsequent arrest and conviction information received pursuant to the subsequent arrest service. Regulation also updated to delete the list of service providers as the services in Items #1-5 are no longer listed in law and the services in Item #6 regarding the construction, reconstruction, rehabilitation, or repair of a school facility are considered in another portion of the regulation, delete material regarding an exception for employees with limited contact with students as it is no longer provided for in law, generalize information regarding steps that may be taken to protect the safety of students who may come in contact with employees of contracting entities, and rearrange placement of material for clarity and context.

#### **Administrative Regulation 4217.3 - Layoff/Rehire**

Regulation updated to add descriptions to the OPTION headings for the determination of "length of service" for order of layoff purposes, reflect **NEW LAW (AB 438, 2021)** which, for both merit and non-merit districts, specifies notice requirements and hearing rights districts must provide to permanent classified employees, as defined, who are subject to layoff due to lack of work or lack of funds, including that notice be given no later than March 15, and that classified staff may be reduced due to lack of work or lack of funds when the governing board determines during the time between five days after the enactment of an annual Budget Act and August 15 of the fiscal year to which the Budget Act applies that the district's local control funding formula apportionment per unit of average daily attendance for the fiscal year of the Budget Act has not increased by at least two percent. Regulation also updated to provide material regarding a permanent classified employee's request for a hearing, including a hearing before an administrative law judge in which the board makes the final decision regarding the sufficiency of the cause and disposition of the layoff, provide material regarding final notice before May 15 to employees affected by the layoff unless a continuance is granted, add material regarding notice to affected employees when classified positions are eliminated as a result of the expiration of a specifically funded program, and include that districts may release probationary classified employees without notice or hearing for reasons other than lack of work or lack of funds.

#### **Administrative Regulation 5125 - Student Records**

Regulation updated to enhance clarity by separating administrative guidance for requests involving changes to student records of current students and guidance related to requests for changes to gender or legal name of former students. Regulation also updated to move materials related to former students to end of regulation in new section - "Updating Name and/or Gender of Former Students."

#### **Administrative Regulation 5145.3 - Nondiscrimination/Harassment**

Regulation updated to clarify how district employees should handle requests by or on behalf of transgender and gender-nonconforming students when changing gender and legal name on student records. Regulation also updated to broaden the section on "Transgender and Gender-Nonconforming Students" to include support for intersex and nonbinary students and related definitions.

#### **Board Policy 5148 - Child Care and Development**

Policy updated to reflect **NEW LAW (AB 131, 2021)** which repealed the Child Care and Development Services Act from the Education Code and reenacted the laws in the Welfare and Institutions Code with responsibility for administering child care programs transferring to the California Department of Social Services (CDSS). Policy also updated to reflect **NEW LAW (AB 130, 2021)** pursuant to which a child's eligibility for transitional kindergarten may not impact family eligibility for a child care program and which requires, as a condition of funding, that a child care program that is physically closed by local or state public health order or guidance due to the COVID-19 pandemic, but funded to be operational, provide distance learning services as specified by CDSS.

#### **Administrative Regulation 5148 - Child Care and Development**

Regulation updated to reflect **NEW LAW (AB 131, 2021)** which (1) repealed the Child Care and Development Services Act from the Education Code and reenacted the laws in the Welfare and Institutions Code, (2) waives fees for families receiving subsidized child care services for 2021-22, and (3) requires a California State Preschool Program or child care program to provide a parent/guardian of a child transferring to a public school with specified information.

### **Board Policy 5148.2 - Before/After School Programs**

Policy updated to reflect **NEW LAW (AB 130, 2021)** which (1) establishes the Expanded Learning Opportunities (ELO) Program, (2) allocates ELO funding to districts under a formula based on a district's percentage of unduplicated students and average daily attendance, (3) requires districts receiving funds to, for the 2021-22 school year, offer access to ELO programs to all unduplicated students in grades TK-6, provide access to such programs to at least 50 percent of enrolled unduplicated students and, commencing in the 2022-23 school year, offer access to all students in grades TK-6 inclusive and ensure that access is provided to any student whose parent/guardian requests their placement in an ELO program, and (4) requires After School Education and Safety, 21st Century Community Learning Center, and ELO programs that charge family fees to schedule fees on a sliding scale that considers family income and ability to pay and to waive the cost of such fees for a student who is eligible for free or reduced-price meals.

### **Administrative Regulation 5148.2 - Before/After School Programs**

Regulation updated to reflect **NEW LAW (AB 130, 2021)** which (1) establishes the Expanded Learning Opportunities (ELO) Program, (2) requires districts receiving ELO funds to, for the 2021-22 school year, offer access to ELO programs to all unduplicated students in grades TK-6 and to provide access to such programs to at least 50 percent of enrolled unduplicated students, (3) commencing in the 2022-23 school year, offer access to all students in grades TK-6 inclusive and ensure that access is provided to any student whose parent/guardian requests placement in an ELO program, (4) requires districts receiving grants through the California Prekindergarten Planning and Implementation Grant Program to develop a plan for how all children in the attendance area of the district will have access to full-day learning programs the year before kindergarten, (5) requires ELO programs serving transitional kindergarten and/or kindergarten students to maintain a student-to-staff member ratio of no more than 10 to 1, and (6) requires that ELO programs, for school days, provide in-person before- or after-school expanded learning opportunities that, when added to daily instructional minutes, are not less than nine hours of combined instructional time and, for intersession periods, provide in-person expanded learning opportunities of no less than nine hours per day for at least 30 non-school days. Regulation also updated to include definition of expanded learning opportunities and unduplicated student and to reflect the expectation that ELO programs will comply with all requirements for the After School Education and Safety program.

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

Policy updated to reflect **NEW LAW (AB 131, 2021)** which amended and renumbered the statutes governing the California State Preschool Program (CSPP) within the Education Code, and to reflect **NEW LAW (AB 130, 2021)** which (1) revised the timespans for mandatory transitional kindergarten (TK) admittance requirements to be phased in starting in the 2022-23 school year to the 2025-26 school year, (2) created a grant program for the construction or modernization of new preschool classrooms pursuant to the California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program, (3) requires, in combination with **NEW STATE GUIDANCE**, as a condition of funding, that a CSPP program that is physically closed by local or state public health order or guidance due to the COVID-19 pandemic, but funded to be operational, provide distance learning services as specified by the California Department of Education, (4) requires districts receiving grants through the California Prekindergarten Planning and Implementation Grant Program to develop a plan for how all children in the attendance area of the district will have access to full-day learning programs the year before kindergarten, and (5) prohibits TK eligibility from impacting family eligibility for a preschool or childcare program. Policy also updated to reflect that a CSPP program may be a part-day or full-day program and that a child under four years of age must be served in a CSPP facility licensed in accordance with Title 22 of the California Code of Regulations. Additionally, policy updated to reflect **NEW LAW (AB 1363, 2021)** which requires the quality indicators for CSPP programs to include activities and services that meet the needs of dual language learners for support in the development of their home language and English.

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

Regulation updated to include definitions of three- and four-year-old children and to reflect **NEW LAW (AB 131, 2021)** which (1) amended and renumbered the statutes governing the California State Preschool Program (CSPP) within the Education Code, (2) clarifies that four-year-old children who are eligible to participate in a CSPP program include those children whose fifth birthday occurs after September 1 of the fiscal year in which they are enrolled in a CSPP program and whose parent/guardian has opted to retain or enroll the child

in a CSPP program, (3) requires CSPP programs to include certain components including minimum days per year for a full-day CSPP program, (4) repeals applicable code sections, (5) revises the eligibility criteria and enrollment priorities for part-day CSPP programs, (6) adds eligibility criteria and enrollment priorities for full-day CSPP programs, (7) waives fees for families receiving subsidized child care services for the 2021-22 school year, and (8) revises the order by which families must be disenrolled from CSPP programs if disenrollment is necessary. Policy also updated to delete section on "Wraparound Child Care Services" to reflect the repeal of code sections as stated above.

#### **Board Policy 6112 - School Day**

Policy updated to reflect clarification in the California Department of Education's Frequently Asked Questions about Independent Study that minimum school day requirements for regular school attendance apply to traditional independent study programs.

#### **Administrative Regulation 6112 - School Day**

Regulation updated to reflect **NEW LAW (AB 131, 2021)** which exempts activities related to the Expanded Learning Opportunity program from the calculation of the maximum school day for kindergarten and transitional kindergarten. Regulation also updated to specify when the school day may begin for students in middle and high schools, and to move material to enhance clarity.

#### **Board Policy 6143 - Courses of Study**

Policy updated to (1) expand student characteristics for which districts may not provide any course separately or require or refuse participation, (2) include that the district's course of study may provide for a rigorous academic curriculum that integrates academic and career skills, includes applied learning across all disciplines, and prepares students for high school graduation and career entry, and (3) clarify that the a-g requirements for the University of California and California State University system is 15 yearlong or 30 semesters.

#### **Administrative Regulation 6143 - Courses of Study**

Regulation updated to clarify that optional instruction in prenatal care is for pregnant individuals, to reflect **NEW LAW (AB 101, 2021)** which, subject to funding in the annual Budget Act or other statute, requires a one-semester course in ethnic studies beginning in the 2025-26 school year and as a requirement for graduation beginning with students who graduate in the 2029-30 school year, clarify that the a-g requirements for the University of California and California State University system is 15 yearlong or 30 semesters, and add a new section "Financial Aid Requirements for Students in Grade 12 that reflects **NEW LAW (AB 132, 2021)** which (1) requires, starting in the 2022-23 school year, districts to confirm that each student in grade 12 completes and submits a Free Application for Federal Student Aid (FAFSA) to the U.S. Department of Education and/or if a student is exempt from paying nonresident tuition, a California Dream Act Application (CADAA) to the Student Aid Commission unless the student's parent/guardian, emancipated minor, or student age 18 years or older submits an opt-out form to the district, or the district, in specified circumstances, exempts the student or the student's parent/guardian from completing the FAFSA, CADAA, or opt-out form and completes and submits an opt-out form on the student's behalf, (2) requires districts to ensure that each high school student in Grade 12, and if applicable the student's parent/guardian, be directed to any support and assistance necessary to complete the FAFSA and/or CADAA, and (3) that information shared by students and parents/guardians in completing and submitting the FAFSA and CADAA is handled in compliance with the federal Family Rights and Privacy Act and applicable state law, regardless of any person's immigration status or other personal information.

#### **Board Policy 6158 - Independent Study**

Policy updated to reflect **NEW LAW (AB 167, 2021)** which relaxes certain independent study (IS) requirements with respect to any student who is unable to attend in-person instruction due to a quarantine or school closure during the 2021-22 school year and to incorporate California Department of Education program clarifications, including that a district is permitted to (1) require students who cannot participate in classroom-based instruction during the school year due to quarantine or school closure because of infection with or exposure to COVID-19 to participate in IS, (2) claim apportionment credit for such students' participation in IS for fewer than the minimum three consecutive days generally required for IS, and (3)

obtain a signed written agreement from each participating student not later than 30 days after IS begins, rather than before a student may participate in IS.

#### **Administrative Regulation 6158 - Independent Study**

Regulation updated to reflect **NEW LAW (AB 167, 2021)** which permits districts to offer Independent Study (IS) to students who are unable to attend in-person instruction due to a quarantine pursuant to local or state public health guidance because of exposure to or infection with COVID-19. Regulation also revised to clarify that a student must be enrolled in school in order to participate in IS.

#### **Board Policy 6170.1 - Transitional Kindergarten**

Policy updated to reflect **NEW LAW (AB 130, 2021)** which (1) gradually revises the timespans for mandatory transitional kindergarten (TK) admittance such that, by the 2025-26 school year, children who turn four by September 1 will be eligible for TK, (2) establishes the California Prekindergarten Planning and Implementation Grant Program as an early learning initiative with the goal of expanding access to classroom-based prekindergarten programs at districts, including but not limited to TK programs, and which requires districts to develop a plan for how all children in the attendance area of the district will have access to full-day learning programs the year before kindergarten, (3) establishes the California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program to provide one-time grants to school districts to construct new school facilities or retrofit existing school facilities including for the purpose of providing TK classrooms, (4) prohibits TK eligibility from impacting family eligibility for a preschool or childcare program, and (5) requires districts to maintain an average TK class enrollment of not more than 24 students for each school site and which, commencing with the 2022–23 school year, requires districts to maintain an average of at least one adult for every 12 students for TK classrooms and, contingent upon an appropriation of funding, maintain an average of at least one adult for every 10 students commencing with the 2023-24 school year. Policy also updated to reflect requirements for programs that commingle preschool-age and TK students.

#### **Board Bylaw 9150 - Student Board Members**

Bylaw updated to reflect **NEW LAW (AB 824, 2021)** which specifies circumstances under which a governing board may adjust the term of a student board member. Bylaw also updated to enhance legal accuracy and clarity.

#### **Board Bylaw 9320 - Meetings and Notices**

Bylaw updated to clarify that it is discussion among themselves, via technology, of a majority of the governing board regarding an item within the subject matter jurisdiction of the board that can result in a violation of the Brown Act, and that agenda materials are required to be made available for public inspection at the time the materials are distributed to all or a majority of the board when agenda materials relating to an open session of a regular meeting are distributed to the board less than 72 hours before the meeting. Bylaw also updated to add a new section "Teleconferencing During a Proclaimed State of Emergency" which reflects **NEW LAW (AB 361, 2021)** that (1) authorizes boards, until January 1, 2024, to conduct board meetings by teleconference, as specified, without meeting certain requirements otherwise required of teleconference meetings when holding a board meeting during a proclaimed state of emergency when state or local officials have imposed or recommend measures to promote social distancing; to determine whether, as a result of an emergency, meeting in person would present imminent risks to the health or safety of attendees; or when it has been determined, as a result of an emergency, that meeting in person would present imminent risks to the health or safety of attendees, (2) includes that the district may, in its discretion, provide a physical location from which the public may attend or comment and, (3) provides that the board may continue to conduct meetings by teleconference during proclaimed states of emergency by a majority vote finding within 30 days after teleconferencing for the first time and every 30 days thereafter that either the state of emergency continues to directly impact the ability of the board to meet safely in person or that state or local officials continue to impose or recommend measures to promote social distancing.

# CSBA Sample Board Policy

## Philosophy, Goals, Objectives, and Comprehensive Plans

BP 0420.42(a)

### CHARTER SCHOOL RENEWAL

Note: When the term of a charter granted by the Governing Board pursuant to Education Code 47605 is due to expire, the charter school must submit a petition for renewal to the Board in accordance with Education Code 47607.

For a charter that was granted by the State Board of Education (SBE) on appeal after being denied by the district pursuant to Education Code 47605, the renewal petition must first be submitted to the chartering authority designated by SBE the district board that denied the charter, pursuant to in accordance with Education Code 47605. For charters granted by SBE on appeal pursuant to Education Code 47605, as that section read on January 1, 2019, the charter school may continue operating until it is up for renewal, at which point it must submit a renewal petition to the board in the geographic boundaries where the charter school is located, pursuant to Education Code 47605.9.

A petition for the renewal of a charter that was originally granted by the County Board of Education on appeal after being denied by the district must be submitted directly to the County Board as the chartering authority pursuant to 5 CCR 11966.5.

Pursuant to Education Code 47607.4, as added by AB 130 (Ch. 44, Statutes of 2021), notwithstanding the renewal process established in Education Code 47605.9, 47607, 47607.2, or any other law, all charter schools whose term expires on or between January 1, 2022 and June 30, 2025 shall have their term extended by two years.

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)

**CHARTER SCHOOL RENEWAL** (continued)

Note: The following **optional** paragraph may be revised to reflect district timelines for the submission of charter renewal petitions. Education Code 47605 requires that the Board grant or deny the renewal petition within 90 days of receiving the petition; see section entitled "Timelines for Board Action" below. However, it is recommended that charter schools submit their petition sufficiently early (e.g., as much as nine months before the term of the charter is due to expire) so that, in the event that the Board denies the renewal, the charter school may be able to appeal to the County Board and then to SBE and, if the school closes, to allow students of the charter school to transfer to another school.

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**

Note: Education Code 47607 and 47607.2 authorize different lengths of renewals for high-performing, middle-performing, and low-performing charter schools.

Pursuant to Education Code 47607, charter renewals are subject to the same standards and criteria as initial charter authorizations as specified in Education Code 47605, except that the Board may not deny the renewal of an existing charter school based on a finding that (1) the district has a negative or qualified interim certification, **or is under state receivership**, and is not positioned to absorb the fiscal impact of the proposed charter school or (2) the charter school is **demonstrably** unlikely to serve the interests of the entire community in which the school will be located (i.e., the school would substantially undermine or duplicate existing district services or programs). However, these two criteria may be used to deny a proposed expansion of an existing charter school **constituting a material revision**. See BP/AR 0420.4 - Charter School Authorization for more information regarding the standards and criteria for initial charter authorizations and renewals.

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

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

Note: Pursuant to Education Code 47607.2, the review of the charter school's academic performance must be based on "verified data" from assessments and other indicators, **including in certain instances measures of postsecondary outcomes**, approved by SBE. In November 2020, SBE approved a list of valid and

## CHARTER SCHOOL RENEWAL (continued)

reliable indicators of academic progress and postsecondary outcomes that may be used to demonstrate a charter school's academic performance. Such indicators are available on **the California Department of Education's CDE's** web site.

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:

Note: Pursuant to Education Code 47607, as amended by **AB 130 SB 98 (Ch. 24, Statutes of 2020)**, the criteria described in item #1 below may be achieved for two of the **most recent years for which state data is available** ~~three years immediately~~ preceding the renewal **decision**, rather than for the two consecutive years immediately preceding the renewal, if the two consecutive years immediately preceding the renewal **decision** include the 2019-20 **or 2020-21** school year.

### 1. Renewal of Five to Seven Years

- a. A charter school that is not eligible for technical assistance pursuant to Education Code 47607.3 shall be granted renewal for a period of five to seven years when, for two consecutive years immediately preceding the renewal, or for two of the **most recent years for which state data is available** ~~three years immediately~~ preceding the renewal **if the two consecutive years immediately preceding the renewal decision include the 2019-20 or 2020-21 school year,** ~~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

BP 0420.42(d)

## CHARTER SCHOOL RENEWAL (continued)

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

Note: Education Code 47607.2, as amended by **AB 130 SB 98**, authorizes the Board to deny renewal of a charter if the criteria described in item #3 below apply in two of the **most recent years for which state data is available** ~~three years immediately~~ preceding the renewal **decision**, rather than for two consecutive years immediately preceding the renewal **decision**, if the two consecutive years immediately preceding the renewal include the 2019-20 **or 2020-21** school year.

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 most recent years for which state data is available** immediately preceding the

BP 0420.42(e)



## CHARTER SCHOOL RENEWAL (continued)

renewal **if the two consecutive years immediately preceding the renewal decision include the 2019-20 or 2020-21 school year, 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)
- (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

## **CHARTER SCHOOL RENEWAL (continued)**

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)

Note: Charter schools that serve high-risk students may qualify for the state's Dashboard Alternative School Status (DASS) program, which uses modified methods of measurement for accountability indicators when appropriate. Charter schools that participate in the DASS are subject to the following criteria specified in 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**

Note: State law does not expressly provide a timeline for a public hearing on the renewal petition or for the Board's final decision on the renewal. However, pursuant to Education Code 47607, renewals are generally subject to the same standards and criteria applicable to initial charter authorizations, as specified in Education Code 47605. The following section reflects the timelines established for initial charter authorizations.

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)

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

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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)

**Note: Though 5 CCR 11966.4 provides that an "automatic renewal" results when the Board does not make a written factual finding on which a denial may be based within 60 days of receiving the renewal petition, the timelines specified in Education Code 47605 and described above should be followed, as they supersede the inconsistent regulation. The district should consult legal counsel in the event of a question regarding the timelines.**

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 **the California Department of Education 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 **of Education** within 30 days of the Board's written factual findings supporting the denial. (Education Code 47605, 47607.5)

### **School Closure**

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

#### *Legal Reference:*

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

*Management Resources: (see next page)*

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*Management Resources:*

CSBA PUBLICATIONS

~~The Role of the Charter School Authorizer, Online Course~~

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

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**Policy Reference UPDATE Service**

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# **CSBA Sample Board Policy**

## UNIFORM COMPLAINT PROCEDURES

Note: To address prohibited discrimination and violations of state and federal laws governing educational programs, 5 CCR 4621 **mandates** districts to adopt uniform complaint procedures (UCP) consistent with the state's complaint procedures specified in 5 CCR 4600-4670. **Additionally, Education Code 52075 mandates districts to adopt policies and procedures implementing the use of UCP to investigate and resolve complaints alleging noncompliance with requirements related to the local control and accountability plan, and Education Code 8212, as renumbered by AB 131 (Ch. 116, Statutes of 2021) mandates districts to adopt policies and procedures for resolving complaints regarding specified health and safety issues in license-exempt California State Preschool Programs (CSPP). Furthermore, a number of federal civil rights statutes and their implementing regulations mandate districts to adopt policies and procedures for the prompt and equitable resolution of complaints of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying). For example, districts are mandated pursuant to 28 CFR 35.107 to adopt policy and procedures to address discrimination on the basis of disability, while districts that receive federal financial assistance are mandated pursuant to 34 CFR 106.8 and 34 CFR 110.25 to adopt policies and procedures to address discrimination on the basis of sex and age. See the section "Complaints Subject to UCP" below for ~~The following policy contains~~ a list of programs and activities subject to these procedures pursuant to state law; ~~See the section "Complaints Subject to UCP",~~ below.**

The California Department of Education (CDE) monitors district programs and operations for compliance with these requirements through its Federal Program Monitoring (FPM) process. The FPM consists of a review of (1) written district policies and procedures for required statements, including prohibition of discrimination (such as discriminatory harassment, intimidation, and bullying) against students pursuant to Education Code 234.1; and (2) records of required activities, such as annual notification provided to students, parents/guardians, employees, and other school community members.

The U.S. Department of Education's Office for Civil Rights (OCR) enforces federal anti-discrimination laws, including Title II of the Americans with Disabilities Act (42 USC 12101-12213), Title VI of the Civil Rights Act of 1964 (42 USC 2000d-2000e-17), Title IX of the Education Amendments Act of 1972 (20 USC 1681-1688), Section 504 of the Rehabilitation Act of 1973 (29 USC 794), and the Age Discrimination Act of 1975 (42 USC 6101-6107). Whether a complaint of sexual harassment is addressed through the UCP or the federal Title IX complaint procedures adopted pursuant to 34 CFR 106.44-106.45, as added by 85 Fed. Reg. 30026, is dependent on whether the alleged conduct meets the more stringent federal definition or the state definition of sexual harassment. See the **section "Non-UCP Complaints" below, the** accompanying administrative regulation, BP/AR **5145.7 5147** - Sexual Harassment, and AR 5145.71 - Title IX Sexual Harassment Complaint Procedures.

The following policy and accompanying administrative regulation reflect all components required by law, 5 CCR 4600-4670, as amended by Register 2020, No. 21, and the **2021-22 2020-21** FPM instrument. Additional details provided herein may help districts during a compliance check by CDE or in the event that a CDE or OCR investigation occurs.

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages **the** early resolution of complaints whenever possible. To

resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

### Complaints Subject to UCP

Note: The FPM process includes a review of a district's policies and procedures to determine whether all district programs and activities that are subject to the UCP, as listed in the FPM instrument, are addressed. Items #1-23 list all programs and activities identified in the FPM instrument. According to CDE, the district's policy must list all such programs and activities and, at the district's discretion, may add a paragraph below the list stating the UCP programs and activities that are implemented in the district.

For further information regarding requirements for the following programs and activities, see the **law cited and/or** related CSBA policy and/or administrative regulation.

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

1. Accommodations for pregnant and parenting students (Education Code 46015)

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

2. Adult education programs (Education Code 8500-8538, 52334.7, 52500-52617)

*(cf. 6200 - Adult Education)*

3. After School Education and Safety programs (Education Code 8482-8484.65)

*(cf. 5148.2 - Before/After School Programs)*

4. Agricultural career technical education (Education Code 52460-52462)

5. Career technical and technical education and career technical and technical training programs (Education Code 52300-52462)

*(cf. 6178 - Career Technical Education)*

*(cf. 6178.1 - Work-Based Learning)*

6. Child care and development programs (Education Code 8200-**8488 8498**)

*(cf. 5148 - Child Care and Development)*

7. Compensatory education (Education Code 54400)

*(cf. 6171 - Title I Programs)*

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**UNIFORM COMPLAINT PROCEDURES** (continued)

8. Consolidated categorical aid programs (Education Code 33315; 34 CFR 299.10-299.12)
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 ~~a 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, ~~and~~ 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 52059.5; 20 USC 6301 et seq.)

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

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

14. Migrant education (Education Code 54440-54445)

*(cf. 6175 - Migrant Education Program)*

BP 1312.3(d)

**UNIFORM COMPLAINT PROCEDURES** (continued)

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

*(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 **8207-8225 8235-8239.4**)

*(cf. 5148.3 - Preschool/Early Childhood Education)*

Note: Pursuant to Education Code **8235.5 8212, as renumbered by AB 131**, and CDE's **2021-22 2020-21** FPM instrument, the district must use the UCP, with modifications as necessary, to resolve complaints alleging deficiencies **related to health and safety issues** in license-exempt **CSPPs California State Preschool Programs related to health and safety issues**.

Pursuant to 5 CCR 4610, such complaints must be addressed through the procedures described in 5 CCR 4690-4694, as added by Register 2020, No. 21. See the section "Health and Safety Complaints in License-Exempt Preschool Programs" in the accompanying administrative regulations.

23. State preschool health and safety issues in license-exempt programs (Education Code **8212 8235.5**)

BP 1312.3(e)

**UNIFORM COMPLAINT PROCEDURES** (continued)



Note: 5 CCR 4621 **mandates** that district policy ensure that complainants are protected from retaliation as specified in item #24 below.

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

Note: 5 CCR 4631 authorizes the district to utilize alternative dispute resolution (ADR) methods, including mediation, to resolve complaints before initiating a formal investigation. However, the district should ensure that any ADR it uses, particularly "in-person ADR," is appropriate for the particular situation. For example, in some instances (e.g., sexual assault), face-to-face mediation should not be used, even if all parties voluntarily agree, given the risk that a student might feel pressured to "voluntarily" agree to it. **Districts may not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student; see AR 5145.71 - Title IX Sexual Harassment Complaint Procedures.**

The following **optional** paragraph provides for a neutral mediator and should be revised to reflect district practice.

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

Note: The following paragraph is **mandated** pursuant to 5 CCR 4621. Appropriate disclosure will vary in each case depending on the facts and circumstances.

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)*

BP 1312.3(f)

**UNIFORM COMPLAINT PROCEDURES** (continued)

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)*

Note: It is important to maintain records of all UCP complaints and the investigations of those complaints. If the district is investigated by OCR or CDE, these are important documents in demonstrating that the district has complied with federal law, state law, and its own policies and regulations.

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

*(cf. 3580 - District Records)*

### **Non-UCP Complaints**

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

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

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

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services. (5 CCR 4611)

3. **Any complaint alleging that a student, while in an education program or activity in which the district exercises substantial control over the context and respondent, was subjected to sexual harassment as defined in 34 CFR 106.30 shall be addressed through the federal Title IX complaint procedures adopted pursuant to 34 CFR 106.44-106.45, as specified in AR 5145.71 - Title IX Sexual Harassment Complaint Procedures.**

BP 1312.3(g)

**UNIFORM COMPLAINT PROCEDURES** (continued)

Note: Complaints of employment discrimination are not subject to the UCP. Instead, pursuant to 2 CCR 11023, the district must establish an impartial and prompt process for addressing such complaints. In addition, 5 CCR 4611 requires that employment discrimination complaints be referred to the Department of Fair Employment and Housing—(DFEH). See AR 4030 - Nondiscrimination in Employment for applicable complaint procedures.

- 43.** 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.

Note: 5 CCR 4610, as amended by Register 2020, No. 21, limits the applicability of the UCP for complaints regarding special education and child nutrition, as provided in ~~items #4-6~~ **Items #5-7** below.

- 54.** Any complaint alleging a violation of a state or federal law or regulation related to special education, a settlement agreement related to the provision of a free appropriate public education (FAPE), ~~or failure or refusal to implement~~ a due process hearing order **to which the district is subject, or a physical safety concern that interferes with the district's provision of FAPE** shall be submitted to the California Department of Education (CDE) in accordance with AR 6159.1 - Procedural Safeguards and Complaints for Special Education. (5 CCR 3200-3205)

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

- 65.** 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)

- 76.** 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)

Note: Education Code 35186 requires the district to use UCP, with modifications, to investigate and resolve complaints related to the issues stated in the following paragraph (i.e., "Williams complaints"). Because Education Code 35186 sets forth different timelines for investigation and resolution of these kinds of complaints than the timelines specified in law for other uniform complaints, CDE has created a separate uniform complaint process for the Williams complaints. See AR 1312.4 - Williams Uniform Complaint Procedures for the separate procedure.

- 87.** 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

BP 1312.3(h)

## UNIFORM COMPLAINT PROCEDURES (continued)

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:

EDUCATION CODE

200-262.4 Prohibition of discrimination

8200-~~8488~~ ~~8498~~ Child care and development programs

8500-8538 Adult basic education

18100-18203 School libraries

32280-32289.5 School safety plan, uniform complaint procedures

35186 Williams uniform complaint procedures

46015 Parental leave for students

**48645.7 Juvenile court schools**

48853-48853.5 Foster youth

48985 Notices in language other than English

49010-49014 Student fees

49060-49079 Student records, especially:

49069.5 Records of foster youth

49490-49590 Child nutrition programs

49701 Interstate Compact on Educational Opportunity for Military Children

51210 Courses of study grades 1-6

51222 Physical education, secondary schools

51223 Physical education, elementary schools

51225.1-51225.2 Foster youth, homeless children, former juvenile court school students, military-connected students, migrant students, and newly arrived immigrant students; course credits; graduation requirements

51226-51226.1 Career technical education

51228.1-51228.3 Course periods without educational content

52059.5 Statewide system of support

52060-52077 Local control and accountability plan, especially:

52075 Complaint for lack of compliance with local control and accountability plan requirements

52300-52462 Career technical education

52500-~~52617~~ ~~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

Legal Reference continued: ( see next page)

BP 1312.3(i)

**UNIFORM COMPLAINT PROCEDURES (continued)**

Legal Reference: (continued)

HEALTH AND SAFETY CODE

1596.792 California Child Day Care Act; general provisions and definitions

1596.7925 California Child Day Care Act; health and safety regulations

PENAL CODE

422.55 Hate crime; definition

422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 2

11023 Harassment and discrimination prevention and correction

CODE OF REGULATIONS, TITLE 5

3200-3205 Special education compliance complaints

4600-4670 Uniform complaint procedures

4680-4687 Williams uniform complaint procedures

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

4900-4965 Nondiscrimination in elementary and secondary education programs

15580-15584 Child nutrition programs complaint procedures

UNITED STATES CODE, TITLE 20

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX of the Education Amendments of 1972

6301-6576 Title I Improving the Academic Achievement of the Disadvantaged

6801-7014 Title III language instruction for ~~limited English proficient~~ **English Learners** and immigrant students

UNITED STATES CODE, TITLE 29

794 Section 504 of Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

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

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

6101-6107 Age Discrimination Act of 1975

11431-11435 McKinney-Vento Homeless Assistance Act

12101-12213 Title II equal opportunity for individuals with disabilities

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy Act

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

104.7 Designation of responsible employee for Section 504

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

106.8 Designation of responsible employee **and adoption of grievance procedures for Title IX**

~~106.9 Notification of nondiscrimination on basis of sex~~

**106.30 Definitions**

**106.44 Response to notice of sexual harassment**

**106.45 Titles IX sexual harassment complaint procedures**

110.25 Notification of nondiscrimination on the basis of age

Management Resources: (see next page)

BP 1312.3(j)

**UNIFORM COMPLAINT PROCEDURES** (continued)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Sample UCP Board Policies and Procedures

Uniform Complaint Procedure 2021-22 ~~2020-21~~ Program Instrument

Sample UCP Board Policies and Procedures

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

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

Part 1: Questions and Answers Regarding the Department's Title IX Regulations, January 2021

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, 2007 ~~2002~~

WEB SITES

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

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

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

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

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

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

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

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

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Policy Reference UPDATE Service

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# CSBA Sample Administrative Regulation

Community Relations

AR 1312.3(a)

## UNIFORM COMPLAINT PROCEDURES

Note: 5 CCR 4621 **mandates** that the district's uniform complaint procedures (UCP) be consistent with the procedures of 5 CCR 4600-4670. Additionally, Education Code 52075 **mandates** districts to adopt policies and procedures implementing the use of UCP to investigate and resolve complaints alleging noncompliance with requirements related to the local control and accountability plan (LCAP), and Education Code ~~8235.5~~ **8212, as renumbered by AB 131 (Ch. 116, Statutes of 2021)** **mandates** districts to adopt policies and procedures for resolving complaints regarding specified health and safety issues in license-exempt California State Preschool Programs (CSPP). Furthermore, a number of federal civil rights statutes and their implementing regulations **mandate** districts to adopt policies and procedures for the prompt and equitable resolution of complaints of unlawful discrimination, harassment, intimidation, or bullying. For example, all districts are **mandated** pursuant to 28 CFR 35.107 to adopt policy and procedures to address discrimination on the basis of disability, while districts that receive federal financial assistance are **mandated** pursuant to 34 CFR 106.8 and 34 CFR 110.25 to adopt policies and procedures to address discrimination on the basis of sex and age. Some of the factors considered by the U.S. Department of Education's Office for Civil Rights (OCR) when determining whether a district's procedures are "prompt and equitable" are addressed throughout the following administrative regulation.

Apart from these mandates, state law authorizes the use of UCP to resolve complaints of noncompliance with laws related to the development of a school plan for student achievement and the establishment of school site councils; accommodations for pregnant and parenting students; prohibition against the charging of student fees; educational rights of foster youth, homeless students, former juvenile court school students, children of military families, migrant students, and students participating in a newcomer program for newly arrived immigrants; assignment of students to courses without educational content; and physical education instructional minutes. See the section "Complaints Subject to UCP" in the accompanying Board policy.

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

*(cf. 1312.1 - Complaints Concerning District Employees)*

*(cf. 1312.2 - Complaints Concerning Instructional Materials)*

*(cf. 1312.4 - Williams Uniform Complaint Procedures)*

*(cf. 4030 - Nondiscrimination in Employment)*

### Compliance Officers

Note: 5 CCR 4621 **mandates** the district to identify in its policies and procedures the person(s), position(s), or unit(s) responsible for ensuring compliance with applicable state and federal laws and regulations governing educational programs, including the receiving and investigating of complaints alleging unlawful discrimination, harassment, intimidation, or bullying and retaliation. During its Federal Program Monitoring (FPM) process, California Department of Education (CDE) staff will check to ensure that the district's procedures list the specific title(s) of the employee(s) responsible for receiving and investigating complaints. Districts should identify the specific title(s) of the compliance officer(s) in the space provided below. If a district identifies multiple compliance officers, it is recommended that one be designated the lead compliance officer.

AR 1312.3(b)

UNIFORM COMPLAINT PROCEDURES (continued)

The following paragraph specifies that the compliance officer will be the same person designated to serve as the Title IX Coordinator for addressing complaints of sexual harassment pursuant to AR 5145.7 - Sexual Harassment and AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Districts may modify this regulation to designate different district employees to serve these functions.

The district designates the individual(s), position(s), or unit(s) identified below as responsible for **receiving, coordinating, and investigating** ~~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, 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)*

\_\_\_\_\_  
(title or position)

\_\_\_\_\_  
(unit or office)

\_\_\_\_\_  
(address)

\_\_\_\_\_  
(telephone number)

\_\_\_\_\_  
(email)

Note: The following paragraph is for use by districts that have designated more than one compliance officer.

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

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

AR 1312.3(c)

## UNIFORM COMPLAINT PROCEDURES (continued)

Note: 5 CCR 4621 **mandates** that the district's policy requires employees responsible for compliance and/or for investigating and resolving complaints to be knowledgeable about the laws and programs at issue in the



complaints they are assigned. ~~OCR requires that the compliance officer(s) involved in implementing discrimination complaint procedures be knowledgeable about the procedures and be able to explain them to parents/guardians and students.~~ Compliance officers must also have training or experience in handling discrimination complaints, including appropriate investigative techniques and understanding of the applicable legal standards.

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

*(cf. 4331 - Staff Development)*

*(cf. 9124 - Attorney)*

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

### **Notifications**

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

Note: During the FPM process, CDE staff will check to ensure that the district's policy contains a statement ensuring annual dissemination of notice of the district's UCP to the persons specified below.

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)*

AR 1312.3(d)

### **UNIFORM COMPLAINT PROCEDURES (continued)**

*(cf. 5145.6 - Parental Notifications)*

Note: 5 CCR 4622 requires the district to include specified information in its annual UCP notice to students, parents/guardians, employees, and others. The following list reflects those required components and additional content of the notice listed in CDE's FPM instrument.

A sample of the annual notice is available through CDE's web site. It is the district's responsibility to update the notice as necessary to reflect new law.

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, except a complaint alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed no later than one year from the date the alleged violation occurred
4. A statement that a UCP complaint alleging unlawful discrimination, harassment, intimidation, or bullying must be filed no later than six months from the date of the alleged conduct or the date the complainant first obtained knowledge of the facts of the alleged conduct
5. A statement that a student enrolled in a public school shall not be required to pay a fee for participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities

*(cf. 3260 - Fees and Charges)*

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

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

*(cf. 3260 - Fees and Charges)*

AR 1312.3(e)

## UNIFORM COMPLAINT PROCEDURES (continued)

7. A statement that the district will post a standardized notice of the educational **and graduation requirements** rights of foster youth, homeless students, **children of military families, and** 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 48645.7, 48853, 48853.5, 49069.5, 51225.1, and 51225.2, and the complaint process

- (cf. 6173 - Education for Homeless Children)
- (cf. 6173.1 - Education for Foster Youth)
- (cf. 6173.2 - Education of Children of Military Families)
- (cf. 6173.3 - Education for Juvenile Court School Students)
- (cf. 6175 - Migrant Education Program)

8. A statement that complaints will be investigated in accordance with the district's UCP and a written decision will be sent to the complainant within 60 days from the receipt of the complaint, unless this time period is extended by written agreement of the complainant
9. A statement that, for programs within the scope of the UCP as specified in the accompanying Board policy, the complainant has a right to appeal the district's investigation report to the California Department of Education (CDE) by filing a written appeal, including a copy of the original complaint and the district's decision, within 30 calendar days of receiving the district's decision
10. A statement advising the complainant of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal laws prohibiting discrimination, harassment, intimidation, or bullying, if applicable
11. A statement that copies of the district's UCP are available free of charge

Note: The following paragraph may be modified to reflect district practice. Pursuant to Education Code 221.61, a districts and district school are required to post information related to Title IX on their web sites, including specified information about complaint procedures under Title IX. See AR 5145.3 - Nondiscrimination/Harassment. A school or district that does not maintain a web site may comply by posting the information on the web site of its district or county office of education (COE), however a school, district, or COE is not required to establish a web site if it does not maintain one. A comprehensive list of rights based on the provisions of the federal regulations implementing Title IX can be found in Education Code 221.8. In addition, in its April 2015 Dear Colleague Letter: Title IX Coordinators, OCR recommends that districts use web posting and social media to disseminate their nondiscrimination notices, policies, and procedures and communicate current compliance officer(s)' contact information to students, parents/guardians, and employees.

AR 1312.3(f)

## UNIFORM COMPLAINT PROCEDURES (continued)

The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.6 shall be posted

on the district **and district school** web sites and may be provided through district-supported social media, if available.

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

*(cf. 1114 - District-Sponsored Social Media)*

Note: Both federal and state laws contain requirements for translation of certain information and documents. Title VI of the Civil Rights Act of 1964 requires districts to ensure meaningful access to their programs and activities by persons with limited English proficiency. OCR has interpreted this to require that, whenever information is provided to parents/guardians, districts must notify limited-English-proficient (LEP) parents/guardians in a language other than English in order to be adequate. OCR enforces this requirement consistent with the Department of Justice's **2007 2002** Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons. Under the Guidance, a recipient of federal funds has an obligation to provide language assistance to LEP individuals based on the balancing of four factors: (1) the number or proportion of LEP individuals likely to encounter the program, (2) the frequency with which LEP individuals come in contact with the program, (3) the nature and importance of the services provided by the program, and (4) the resources available to the recipient. State law is more specific than federal law: Education Code 48985 requires translation of certain information and documents if 15 percent or more of students enrolled in the school speak a single primary language other than English.

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

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

### **Filing of Complaints**

Note: Complaints filed under UCP may be filed directly with a compliance officer or with any site administrator not designated as a compliance officer. For example, acts of unlawful discrimination, harassment, intimidation, or bullying may initially be reported to a principal. See AR 5145.3 - Nondiscrimination/Harassment and AR 5145.7 - Sexual Harassment. If a site administrator not designated as a compliance officer receives a UCP complaint, the site administrator must notify a compliance officer. A district may also establish a site-level process for receiving informal reports about incidents for which a UCP complaint may be filed and notifying students and parents/guardians of their right to file a UCP complaint. Any site-level process established by a district should be in writing and distributed in the same manner as the grievance procedures listed herein with an explanation of how it interacts with the UCP complaint process.

AR 1312.3(g)

### **UNIFORM COMPLAINT PROCEDURES (continued)**

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp. **If a site**

**administrator not designated as a compliance officer receives a complaint, the site administrator shall notify the compliance officer.**

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

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

1. A complaint alleging district violation of applicable state or federal law or regulations governing the programs specified in the accompanying Board policy may be filed by any individual, public agency, or organization. (5 CCR **4600 4630**)

Note: Education Code 49013 and 52075 **mandate** districts to adopt procedures that allow for anonymous complaints to be filed when a district allegedly violates the prohibition against the charging of student fees or violates any requirement related to the LCAP.

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.

Note: Pursuant to 5 CCR 4630, complaints related to the LCAP must be filed within a year of the date that the **County Superintendent of Schools, the reviewing authority for districts,** approves the district's LCAP. Pursuant to Education Code 52070, the County Superintendent of Schools is the reviewing authority for district LCAPs.

3. A UCP complaint, except for a UCP complaint alleging unlawful discrimination, harassment, intimidation, or bullying, shall be filed no later than one year from the date the alleged violation occurred. For complaints related to the LCAP, the date of the alleged violation is the date when the County Superintendent of Schools approves the LCAP that was adopted by the **Governing** Board. (5 CCR 4630)
4. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying may be filed only by a person who alleges having personally suffered unlawful discrimination, a person who believes that any specific class of individuals has been subjected to unlawful discrimination, or a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. (5 CCR 4630)

AR 1312.3(h)

**UNIFORM COMPLAINT PROCEDURES** (continued)

5. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be initiated no later than six months from the date that the alleged unlawful discrimination occurred, or six months from the date that the complainant first obtained

knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)

6. When a complaint alleging unlawful discrimination, harassment, intimidation, or bullying is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.

Note: OCR's Revised Sexual Harassment Guidance indicates that if a complainant in a sexual harassment case requests that the complainant's name or that of the victim not be revealed to the alleged perpetrator or asks that the complaint not be pursued, the district should first inform the complainant that honoring the request may limit its ability to respond and pursue disciplinary action against the alleged perpetrator. The OCR publication acknowledges that situations may exist in which a district cannot honor a student's request for confidentiality, but cautions that, in all instances, the district must still continue to ensure that it provides a safe and nondiscriminatory environment for all students. Districts should consult legal counsel before honoring a confidentiality request to withhold the victim's name from the alleged perpetrator, especially in the case of alleged sexual assault, **as this may affect the district's ability to conduct a thorough investigation or provide supportive measures to the victim. In OCR's Part 1: Questions and Answers Regarding the Department's Title IX Regulations, it is stated that, "Title IX regulations balance a complainant's desire for confidentiality (in terms of, for instance, the complainant's identity not being disclosed to the respondent) with a school's discretion to pursue an investigation where factual circumstances warrant an investigation even though the complainant does not desire to file a formal complaint or participate in a grievance process."**

These guiding principles would also apply to harassment on the basis of race, gender, disability, or other protected characteristic.

7. When a complainant of unlawful discrimination, harassment, intimidation, or bullying or the alleged victim, when not the complainant, requests confidentiality, the compliance officer shall inform the complainant or victim that the request may limit 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

Note: The following section should be used only by those districts that have decided to establish procedures for attempting to resolve complaints through alternative dispute resolution (ADR) procedures such as mediation; see the accompanying Board policy. **The following section may be modified to specify the ADR method and timelines used within the district.**

AR 1312.3(i)

## UNIFORM COMPLAINT PROCEDURES (continued)

**Districts may not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student; see AR 5145.71 - Title IX Sexual Harassment Complaint Procedures.**

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

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

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

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

### **Investigation of Complaint**

Note: 5 CCR 4631, which requires the district to provide the complainant with the opportunity to present relevant information, does not provide any timeline. Thus, **the timeline specified below may be modified to reflect district practice.**

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.

AR 1312.3(j)

### **UNIFORM COMPLAINT PROCEDURES (continued)**

Note: **During** the investigation, the compliance officer should consider all relevant circumstances, such as how the alleged misconduct affected one or more students' education; the type, frequency, and duration of the misconduct; the identity, age, and sex of the individuals involved in and impacted by the conduct and the relationship between them; the number of persons engaged in the conduct and at whom the conduct was

directed; the size of the school, location of the incidents, and context in which they occurred; and other incidents at the school involving different individuals.

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

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

Note: 5 CCR 4631 allows the district to dismiss a complaint when the complainant refuses to provide the investigator with relevant documents or otherwise obstructs the investigation. 5 CCR 4631 also provides that, if the district refuses to provide the investigator with access to records or other documents, the investigator may issue a finding in favor of the complainant. During the FPM process, CDE staff will check to ensure that both of these statements regarding the provision of access to information are included in the district's policy or procedures, as specified below.

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

### **Timeline for Investigation Report**

Note: Pursuant to 5 CCR 4631, the district's investigation report must be sent to the complainant within 60 calendar days of receiving the complaint. Option 1 below is for districts that do not allow complainants to appeal the compliance officer's decision to the Governing Board. Option 2 is for districts that allow appeals to the Board, and it requires the compliance officer's decision within 30 calendar days so that the Board's decision can still be given within the 60-day time limit.

AR 1312.3(k)

### **UNIFORM COMPLAINT PROCEDURES (continued)**

Pursuant to 5 CCR 4631, only a complainant has the right to receive the investigation report and to file a complaint with the Board if dissatisfied with the compliance officer's decision. **However, under certain circumstances, some of the same rights should be extended to a respondent in order to make the process equitable. For example, since the respondent to a complaint alleging unlawful discrimination,**



harassment, intimidation, or bullying is usually an individual, the respondent should be notified when the complainant has agreed to an extension of timelines. However, OCR has recommended that the same rights be extended to a respondent to a complaint alleging unlawful discrimination to ensure the process is equitable for all involved. Furthermore, OCR recommends notifying the respondent in such a complaint whenever the complainant approves an extension of the timeline. Options 1 and 2 reflect these recommendations and may be modified to reflect district practice. When questions arise as to what rights to provide to a respondent, the district should consult legal counsel accordingly.

Pursuant to 5 CCR 4640, when a UCP complaint is erroneously sent to CDE without first being filed with the district, the 60-day period specified in 5 CCR 4631 begins when the district receives the complaint.

#### **OPTION 1: (Districts that do not allow complainants to appeal to the Board)**

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written investigation report, as described in the section "Investigation Report" below, within 60 calendar days of the district's receipt of the complaint. (5 CCR 4631)

For any complaint alleging unlawful discrimination, harassment, intimidation, and bullying, the respondent shall be informed of any extension of the timeline agreed to by the complainant. The respondent also shall be sent the investigation report at the same time it is provided to the complainant.

#### **OPTION 2: (Districts that allow complainants to appeal to the Board)**

Note: The remainder of this section is for use by districts that select Option 2.

Unless extended by written agreement with the complainant, the investigation report shall be sent to the complainant within 60 calendar days of the district's receipt of the complaint.

Within 30 calendar days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report, as described in the section "Investigation Report" below. If the complainant is dissatisfied with the compliance officer's decision, the complainant may, within five business days, file the complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. When required by law, the matter shall be considered in closed session. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

AR 1312.3(l)

### **UNIFORM COMPLAINT PROCEDURES (continued)**

*(cf. 9321 - Closed Session)*

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 calendar days of the district's initial receipt of the complaint or within

the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

For any complaint alleging unlawful discrimination, harassment, intimidation, and bullying, the respondent shall be informed of any extension of the timeline agreed to by the complainant, ~~shall be sent the district's investigation report,~~ and, in the same manner as the complainant, may file a complaint with the Board if dissatisfied with the decision.

### **Investigation Report**

Note: 5 CCR 4631 specifies components that are required to be part of the district's investigation report. Inclusion of these items will help protect the district's position in case of an appeal to CDE, a complaint submitted to OCR, or if litigation is filed.

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.

Note: The Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g; 34 CFR 99.1-99.67) protects student privacy, including student records containing details of the actions taken in response to a UCP complaint. However, pursuant to 20 USC 1221, FERPA may not "be construed to affect the applicability of Title VI of the Civil Rights Act of 1964, Title IX of Education Amendments of 1972, Title

AR 1312.3(m)

### **UNIFORM COMPLAINT PROCEDURES (continued)**

V of the Rehabilitation Act of 1973, the Age Discrimination Act, or other statutes prohibiting discrimination, to any applicable program." In February 2015, the Family Policy Compliance Office (FPCO), now the Student Privacy **Policy Protection** Office, released a letter concluding that FERPA permits a district to disclose to a student who was subjected to unlawful discrimination certain information about the sanctions imposed upon the respondent when the sanctions directly relate to that student. Thus, if properly remedying the impact of

discrimination would require disclosing to the alleged victim certain information on how the district disciplined the respondent (e.g., an order that the respondent stay away from the alleged victim), FPCO interprets FERPA as allowing the district to disclose that information.

Given the potential liability from improperly disclosing such information, districts are advised to consult with legal counsel when presented with a situation where a victim of unlawful discrimination requests information about sanctions imposed upon the respondent.

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

Note: Education Code 48985 requires that reports sent to parents/guardians be written in their primary language when 15 percent or more of a school's enrolled students speak a single primary language other than English. During the FPM process, CDE staff will check to ensure that UCP complaint procedures pertaining to CSPP health and safety issues include a statement that the district response and the investigation report must, whenever Education Code 48985 is applicable, be written in English and the primary language in which the complaint was filed; see the section "Health and Safety Complaints in License-Exempt Preschool Programs" below. The following paragraph extends this provision to all types of complaints to ensure compliance with Education Code 48985. In addition, based on Title VI of the Civil Rights Act of 1964, OCR requires districts to ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

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

Note: During the FPM process, CDE staff will expect to see a statement detailing a complainant's right to pursue civil law remedies (i.e., action in a court of law) in addition to or in conjunction with the right to pursue administrative remedies from CDE.

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

1. The complainant may pursue available civil law remedies outside of the district's complaint procedures, including, **but not limited to, injunctions, restraining orders**

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## UNIFORM COMPLAINT PROCEDURES (continued)

**or other remedies or orders, 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](http://www.ed.gov/ocr) within 180 days of the alleged discrimination.

### **Corrective Actions**

Note: The following section may be revised to reflect district practice.

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, 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

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### **UNIFORM COMPLAINT PROCEDURES (continued)**

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

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

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

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education regarding the impact of the conduct on others
4. Positive behavior support
5. Referral to a student success team

*(cf. 6164.5 - Student Success Teams)*

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

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

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

*(cf. 5144 - Discipline)*

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

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

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

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

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## **UNIFORM COMPLAINT PROCEDURES (continued)**

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

Note: Generally, when a complaint is found to have merit, an appropriate remedy is provided to the complainant or other affected person. However, in certain instances, the law may require a remedy to be provided to all affected persons, not just the complainant or subject of the complaint. For example, pursuant to Education Code 49013 and 5 CCR 4600, if the district, or CDE on appeal, finds merit in the complaint alleging noncompliance with the law regarding student fees and charges, the district is required to provide a remedy to all affected students and parents/guardians, as specified below. The same requirement applies to allegations of noncompliance with ~~the LCAP requirements pursuant to Education Code 52075,~~ required instructional minutes for physical education pursuant to Education Code 51222 and 51223, ~~and~~ course periods without educational content pursuant to Education Code 51228.3, **and the LCAP requirements pursuant to Education Code 52075.** Districts that do not maintain elementary schools should delete the reference to physical education below.

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

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

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

### **Appeals to the California Department of Education**

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

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

1. The district failed to follow its complaint procedures.

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### **UNIFORM COMPLAINT PROCEDURES (continued)**

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.

Note: 5 CCR 4633 requires the district to submit the following documents to CDE within 10 days after the district has been notified that an appeal has been filed. The district's failure to provide a timely and complete response may result in CDE ruling on the appeal without considering information from the district.

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

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

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

Note: Pursuant to 5 CCR 4633, CDE is required to issue a written decision regarding the appeal within 60 days of CDE's receipt of the appeal, unless extended by written agreement with the appellant or documentation by CDE of exceptional circumstances. **Pursuant to 5 CCR 4635, if CDE's decision was issued based on evidence in the investigation file CDE received from the district or evidence**

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## UNIFORM COMPLAINT PROCEDURES (continued)

**uncovered after further investigation of the allegations that were the basis of the appeal, either party may request reconsideration by the Superintendent of Public Instruction or designee within 30 days of the appeal decision, either party may request reconsideration by the Superintendent of Public Instruction or designee.**

Pursuant to 5 CCR 4650, CDE may directly intervene in a complaint without waiting for action by the district when certain conditions exist, including the following: (1) the complaint alleges failure to comply with the UCP, including failure to follow the required timelines and failure to implement the final investigation report;

(2) the complainant **requests requires** anonymity due to the possibility of retaliation and would suffer immediate and irreparable harm if a complaint was filed and the complainant was named; or (3) the complainant would suffer immediate and irreparable harm as a result of an application of a districtwide policy that is in conflict with state or federal law and that filing a complaint would be futile.

## Health and Safety Complaints in License-Exempt Preschool Programs

Note: The following section is for use by districts that operate any license-exempt CSPP program. Education Code **8235.5 8212, as renumbered by AB 131 (Ch. 116, Statutes of 2021)**, mandates districts to adopt policies and procedures for resolving complaints regarding specified health and safety issues in a license-exempt CSPP program. Pursuant to Education Code **8235.5 8212**, the district must use the UCP, with modifications as necessary, to resolve such complaints. Pursuant to 5 CCR 4610, such complaints must be addressed through the procedures described in 5 CCR 4690-4694.

See the accompanying exhibits for a sample classroom notice and complaint form.

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

In order to identify appropriate subjects of CSPP health and safety issues pursuant to Health and Safety Code 1596.7925, a notice shall be posted in each license-exempt CSPP classroom in the district notifying parents/guardians, students, and teachers of the health and safety requirements of Title 5 regulations that apply to CSPP programs pursuant to Health and Safety Code 1596.7925 and the location at which to obtain a form to file any complaint alleging noncompliance with those requirements. For this purpose, the Superintendent or designee may download and post a notice available from the CDE web site. (Education Code **8212 8235.5**; 5 CCR 4691)

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

Any complaint regarding specified health or safety issues in a license-exempt CSPP program shall be filed with the preschool program administrator or designee, and may be filed anonymously. The complaint form shall specify the location for filing the complaint, contain

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## UNIFORM COMPLAINT PROCEDURES (continued)

a space to indicate whether the complainant desires a response to the complaint, and allow a complainant to add as much text as desired to explain the complaint. (Education Code **8212 8235.5**; 5 CCR 4690)

If it is determined that the complaint is beyond the authority of the preschool program administrator, the matter shall be forwarded to the Superintendent or designee in a timely manner, not to exceed 10 working days, for resolution. The preschool administrator or the



Superintendent or designee shall make all reasonable efforts to investigate any complaint within their authority. (Education Code **8212 8235.5**; 5 CCR 4692)

Investigation of a complaint regarding health or safety issues in a license-exempt CSPP program shall begin within 10 days of receipt of the complaint. (Education Code **8212 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 **8212 8235.5**; 5 CCR 4692)

Note: Education Code 48985 requires that reports sent to parents/guardians be written in their primary language when 15 percent or more of a school's enrolled students speak a single primary language other than English. During the FPM process, CDE staff will check to ensure compliance with this requirement. Based on Title VI of the Civil Rights Act of 1964, OCR requires districts to ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

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

If a complainant is not satisfied with the resolution of a complaint, the complainant has the right to describe the complaint to the Board at a regularly scheduled **hearing 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 **8212 8235.5**; 5 CCR 4693, 4694)

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

(cf. 1340 - Access to District Records)

AR 1312.3(t)

## **UNIFORM COMPLAINT PROCEDURES** (continued)

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)

(12/20 6/21) 12/21

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# CSBA Sample Exhibit

**Community Relations**

E(1) 1312.3(a)

## UNIFORM COMPLAINT PROCEDURES

Note: Education Code ~~8235.5~~ **8212, as renumbered by AB 131 (Ch. 116, Statutes of 2021)**, requires that the following notice be posted in each classroom with a license-exempt California State Preschool Program (CSPP) (Education Code ~~8235-8239.4~~ **8207-8225, as renumbered by AB 131**). The notice must include the

health and safety requirements that apply to such CSPP programs pursuant to Health and Safety Code 1596.7925, which may be the subject of a complaint under the uniform complaint procedures.

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

Parents/Guardians, Students, and Teachers:

Pursuant to Education Code **8212 8235.5**, you are hereby notified that any California State Preschool Program that is exempt from licensure must have:

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

Note: Education Code **8235.5 8212, as renumbered by AB 131**, requires that the notice include the location to obtain a complaint form and provides that posting a notice downloadable from the California Department of Education's web site will satisfy this requirement. The law does not require that complaint forms be placed in any specific location. The following paragraph lists locations where complaint forms may be available and should be modified to reflect district practice, including adding the school and district web site addresses.

E(1) 1312.3(b)

### **UNIFORM COMPLAINT PROCEDURES (continued)**

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

(5/20) 12/21

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# **CSBA Sample Exhibit**

**Community Relations**

E(2) 1312.3(a)

## **UNIFORM COMPLAINT PROCEDURES**

Note: Pursuant to Education Code ~~8235.5~~ **8212, as renumbered by AB 131 (Ch. 116, Statutes of 2021)**, uniform complaint procedures **should be required to** be used for complaints alleging that a license-exempt California State Preschool Program (**CSPP**) does not comply with any of the health and safety requirements specified in Health and Safety Code 1596.7925.

**PRESCHOOL COMPLAINT FORM:  
UNIFORM COMPLAINT PROCEDURES**

Education Code **8235.5 8212** requires that the district's uniform complaint procedures be used for the filing of complaints concerning noncompliance with health and safety standards for license-exempt California State Preschool Programs. The complaint and response are public documents as provided by law. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

Response requested?  Yes  No

Contact information: (if response is requested)

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

Address: \_\_\_\_\_

Phone number: Day: \_\_\_\_\_ Evening: \_\_\_\_\_

E-mail address, if any: \_\_\_\_\_

Date problem was observed: \_\_\_\_\_

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

School name/address: \_\_\_\_\_

Room number/name of room/location of facility: \_\_\_\_\_

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

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

- The preschool does not have outdoor shade that is safe and in good repair.
- Drinking water is not accessible and/or readily available throughout the day.

E(2) 1312.3(b)

**UNIFORM COMPLAINT PROCEDURES (continued)**

- The preschool does not provide safe and sanitary restroom facilities with one toilet and handwashing fixture for every 15 children.
- Restroom facilities are not available only for preschoolers and kindergartners.
- The preschool program does not provide visual supervision of children at all times.
- Indoor or outdoor space is not properly contained or fenced or does not provide sufficient space for the number of children using the space at any given time.

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

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

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Note: Education Code **8235.5 8212, as renumbered by AB 131**, requires complaints identified above to be filed with the preschool administrator or designee. Districts should specify the names and/or locations in the spaces below.

Please file this complaint at the following location:

\_\_\_\_\_  
(preschool administrator or designee)

\_\_\_\_\_  
(address)

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

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)

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**Policy Reference UPDATE Service**

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# CSBA Sample Administrative Regulation

**Business and Noninstructional Operations**

AR 3515.6(a)

## CRIMINAL BACKGROUND CHECKS FOR CONTRACTORS

Note: Education Code 45125.1, as amended by **AB 130 (Ch. 44, Statutes of 2021)**, and 45125.2 require **any entity that has a contract with the district to ensure that employees who interact with students outside of the immediate supervision and control of the student's parent/guardian or school staff, have a valid criminal records summary as described in Education Code 44237.** ~~certain employees of entities contracting to provide services to the district, as specified below, to obtain a criminal background check.~~ Pursuant to Education Code 45125.1, as amended by **AB 949 (Ch. 84, Statutes of 2017)**, the requirement for a criminal background check also applies to any individual operating as a sole proprietor who contracts with

~~the district. In the case of a sole proprietor, Education Code 45125.1, as amended, provides that it is the responsibility of the district to prepare and submit the employee's fingerprints to the Department of Justice (DOJ) for processing.~~

~~When the employees of Except in an emergency or exceptional situation, such as when student health or safety is endangered or when repairs are needed to make school facilities safe and habitable, any entity contracting with the district to provide specified for services that may require the entity's employees to interact will have contact with students, outside of the immediate supervision and control of parents/guardians or school staff, the entity shall certify to the district that each of its in writing to the Superintendent or designee that none of these employees who may interact with students has a valid criminal records summary as described in Education Code 44237 and that neither the entity nor any of those employees has been convicted of a violent or serious felony as defined in Education Code 45122.1. Such contracting entity shall also be required to immediately provide the district with any subsequent arrest and conviction information received pursuant to the subsequent arrest service. In the case of a sole proprietor, the Superintendent or designee shall prepare and submit the employee's fingerprints to the Department of Justice. If any contracting employee who may have contact with students has been convicted of a violent or serious felony as defined, a certificate of rehabilitation and a pardon as required pursuant to Education Code 45125.1 shall be submitted to the Superintendent or designee before the contracting employee is authorized to perform the work for the district. (Education Code 44237, 45125.1)~~

~~On a case-by-case basis, the Superintendent or designee may require a contracting any entity with which the district has a contract providing school site services other than those listed above to comply with these same requirements. (Education Code 45125.1)~~

~~**Note:** Pursuant to Education Code 45125.1, as amended by AB 130, as amended by AB 949 (Ch. 84, Statutes of 2017), the requirement for a criminal records summary background check also applies to any individual operating as a sole proprietor who contracts with the district. In the case of a sole proprietor, Education Code 45125.1, as amended, provides that it is the responsibility of the district to prepare and submit the sole proprietor's employee's fingerprints to the Department of Justice (DOJ) for processing.~~

AR 3515.6(b)

## **CRIMINAL BACKGROUND CHECKS FOR CONTRACTORS (continued)**

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

~~If a Any contracting entity's employee who may have contact with students has been convicted of a violent or serious felony, as defined in Education Code 45122.1, shall not be permitted to interact with students unless a certificate of rehabilitation and a pardon as required pursuant to Penal Code 4852.01-4852.22 Education Code 45125.1 shall be has been submitted~~

to the Superintendent or designee before the contracting employee is authorized to perform the work for the district. (Education Code 45125.1)

These requirements shall apply to a sole proprietor or entity contracting with the district to provide any of the following services: (Education Code 45125.1, 45125.2)

1. School and classroom janitorial services
2. School site administrative services
3. School site grounds and landscape maintenance services
4. Student transportation services
5. School site food related services
6. Construction, reconstruction, rehabilitation, or repair of a school facility

*(cf. 3540 Transportation)*

*(cf. 3551 Food Service Operations/Cafeteria Fund)*

*(cf. 3600 Consultants)*

*(cf. 7140 Architectural and Engineering Services)*

On a case-by-case basis, the Superintendent or designee may require a contracting entity providing school site services other than those listed above to comply with these requirements. (Education Code 45125.1)

The Superintendent or designee may determine that criminal background checks will not be required if: ~~F~~ the contract is for the construction, reconstruction, rehabilitation, or repair of a school facility and either item #1 or #2 above applies **the contracting entity is providing services in an emergency or exceptional situation,** or the district uses one or more of the following methods to ensure student safety: (Education Code 45125.2)

- 1a. The installation of a physical barrier at the worksite to limit contact with students

AR 3515.6(c)

## CRIMINAL BACKGROUND CHECKS FOR CONTRACTORS (continued)

- 2b. Continual supervision and monitoring of all employees of the entity by an employee of the entity whom **DOJ the Department of Justice** has ascertained has not been convicted of a violent or serious felony

- 3e. Surveillance of employees of the entity by school personnel

1. The contracting entity is providing services in an emergency or exceptional situation, such as when student health or safety is endangered or when repairs are needed to make school facilities safe and habitable. (Education Code 45125.1)



2. The employees of the contracting entity will have limited contact with students. In determining whether a contract employee has limited contact with students, the Superintendent or designee shall consider the totality of the circumstances, including factors such as the length of time the contractors will be on school grounds, whether students will be in proximity with the site where the contractors will be working, and whether the contractors will be working by themselves or with others. (Education Code 45125.1)

Note: The following paragraph is **optional and** may be revised to reflect district practice.

Upon a determination that an employee will have limited contact with students, †The Superintendent or designee ~~shall~~ **may** take appropriate steps to protect the safety of any students who may come in contact with ~~this employee's of contracting entities,~~ **including**, but are not limited to, ensuring that the employee's **of such entities perform** is working during nonschool hours, ~~providing for regular patrols or supervision of the site from district security or personnel,~~ ensuring that the employee is **do** not working alone when students are present, ~~limiting the employee's~~ **have limited** access to school grounds, ~~and/or are provided~~ **providing** the employee with a visible means of identification, ~~and/or that there are for regular patrols or supervision of the site from district security or personnel.~~ (Education Code 45125.1)

Note: The following paragraph may be revised to reflect district practice.

These steps may include, but are not limited to, ensuring that the employee is working during nonschool hours, providing for regular patrols or supervision of the site from district security or personnel, ensuring that the employee is not working alone when students are present, limiting the employee's access to school grounds, and/or providing the employee with a visible means of identification.

(cf. 3515.3 - District Police/Security Department)

AR 3515.6(d)

### CRIMINAL BACKGROUND CHECKS FOR CONTRACTORS (continued)

3. The contract is for the construction, reconstruction, rehabilitation, or repair of a school facility and either item #1 or #2 above applies or the district uses one or more of the following methods to ensure student safety: (Education Code 45125.2)

a. The installation of a physical barrier at the worksite to limit contact with students

b. ~~Continual supervision and monitoring of all employees of the entity by an employee of the entity whom the Department of Justice has ascertained has not been convicted of a violent or serious felony~~

e. ~~Surveillance of employees of the entity by school personnel~~

*Legal Reference:*

EDUCATION CODE

41302.5 School districts, definition

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

45122.1 Classified employees, conviction of a violent or serious felony

45125.1 Criminal background checks for contractors; **criminal records summary**

45125.2 Criminal background checks for construction

PENAL CODE

667.5 Prior prison terms, enhancement of prison terms

1192.7 Plea bargaining limitation

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

*Management Resources:*

WEB SITES

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

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# CSBA Sample Administrative Regulation

**Classified Personnel**

AR 4217.3(a)

**LAYOFF/REHIRE**

Note: The following **optional** regulation is subject to collective bargaining, and may be deleted by those districts whose agreements fully cover the provisions specified below.

Education Code 45114, 45117, 45298 and 45308 establish the procedures by which the Governing Board may lay off and reemploy classified employees.

Because of the complexity of related Education Code provisions and the interaction with collective bargaining agreements, it is strongly recommended that the district consult with legal counsel before instituting layoff proceedings.

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

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

(cf. 4121 - Temporary/Substitute Personnel)

### **Order of Layoff Within a Classification/Determination of Seniority**

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

Note: For any district whose average daily attendance (ADA) is under 400,000, Education Code 45308 defines "length of service" as employees' hours in paid status (Option 1 below). However, such a district may instead choose to enter into an agreement with the exclusive representative of classified employees to determine "length of service" based on an employee's date of hire (Option 2 below).

For any district with an ADA of 400,000 or higher, Education Code 45308 requires length of service to be based on the date of hire; such districts should select Option 2 below.

"Date of hire" is not defined in the law and could refer to the employee's first date of hire in the district or his/her the employee's date of hire in the classification or higher classification. Districts selecting Option 2 below may revise that the applicable paragraph to reflect the definition determined by the district or by agreement with the exclusive representative of classified employees, as applicable.

### **OPTION 1: (For districts with average daily attendance (ADA) under 400,000 that do not have an agreement with the exclusive representative of classified employees to determine length of service as employee's date of hire)**

"Length of service" means all hours in paid status, whether during the school year, a holiday, recess, or during any period that school is in session or closed. However, length of service

AR 4217.3(b)

### **LAYOFF/REHIRE (continued)**

shall not include hours compensated solely on an overtime basis, as provided in Education Code 45128, and shall not include hours for any service performed prior to entering into probationary or permanent status; except for service in a restricted position pursuant to Education Code 45105. The employee who has been employed the shortest time in the class, plus higher classes, shall be laid off first. (Education Code 45308)

The employee who has been employed the shortest time in the class, plus higher classes, shall be laid off first. (Education Code 45308)

For an employee who is a member of the Military Reserve or the National Guard, length of service credit shall be granted for military leave of absence, including voluntary or involuntary active duty during a period of national emergency or war. (Education Code 45297, 45308)

(cf. 4161.5/4261.5/4361.5 - Military Leave)

Length of service credit may be granted for time spent on unpaid illness or maternity leave, unpaid family care leave, or unpaid industrial accident leave. Length of service credit shall not be granted for other types of unpaid leaves. (Education Code 45308)

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

(cf. 4261.1 - Personal Illness/Injury Leave)

(cf. 4161.11/4261.11/4361.11 - Industrial Accident/Illness Leave)

**OPTION 2: (For districts with ADA under 400,000 that have an agreement with the exclusive representative of classified employees to determine length of service as employee's date of hire, and for districts with ADA over 400,000)**

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

Note: The following paragraph applies to both Options 1 and 2. Pursuant to Education Code 45105 and 45259, persons employed in "restricted positions" are classified employees. However, they do not acquire permanent status or seniority credits unless they satisfy the conditions specified below.

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

(cf. 4200 - Classified Personnel)

AR 4217.3(c)

**LAYOFF/REHIRE** (continued)

**Notice of Layoff and Hearing Rights**

Note: Education Code 45117 applies to both districts that have adopted the merit system and those that have not. Education Code 45117, as amended by AB 438 (Ch. 665, Statutes of 2021), specifies notice requirements and hearing rights the district must provide to permanent classified employees, as defined, who are subject to layoff due to lack of work or lack of funds, including that notice be given no later than March 15. If a permanent classified employee is not given the required notice and a right to a hearing in accordance with law, the employee is deemed reemployed for the next school year.

Education Code 45117 requires that classified employees be given prior written notice when they are subject to layoff due to lack of work or lack of funds. AB 1908 (Ch. 860, Statutes of 2012) amended Education Code 45117 to extend the timeline for such notice to 60 days, as provided below.

Pursuant to Education Code 45117, as amended by AB 438, a "permanent employee" is defined as an employee who was permanent at the time the notice or right to a hearing was required and an employee who became permanent after the date of the required notice.

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

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

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

Note: Education Code 45117, as amended by AB 438, allows permanent classified employees given notice of a layoff to request a hearing before an administrative law judge. On or before May 7, the administrative judge is required to submit the proposed decision, containing a determination as to the sufficiency of the cause and a recommendation as to disposition regarding the layoff, to the Board for consideration and to affected employee(s).

AR 4217.3(d)

**LAYOFF/REHIRE** (continued)

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

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

**Note: Pursuant to Education Code 45117, as amended by AB 438, the district may reduce classified staff due to lack of work or lack of funds when the Board determines, during the time between five days after the enactment of the Budget Act and August 15, that the district's total local control funding formula apportionment per unit of ADA for the fiscal year of the Budget Act has not increased by at least two percent.**

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

- ~~1. At least 60 days prior to the effective date of the layoff, if the layoff is for lack of work resulting from a bona fide reduction or elimination of service being performed.~~
- ~~2. No later than April 29, if the layoff is for lack of funds due to the expiration of a specially funded program at the end of any school year. However, if the termination date of the specially funded program is other than June 30, the employee shall be given notice at least 60 days from the effective date of the layoff.~~

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

~~The district is not required to provide the 60-day notice in the event of an actual and existing financial inability to pay the salaries of classified employees or if the layoff is due to a lack of work resulting from conditions not foreseeable or preventable by the district. (Education Code 45117)~~

AR 4217.3(e)

#### **LAYOFF/REHIRE (continued)**

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

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

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

## Reemployment

Note: The following **optional** section specifies the rights of employees who are laid off or who take voluntary demotion or reduction in assigned time in lieu of layoff. Pursuant to Education Code 45308, laid-off classified employees have reemployment rights which are enforced in order of seniority rather than reverse order of layoff. In Tucker v. Grossmont Union High School District, a California appellate court ruled that a laid-off employee's reemployment right entitled ~~him~~ **the employee** to preference over any new applicant to available positions for which ~~he~~ **the employee** is qualified, **including positions in different classes from which the employee was laid off.**

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

Note: Pursuant to San Mateo City School District v. Public Employment Relations Board, districts may adopt procedures which implement Education Code 45113 and 45114 as long as such procedures do not replace or set aside mandatory Education Code provisions. These procedures may be adopted pursuant to Board policy and/or collective bargaining agreement.

The following **optional** paragraph should be **deleted** by districts with a collective bargaining agreement that contains reemployment procedures, unless the district also has unrepresented classified employees.

When a vacancy occurs, the district shall give the employee with the most seniority an opportunity to accept or reject the position, by first calling the employee at ~~his/her~~ **the employee's** last known telephone number to notify ~~him/her~~ **the employee** of the vacancy and then sending written notice by certified and standard mail to ~~his/her~~ **the employee's** last known address. The employee shall advise the district of ~~his/her~~ **the** decision by any means

AR 4217.3(f)

## LAYOFF/REHIRE (continued)

no later than 10 calendar days from the date the notice was sent. If the employee accepts, ~~he/she~~ **the employee** shall report to work no later than two calendar weeks from the vacancy notification date or on a later date specified by the district.

Note: The following paragraph is **optional** and may be modified to reflect district practice.

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

*(cf. 4032 - Reasonable Accommodation)*

Note: An argument can be made that, absent a collective bargaining provision to the contrary, once a district has offered a laid-off classified employee a position pursuant to the employee's reemployment rights under Education Code 45298 and that employee has refused the position, the district has discharged its duty to that employee. Whether ~~or not~~ such action conflicts with an employee's statutory right to reemployment is unclear.

The following two **optional** paragraphs should be used only with the approval of the district's legal counsel; the number of refusals that will trigger the removal of the employee's name from the district's **reemployment** list should be modified accordingly.

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

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

Note: AB 2307 (Ch. 586, Statutes of 2012) amended Education Code 45298 to provide that laid-off classified employees who are reemployed in a new position but fail to complete the probationary period for the new position shall be returned to the reemployment list for the remainder of the 39-month period, as provided below.

Although Education Code 45298 applies to districts using the merit system, pursuant to Education Code 45114, other districts are also required to lay off and reemploy classified employees in accordance with Education Code 45298.

If an employee is **re**employed in a new position and fails to complete the probationary period in the new position, **he/she the employee** shall be returned to the reemployment list for the

AR 4217.3(g)

## LAYOFF/REHIRE (continued)

remainder of the 39-month period. The remaining time period shall be calculated as the time remaining in the 39-month period as of the date of reemployment. (Education Code 45114, 45298)

## Reinstatement of Benefits

Note: The following **optional** section should be **deleted** by districts that do not reinstate laid-off employee benefits upon reemployment and those whose collective bargaining agreements address the issue.



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

A laid-off permanent employee shall be reemployed with all rights and benefits accorded ~~to~~ **him/her** at the time of layoff.

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

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

### **Voluntary Demotion or Reduction of Hours**

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

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

*Legal Reference: (see next page)*

AR 4217.3(h)

### **LAYOFF/REHIRE (continued)**

*Legal Reference:*

EDUCATION CODE

45101 Definitions

45103 Classified service in districts not incorporating the merit system

45105 Positions under various acts not requiring certification qualifications; classification

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

45114 Layoff and reemployment procedures; definitions

45115 Layoff; **Re**instatement from service retirement

45117 Notice of layoff **and hearing rights**  
45286 Limited term employees  
45297 Right to take equivalent examination while employee in military service  
45298 Reemployment of persons laid off; voluntary demotions or reductions in time; **districts adopting merit system**  
45308 Order of layoff and reemployment; length of service  
45309 Reinstatement of permanent noncertified employees after resignation  
**GOVERNMENT CODE**  
**11500-11529 Administrative adjudication; formal hearings**  
UNITED STATES CODE, TITLE 38  
~~4301-4307~~ **4335 Veterans' Reemployment Rights Employment and reemployment rights of members of the uniformed services**  
COURT DECISIONS  
Tucker v. Grossmont Union High School District (2008) 168 Cal.App.4<sup>th</sup> 640  
San Mateo City School District v. Public Employment Relations Board (1983) 33 Cal.3d 850, ~~866~~

Management Resources:

WEB SITES

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

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Policy Reference UPDATE Service

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# CSBA Sample Administrative Regulation

**Students**

AR 5125(a)

**STUDENT RECORDS**

**Definitions**

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

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

Note: Guidance issued by the U.S. Department of Education (USDOE) and U.S. Department of Health and Human Services clarifies that a student's immunization and health record maintained by the district is a "student record" subject to the Family Educational Rights and Privacy Act (FERPA).

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

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

1. Directory information

*(cf. 5125.1 - Release of Directory Information)*

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

Note: USDOE guidance, Balancing Student Privacy and School Safety, clarifies that records created by the district's law enforcement unit, such as student images appearing on security videotapes, are not considered student records under FERPA as long as the records are created for a law enforcement purpose.

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

*(cf. 3515 - Campus Security)*

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

AR 5125(b)

## **STUDENT RECORDS** (continued)

4. Records created or received by the district after an individual is no longer a student and that are not directly related to the individual's attendance as a student
5. Grades on peer-graded papers before they are collected and recorded by a teacher

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

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

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

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

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

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

1. The student's name
2. The name of the student's parent/guardian or other family members
3. The address of the student or student's family

Note: Pursuant to 34 CFR 99.3, the definition of "personally identifiable information" includes a personal identifier such as a student's social security number. Education Code 49076.7 prohibits districts from collecting or soliciting social security numbers, or the last four digits of social security numbers, from students or their parents/guardians unless otherwise required to do so by state or federal law. If a social security number is collected under such circumstances, it must be classified as personally identifiable information and is subject to the restrictions related to access or de-identification of records specified in 34 CFR 99.30-99.39 and this administrative regulation.

4. A personal identifier, such as the student's social security number, student number, or biometric record (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting)

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## **STUDENT RECORDS** (continued)

5. Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name
6. Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not

have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty

7. Information requested by a person who the district reasonably believes knows the identity of the student to whom the student record relates

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

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

Note: Education Code 49063 requires districts to include the criteria for defining "legitimate educational interest" and "school officials and employees" in their annual notification; see section "Notification of Parents/Guardians" below.

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

Note: 34 CFR 99.31 defines "school officials and employees" for purposes of determining who may be given personally identifiable information from student records, as provided below. In 73 Fed. Reg. 74815 (2008), USDOE stated that local agencies are in the best position to determine the types of parties who may serve as school officials. Examples cited include school transportation officials (including bus drivers), school nurses, practicum and fieldwork students, unpaid interns, consultants, contractors, volunteers, and other outside parties providing institutional services and performing institutional functions, provided that each of the requirements in 34 CFR 99.31 has been met.

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

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

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

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## **STUDENT RECORDS** (continued)

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

## **Persons Granted Absolute Access**

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

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

Note: Pursuant to Education Code 56041.5, all the rights accorded to the parent/guardian of a student with disabilities, including the right to access student records, are transferred to the student at 18 years of age except when the student has been declared incompetent under state law.

3. Parents/guardians of an adult student with disabilities who is age 18 years or older and has been declared incompetent under state law (Education Code 56041.5)

(cf. 6159 - Individualized Education Program)

### **Access for Limited Purpose/Legitimate Educational Interest**

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

Note: Education Code 49076 and 34 CFR 99.31 require that access to relevant records be given to parents/guardians of a dependent child, defined by 26 USC 152 as one who lives with a parent/guardian for more than half the taxable year, meets the specified age requirements, has not provided more than half of one's own support during that year, and has not filed a joint tax return with a spouse.

1. Parents/guardians of a **student 18 years of age or older who is a** dependent child as defined in 26 USC 152 (Education Code 49076; 34 CFR 99.31)
2. Students who are age 16 or older or who have completed the 10th grade (Education Code 49076)
3. School officials and employees, consistent with the definition provided in the section "Definitions" above (Education Code 49076; 34 CFR 99.31)

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### **STUDENT RECORDS (continued)**

4. Members of a school attendance review board (SARB) appointed pursuant to Education Code 48321 who are authorized representatives of the district and any volunteer aide age 18 or older who has been investigated, selected, and trained by the SARB to provide follow-up services to a referred student (Education Code 49076)

(cf. 5113.1 - Chronic Absence and Truancy)  
(cf. 5113.12 - District School Attendance Review Board)

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

Note: 34 CFR 99.34 requires the district to make a reasonable attempt to notify the parent/guardian or adult student when the district discloses certain information as described in the following paragraph. However, if the district includes a statement in its annual parental notification that the district may forward education records under such circumstances, it is not obligated to individually notify parents/guardians or adult students. The following **optional** paragraph may be deleted by districts that include such a statement in their annual parental notification. See section below entitled "Notification of Parents/Guardians."

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

Note: Item #6 below is for use by districts that maintain high schools. Education Code 69432.9 provides that all students in grade 12 will be considered Cal Grant applicants and will have their grade point average (GPA) submitted to the Student Aid Commission, unless they opt out or are permitted under Commission rules to submit test scores in lieu of the GPA. Education Code 69432.9 requires that the report be submitted on a standardized form provided by the Commission. Pursuant to Education Code 69432.92, the Commission may also require that districts submit verification of high school graduation or its equivalent for all students who graduated in the prior academic year, except for students who have opted out.

Education Code **69432.9** ~~49432.9~~ requires that parents/guardians be notified that their child's GPA will be forwarded unless they opt out within the time period specified in the notice. This notification could be included in the annual parental notification issued pursuant to Education Code 48980.

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## **STUDENT RECORDS** (continued)

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

Commission to provide test scores in lieu of the GPA. (Education Code 69432.9, 69432.92)

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

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

7. Federal, state, and local officials, as needed for an audit or evaluation of, or compliance with, a state or federally funded education program and in accordance with a written agreement developed pursuant to 34 CFR 99.35 (Education Code 49076; 34 CFR 99.3, 99.31, 99.35)

Note: Pursuant to Education Code 49076, county placing agencies authorized to assess the effectiveness of a state or federally funded program on behalf of federal, state, or local officials and agencies may be allowed access to student records. Education Code 49076 also authorizes districts, county offices of education, and county placing agencies to develop cooperative agreements to facilitate confidential access to and exchange of student information by email, facsimile, electronic format, or other secure means, provided the agreement complies with the requirements of 34 CFR 99.35.

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

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

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## **STUDENT RECORDS (continued)**

10. Any district attorney who is participating in or conducting a truancy mediation program or participating in the presentation of evidence in a truancy petition (Education Code 49076)



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

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

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

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

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

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

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

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## **STUDENT RECORDS** (continued)

*(cf. 6173.1 - Education for Foster Youth)*

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

(cf. 6173 - Education for Homeless Children)

16. An individual who completes items #1-4 of the caregiver's authorization affidavit pursuant to Family Code 6552 and signs the affidavit for the purpose of enrolling a minor in school (Education Code 49076)
17. A caseworker or other representative of a state or local child welfare agency or tribal organization that has legal responsibility in accordance with state or tribal law for the care and protection of a student, provided that the individual is authorized by the agency or organization to receive the records and the information requested is directly related to providing assistance to address the student's educational needs (Education Code 49076; 20 USC 1232(g))
18. Appropriate law enforcement authorities, in circumstances where Education Code 48902 requires that the district provide special education and disciplinary records of a student with disabilities who is suspended or expelled for committing an act violating Penal Code 245 (Education Code 48902, 49076)

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

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

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

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

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## **STUDENT RECORDS** (continued)

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

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

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

*(cf. 5021 - Noncustodial Parents)*

### **Discretionary Access**

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

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

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

Note: The following <b>optional</b> paragraph may be revised to reflect district practice.
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Unless it would further endanger the health or safety of the student or other persons, the Superintendent or designee shall inform the parent/guardian or adult student within one week of the disclosure that the disclosure was made, of the articulable and significant threat to the health or safety of the student or other individuals that formed the basis for the disclosure, and of the parties to whom the disclosure was made.

2. Accrediting associations in order to carry out their accrediting functions (Education Code 49076; 34 CFR 99.31)
3. Under the conditions specified in Education Code 49076 and 34 CFR 99.31,

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### **STUDENT RECORDS (continued)**

organizations conducting studies on behalf of educational institutions or agencies for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction, provided that: (Education Code 49076; 34 CFR 99.31)

- a. The study is conducted in a manner that does not permit personal identification of students or parents/guardians by individuals other than representatives of the organization who have legitimate interests in the information.
  - b. The information is destroyed when no longer needed for the purposes for which the study is conducted.
  - c. The district enters into a written agreement with the organization that complies with 34 CFR 99.31.
- 4. Officials and employees of private schools or school systems where the student is enrolled or intends to enroll, subject to the rights of parents/guardians as provided in Education Code 49068 and in compliance with 34 CFR 99.34 (Education Code 49076; 34 CFR 99.31, 99.34)
  - 5. Local health departments operating countywide or regional immunization information and reminder systems and the California Department of Public Health, unless the parent/guardian has requested that no disclosures of this type be made (Health and Safety Code 120440)

Note: Education Code 49076 includes "contractors" and "consultants," as defined in the section "Definitions" above, among the categories of individuals to whom a student's personally identifiable information may be disclosed under certain circumstances. Unlike 34 CFR 99.31, however, Education Code 49076 prohibits disclosure of such information to volunteers and other parties.

- 6. Contractors and consultants having a legitimate educational interest based on services or functions which have been outsourced to them through a formal written agreement or contract with the district, excluding volunteers or other parties (Education Code 49076)

*(cf. 3600 - Consultants)*

Note: Items #7 and 8 below are for use by districts that maintain high schools.

- 7. Agencies or organizations in connection with the student's application for or receipt of financial aid, provided that information permitting the personal identification of a student or the student's parents/guardians for these purposes is disclosed only as may

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**STUDENT RECORDS (continued)**

be necessary to determine the eligibility of the student for financial aid, determine the amount of financial aid, determine the conditions which will be imposed regarding the financial aid, or enforce the terms or conditions of the financial aid (Education Code 49076; 34 CFR 99.31)

8. County elections officials for the purpose of identifying students eligible to register to vote or offering such students an opportunity to register, subject to the limits set by 34 CFR 99.37 and under the condition that any information provided on this basis shall not be used for any other purpose or transferred to any other person or agency (Education Code 49076; 34 CFR 99.37)

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

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

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

### **De-identification of Records**

Note: 20 USC 1232(g) and Education Code 49076 authorize the district to release student records for specified purposes (e.g., to federal and state officials conducting program audits or to organizations conducting studies) without parent/guardian consent after the removal of all "personally identifiable information" as defined in the section entitled "Definitions" above and provided that the district has made a reasonable determination that a student's identity will not be personally identifiable through single or multiple releases. Education Code 49074 further authorizes the district to provide de-identified statistical data to public or private agencies, postsecondary institutions, or educational research organizations when such actions would be "in the best educational interests of students."

34 CFR 99.31 lists objective standards under which districts may release information from de-identified records. These standards are applicable to both requests for individual, redacted records and requests for statistical information from multiple records.

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

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## **STUDENT RECORDS (continued)**

### **Process for Providing Access to Records**

Note: Education Code 49069 **mandates** procedures for notifying parents/guardians of the location of student records if not centrally located. The following paragraph may be expanded to include notification procedures.

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

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

Note: 5 CCR 431 **mandates** districts to establish written procedures to ensure the security of student records. The following three paragraphs reflect this mandate and should be modified to reflect any specific physical, technological, or administrative controls developed by the district.

34 CFR 99.31 requires districts to use "reasonable methods" to (1) ensure that school officials, employees, and outside contractors obtain access to only those records, both paper and electronic, in which they have a legitimate educational interest and (2) identify and authenticate the identity of parents/guardians, students, school officials, and any other party to whom the district discloses personally identifiable information from education records. In addition, 34 CFR 99.31 specifies that a district which does not use physical or technological access controls (e.g., a locked file cabinet or computer security limiting access) must ensure that its administrative policy for controlling access is effective and remains in compliance with the "legitimate educational interest" requirement.

The Analysis to Comments and Changes (73 Fed. Reg. 237, page 74817) suggests a balance of physical, technological, and administrative controls to prevent unauthorized access and to ensure that school officials do not have unrestricted access to the records of all students. The Analysis also clarifies that the reasonableness of the method depends, in part, on the potential harm involved. For example, high-risk records, such as social security numbers or other information that could be used for identity theft, should receive greater and more immediate protection.

In addition, as a condition of participation in an interagency data information system (e.g., California Longitudinal Pupil Achievement Data System), Education Code 49076 requires that the district develop security procedures or devices by which unauthorized personnel cannot access data in the system and procedures or devices to secure privileged or confidential data from unauthorized disclosure.

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

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## **STUDENT RECORDS** (continued)

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

Note: 34 CFR 99.30 specifies information that must be included in the parent/guardian consent form, as provided below. The provisions in the following two paragraphs are required pursuant to the California Attorney General's model policy developed pursuant to Education Code 234.7. See the Office of the Attorney General's publication Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues.

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

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

Note: Education Code 49069 and 5 CCR 431 **mandate** that the district adopt procedures for granting parent/guardian requests to inspect, review, and obtain copies of records.

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

Note: Education Code 49069 **mandates** procedures for the availability of qualified certificated personnel to interpret records when requested. The following paragraph may be expanded to include specific procedures for persons to request and receive the assistance of certificated personnel.

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

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

### **Access Log**

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

AR 5125(n)

### **STUDENT RECORDS (continued)**

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

Note: The following **optional** paragraph may be revised to reflect district practice.

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

Note: Although Education Code 49064 does not require the district to record access by individuals specified in items #1-5 below, the district may consider recording access by all individuals as part of the reasonable administrative controls required by 34 CFR 99.31; see section above entitled "Process for Providing Access to Records."

The log shall include requests for access to records by:

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

Note: Pursuant to Education Code 234.7, any request for student information by a law enforcement agency for the purpose of enforcing immigration laws must be reported to the Superintendent and the Board; see the accompanying Board policy. Therefore, it is recommended that the custodian of records make an entry in the log regarding any such requests, as provided in item #6 below.

6. Law enforcement personnel seeking to enforce immigration laws

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

### **Duplication of Student Records**

Note: Education Code 49069 **mandates** that the district adopt procedures for granting parent/guardian requests for copies of student records pursuant to Education Code 49065.

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### **STUDENT RECORDS** (continued)

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



(cf. 3260 - Fees and Charges)

## Changes to Student Records

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

~~(cf. 5125.3 - Challenging Student Records)~~

No additions or change shall be made to a student's record after high school graduation or permanent departure, other than routine updating, unless required by law or with prior consent of the parent/guardian or adult student. (Education Code ~~49062.5~~, 49070; 5 CCR 437)

**Note:** In CALPADS' "Update FLASH #158, Guidance for Changing a Student's Legal Name in CALPADS", the California Department of Education states that a request to change a student's legal name must be supported by legal documentation such as a court record, birth certificate, or passport.

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

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

~~(cf. 5125.3 - Challenging Student Records)~~

~~Note: AB 711 (Ch. 179, Statutes of 2019) added Education Code 49062.5 and amended Education Code 49070 to require districts to update a student's or former student's records to change the student's name and/or gender, as specified below:~~

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

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## STUDENT RECORDS (continued)

~~(cf. 5145.3 - Nondiscrimination/Harassment)~~

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

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

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

### **Retention and Destruction of Student Records**

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

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

1. Legal name of student
2. Date and place of birth and method of verifying birth date  
(*cf. 5111 - Admission*)
3. Sex of student
4. Name and address of parent/guardian of minor student

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### **STUDENT RECORDS (continued)**

- a. Address of minor student if different from the above
- b. Annual verification of parent/guardian's name and address and student's residence  
(*cf. 5111.1 - District Residency*)

5. Entrance and departure dates of each school year and for any summer session or other extra session

6. Subjects taken during each year, half-year, summer session, or quarter, and marks or credits given towards graduation

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

7. Verification of or exemption from required immunizations

*(cf. 5141.31 - Immunizations)*

8. Date of high school graduation or equivalent

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

1. Expulsion orders and the causes therefor

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

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

2. A log identifying persons or organizations who request or receive information from the student record

3. Health information, including verification or waiver of the health screening for school entry

*(cf. 5141.32 - Health Screening for School Entry)*

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

AR 5125(r)

## **STUDENT RECORDS (continued)**

*(cf. 6159 - Individualized Education Program)*

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

5. Language training records

*(cf. 6174 - Education for English Learners)*

6. Progress slips/notices required by Education Code 49066 and 49067
7. Parental restrictions/stipulations regarding access to directory information
8. Parent/guardian or adult student rejoinders to challenged records and to disciplinary action
9. Parent/guardian authorization or prohibition of student participation in specific programs
10. Results of standardized tests administered within the past three years

*(cf. 6162.51 - State Academic Achievement Tests)*

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

*(cf. 6158 - Independent Study)*

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

1. Objective counselor and/or teacher ratings
2. Standardized test results older than three years
3. Routine disciplinary data

*(cf. 5144 - Discipline)*

4. Verified reports of relevant behavioral patterns
5. All disciplinary notices
6. Supplementary attendance records

AR 5125(s)

## **STUDENT RECORDS** (continued)

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

## **Transfer of Student Records**

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

Note: Education Code 48201 requires districts to request records of a transferring student regarding acts that resulted in the student's suspension or expulsion from the previous school, as specified below. Once the record is received, the Superintendent or designee must inform the student's teachers of the acts; see AR 4158/4258/4358 - Employee Security.

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

*(cf. 4158/4258/4358 - Employee Security)*  
*(cf. 5119 - Students Expelled From Other Districts)*

Note: Pursuant to Education Code 49068, a district is required to transfer a copy of a student's records to another school in which the student is enrolled or intends to enroll within 10 school days of receiving a request for the records. However, this is not applicable in circumstances where a more restrictive timeline is required. For example, a district is required to transfer the records of a student who is a foster youth to the new school within two business days, pursuant to Education Code 48853.5.

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

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

AR 5125(t)

## **STUDENT RECORDS** (continued)

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

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

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

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

### **Notification of Parents/Guardians**

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

*(cf. 5145.6 - Parental Notifications)*

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

1. The types of student records kept by the district and the information contained therein
2. The title(s) of the official(s) responsible for maintaining each type of record
3. The location of the log identifying those who request information from the records
4. District criteria for defining school officials and employees and for determining legitimate educational interest
5. District policies for reviewing and expunging student records
6. The right to inspect and review student records and the procedures for doing so
7. The right to challenge and the procedures for challenging the content of a student record that the parent/guardian or student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights

AR 5125(u)

### **STUDENT RECORDS (continued)**

8. The cost, if any, charged for duplicating copies of records
9. The categories of information defined as directory information pursuant to Education Code 49073

10. The right to consent to disclosures of personally identifiable information contained in the student's records except when disclosure without consent is authorized by law
11. Availability of the curriculum prospectus developed pursuant to Education Code 49091.14 containing the titles, descriptions, and instructional aims of every course offered by the school

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

12. Any other rights and requirements set forth in Education Code 49060-49085, and the right of parents/guardians to file a complaint with the U.S. Department of Education concerning an alleged failure by the district to comply with 20 USC 1232g

Note: Pursuant to 34 CFR 99.34, if the district's annual parental notification contains the information described in **optional** item #13 below, the district does not need to attempt to individually notify a parent/guardian or adult student when the district discloses an education record to officials of another school, school system, or postsecondary institution (see item #5 in the list of persons/agencies with legitimate educational interests in the section entitled "Access for Limited Purpose/Legitimate Educational Interest" above).

13. A statement that the district forwards education records to other agencies or institutions that request the records and in which the student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment

Note: The following paragraph reflects the Attorney General's model policy developed pursuant to Education Code 234.7.

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

### **Student Records from Social Media**

Note: The following **optional** section is for use by districts that have adopted a program, pursuant to Education Code 49073.6, to gather or maintain any information obtained from students' social media activity that pertains directly to school safety or student safety. Districts that adopt such a program, as specified in the accompanying Board policy, must comply with the requirements described below. Districts that have not adopted such a program should delete the following section.

AR 5125(v)

### **STUDENT RECORDS (continued)**

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

1. Gather or maintain only information that pertains directly to school safety or student safety

2. Provide a student with access to any information that the district obtained from the student's social media activity and an opportunity to correct or delete such information
3. Destroy information gathered from social media and maintained in student records within one year after a student turns 18 years of age or within one year after the student is no longer enrolled in the district, whichever occurs first
4. Notify each parent/guardian that the student's information is being gathered from social media and that any information maintained in the student's records shall be destroyed as provided in item #3 above. The notification shall also include, but is not limited to, an explanation of the process by which a student or the student's parent/guardian may access the student's records for examination of the information gathered or maintained and the process by which removal of the information may be requested or corrections to the information may be made. The notification may be provided as part of the annual parental notification required pursuant to Education Code 48980.
5. If the district contracts with a third party to gather information on a student from social media, ensure that the contract:
  - a. Prohibits the third party from using the information for purposes other than those specified in the contract or from selling or sharing the information with any person or entity other than the district, the student, or the student's parent/guardian
  - b. Requires the third party to destroy the information immediately upon satisfying the terms of the contract, or when the district notifies the third party that the student has turned 18 years of age or is no longer enrolled in the district, whichever occurs first

### Updating Name and/or Gender of Former Students

Note: AB 711 (Ch. 179, Statutes of 2019) added Education Code 49062.5 and amended Education Code 49070 to require a districts to update a student's or former student's records to **reflect a change to the former student's name and/or gender, as specified below.**

AR 5125(w)

### STUDENT RECORDS (continued)

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



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

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

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

(5/18 12/19) 12/21

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## CSBA Sample Administrative Regulation

Students

AR 5145.3(a)

### NONDISCRIMINATION/HARASSMENT

Note: The following **mandated** administrative regulation provides measures that may be implemented by a district to comply with state and federal laws and regulations prohibiting unlawful discrimination at school or in school-sponsored or school-related activities, including discriminatory harassment, intimidation, and bullying, of any student based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender

identity, gender expression, genetic information, or any other legally protected category or association with a person or group with one or more of these actual or perceived characteristics. Federal and state law also prohibit retaliation against those who engage in activity to protect civil rights.

5 CCR 4621 **mandates** the district to identify in its policies and procedures the person(s), position(s), or unit(s) responsible for ensuring compliance with applicable state and federal laws and regulations governing educational programs, including the receiving and investigating of complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying. In addition, 34 CFR 106.8 and other federal regulations **mandate** districts that receive federal financial assistance to adopt procedures for the "prompt and equitable" resolution of student and employee discrimination complaints, including the designation of one or more responsible employees to ensure district compliance with federal laws and regulations governing the district's educational programs.

During the Federal Program Monitoring process, California Department of Education (CDE) staff will check to ensure that the district's procedures list the specific title(s) of the employee(s) responsible for investigating complaints. The U.S. Department of Education's (USDOE) Office for Civil Rights (OCR) is the agency responsible for the administrative enforcement of federal antidiscrimination laws and regulations in programs and activities that receive federal financial assistance from the department. In reviewing a district's discrimination policies and procedures, OCR will examine whether the district has identified the employee(s) responsible for coordinating compliance with federal civil rights laws, including the investigation of complaints.

The following paragraph identifies the employee(s) designated to coordinate the district's efforts to comply with state and federal civil rights laws as the same person designated to investigate and resolve discrimination complaints under AR 1312.3 - Uniform Complaint Procedures. Districts may modify the following paragraph to designate different district employees to serve these functions. Note also that a district may designate more than one employee to coordinate compliance and/or receive and investigate complaints, although each employee designated as a coordinator/compliance officer must be properly trained.

34 CFR 106.8, as amended by 85 Fed. Reg. 30026, requires that the employee designated by the district to coordinate its responsibilities under Title IX be referred to as the Title IX Coordinator. The Title IX Coordinator is responsible for receiving complaints of sexual harassment and determining whether the complaint should be appropriately addressed through AR 1312.3 or the federal Title IX complaint procedures pursuant to 34 CFR 106.44-106.45. The Title IX Coordinator may be the same person designated below and in AR 1312.3. See AR 5145.7 - Sexual Harassment and AR 5145.71 - Title IX Sexual Harassment Complaint Procedures.

AR 5145.3(b)

## **NONDISCRIMINATION/HARASSMENT (continued)**

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

association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

---

(title or position)

---

(address)

---

(telephone number)

---

(email)

*(cf. 1312.1 - Complaints Concerning District Employees)*

*(cf. 1312.3 - Uniform Complaint Procedures)*

*(cf. 5145.7 - Sexual Harassment)*

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

### **Measures to Prevent Discrimination**

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

Note: As part of its responsibility to monitor district compliance with legal requirements concerning discrimination pursuant to Education Code 234.1, CDE is required to ensure that the district posts its nondiscrimination policies in all schools, offices, staff lounges, and student government meeting rooms.

In addition, federal regulations enforced by OCR require the district to notify students, parents/guardians, and employees of its policies prohibiting discrimination on the basis of sex (34 CFR 106.8, 106.9), disability (34 CFR 104.8 and 28 CFR 35.107), and age (34 CFR 110.25) and of related complaint procedures. For notification requirements specifically pertaining to sexual harassment, see BP/AR 5145.7 - Sexual Harassment.

AR 5145.3(c)

### **NONDISCRIMINATION/HARASSMENT (continued)**

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them in prominent locations and providing easy access to them through district-supported communications

Note: Education Code 234.6, as added by AB 34 (Ch. 282, Statutes of 2019), requires a district, starting with the 2020-21 school year, to post its nondiscrimination policies on its web site as specified below. In addition to the policies listed below, if the district has a policy in regard to the prevention and response to hate violence, it is also required to be posted, and the following item should be modified accordingly. See BP 5145.9 - Hate-Motivated Behavior.

2. Post the district's policies and procedures prohibiting discrimination, harassment, student sexual harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)

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

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

*(cf. 1114 - District-Sponsored Social Media)*

*(cf. 5131.2 - Bullying)*

*(cf. 5145.9 - Hate-Motivated Behavior)*

Note: Education Code 234.6, as added by AB 34, requires a district, starting in the 2020-21 school year, to post the definitions specified below.

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

Note: Education Code 221.61 requires districts and public schools to post on their web sites information related to Title IX (20 USC 1681-1688). Education Code 234.6, as added by AB 34, requires districts, beginning in the 2020-21 school year, to post the Title IX information required pursuant to 221.61 in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. Additionally, districts are required to provide a link to the Title IX information included on CDE's website pursuant to Education Code 221.6, in the same manner. A comprehensive list of rights based on the federal regulations implementing Title IX can be found in Education Code 221.8. A district that does not maintain a web site may comply by posting the information below on the web site of its county office of education. A school without a web site may comply by posting the information on the web site of the district or county office of education.

AR 5145.3(d)

## **NONDISCRIMINATION/HARASSMENT (continued)**

4. Post in a prominent location on the district web site in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the following: (Education Code 221.6, 221.61, 234.6)
  - a. The name and contact information of the district's Title IX Coordinator, including the phone number and email address
  - b. The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web

links to information about those rights and responsibilities located on the web sites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)

- c. A description of how to file a complaint of noncompliance under Title IX, which shall include:
  - (1) An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations
  - (2) An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on the OCR's web site
  - (3) A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office
- d. A link to the Title IX information included on the California Department of Education's (CDE) web site

Note: Education Code 234.6, as added by AB 34, requires a district, starting in the 2020-21 school year, to post a link to statewide resources as specified below.

- 5. Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families. Such resources shall be posted in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.5, 234.6)

AR 5145.3(e)

## **NONDISCRIMINATION/HARASSMENT (continued)**

- 6. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior.
- 7. Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students, including transgender, and gender nonconforming students. The notice shall inform students and parents/guardians that they may request to meet with the compliance officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the

extent possible, the district will address any individual student's interests and concerns in private.

(cf. 5145.6 - Parental Notifications)

Note: Both federal and state laws contain requirements for translation of certain information and documents. Title VI of the Civil Rights Act of 1964 requires school districts to ensure meaningful access to their programs and activities by persons with limited English proficiency. OCR has interpreted this to require that, whenever information is provided to parents/guardians, districts must notify limited-English-proficient (LEP) parents/guardians in a language other than English in order to be adequate. OCR enforces this requirement consistent with the Department of Justice's 2003 Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons. Under the Guidance, a recipient of federal funds has an obligation to provide language assistance to LEP individuals based on balancing four factors: (1) the number or proportion of LEP individuals likely to encounter or be served by the program, (2) the frequency with which LEP individuals come in contact with the program, (3) the nature and importance of the services provided by the program, and (4) the resources available to the recipient and costs. State law is more specific than federal law. Education Code 48985 requires translation of certain information and documents if 15 percent or more of students enrolled in the school speak a single primary language other than English.

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

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

AR 5145.3(f)

## **NONDISCRIMINATION/HARASSMENT (continued)**

9. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students, **including transgender, and gender-nonconforming students.**

(cf. 1240 - Volunteer Assistance)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

*(cf. 4331 - Staff Development)*

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

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

Note: Item #11 below may be revised to reflect district practice. In some situations, the district may need to provide assistance to a student to protect the student from harassment or bullying. Each situation will need to be analyzed to determine the most appropriate course of action to meet the needs of the student, based on the circumstances involved.

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

### **Enforcement of District Policy**

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

1. Removing vulgar or offending graffiti

*(cf. 5131.5 - Vandalism and Graffiti)*

2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond

AR 5145.3(g)

### **NONDISCRIMINATION/HARASSMENT (continued)**

3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination
4. Consistent with laws regarding the confidentiality of student and personnel records, communicating to students, parents/guardians, and the community the school's response plan to unlawful discrimination or harassment

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

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

*(cf. 5125 - Student Records)*

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

*(cf. 4118 - Dismissal/Suspension/Disciplinary Action)*  
*(cf. 4218 - Dismissal/Suspension/Disciplinary Action)*  
*(cf. 5144 - Discipline)*  
*(cf. 5144.1 - Suspension and Expulsion/Due Process)*  
*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*  
*(cf. 6159.4 - Behavioral Interventions for Special Education Students)*

## **Process for Initiating and Responding to Complaints**

Note: Education Code 234.1 requires that districts adopt a process for receiving and investigating complaints of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying. Such a process, which is required to be consistent with the uniform complaint procedures (UCP) specified in 5 CCR 4600-4670, must include (1) a requirement that school personnel who witness an act take immediate steps to intervene when safe to do so, (2) a timeline for investigating and resolving complaints, (3) an appeal process, and (4) translation of forms when required by Education Code 48985. In addition, federal regulations require districts to adopt procedures providing for the prompt and equitable resolution of complaints of discrimination on the basis of sex (34 CFR 106.8), disability (34 CFR 104.7 and 28 CFR 35.107), and age (34 CFR 110.25). OCR guidance on federal civil rights requirements notes that districts may have a responsibility to respond to notice of discrimination whether or not a formal complaint is filed.

Complaints of sexual harassment must be addressed through the federal Title IX complaint procedures established pursuant to 34 CFR 106.44-106.45, as added by 85 Fed. Reg. 30026, if the alleged conduct meets the federal definition of sexual harassment. Pursuant to 34 CFR 106.30, sexual harassment includes (1) a district employee conditioning the provision of a district aid, benefit, or service on an individual'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; or (3) sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 and 34 USC 12291. Allegations that do not meet this definition should be addressed through the district's UCP. See BP/AR 5145.7 - Sexual Harassment and AR 5145.71 - Title IX Sexual Harassment Complaint Procedures.

AR 5145.3(h)

## **NONDISCRIMINATION/HARASSMENT (continued)**

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

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

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



Note: Though a formal complaint must be in writing pursuant to 5 CCR 4600, the district's obligation to provide a safe school environment for its students overrides the need to comply with formalities. Thus, once the district receives notice of an incident, whether verbally or in writing, it is good practice to begin the investigation of the report and to take steps to stop any prohibited conduct and address any effect on students. The following paragraph reflects such practice and is consistent with OCR recommendation.

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

Any report or complaint alleging unlawful discrimination by the principal, compliance officer, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

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

AR 5145.3(i)

## **NONDISCRIMINATION/HARASSMENT (continued)**

Note: **The terms and definitions used below are consistent with California law, case law, and generally accepted terms within academia and in publications issued by state and federal agencies such as CDE and OCR, including provisions in the California Gender Recognition Act that recognize three gender options, female, male, and nonbinary, and define "nonbinary" and other related terms such as "intersex" and "transgender". In addition to consistency with the above, the definition of "gender identity" below** The term "gender identity" is not specifically defined in the Education Code. The following definition is consistent with case law and generally accepted terms within academia, as well as the Resolution Agreement between the Arcadia Unified School District, **OCR the U.S. Department of Education Office for Civil Rights**, and the U.S. Department of Justice, Civil Rights Division, which defines "gender identity" as "one's internal sense of gender, which may be different from one's assigned sex, and which is consistently and uniformly asserted, or for which there is other evidence that the gender identity is sincerely held as part of the student's core identity."

**The following section is also consistent with OCR's fact sheet "Supporting Intersex Students: A Resource for Students, Families, and Educators," issued in October 2021 and CDE's "Update FLASH #158, Guidance for Changing a Student's Gender in CALPADS," which provides guidance on changing**

**a student's gender and/or legal name on the student's mandatory permanent record.**

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

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

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

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

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

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

AR 5145.3(j)

## **NONDISCRIMINATION/HARASSMENT (continued)**

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

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

1. Refusing to address a student by a name and the pronouns consistent with the student's gender identity

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

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

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

AR 5145.3(k)

## **NONDISCRIMINATION/HARASSMENT** (continued)

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

Note: Timelines included in items #1-2 below may be modified to reflect district practice.

**Pursuant to state and federal law, a district has the responsibility to ensure a safe, nondiscriminatory school environment for all students and equal access to the educational program for intersex, nonbinary, transgender, or gender non-conforming students. As part of its obligation, the district must keep a student's private information, including a student's gender, gender identity, or gender expression, confidential. CDE's "School Success and Opportunity Act (Assembly Bill 1266) Frequently Asked Questions," references a transgender student's informational privacy right under Article I, Section I of the California Constitution as protecting the student's gender identity from disclosure. However, CDE specifies that, pursuant to 34 CFR 99.36, disclosure of such information to appropriate parties is permitted in connection with an emergency, as necessary to protect the health or safety of the**

student or other individuals. Therefore, a district is required to take measures such as those specified in the following paragraph, to prevent unintentional release of students' private information and should contact legal counsel before disclosing a student's gender identity without the student's consent.

1. Right to privacy: A student's **intersex, nonbinary,** transgender, or gender-nonconforming status is the student's private information, and the district shall only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In any case, the district shall only allow disclosure of a student's personally identifiable information to employees with a legitimate educational interest as determined by the district pursuant to 34 CFR 99.31. Any district employee to whom a student's transgender or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a district employee by a student, the employee shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless the employee is required to disclose or report the student's information pursuant to this administrative regulation, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to the student's status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days. **The district shall develop strategies to prevent unauthorized disclosure of students' private information. Such strategies may include, but are not limited to, collecting or maintaining information about student gender only when relevant to the educational program or activity, protecting or revealing a student's gender identity as necessary to protect the health or safety of the student, and keeping a student's unofficial record separate from the official record.**

AR 5145.3(1)

## **NONDISCRIMINATION/HARASSMENT** (continued)

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

student permits the employee to notify the compliance officer, the employee shall do so within three school days.

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

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

2. Determining a Student's Gender Identity: The compliance officer shall accept the student's assertion of gender identity and begin to treat the student consistent with that gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose.
3. Addressing a Student's Transition Needs: The compliance officer shall arrange a meeting with the student and, if appropriate, the student's parents/guardians to identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained. The meeting shall discuss the **intersex, nonbinary,** transgender, or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or

AR 5145.3(m)

## NONDISCRIMINATION/HARASSMENT (continued)

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

Note: Pursuant to Education Code 221.5, a district is required to permit a student to use facilities and participate in sex-segregated school programs and activities consistent with the student's gender identity, regardless of the gender listed on the student's educational records. **Because Education Code 221.5 affords transgender students these rights, districts in California are not impacted by the February 22, 2017 action of the USDOE and U.S. Department of Justice to rescind earlier federal guidance which had indicated that, under**

~~Title IX, students must be allowed to use sex-segregated facilities in accordance with their gender identity.~~ In implementing state law, districts may review recommended practices in the USDOE's Office of Elementary and Secondary Education's Examples of Policies and Emerging Practices for Supporting Transgender Students. For more information on the rights of transgender students, see CSBA's Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Discrimination.

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

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

*(cf. 6145.2 - Athletic Competition)*

*(cf. 6153 - School-Sponsored Trips)*

*(cf. 7110 - Facilities Master Plan)*

AR 5145.3(n)

## NONDISCRIMINATION/HARASSMENT (continued)

Note: ~~Education Code 49062.5 and 49070, as added and amended by AB 711 (Ch. 179, Statutes of 2019), respectively,~~ require districts to update a former student's records to change the student's name and/or gender as specified below. See AR 5125 - Student Records. **Pursuant to 5 CCR 432, a district is required to maintain for each student a mandatory permanent student record that includes the student's legal name, sex, and other specified details. While 5 CCR 4910 refers to "sex" as the "biological condition or quality of being a female or male human being," it also defines "gender" to mean "sex," which includes "a person's gender identity and gender related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth." When responding to a request to change the gender or legal name of intersex, nonbinary, transgender, or gender non-conforming students, districts should be mindful of laws prohibiting gender-based discrimination. In CALPADS' "Update FLASH #158, Guidance for Changing a Student's Gender in CALPADS", CDE distinguishes the process for updating a student's legal name from the process for updating a student's gender. According to CDE, a district must receive formal documentation that a student's name has been legally changed before the student's recorded legal name may be changed in the student's mandatory permanent student record (official record). When documentation is not provided, CDE states the district should nonetheless update all other school records (unofficial records such as attendance sheets, report cards, and school identification) to reflect the name change. On the other hand, to change a student's gender in the student's official records, CDE states that there is no specific requirement regarding formal documentation or process that a district should review or require in determining the gender to be recorded in the official records. Pursuant to Education Code 49061, only a parent/guardian may authorize a change to a student's gender in the student's official record. The district should consult legal counsel in developing a policy in this regard.**

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

A student's legal name ~~or gender~~ as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed with proper documentation. ~~When a student presents government issued documentation of a name and/or gender change or submits a request for a name and/or gender change through the process specified in Education Code 49070, the district shall update the student's records. (Education Code 49062.5, 49070)~~ **A student's gender as entered on the student's official record required pursuant to 5 CCR 432 shall only be changed with written authorization of a parent/guardian having legal custody of the student. (Education Code 49061)**

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

*(cf. 5125 - Student Records)*  
*(cf. 5125.1 - Release of Directory Information)*  
*(cf. 5125.3 - Challenging Student Records)*

AR 5145.3(o)

## **NONDISCRIMINATION/HARASSMENT (continued)**

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

*(cf. 5132 - Dress and Grooming)*

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**Policy Reference UPDATE Service**

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# CSBA Sample Board Policy

**Students**

BP 5148(a)

## CHILD CARE AND DEVELOPMENT

Note: The following **optional** policy may be revised to reflect the type(s) of child care and development programs offered by the district.

The Child Care and Development Services Act (~~Education Code 8200-8499.10~~ **Welfare and Institutions Code 10207-10490**) establishes a variety of child care programs including resource and referral programs (~~Education Code 8210-8216~~ **Welfare and Institutions Code 10217-10224.5**; 5 CCR 18240-18248), alternative payment programs (~~Education Code 8220-8227.7~~ **Welfare and Institutions Code 10225-10234**; 5 CCR 18220-18231), migrant child care and development programs (~~Education Code 8230-8233~~ **Welfare and Institutions Code 10235-10238**), general child care and development programs (~~Education Code 8240-8244~~ **Welfare and Institutions Code 10240-10243**), and programs for children with special needs (**Welfare and Institutions Code 10260-10263** ~~Education Code 8250-8252~~).

Pursuant to Welfare and Institutions Code 10200-10206, ~~as added by SB 98 (Ch. 24, Statutes of 2020)~~, effective July 1, 2021, the state's responsibility for administering these programs ~~will transfer~~ **transferred** from the California Department of Education (CDE) to the California Department of Social Services (CDSS). **AB 131 (Ch. 116, Statutes of 2021) repeals the statutes governing such programs from the Education Code and reenacts them in the Welfare and Institutions Code. Pursuant to Welfare and Institutions Code 10205, all existing regulations relating to child care programs that have been adopted by CDE are expressly continued in force, unless they conflict with law.**



**Education Code 8207, as added by AB 131, clarifies that the Superintendent of Public Instruction (SPI) and CDE retain administrative supervision of the California State Preschool Program (CSPP).**

For requirements pertaining to before-school and after-school programs, including the After-School Education and Safety program (Education Code 8482-8484.65) and 21st Century Community Learning Centers (Education Code 8484.7-8484.8), see BP/AR 5148.2 - Before/After School Programs. **For requirements pertaining to preschool programs for children ages 3-4 pursuant to the CSPP, as amended by AB 130 (Ch. 44, Statutes of 2021) and AB 131, The California State Preschool Program (Education Code 8235-8239 8200-8340) for children ages 3-4 is addressed in** see BP/AR 5148.3 - Preschool/Early Childhood Education.

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

*(cf. 5148.2 - Before/After School Programs)*

*(cf. 5148.3 - Preschool/Early Childhood Education)*

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

*(cf. 6175 - Migrant Education Program)*

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

*(cf. 3312 - Contracts)*

BP 5148(b)

## **CHILD CARE AND DEVELOPMENT (continued)**

Note: The following **optional** paragraph may be revised to reflect district practice. **Welfare and Institutions Code 10480-10487, as amended and renumbered by AB 131, Education Code 8499-8499.7** establish county-level child care and development planning councils, with members selected by the County Board of Supervisors and County Superintendent of Schools, to identify local priorities for child care and to develop policies to meet identified needs.

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

*(cf. 1020 - Youth Services)*

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

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

Note: Pursuant to 5 CCR 18271, the district must have a written philosophical statement, goals, and objectives, approved by the Governing Board, which address each program component specified in 5 CCR 18272-18281. See the accompanying administrative regulation for required program components.

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

(cf. 0000 - Vision)  
(cf. 0100 - Philosophy)  
(cf. 0200 - Goals for the School District)

**Note: AB 131 allocates additional funds to provide subsidized child care programs with COVID-19 pandemic-related assistance. To receive the additional funding, a child care program that is funded to be operational, but which is physically closed by local or state public health order or guidance due to the COVID-19 pandemic, is required to provide distance learning services as specified by CDSS.**

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

### Eligibility and Enrollment

Note: Pursuant to 5 CCR 18105, districts contracting to offer child care services are **mandated** to develop written admissions policies and procedures that conform to **the** requirements of 22 CCR 101218, as provided below. See the accompanying administrative regulation for additional language that fulfills this mandate.

BP 5148(c)

### CHILD CARE AND DEVELOPMENT (continued)

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

(cf. 0410 - Nondiscrimination in District Programs and Activities)  
(cf. 3540 - Transportation)  
(cf. 3550 - Food Service/Child Nutrition Program)  
(cf. 5141.22 - Infectious Diseases)  
(cf. 5141.3 - Health Examinations)  
(cf. 5141.31 - Immunizations)

Note: ~~Education Code 8263~~ **Welfare and Institutions Code 10271** and 5 CCR 18106 establish eligibility criteria and priorities for subsidized child care services, as provided below and in the accompanying administrative regulation.

Eligibility is generally limited to children who reside within district boundaries. However, **Welfare and Institutions Code 10332** ~~Education Code 8322~~ and 5 CCR 18107 authorize the Board to enter into an agreement with the boards of other districts to serve children who reside within those districts. The district may revise the following paragraph to reflect any such agreement approved by the Board.

The Superintendent or designee shall ensure that subsidized child care is provided to eligible families to the extent that state and/or federal funding is available and in accordance with ~~shall establish~~ enrollment priorities **specified** in ~~accordance with Education Code 8263 Welfare and Institutions Code 10271~~ and 5 CCR 18106.

Note: The following paragraph is **optional** and may be revised to reflect any district-established priorities for nonsubsidized services.

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

**Note: Pursuant to Education Code 48000, as amended by AB 130, a child's eligibility for transitional kindergarten enrollment may not impact family eligibility for a preschool or childcare program.**

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

*(cf. 5111.1 - District Residency)*

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

BP 5148(d)

## **CHILD CARE AND DEVELOPMENT (continued)**

### **Staffing**

Note: The Commission on Teacher Credentialing issues permits for child development program directors, site supervisors, master teachers, teachers, associate teachers, and assistants pursuant to criteria established in ~~Education Code 8360-8370 Welfare and Institutions Code 10380 - 10387.5~~ and 5 CCR 80105-80125. The district may request a waiver of the qualification requirements for a site supervisor upon demonstration of a compelling need, in accordance with ~~Education Code 8208(aa)~~ **Welfare and Institutions Code 10213.5** and 5 CCR 18295.

Health and Safety Code 1596.7995 requires that employees and volunteers at a day care center be immunized against influenza, pertussis, and measles, with specified exemptions. In addition, Health and Safety Code 1597.055 requires that teachers in a day care center obtain a tuberculosis clearance. See the accompanying administrative regulation.

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

*(cf. 1240 - Volunteer Assistance)*

*(cf. 4112.2 - Certification)*

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

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

*(cf. 4131 - Staff Development)*

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

## Facilities

Note: **Optional** items #1-5 below present examples of methods that may be used to provide facilities for child care services and may be revised to reflect district practice.

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

1. The use of existing district facilities that have capacity
2. Renovation or improvement of district facilities to make them suitable for such services
3. Purchase of relocatable child care facilities
4. Inclusion of child care facilities in any new construction
5. Agreement with a public agency or community organization for the use of community facilities

BP 5148(e)

## CHILD CARE AND DEVELOPMENT (continued)

(cf. 1330.1 - Joint Use Agreements)  
(cf. 7110 - Facilities Master Plan)

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

## Complaints

Note: Pursuant to 5 CCR 4610, the district's uniform complaint procedures should be used to resolve any complaint alleging violation of state or federal laws governing educational programs, including child care and development programs; see BP/AR 1312.3 - Uniform Complaint Procedures. However, 5 CCR 4611, as amended by Register 2020, No. 21, provides that health and safety complaints regarding licensed facilities that operate a child care and development program should be referred to CDSS as described in the following paragraph and BP 1312.3.

Pursuant to 22 CCR 101156, all child care centers must be licensed by CDSS unless exempted by law. See the accompanying administrative regulation for information about child care programs that are exempted from licensure requirements. If all of the district's child care services are license-exempt, the following paragraph may be deleted.

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

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

(cf. 1312.3 - Uniform Complaint Procedures)

## Program Evaluation

Note: 5 CCR 18279-18281 require child care and development programs to be evaluated through the standardized "Desired Results for Children and Families" system. The system requires a program self-evaluation that includes, but is not limited to, a staff assessment, a parent survey, and an environment rating scale.

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

(cf. 0500 - Accountability)

Legal Reference: (see next page)

BP 5148(f)

## CHILD CARE AND DEVELOPMENT (continued)

Legal Reference:

### EDUCATION CODE

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

**8207 Administration; operation of programs; services**

~~8200-8499.10 Child Care and Development Services Act, especially:~~

~~8200-8209 General provisions for child care and development services~~

~~8210-8216 Resource and referral program~~

~~8220-8226 Alternative payment program~~

~~8230-8233 Migrant child care and development program~~

~~8235-8239 California state preschool program~~

~~8240-8244 General child care 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~~

~~8263.4 Enrollment of students ages 11-12 years~~

~~8273-8273.3 Fees~~

~~8360-8370 Personnel qualifications~~

~~8400-8409 Contracts~~

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

~~8484.7-8484.8-8484.9 21st Century community learning centers~~

~~8493-8498 Facilities~~

~~8499-8499.7 Local planning councils~~

**48000 Transitional kindergarten**

~~49540-49546 Child care food program~~

49570 National School Lunch program  
56244 Staff development funding  
HEALTH AND SAFETY CODE  
1596.70-1596.895 California Child Day Care Act  
1596.90-1597.21 Day care centers  
120325-120380 Immunization requirements  
WELFARE AND INSTITUTIONS CODE  
10200-10206 Early Childhood Development Act of 2020  
**10207-10490 Child Care and Development Services Act, especially:**  
**10207-10215 General provisions**  
**10217-10224.5 Resource and referral programs**  
**10225-10234 Alternative payment programs**  
**10235-10238 Migrant child care and development programs**  
**10240-10243 General child care and development programs**  
**10250-10252 Family child care home education networks**  
**10260-10263 Child care and development services for children with special needs**  
**10271 Eligibility, enrollment and priority of services; physical examinations; rules and regulations**  
**10271.5 Income eligibility**  
**10272.5 Order of disenrollment**

Legal Reference continued: (see next page)

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## CHILD CARE AND DEVELOPMENT (continued)

Legal Reference: (continued)

WELFARE AND INSTITUTIONS CODE (continued)  
**10273 Preferred placement for otherwise eligible children ages 11 or 12**  
**10290 Fee schedule for families using preschool and child care and development services**  
**10291 Families exempt from family fees**  
**10315 Transfer of information to public schools**  
**10322 Children residing in another district; use of facilities and personnel**  
**10480-10487 Local planning councils**  
CODE OF REGULATIONS, TITLE 5  
4610-4687 Uniform complaint procedures  
18000-18434 Child care and development programs, especially:  
18012-18122 General requirements  
18180-18192 Federal and state migrant programs  
18210-18213 Severely handicapped program  
18220-18231 Alternative payment program  
18240-18248 Resource and referral program  
18270-18281 Program quality, accountability  
18290-18292 Staffing ratios  
18295 Waiver of qualifications for site supervisor  
18300-18308 Appeals and dispute resolution  
80105-80125 Commission on Teacher Credentialing, child care and development permits  
CODE OF REGULATIONS, TITLE 22  
101151-101239.2 General requirements, licensed child care centers, especially:  
101151-101163 Licensing and application procedures  
101212-101231 Continuing requirements

101237-101239.2 *Facilities and equipment*  
UNITED STATES CODE, TITLE 42  
1751-1769j *National School Lunch Programs*  
9831-9852 *Head Start programs*  
9858-9858q *Child care and development block grant*  
CODE OF FEDERAL REGULATIONS, TITLE 7  
210.1-210.31 *National School Lunch program*  
CODE OF FEDERAL REGULATIONS, TITLE 45  
98.2-98.93 *Child care and development fund*  
COURT DECISIONS  
CBS Inc. v. The Superior Court of Los Angeles County, State Department of Social Services, (2001) 91  
Cal.App.4th 892

*Management Resources: (see next page)*

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## **CHILD CARE AND DEVELOPMENT (continued)**

*Management Resources:*

**CALIFORNIA DEPARTMENT OF SOCIAL SERVICES PUBLICATIONS**  
**COVID-19 Licensed Child Care Facilities and Providers (FAQs)**  
**Child Care & Development Division FAQ**  
**Child Care Transition: The Early Childhood Development Act of 2020**

**WEB SITES**

CSBA: <http://www.csba.org>  
California Association for the Education of Young Children: <http://www.caeyc.org>  
California Child Development Administrators Association: <http://www.cdaa.org>  
California Department of Education, Early Education and Support Division:  
<http://www.cde.ca.gov/sp/cd>  
California Department of Education, Early Education Management Bulletins:  
<http://www.cde.ca.gov/sp/cd/ci/allmbs.asp>  
California Department of Social Services: <https://www.cdss.ca.gov>  
California Head Start Association: <http://caheadstart.org>  
California School-Age Consortium: <http://calsac.org>  
Commission on Teacher Credentialing: <http://www.ctc.ca.gov>  
National Association for the Education of Young Children: <http://www.naeyc.org>  
U.S. Department of Education: <http://www.ed.gov>

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**Policy Reference UPDATE Service**

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# CSBA Sample Administrative Regulation

**Students**

AR 5148(a)

## CHILD CARE AND DEVELOPMENT

Note: The following administrative regulation reflects provisions generally applicable to programs under the Child Care and Development Services Act (~~Education Code 8200-8499.7~~ **Welfare and Institutions Code 10207-10490**). Such programs include resource and referral programs (~~Education Code 8210-8216~~ **Welfare and Institutions Code 10217-10224.5**; 5 CCR 18240-18248), alternative payment programs (~~Education Code 8220-8227.7~~ **Welfare and Institutions Code 10225-10234**; 5 CCR 18220-18231), migrant child care and development programs (~~Education Code 8230-8233~~ **Welfare and Institutions Code 10235-10238**), general child care and development programs (~~Education Code 8240-8244~~ **Welfare and Institutions Code 10240-10243**), and programs for children with special needs (~~Education Code 8250-8252~~ **Welfare and Institutions Code 10260-10263**). Pursuant to Welfare and Institutions Code 10200-10206, ~~as added by SB 98 (Ch. 24, Statutes of 2020)~~, effective July 1, 2021, the state's responsibility for administering these programs ~~will transfer~~ **transferred** from the California Department of Education (CDE) to the California Department of Social Services (CDSS). **Education Code 8207, as amended and renumbered by AB 131 (Ch. 116, Statutes of 2021), clarifies that the Superintendent of Public Instruction and the California Department of Education retain administrative supervision of the California State Preschool Programs.**

The district may revise this regulation to reflect specific requirements for the program(s) it offers. See BP/AR 5148.2 - Before/After School Programs for requirements pertaining to the After-School Education and Safety program (Education Code 8482-8484.65) and 21st Century Community Learning Centers (Education Code 8484.7-~~8484.8~~ **8484.9**), and BP/AR 5148.3 - Preschool/Early Childhood Education for ~~California State Preschool Program (CSPP)~~ requirements.



**The following administrative regulation does not reflect all policy language mandated for each specific program. The district should be careful to include the mandates, if any, applicable to the program(s) it offers.** For example, for the alternative payment program, 5 CCR 18221 mandates a written policy statement that includes specified components, including, but not limited to, program purpose, enrollment priorities, reimbursement of providers, and family fee collection. For the resource and referral program, 5 CCR 18244 mandates written referral policies and written complaint procedures.

In addition to the program requirements described below, child care and development programs may be subject to other policies in the district's policy manual (e.g., BP/AR 1240 - Volunteer Assistance, AR 3514.2 - Integrated Pest Management, BP/AR 3550 - Food Service/Child Nutrition Program). Districts should consult legal counsel if they have questions regarding the applicability of other laws to the district's child care and development program.

## Licensing

Note: Pursuant to 22 CCR 101156, all child care centers must be licensed by CDSS unless exempted by law. Health and Safety Code 1596.792 and 22 CCR 101158 list exemptions from the licensure requirements including, but not limited to, any program that (1) is a "public recreation program" that meets the criteria specified in Health and Safety Code 1596.792, (2) is operated before and/or after school by qualified teachers employed by the district, (3) is a school parenting program or adult education child care program, (4) operates only one day per week for no more than four hours on that day, (5) offers temporary child care services to parents/guardians who are on the same premises as the child care site, (6) provides activities that are of an instructional nature in a classroom-like setting when K-12 students are normally not in session and

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## CHILD CARE AND DEVELOPMENT (continued)

the sessions do not exceed a total of 30 days when only school-age children are enrolled or 15 days when younger children are enrolled, or (7) is a CSPP program operated in a school building that meets specified health and safety requirements. If the district offers only programs that are exempted from licensure, it should modify the following regulation accordingly.

Pursuant to Health and Safety Code 1596.951, CDSS was required to adopt regulations by January 1, 2021 to create a new child care center license including components for serving infant, toddler, preschool, and school-age children; health and safety standards; and enhanced ability to transition children to the next age group. However, the regulations were delayed due to the COVID-19 pandemic. Pursuant to Health and Safety Code 1596.951, all child care centers are required to obtain this license by January 1, 2024.

All district child care and development services shall be licensed by the California Department of Social Services, unless exempted pursuant to Health and Safety Code 1596.792 or 22 CCR 101158.

The license shall be posted in a prominent, publicly accessible location in the facility. (Health and Safety Code 1596.8555)

Licensed child care centers shall be subject to the requirements of Health and Safety Code 1596.70-1597.21, 22 CCR 101151-101239.2, and, when applicable, 22 CCR 101451-101539.

## Program Components

Note: Items #1-7 and 9 below list components of child care and development programs that are required for all providers pursuant to 5 CCR 18272-18281. The Governing Board is required, pursuant to 5 CCR 18271, to approve goals and objectives addressing each of these program components; see the accompanying Board policy. The district may add components of other programs offered by the district.

The district's child care and development program shall include the following components:

1. The use of a developmental profile reflecting each child's physical, cognitive, social, and emotional development to plan and conduct developmentally and age appropriate activities (~~Education Code 8203.5~~ **Welfare and Institutions Code 10209.5**; 5 CCR 18272)

Program staff shall complete the developmental profile for each child who is enrolled in the program for at least 10 hours per week and for any child with disabilities regardless of the number of hours enrolled. The profile shall be completed within 60 days of enrollment and at least once every six months thereafter for children of all ages. (~~Education Code 8203.5~~ **Welfare and Institutions Code 10209.5**; 5 CCR 18270.5, 18272)

2. An educational program that complies with 5 CCR 18273, including the provision of services that are developmentally, linguistically, and culturally appropriate and inclusive of children with special needs

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## **CHILD CARE AND DEVELOPMENT (continued)**

*(cf. 5148.2 - Before/After School Programs)*  
*(cf. 5148.3 - Preschool/Early Childhood Education)*  
*(cf. 6159 - Individualized Education Program)*  
*(cf. 6164.6 - Identification and Education Under Section 504)*  
*(cf. 6174 - Education for English Learners)*

3. A staff development program which complies with 5 CCR 18274

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

4. Parent/guardian involvement and education that comply with 5 CCR 18275 and include an orientation, at least two individual conferences per year, meetings with program staff, an advisory committee, participation in daily activities, and information regarding their child's progress

*(cf. 6020 - Parent Involvement)*

5. A health and social services component that complies with 5 CCR 18276 and includes referrals to appropriate community agencies as needed

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

(cf. 5141 - Health Care and Emergencies)  
(cf. 5141.23 - Asthma Management)  
(cf. 5141.6 - School Health Services)

6. A community involvement component that complies with 5 CCR 18277

Note: Health and Safety Code 1596.808 establishes beverage standards for licensed child care centers. In addition, centers that receive funding through the Child and Adult Care Food Program (42 USC 1766) must meet federal guidelines for meals, snacks, fluid milk or nutritionally equivalent milk substitutes, and drinking water.

7. As applicable, a nutrition component that ensures children in the program are provided nutritious meals, beverages, and snacks that meet state and federal standards and have access to drinking water throughout the day, including meal times (Health and Safety Code 1596.808; 5 CCR 18278; 42 USC 1766)

(cf. 3550 - Food Service/Child Nutrition Program)  
(cf. 5030 - Student Wellness)  
(cf. 5141.27 - Food Allergies/Special Dietary Needs)

Note: Item #8 below is **optional** and may be revised to reflect district practice. 42 USC 1766 encourages child care centers to provide opportunities for physical activity and to limit the amount of time spent in sedentary activities, such as time spent using electronic devices.

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## **CHILD CARE AND DEVELOPMENT** (continued)

8. Programs that promote age-appropriate structured and unstructured opportunities for physical activity and that limit the amount of time spent in sedentary activities to an appropriate level

Note: 5 CCR 18279-18281 require an annual evaluation using the standardized "Desired Results for Children and Families" system. The system requires a program self-evaluation that includes a staff assessment, a parent/guardian survey, and an environment rating scale. Each contractor is required to submit a summary of the self-evaluation findings by June 1 of each year.

9. An annual plan for program evaluation which conforms with the state's system and includes a self-evaluation, parent/guardian survey, and environment rating scale (5 CCR 18270.5, 18279, 18280)

(cf. 0500 - Accountability)

## **Health and Safety**

Note: The following section is for use by districts that offer one or more licensed child care programs. Health and Safety Code 1596.7996 requires licensed child care programs to provide parents/guardians of enrolled children with a flyer developed by CDSS in conjunction with the California Department of Public Health, which contains specified information regarding lead exposure and blood testing. The flyer is available on the CDSS web site.

When a child enrolls or reenrolls in a licensed child care program, the center shall provide the child's parent/guardian with written information on the risks and effects of lead exposure, blood lead testing recommendations and requirements, and options for obtaining blood lead testing, including any state or federally funded programs that offer free or discounted tests. (Health and Safety Code 1596.7996)

(cf. 5145.6 - Parental Notifications)

Note: Pursuant to Health and Safety Code 1597.16, a licensed child care center located in a building that was constructed before January 1, 2010 must have its drinking water tested for lead contamination as provided below. A licensed child care center is subject to the temporary suspension of its license if it fails to comply with the requirements to cease using any fountains and faucets where elevated lead levels may exist and to provide potable water.

If a licensed child care center is located in a building that was constructed before January 1, 2010, the center shall have its drinking water tested for lead contamination every five years following an initial test conducted between January 1, 2020 and January 1, 2023. The center shall notify the parents/guardians of enrolled children of the requirement to test a facility's drinking water and of the test results. If notified of elevated lead levels, the center shall immediately make inoperable and cease using the fountains and faucets where elevated lead levels may exist and shall obtain a potable source of water for children and staff at that location. (Health and Safety Code 1597.16)

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## **CHILD CARE AND DEVELOPMENT (continued)**

### **Staffing**

The district's child care and development program shall maintain at least the minimum adult-child and teacher-child ratios specified in **Welfare and Institutions Code 10275.5 and 5 CCR 18290-18292** based on the ages of the children served.

All persons employed at a licensed district child care center and all volunteers who provide care and supervision to children at such a center shall be immunized against influenza, pertussis, and measles. If they meet all other requirements for employment or volunteering, as applicable, but need additional time to obtain and provide immunization records, they may be employed or volunteer conditionally for a maximum of 30 days upon signing and submitting a written statement attesting that they have been immunized as required. In addition, employees and volunteers shall receive an influenza vaccination between August 1 and December 1 of each year. A person shall be exempt from these requirements only under any of the following circumstances: (Health and Safety Code 1596.7995)

1. The person submits a written statement from a licensed physician declaring either that immunization is not safe because of the person's physical condition or medical circumstances or that the person has evidence of current immunity to influenza, pertussis, and measles.

2. In the case of the influenza vaccine, the person submits a written declaration declining the vaccination.
3. In the case of the influenza vaccine required during the first year of employment or volunteering, the vaccine is not timely because the person was hired after December 1 of the previous year and before August 1 of the current year.

(cf. 1240 - Volunteer Assistance)  
 (cf. 4112.4/4212.4/4312.4 - Health Examinations)

Documentation of the required immunizations or exemptions from immunization shall be maintained in the employee's personnel file. (Health and Safety Code 1596.7995)

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

In addition to the above immunization requirements, teachers employed in a licensed child care center shall present evidence of a current tuberculosis clearance and meet other requirements specified in Health and Safety Code 1597.055. (Health and Safety Code 1597.055)

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## CHILD CARE AND DEVELOPMENT (continued)

### Eligibility and Enrollment

Note: State funding is only available for services to families who meet the criteria for subsidized services as specified in ~~Education Code 8263~~ **Welfare and Institutions Code 10271 and 10271.5**. The district may also provide services to nonsubsidized families provided the district uses other funding sources or the families pay the full cost of services; see section on "Fees and Charges" below.

Pursuant to 5 CCR 18105, districts contracting ~~with CDE~~ to offer child care services are **mandated** to develop written admissions policies and procedures that conform to requirements of 22 CCR 101218, including criteria designating those children whose needs can be met by the child care center's program and services and the ages of children who will be accepted.

The following section should be revised to reflect the district's contract(s).

The district's subsidized child care and development services may be available to infants and children through 12 years of age and to individuals with disabilities through 21 years of age in accordance with their individualized education program and ~~Education Code 8208, 8263.4~~ **Welfare and Institutions Code 10213.5, 10273**; 5 CCR 18089, 18407, 18422)

Note: Pursuant to 5 CCR 18082-18083, the parent/guardian must submit an application for services which contains specified information and documentation. The family's or child's eligibility must be certified by a person designated by the district.

Pursuant to ~~Education Code 8263.1~~ **Welfare and Institutions Code 10271.5**, income eligibility is based on an adjusted monthly family income at or below 85 percent of the state median income, adjusted for family size.

**To participate in the district's subsidized child care program, families shall document both an eligibility basis and need for care** ~~Eligible families shall be those who document both an eligibility basis and a need for care,~~ as follows: (~~Education Code 8263, 8263.1~~ **Welfare and Institutions Code 10271 and 10271.5**)

1. The family is eligible for subsidized services on the basis of being a current aid recipient, income eligible, or homeless and/or the family's children are recipients of **child** protective services or have been identified as being or at risk of being abused, neglected, or exploited.
2. The family has a need for child care based on either of the following:
  - a. ~~Because the~~ ~~The unavailability of the~~ **The** parents/guardians ~~to care for and supervise their children for some portion of the day because they~~ are participating in vocational training leading directly to a recognized trade, paraprofession, or profession; are engaged in an educational program for

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## **CHILD CARE AND DEVELOPMENT (continued)**

English language learners or to attain a high school diploma or general educational development certificate; are employed or seeking employment; are seeking permanent housing for family stability; or are incapacitated

- b. The child is identified by a legal, medical, or social services agency, the district liaison for homeless students, a Head Start program, or an emergency or transitional shelter as being a recipient of protective services, as being or at risk of being neglected, abused, or exploited, or as being homeless

Note: The following paragraph may be revised to reflect district practice. Unless state funding is allocated to support the centralized eligibility list established in each county pursuant to ~~Education Code 8499.5~~ **Welfare and Institutions Code 10231**, such lists will be maintained only if locally funded. In situations where there is no locally funded centralized eligibility list or the district elects not to participate in the local list, the district must establish its own waiting list in accordance with admission priorities pursuant to ~~Education Code 8263~~ **Welfare and Institutions Code 10271** and 5 CCR 18106.

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 shall be given to neglected or abused children who are recipients of child protective services, or children who are at risk of being neglected or abused, upon

written referral from a legal, medical, or social services agency. If unable to enroll a child in this category, the district shall refer the child's parent/guardian to local resource and referral services so that services for the child can be located. (~~Education Code 8263~~ **Welfare and Institutions Code 10271**)

Second priority for enrollment shall be given to families, **regardless of the number of parents in the home**, who are income eligible, as defined in ~~Education Code 8263.1~~ **Welfare and Institutions Code 10271.5**. Families with the lowest gross monthly income in relation to family size shall be admitted first. If two or more families are in the same priority in relation to income, the family that has a child with disabilities shall be admitted first or, if there is no child with disabilities, the family that has been on the waiting list for the longest time shall be admitted first. (~~Education Code 8263, 8263.1~~ **Welfare and Institutions Code 10271 and 10271.5**)

The district shall allow eligible children 11-12 years of age to combine enrollment in a before-school or after-school program with subsidized child care services during the time that the before-school or after-school program does not operate. Children 11-12 years of age, except for children with disabilities, shall be eligible for subsidized child care services only for the portion of care needed that is not available in a before-school or after-school program. (~~Education Code 8263.4~~ **Welfare and Institutions Code 10273**)

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## CHILD CARE AND DEVELOPMENT (continued)

Note: The following **optional** paragraph may be revised to reflect additional enrollment priorities or criteria established by the district, such as priority for district students, children of district students, or children of district employees; see the accompanying Board policy.

After all children eligible for subsidized services have been enrolled, the district may enroll **other** children in accordance with the priorities established by the Governing Board.

Note: 5 CCR 18094 and 18118 require the district to provide written notification to the parent/guardian as to whether the application for subsidized services has been approved or denied. For this purpose, the district should use the state's Notice of Action form.

The district's decision to approve or deny services shall be communicated to the parent/guardian through a written Notice of Action mailed or delivered within 30 days from the date the application is signed by the parent/guardian. (5 CCR 18094, 18118)

Upon establishing eligibility for services, a family shall be eligible for and shall receive services for not less than 12 months before having the family's eligibility or need recertified and shall not be required to report changes to income or other changes for at least 12 months. However, a family establishing eligibility on the basis of income shall report any increases in income that exceed the threshold for ongoing income eligibility specified in ~~Education Code 8263.1~~ **Welfare and Institutions Code 10271.5**, and the family's ongoing eligibility shall be recertified at that time. At any time a family may voluntarily report income or other changes,

which shall be used, as applicable, to reduce the family's fees, increase the family's services, or extend the period of eligibility before recertification. (~~Education Code 8263~~ **Welfare and Institutions Code 10271**)

The Superintendent or designee shall mail or deliver a Notice of Action to a parent/guardian at least 14 calendar days before any intended change in services, including, but not limited to, an increase or decrease in fees, an increase or decrease in the amount of services, or termination of services, due to any of the following circumstances: (5 CCR 18095, 18119)

1. A determination made during recertification or the update of the application that the need or eligibility requirements are no longer being met or the fee or amount of service needs to be modified
2. Failure of the parent/guardian to document the family's need or eligibility after the district requested such documentation in writing
3. An indication by the parent/guardian that the service is no longer wanted
4. The death of a parent/guardian or child
5. The conclusion of a limited-term agreement, provided that the parent/guardian has been informed in writing of the date that the services would terminate

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## **CHILD CARE AND DEVELOPMENT** (continued)

The Superintendent or designee shall establish and maintain a basic data file for each family receiving child care and development services containing the completed and signed application for services, documentation used to determine the child's eligibility and need, and copies of all Notices of Action. (5 CCR 18081, 18095)

### **Fees and Charges**

Note: ~~Education Code 8273~~ **Welfare and Institutions Code 10290** requires **CDSS, in consultation with CDE, the state** to establish a fee schedule for families using child care services, including families who are eligible for subsidized child care services based on the criteria specified in item #1 in the section "Eligibility and Enrollment" above.

~~Education Code 8250~~ **Welfare and Institutions Code 10260** and 5 CCR 18110 prohibit districts from assessing fees for children enrolled in a program for severely disabled children or a federally based migrant program. Districts may revise the following paragraph to reflect any such program(s) offered by the district. Districts that offer only programs prohibited from charging fees may delete the following section.

Except when offering a program that is prohibited by law from charging any fees, the Superintendent or designee may charge fees for services according to the state fee schedule, the actual cost of services, or the maximum daily/hourly rate specified in the contract, whichever is least. (~~Education Code 8250, 8263, 8273, 8273.1, 8447~~ **Welfare and Institutions Code 10260, 10270, 10290, 10291, 10436**; 5 CCR 18078, 18108-18110)



Note: Pursuant to AB 131, and in response to the COVID-19 pandemic, additional funds are available to provide subsidized child care to families and to provide child care programs with COVID-19 pandemic-related assistance. Pursuant to Welfare and Institutions Code 10290, as added by AB 131, family fees may not be collected for families receiving subsidized child care services from child care programs administered by CDSS.

However, for the 2021-22 fiscal year, family fees shall not be collected as specified in Welfare and Institutions Code 10290.

However ~~no~~ **No** fee shall be charged to a family that is receiving CalWORKS cash aid, an income-eligible family whose child is enrolled in a part-day California State Preschool Program, or a family whose income level, in relation to family size, is less than the first entry in the fee schedule. (~~Education Code 8273.1~~ **Education Code 8253; Welfare and Institutions Code 10291**; 5 CCR 18110)

In addition, any family receiving child care on the basis of having **neglected or abused children who are recipients of child protective services, or children who are at risk of being neglected or abused, upon written referral from a legal, medical, or social services agency, a child who is a recipient of child protective services, or having a certification by a county child welfare agency that child care services continue to be necessary,** may be exempt from these fees for up to 12 months. (~~Education Code 8273.1~~) (**Welfare and Institutions Code 10271 and 10291**)

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## CHILD CARE AND DEVELOPMENT (continued)

Note: Pursuant to ~~Education Code 8273~~ **Welfare and Institutions Code 10290**, family fees must be assessed at initial enrollment and reassessed at recertification ~~or when the family data file is updated due to a change in status.~~

Pursuant to 5 CCR 18114, districts contracting to offer child care services are **mandated** to adopt a policy for the collection of fees in advance of providing services, as provided below. 5 CCR 18114 contains an alternative definition of delinquency for alternative payment programs offered pursuant to ~~Education Code 8220-8224~~ **Welfare and Institutions Code 10225-10234**.

Fees shall be assessed at initial enrollment and reassessed when a family is recertified or experiences a change in status. Fees shall be considered delinquent after seven days from the date that fees are due. Parents/guardians shall be notified in the event that fees are delinquent. If a reasonable plan for payment of the delinquent fees has not been provided by the parents/guardians, services shall be terminated if all delinquent fees are not paid within two weeks of such notification. Parents/guardians shall receive a copy of the district's regulations regarding fee collection at the time of initial enrollment into the program. (~~Education Code 8273~~ **Welfare and Institutions Code 10290**; 5 CCR 18082, 18114, 18115)

Note: The following paragraph is for use by districts that contract to offer child care services and wish to require parents/guardians to provide diapers and/or to pay the costs of field trips (unless the program is exempt from fees), and may be modified to delete diapers as appropriate for the age of the children served. ~~Education Code 8273.3~~ **Welfare and Institutions Code 10292** mandates that such districts have a written policy which

includes parents/guardians in the decision-making process. Pursuant to **Education Code 8273.3 Welfare and Institutions Code 10292**, the fees cannot exceed \$25 per child in the contract year.

The Superintendent or designee shall establish a process that involves parents/guardians in determining whether to require parents/guardians to provide diapers. This process shall also be used to determine whether and how much to charge parents/guardians for field trip expenses, within the limit specified in law. A child shall not be denied participation in a field trip due to the parent/guardian's inability or refusal to pay the fee, and no adverse action shall be taken against a parent/guardian for that inability or refusal. (**Education Code 8273.3 Welfare and Institutions Code 10292**)

## Disenrollment

Note: **Education Code 8263.3 Welfare and Institutions Code 10272** specifies the order by which families must be disenrolled from child care and development services when funding levels are reduced. Parents/guardians may appeal such actions pursuant to 5 CCR 18120-18122, but only on the grounds that the factors used to determine the family's disenrollment are incorrect. See section "Rights of Parents/Guardians" below.

When necessary due to a reduction in state reimbursements, families shall be disenrolled from subsidized child care and development services in the following order: (**Education Code 8263.3 Welfare and Institutions Code 10272.5**)

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## CHILD CARE AND DEVELOPMENT (continued)

1. Families with the highest income in relation to family size shall be disenrolled first.
2. If two or more families have the same income ranking, children without disabilities who have been enrolled in child care services the longest shall be disenrolled first. After all children without disabilities have been disenrolled, children with disabilities shall be disenrolled, with those who have been enrolled in child care services the longest being disenrolled first.
3. Families whose children are receiving child protective services or are at risk of neglect, abuse, or exploitation, regardless of family income, shall be disenrolled last.

## Health Examination and Immunizations

Note: **Education Code 8263 Welfare and Institutions Code 10271** requires children enrolling in a child care center to obtain a physical examination and evaluation, including immunizations, unless a parent/guardian submits a letter stating that such examination is contrary to the parent/guardian's religious beliefs. However, with respect to immunization requirements, Health and Safety Code 120335 eliminated the personal beliefs exemption unless the parent/guardian filed a letter or affidavit prior to January 1, 2016 or a licensed physician indicates that a student should be exempted for medical reasons. An exemption granted for personal beliefs is only effective until the next grade span (i.e., birth through preschool, grades K-6, and grades 7-12). See BP/AR 5141.31 - Immunizations.

Prior to or within six weeks of enrollment, a child enrolling in a child care center shall obtain a physical examination and evaluation and receive age-appropriate immunizations. (~~Education Code 8263~~ **Welfare and Institutions Code 10271**)

*(cf. 5141.3 - Health Examinations)*

*(cf. 5141.31 - Immunizations)*

The requirement for a physical examination and evaluation shall be waived if a parent/guardian submits a letter stating that such examination is contrary to the parent/guardian's religious beliefs. (~~Education Code 8263~~ **Welfare and Institutions Code 10271**)

A child may be exempted from the immunization requirements only if: (Health and Safety Code 120335)

1. A licensed physician indicates that immunization is not safe due to the physical condition or medical circumstances of the child.

Note: Pursuant to Health and Safety Code 120372, a child care center may only accept a medical exemption request that is made by a licensed physician or surgeon on an electronic, standardized, statewide medical exemption certification form developed by the California Department of Public Health and transmitted using

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## **CHILD CARE AND DEVELOPMENT** (continued)

the California Immunization Registry. However, Health and Safety Code 120370 requires that a child who has a medical exemption issued prior to January 1, 2020 be allowed to continue enrollment until the next grade span.

- A medical exemption shall be submitted using the standardized medical exemption certification form developed by California Department of Public Health and transmitted using the California Immunization Registry. The request shall include, but not be limited to, a description of the medical basis for which the exemption for each individual immunization is sought and whether the medical exemption is permanent or temporary, including the date upon which a temporary medical exemption will expire. A temporary exemption shall not exceed one year. (Health and Safety Code 120372)
2. The parent/guardian submitted a letter or affidavit prior to January 1, 2016 stating that such examination is contrary to the parent/guardian's personal beliefs. An exemption from immunization granted for personal beliefs is effective only until the next grade span (i.e., birth through preschool, grades K-6, and grades 7-12).

If there is good cause to believe that a child is suffering from a recognized contagious or infectious disease, the child shall be temporarily excluded from the child care and development program until it is determined that the child is not suffering from that contagious or infectious disease. (~~Education Code 8263~~ **Welfare and Institutions Code 10271**)

(cf. 5141.22 - Infectious Diseases)

## Attendance

Sign-in and sign-out sheets shall be used daily for all children for attendance accounting purposes. Attendance records shall include verification of excused absences, including the child's name, date(s) of absence, specific reason for absence, and signature of parent/guardian or district representative. (5 CCR 18065, 18066)

Absences shall be excused for the following reasons:

1. Illness or quarantine of the child or of the parent/guardian (~~Education Code 8208~~ **Welfare and Institutions Code 10213.5**)
2. Family emergency (~~Education Code 8208~~ **Welfare and Institutions Code 10213.5**)

Note: Pursuant to 5 CCR 18066, districts contracting to offer child care services are **mandated** to adopt policies delineating circumstances constituting an excused absence for a family emergency. The following paragraph may be revised to reflect district practice.

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## CHILD CARE AND DEVELOPMENT (continued)

A family emergency shall be considered to exist when unforeseen circumstances cause the need for immediate action, such as may occur in the event of a natural disaster or when a member of the child's immediate family dies, has an accident, or is required to appear in court.

3. Time spent with a parent/guardian or other relative as required by a court of law (~~Education Code 8208~~ **Welfare and Institutions Code 10213.5**)
4. Time spent with a parent/guardian or other relative which is clearly in the best interest of the child (~~Education Code 8208~~ **Welfare and Institutions Code 10213.5**)

Note: 5 CCR 18066 **mandates** a policy that delineates circumstances constituting an excused absence "in the best interest of the child." The following paragraph may be revised to reflect district practice.

An absence shall be considered to be in the best interest of the child when the time is spent with the child's parent/guardian or other relative for reasons deemed justifiable by the program coordinator or site supervisor.

Except for children who are recipients of child protective services or are at risk of abuse or neglect, excused absences in the best interest of the child shall be limited to 10 days during the contract period. (5 CCR 18066)

Note: 5 CCR 18066 **mandates** that providers adopt a policy governing unexcused absences which may include reasonable limitations, if any. The following paragraph may be revised to reflect district practice.

Any absence due to a reason other than any of those stated above, or without the required verification, shall be considered an unexcused absence. After three unexcused absences during the year, the program coordinator or site supervisor shall notify the child's parent/guardian. Children who continue to have excessive unexcused absences may be removed from the program at the discretion of the program coordinator in order to accommodate other families on the waiting list for admission.

Parents/guardians shall be notified of the policies and procedures related to excused and unexcused absences for child care and development services. (5 CCR 18066)

### **Rights of Parents/Guardians**

Note: The following two paragraphs are for use by districts that operate one or more licensed child care centers, but may be used by license-exempt providers.

At the time a child is accepted into a licensed child care and development center, the child's parent/guardian or authorized representative shall be notified of the rights specified in 22 CCR 101218.1, including, but not limited to, the right to enter and inspect the child care

AR 5148(n)

### **CHILD CARE AND DEVELOPMENT (continued)**

facility and the right to be informed, upon request, of the name and type of association to the center of any adult who has been granted a criminal record exemption. (Health and Safety Code 1596.857; 22 CCR 101218.1)

The written notice of parent/guardian rights also shall be permanently posted within the facility in a location accessible to parents/guardians. Notwithstanding these rights, access to the facility may be denied to an adult whose behavior presents a risk to children present in the facility or to noncustodial parents/guardians when so requested by the responsible parent/guardian. (Health and Safety Code 1596.857)

Note: The remainder of this section is for use by all districts and applies to licensed and unlicensed child care programs.

In addition, if a parent/guardian disagrees with any district action to deny a child's eligibility for subsidized child care services, disenroll the child due to a funding shortage, increase or decrease fees, increase or decrease the amount of services, terminate services, or otherwise change the level of services, the parent/guardian may file a request for a hearing with the Superintendent or designee within 14 calendar days of the date the Notice of Action was received. Within 10 calendar days of receiving the request for a hearing, the Superintendent or designee shall notify the parent/guardian of the time and place of the hearing, which, to the extent possible, shall be convenient for the parent/guardian. (5 CCR 18120)

The hearing shall be conducted in accordance with the procedures specified in 5 CCR 18120 by a district administrator who is at a staff level higher in authority than the staff person who made the contested decision. Within 10 calendar days after the hearing, the district administrator shall mail or deliver a written decision to the parent/guardian. If the parent/guardian disagrees with the written decision, the parent/guardian may, within 14 calendar days, appeal the decision to the CDE. (5 CCR 18120-18122)

## Records

Note: State contracts require the district to submit data on both subsidized and nonsubsidized families served by child care centers. In addition, the district is required to provide monthly reports regarding any families receiving subsidized services during that month.

**Welfare and Institutions Code 10315, as added by AB 131, requires a preschool or infant and toddler program to, when a child in a state-funded preschool or infant and toddler program will be transferring to a local public school, provide the parent/guardian with information from the previous year deemed beneficial to the student and the public school teacher, including, but not limited to, development issues, social interaction abilities, health background, and diagnostic assessments, if any. The preschool or infant and toddler program may, with the permission of the parent/guardian, transfer this information to the student's elementary school.**

AR 5148(o)

## CHILD CARE AND DEVELOPMENT (continued)

The Superintendent or designee shall maintain records of enrollment, attendance, types of families served, income received from all families participating in the district's child care and development program, and any other records required under the state contract.

*(cf. 3580 - District Records)*

*(cf. 5125 - Student Records)*

(3/19 6/21) 12/21

**Policy Reference UPDATE Service**

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# CSBA Sample Board Policy

**Students**

BP 5148.2(a)

## **BEFORE/AFTER SCHOOL PROGRAMS**

Note: The following **optional** policy is for use by districts providing before-school and/or after-school programs and should be revised to reflect the program(s) offered by the district. For eligible programs in grades K-9, the district may apply for funding from the state's After School Education and Safety Program (ASES) (Education Code 8482-8484.65) and/or the federal 21st Century Community Learning Center Program (21st CCLC) (Education Code 8484.7-8484.9; 20 USC 7171-7176). The federal 21st Century High School After School Safety and Enrichment for Teens Program (ASSETs) (Education Code 8420-8428; 20 USC 7171-7176) provides funding for eligible programs in grades 9-12.

**Education Code 46120, as added by AB 130 (Ch. 44, Statutes of 2021), establishes the Expanded Learning Opportunities (ELO) Program and allocates funding to districts under a formula based on a district's percentage of unduplicated students and average daily attendance. For the 2021-22 school year, districts receiving funds are required to offer access to ELO programs to all unduplicated students in grades TK-6 and to provide access to such programs to at least 50 percent of enrolled unduplicated students. Commencing in the 2022-23 school year, districts receiving funds are required to offer access to all students in grades TK-6 inclusive, and to ensure that access is provided to any student whose parent/guardian requests placement in an ELO program. Pursuant to Education Code 46120, on school days, ELO programs must include in-person before or after school programs and, on non-school days, intersession programs of specified lengths of time as described below and in the accompanying administrative regulation. Student participation in an ELO program is optional.**

See the accompanying administrative regulation for major requirements of each program.

The following policy is applicable to all **four** programs, unless otherwise noted, and may be adapted by districts that offer other programs through district funding or alternative sources. If the district does not offer both a before-school and after-school program, it may modify the following policy as appropriate.

The Governing Board desires to provide before-school and/or after-school enrichment programs that support the regular education program in a supervised environment. In order to increase academic achievement of participating students, the content of such programs shall be coordinated with the district's vision and goals for student learning, local control and accountability plan, curriculum, and academic standards.

*(cf. 0000 - Vision)*

*(cf. 0200 - Goals for the School District)*

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

***(cf. 0470 - COVID-19 Mitigation Plan)***

*(cf. 5147 - Dropout Prevention)*

*(cf. 5148 - Child Care and Development)*

*(cf. 6011 - Academic Standards)*

*(cf. 6176 - Weekend/Saturday Classes)*

*(cf. 6177 - Summer Learning Programs)*

*(cf. 6179 - Supplemental Instruction)*

BP 5148.2(b)

## **BEFORE/AFTER SCHOOL PROGRAMS (continued)**

Note: The following paragraph reflects a requirement for collaborative planning for both ASES (Education Code 8482.5) and ASSETs (Education Code 8422). 21st CCLC programs must be developed in collaboration with the school(s) the students attend, but collaboration with other entities is at the discretion of the district. Districts offering only 21st CCLC programs may revise the following paragraph to reflect district practice.

The district's program shall be planned through a collaborative process that includes parents/guardians, students, and representatives of participating schools, governmental agencies including city and county parks and recreation departments, local law enforcement, community organizations, and, if appropriate, the private sector. (Education Code 8422, 8482.5, **46120**)

Note: The following **optional** paragraph may be revised to reflect district practice. **Pursuant to Education Code 46120, as added by AB 130, districts are required to prioritize ELO programs at school sites in the lowest income communities, as determined by prior year percentages of students eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area. In addition, pursuant to Education Code 8482.5, in awarding funding for ASES programs, the state gives priority to schools with at least 50 percent of students eligible for free or reduced-price meals. Pursuant to 20 USC 7174, funding for the 21st CCLC and ASSETs programs is restricted to schools receiving federal Title I funding. In addition, 20 USC 7174 and Education Code 8422 and 8484.8 give competitive priority for these federal programs to applications jointly submitted by school districts and community organizations for programs that (1) are located in schools that are implementing comprehensive or targeted support and improvement activities pursuant to 20 USC 6311 or other schools determined by the district to be in need of intervention and support to improve student academic achievement and other outcomes;** (2) serve students at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or lacking strong positive role models; (3) provide



activities not otherwise accessible to participating students or expand accessibility to high-quality services that may be available in the community; (4) continue or expand existing grants; and (5) for 21st CCLC programs, provide year-round expanded learning programming. For a further description of competitive priority for funding, see the California Department of Education's (CDE) "21st CCLC and ASSETs FAQs" and "Request for Applications for Programs Proposing to Serve High School Students."

To the extent feasible, the district shall give priority to establishing before-school and/or after-school programs in low-performing schools and/or programs that serve low-income and other at-risk students.

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

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

*(cf. 6020 - Parent Involvement)*

Any **After School Education and Safety Program (ASES), 21st Century Community Learning Center Program (21st CCLC), 21st Century High School After School Safety and Enrichment for Teens Program (ASSETs), or other program** to be established pursuant to Education Code 8421, 8482.3 or 8484.75 shall be approved by the Board and the principal of each participating school.

BP 5148.2(c)

## **BEFORE/AFTER SCHOOL PROGRAMS (continued)**

Note: The following **optional** paragraph is applicable to all programs. Pursuant to Education Code 8483.4 (applicable to both ASES and 21st CCLC), the program administrator is required to establish qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise students meet the minimum qualifications for an instructional aide pursuant to district policies; see the accompanying administrative regulation. A district offering an ASSETs program must establish its expectations for staff qualifications.

The Superintendent or designee shall ensure that all staff who directly supervise students in the district's before-school and/or after-school program possess appropriate knowledge and experience. As needed, staff and volunteers shall receive ongoing training related to their job responsibilities.

*(cf. 1240 - Volunteer Assistance)*

*(cf. 4131 - Staff Development)*

*(cf. 4222 - Teacher Aides/Paraprofessionals)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

Each program shall include academic and enrichment elements in accordance with law and administrative regulation. In addition, each program may include support services that reinforce the educational component and promote student health and well-being.

*(cf. 0450 - Comprehensive Safety Plan)*

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

*(cf. 5030 - Student Wellness)*

*(cf. 5131.6 - Alcohol and Other Drugs)*

*(cf. 6142.7 - Physical Education and Activity)*

Note: Education Code 8482.6 (applicable to ASES, 21st CCLC, and ELO programs) and Education Code 8422 (applicable to ASSETs programs), authorize the district to charge fees to participating families with certain exceptions as described below..

Option 1 below is for use by districts that choose not to charge family fees. Option 2 is for use by districts that will charge a permissible family fee to cover unfunded costs of the program.

**OPTION 1:** No fee shall be charged for participation in the program.

**OPTION 2:** A family fee may be charged to participating families based on the actual cost of services.

Note: The following paragraph is for use by districts selecting Option 2 that offer an ASSETs program, and may be modified to reflect program(s) offered by the district. Pursuant to Education Code 8422, ASSETs programs that charge fees to participating families are required to waive or reduce the fees for families with students who are eligible for free or reduced-price meals.

BP 5148.2(d)

#### **BEFORE/AFTER SCHOOL PROGRAMS (continued)**

However, for the ASSETs program, a family fee shall be waived or reduced for families with students who are eligible for free or reduced-price meals. (Education Code 8422)

Note: The following paragraph is for use by districts selecting Option 2 that offer an ASES, 21st CCLC program, and/or ELO program, and may be modified to reflect program(s) offered by the district. Pursuant to Education Code 8482.6, as amended by AB 130, family fees may not be charged for these programs for a student who is eligible for free or reduced-price meals or if the district knows the participating student is a homeless youth or in foster care. In addition, a program that charges such fees is required to schedule fees on a sliding scale that considers family income and ability to pay.

For ASES, 21st CCLC, and/or Expanded Learning Opportunities programs, no fee shall be charged for a student who is eligible for free or reduced-price meals, or a student who the district knows is a homeless youth or in foster care. In addition, family fees shall be calculated on a sliding scale that considers family income and ability to pay. (Education Code 8482.6, 46120)

*(cf. 3260 - Fees and Charges)*

*(cf. 3553 - Free and Reduced Price Meals)*

*(cf. 6173 - Education for Homeless Children)*

*(cf. 6173.1 - Education for Foster Youth)*

Note: The remainder of this policy is for use by districts that selected either Option 1 or 2 above.

The following optional paragraph is for use by districts with programs serving students ages 11-12 years. Welfare and Institutions Code 10273, as renumbered by AB 131 (Ch. 116, Statutes of 2021), provides that the preferred placement for students ages 11-12 years is in a before-school or after-school program rather than in subsidized child care and development services. When subsidized child care services are also

available, students ages 11-12 years will be eligible for subsidized child care services only for the portion of care that is not available in a before-school or after-school program. See AR 5148 - Child Care and Development.

Eligible students **who are 11 or 12 years of age** shall be placed in a before-school or after-school program, if and when available, rather than subsidized child care and development services. During the time that the before-school or after-school program does not operate, such students may be provided the option of enrolling in child care and development services in accordance with the enrollment priorities established in AR 5148 - Child Care and Development. (**Welfare and Institutions Code 10273**)

Note: The following **optional** paragraph may be revised to reflect district practice.

To assist in evaluations of program effectiveness, the district may refer to the CDE Quality Standards for Expanded Learning in California: Creating and Implementing a Shared Vision of Quality. In addition, CDE's publication A Crosswalk Between the Quality Standards for Expanded Learning and Program Quality Assessment Tools describes available assessment tools that are closely aligned with the program standards. These publications are available on CDE's web site.

BP 5148.2(e)

## **BEFORE/AFTER SCHOOL PROGRAMS (continued)**

To the extent consistent with state and federal privacy laws, Education Code 8484.1 authorizes the district to share specified student data (i.e., school day attendance data, statewide assessment scores English language development test placement or reclassification scores, California Healthy Kids Survey results in aggregate form, student engagement and behavioral data, and other academic measures, including grades and course completion) with the operator of an after-school program with which the district has a contract that includes a confidentiality agreement. The district should consult with legal counsel if it has any questions regarding the sharing of student data.

In addition, Education Code 8427 and 8484 require the after-school program to submit data on school and program attendance and program quality to the CDE; see the section "Reports" in the accompanying administrative regulation.

The Board and the Superintendent or designee shall monitor student participation rates and shall identify multiple measures that shall be used to evaluate program effectiveness. Such measures may include, but are not limited to, student outcome data; program self-assessments; feedback from staff, participating students, and parents/guardians; and observations of program activities.

(cf. 0500 - Accountability)

Note: The following paragraph is for use by districts that offer an ASES, 21st CCLC, **and/or ELO** program, and may be adapted by districts that offer ASSETs or other programs. **Pursuant to** Education Code 8482.3 **and 46120, as added by AB 130**, require districts offering an ASES, 21st CCLC, **and/or ELO** program to review program goals, program content, and outcome measures, selected from among those listed in Education Code 8484, every three years and to retain documentation for five years.

Every three years, the Superintendent or designee shall review the after-school program plan, including, but not limited to, program goals, program content, and outcome measures. Documentation of the program plan shall be maintained for a minimum of five years.  
(cf. 3580 - District Records)

Legal Reference: (see next page)

BP 5148.2(f)

## **BEFORE/AFTER SCHOOL PROGRAMS (continued)**

Legal Reference:

### EDUCATION CODE

**8281.5 California Prekindergarten Planning and Implementation Grant Program**

**8295-8305 Child development program personnel qualifications**

8420-8428 21st Century After-School Program for Teens

8482-8484.65 After School Education and Safety Program

8484.7-8484.9 21st Century Community Learning Centers

17264 New construction; accommodation of before- and after-school programs

35021.3 After-school physical recreation instructors

45125 Criminal record check

45330 Paraprofessionals; instructional aides

45340-45349 Paraprofessionals; instructional aides

**46120 Expanded Learning Opportunities Program**

49024 Criminal background check; Activity Supervisor Clearance Certificate

49430-49434 Nutrition standards

49540-49546 Child Care Food Program

49553 Free or reduced-price meals

69430-69460 Cal Grant program

### WELFARE AND INSTITUTIONS CODE

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

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

### UNITED STATES CODE, TITLE 20

6311 State plans

6314 Title I schoolwide programs

7171-7176 21st Century Community Learning Centers

### UNITED STATES CODE, TITLE 42

1766-1766a Child and Adult Care Food Program

11434a Education for homeless children and youths  
CODE OF FEDERAL REGULATIONS, TITLE 7  
226.17 Child care center nutrition standards

*Management Resources:*

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Expanded Learning Opportunities Program FAQs, October 2021

Request for Applications: 21st Century Community Learning Centers Elementary/Middle Schools, September 2020

Request for Applications: 21st Century High School After School Safety and Enrichment for Teens, September 2020

21st CCLC and ASSETs FAQs, September 2020

Quality Program Improvement Plan Instructions: Instructions for Completing a Quality Program

Improvement Plan for Expanded Learning Programs in California, August 2020

A Crosswalk Between the Quality Standards for Expanded Learning and Program Quality Assessment Tools, 2014

Quality Standards for Expanded Learning in California: Creating and Implementing a Shared Vision of Quality, 2014

California After School Physical Activity Guidelines, 2009

*Management Resources continued: (see next page)*

BP 5148.2(g)

**BEFORE/AFTER SCHOOL PROGRAMS (continued)**

*Management Resources continued:*

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

21st Century Community Learning Centers, Nonregulatory Guidance, February 2003

WEB SITES

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

California Department of Education, **Expanded Learning:** <https://www.cde.ca.gov/ls/ex>

California Healthy Kids Survey: <https://chks.wested.org>

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

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Partnership for Children and Youth: <http://partnerforchildren.org>

U.S. Department of Agriculture: <http://www.fns.usda.gov/cnd/care/afterschool.htm>

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

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# CSBA Sample Administrative Regulation

Students

AR 5148.2(a)

## BEFORE/AFTER SCHOOL PROGRAMS

Note: The district should revise the following administrative regulation to reflect the before and/or after school program(s) it offers and the grade levels at which the programs are offered. In addition to the program requirements described below, before-school and after-school programs may be subject to other district policies such as BP/AR 5148 - Child Care and Development, AR 3514.2 - Integrated Pest Management, and BP/AR 3550 - Food Service/Child Nutrition Program. The district should consult legal counsel if it has questions regarding the applicability of other laws to the district's programs.

### Definitions

***Expanded learning opportunities* means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of students through hands-on, engaging learning experiences. *Expanded learning opportunities* does not mean an extension of instructional time, but rather, opportunities to engage students in enrichment, play, nutrition, and other developmentally appropriate activities. (Education Code 8482.1, 46120)**

***Unduplicated student* means a student enrolled in a district who is either classified as an English learner, eligible for a free or reduced-price meal, or is a foster youth. (Education Code 42238.02, 46120)**

Grades K-9

Note: The following section is for use by districts providing before-school and/or after-school programs funded by the state After School Education and Safety Program (ASES) (Education Code 8482-8484.65), the federal 21st Century Community Learning Center program (21st CCLC) (Education Code 8484.7-8484.9; 20 USC 7171-7176), **or the Expanded Learning Opportunities (ELO) program (Education Code 46120).**

ASES and 21st CCLC programs serve students who are in grades K-9 in an elementary, middle, or junior high school. **!**

The district's After School Education and Safety (ASES) program or 21st Century Community Learning Center (21st CCLC) program shall serve students in any of grades K-9 as the district may determine based on local needs. (Education Code 8482.3, 8484.7, 8484.75, 8484.8)

The district's 21st CCLC program shall primarily serve students in Title I schoolwide programs. (Education Code 8484.8; 20 USC 7173)

*(cf. 6171 - Title I Programs)*

AR 5148.2(b)

#### **BEFORE/AFTER SCHOOL PROGRAMS (continued)**

**Note: Education Code 46120, as added by AB 130 (Ch. 44, Statutes of 2021), establishes the Expanded Learning Opportunities (ELO) Program and allocates funding to districts under a formula based on a district's percentage of unduplicated students and average daily attendance. For the 2021-22 school year, districts receiving funds are required to offer access to ELO programs to all unduplicated students in grades TK-6 and to provide access to such programs to at least 50 percent of enrolled unduplicated students. For the 2022-23 school year, districts receiving funds are required to offer all students in grades TK-6 access to ELO programs, and ensure that access is provided to any student whose parent/guardian requests placement in a program. Districts are required to prioritize services at school sites in the lowest income communities, as determined by prior year percentages of students eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with ELO programs across their attendance area.**

**The following paragraph is for districts that receive ELO funds and should be deleted by districts that do not receive such funds.**

**The district's Expanded Learning Opportunities (ELO) program shall serve students in grades TK-6. For the 2021-22 school year, the district shall offer access to ELO programs to all unduplicated students in grades TK-6 and provide access to such programs to at least 50 percent of enrolled unduplicated students. Commencing with the 2022-23 school year, the district shall offer all students in grades TK-6 access to ELO programs, and ensure that access is provided to any student whose parent/guardian requests placement in a program. (Education Code 46120)**

**Education Code 8281.5, as added by AB 130 and amended by AB 167 (Ch. 252, Statutes of 2021), requires districts receiving grants through the California Prekindergarten Planning and Implementation Grant Program to develop a plan for consideration by the Board at a public meeting on or before June 30, 2022 for how all children in the attendance area of the district will have access to full-day learning programs the year before kindergarten that meet the needs of parents/guardians, including through partnerships with the district's ELO program, ASES Program, California state**

preschool program, Head Start programs, and other community-based early learning and care programs. See BP 6170.1 - Transitional Kindergarten.

The Superintendent or designee shall ensure that the plan to provide access to full-day learning programs the year before kindergarten addresses the needs of children and their families as specified in BP 6170.1 - Transitional Kindergarten. (Education Code 8281.5)

Note: Pursuant to Education Code 8484.75, programs funded through the 21st CCLC program are generally subject to the same program requirements applicable to ASES programs, with the exception of specified provisions primarily related to allocation of funds. In contrast, ELO programs are explicitly subject to some but not all of the ASES requirements pursuant to Education Code 46120. However, the California Department of Education's (CDE) Expanded Learning Opportunities FAQs emphasizes that districts are expected to uniformly apply the stricter ASES requirements to all programs since ASES, 21st CCLC, and ELO programs should be considered a single, comprehensive program. As such, the following section reflects the expectation that ELO programs will comply with all the requirements for ASES and 21st CCLC programs.

AR 5148.2(c)

#### BEFORE/AFTER SCHOOL PROGRAMS (continued)

The following section applies to ASES, 21st CCLC, and ELO programs, except where otherwise noted, and should be revised to reflect the program(s) offered by the district.

The district's ASES, 21st CCLC, and ELO program(s) shall be operated in accordance with the following:

1. Program Elements

- a. The program shall include an educational and literacy element in which tutoring or homework assistance is provided in language arts, mathematics, history and social science, computer training, and/or science. (Education Code 8482.3, 8484.75, 46120)

*(cf. 6142.91 - Reading/Language Arts Instruction)*

*(cf. 6142.92 - Mathematics Instruction)*

*(cf. 6142.93 - Science Instruction)*

*(cf. 6154 - Homework/Makeup Work)*

*(cf. 6163.4 - Student Use of Technology)*

Note: Education Code 8482.3 requires that the program include an educational enrichment component which may include physical fitness. Pursuant to Education Code 8483.55 and 8484.8, the n (CDE has developed voluntary California After School Physical Activity Guidelines which are available on its web site.

- b. The program shall include an educational enrichment element which may include, but is not limited to, fine arts, career technical education, recreation, technology, physical fitness, and prevention activities. (Education Code 8482.3, 8484.75, 46120)



(cf. 5131.6 - Alcohol and Other Drugs)  
(cf. 5131.62 - Tobacco)  
(cf. 6142.6 - Visual and Performing Arts)  
(cf. 6142.7 - Physical Education and Activity)  
(cf. 6178 - Career Technical Education)

Note: Pursuant to Education Code 8482.3, after-school programs may offer snacks or meals that conform to applicable state or federal nutrition standards. Reimbursement for providing snacks is available through the National School Lunch Program and the Child and Adult Care Food Program (CACFP) for participating districts. Pursuant to the Healthy, Hunger-Free Kids Act of 2010 (42 USC 1766-1766a), after-school programs participating in the at-risk after-school care component of the CACFP may be reimbursed for serving full meals. Further information is available on the web sites of the CDE and U.S. Department of Agriculture.

## 2. Nutrition

AR 5148.2(d)

### **BEFORE/AFTER SCHOOL PROGRAMS (continued)**

- a. If snacks or meals are made available in the program, they shall conform to nutrition standards specified in Education Code 49430-49434 or 42 USC 1766 as applicable. (Education Code 8482.3, **8484.75, 46120**; 42 USC 1766-1766a; 7 CFR 226.17)
- b. The district's before-school program shall offer a breakfast meal as described in Education Code 49553 for all program participants. (Education Code 8483.1, **8484.75**)

(cf. 3550 - Food Service/Child Nutrition Program)  
(cf. 3554 - Other Food Sales)  
(cf. 5030 - Student Wellness)

Note: Education Code 8482.3 provides that a program may be offered at one or multiple school sites. Program applications and U.S. Department of Education (USDOE) nonregulatory guidance, 21st Century Community Learning Centers, state that programs may be located off campus as long as the facility is as available and accessible to students as if it were located at a school.

## 3. Location of Program

- a. The program may be offered at one or multiple school sites and/or at an easily available and accessible off-campus facility. (Education Code 8482.3, **8484.75**)
- b. When there is a significant barrier to student participation in either the before-school or after-school component of a program at the school of attendance, the Superintendent or designee may, with the approval of the Superintendent of Public Instruction, provide services at another school site. Such transfer of services shall occur only if the school to which the program will be transferred agrees to receive students from the transferring school and has an existing grant

of the same type as the transferring school, or does not have a 10-percent lower percentage of students eligible for free or reduced-price meals than the transferring school. A significant barrier includes any of the following: (Education Code 8482.8, **8484.75**)

- (1) Fewer than 20 students participating in the program component
- (2) Extreme transportation constraints, including, but not limited to, desegregation busing, busing for magnet or open enrollment schools, or student dependence on public transportation
- (3) A reduction in the program grant of an existing school due to its merging into a new school opened by the district or the splitting of its students with a new school

AR 5148.2(e)

#### **BEFORE/AFTER SCHOOL PROGRAMS** (continued)

In such cases, the district shall arrange for safe, supervised transportation between school sites; ensure communication among staff in the regular school program, staff in the before-school or after-school program, and parents/guardians; and ensure alignment of the educational and literacy elements with the regular school program of participating students. (Education Code 8482.8, **8484.75**)

*(cf. 3540 - Transportation)*

#### 4. Staffing

- a. All staff members who directly supervise students shall, at a minimum, meet the qualifications for an instructional aide. (Education Code 8483.4, **8484.75**, 45330, 45344, 45344.5)

*(cf. 4222 - Teacher Aides/Paraprofessionals)*

Note: Pursuant to Education Code 8483.4, program staff and volunteers are required to meet health screening and fingerprint clearance requirements. Education Code 49024 provides that the requirement to obtain an Activity Supervisor Clearance Certificate prior to beginning a paid or volunteer position is satisfied by clearing a Department of Justice and Federal Bureau of Investigation criminal background check.
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- b. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in law and Board policy. (Education Code 8483.4, **8484.75**)

*(cf. 1240 - Volunteer Assistance)*

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

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

- c. The student-to-staff ratio shall be no more than 20 to 1, **except that programs serving transitional kindergarten or kindergarten students shall maintain a student-to-staff member ratio of no more than 10 to 1** (Education Code 8483.4, **8484.75, 46120**)

5. Hours of Operation

- a. A before-school program shall not operate for less than one and one-half hours per regular school day. (Education Code 8483.1, **8484.75**)

**Note: Pursuant to Education Code 8483, as amended by AB 2622 (Ch. 265, Statutes of 2018), ASES programs that operate at a school site located in an area that has a population density of less than 11 persons per square mile may end operating hours not earlier than 5 p.m. The following paragraph can be revised to reflect district programs.**

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**BEFORE/AFTER SCHOOL PROGRAMS** (continued)

- b. An after-school program shall begin immediately upon the conclusion of the regular school day and shall operate a minimum of 15 hours per week and at least until 6 p.m. on every regular school day. (Education Code 8483, **8484.75**)

**Note: Pursuant to Education Code 46120, as added AB 130 and amended by AB 167, ELO programs must provide in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.**

- c. **An ELO program shall provide in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, shall not be less than nine hours of combined instructional time and expanded learning opportunities per instructional day. (Education Code 46120)**

6. Admissions

- a. Every student attending a school operating a program is eligible to participate in the program, subject to program capacity. (Education Code 8482.6, **8484.75**)

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

- b. If the number of students wishing to participate in the program exceeds program capacity, students shall be selected for enrollment based on the following guidelines:
  - (1) First priority for enrollment shall be given to students who are identified as homeless youth, as defined by the McKinney-Vento Homeless Assistance Act (42 USC 11434a), at the time they apply for enrollment or at any time during the school year, to students who are identified by

the program as being in foster care, **and to students who are eligible for free or reduced-price meals.** (Education Code 8483, 8483.1, **8484.75**)

The district is not required to disenroll a current student in order to secure the enrollment of a student who has priority for enrollment. (Education Code 8483, 8483.1)

The district shall inform the parent/guardian of a homeless or foster youth of the right of the child to receive priority enrollment and how to request priority enrollment. (Education Code 8483, **8484.75**)

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## **BEFORE/AFTER SCHOOL PROGRAMS** (continued)

*(cf. 5145.6 - Parental Notifications)*  
*(cf. 6173 - Education for Homeless Children)*  
*(cf. 6173.1 - Education for Foster Youth)*

Note: Item #(2) below is for use by districts that maintain middle or junior high schools.

- (2) Second priority for enrollment of middle or junior high school students shall be given to students who attend daily. (Education Code 8483, 8483.1, **8484.75**)

Note: Items #(3)-(5) are **optional** and may be revised or expanded to include enrollment priorities established by the district.

- (3) Third priority for enrollment shall be given to students identified as in need of academic remediation or support in accordance with Board policy or administrative regulation.

*(cf. 6179 - Supplemental Instruction)*

- (4) Any remaining capacity shall be filled by students selected at random.
- (5) A waiting list shall be established to accommodate additional students if space becomes available.

## 7. Attendance/Early Release

Note: Education Code 8483 and 8483.1 express legislative intent that elementary students attend the full program day of either the before-school or after-school program every day in which they participate. Education Code 8483 and 8483.1 allow districts to implement a flexible attendance schedule for students in middle or junior high school. Education Code 8483.1 specifies that, for before-school programs, students who attend less than one-half of the daily program hours may not be counted for attendance purposes.

Pursuant to Education Code 8483, districts offering an after-school program are **mandated** to establish a policy regarding reasonable early daily release of students from the after-school program. Education Code 8483.1 **mandates** districts offering a before-school program to establish a policy regarding reasonable late daily arrival of students. The following items should be revised to reflect district practice.

- a. Each student admitted into a district program shall be expected to attend the full number of hours that the program is in operation every day that **the student** participates.
- b. When necessary, a student's parent/guardian may request, in writing, that the Superintendent or designee approve the reasonable late daily arrival for the before-school program or the reasonable early daily release from the after-

AR 5148.2(h)

### **BEFORE/AFTER SCHOOL PROGRAMS (continued)**

school program. The Superintendent or designee shall not approve such a request if the student would be attending less than one-half of the daily program hours.

Note: Item #8 below is for use by districts that offer a program during summer, intersession, or vacation periods. Pursuant to Education Code 8483.76, a school that establishes a before-school or after-school program is eligible to receive a supplemental grant to operate the program in excess of 180 regular school days or during any combination of summer, weekends, intersession, or vacation periods for a maximum of 30 percent of the total grant amount awarded, per school year, to the school.

**Pursuant to Education Code 46120, ELO programs are required to offer no less than nine hours of in-person expanded learning opportunities per day for at least 30 non-school days during intersessional periods.**

8. Summer/Intersession/Vacation Programs
  - a. **ELO programs shall offer no less than nine hours of in-person expanded learning opportunities per day for at least 30 non-school days, during intersessional periods.**
  - b. A before-school program operating during summer, intersession, and/or vacation days shall be offered for a minimum of two hours per day. An after-school program offered during summer, intersession, and/or vacation days may be operated for either three hours or six hours per day in accordance with Education Code 8483.76. When both before-school and after-school programs are offered for the same students on such days, they shall be operated for a minimum of four and one-half hours per day. (Education Code 8483, 8483.1, 8483.2, 8483.76)
  - c. A program offered during summer, intersession, and/or vacation periods may open eligibility to every student attending a school in the district, with priority

for enrollment given to students enrolled in the school that received the grant. (Education Code 8483.76)

- d. To address the needs of students and school closures, the program may be conducted at an off-site location or an alternate school site. The program shall notify the California Department of Education (CDE) of the change of location and shall include a plan to provide safe transportation pursuant to Education Code 8484.6. (Education Code 8483.76)
- e. Any program operating for six hours per day shall provide at least one nutritionally adequate free or reduced-price meal to each eligible student during each program day. (Education Code 8483.76)

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## **BEFORE/AFTER SCHOOL PROGRAMS (continued)**

Note: Education Code 8483.76 **mandates** that a district operating a six-hour program adopt an attendance and early release policy for the program that is consistent with the district's early release policy for the regular school day; see item #7 above. This policy must be included in the program plan submitted to CDE.

- f. For any program operating six hours per day, district procedures pertaining to student attendance and early release as specified in item #7 above shall apply. (Education Code 8483.76)

*(cf. 6177 - Summer Learning Programs)*

## **Grades 9-12**

Note: The following section is for use by districts providing before-school and/or after-school programs funded through 21st Century High School After School Safety and Enrichment for Teens (ASSETs) program (Education Code 8420-8428; 20 USC 7171-7176).

**Pursuant to Education Code 46120, districts may, but are not required to, serve students in grades 7-12 in ELO programs.**

The district's 21st Century High School After School Safety and Enrichment for Teens (ASSETs) program shall serve students in any of grades 9-12 as the district may determine based on local needs. (Education Code 8421)

The program shall be operated in accordance with the following guidelines:

- 1. Program Elements
  - a. The program shall include an academic assistance element that is coordinated with the regular academic program and includes, but is not limited to, at least one of the following: (Education Code 8421)

- (1) Tutoring
  - (2) Career exploration, including activities that help students develop the knowledge and skills that are relevant to their career interests and reinforce academic content
  - (3) Homework assistance
  - (4) College preparation, including information about the Cal Grant program pursuant to Education Code 69430-69460
- b. The program shall include an enrichment element that may include, but is not limited to: (Education Code 8421)

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**BEFORE/AFTER SCHOOL PROGRAMS** (continued)

- (1) Community service
- (2) Career and technical education
- (3) Job readiness
- (4) Opportunities for mentoring and tutoring younger students
- (5) Service learning
- (6) Arts
- (7) Computer and technology training
- (8) Physical fitness
- (9) Recreation activities

*(cf. 6142.4 - Service Learning/Community Service Classes)*

Note: Education Code 8423 requires the ASSETs program to include a physical activity element. See CDE's <a href="#">California After School Physical Activity Guidelines</a> , available on its web site.
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- c. The program shall include a nutritional snack and/or meal and a physical activity element. (Education Code 8423)
- d. The program shall provide for access to, and availability of, computers and technology. (Education Code 8423)

- e. The Superintendent or designee shall assess students' preferences for program activities. (Education Code 8423)
2. Location of Program
- a. The district's program may operate on one or multiple school sites or at another location approved by CDE. (Education Code 8421)
  - b. If applying for a location off school grounds, the Superintendent or designee shall ensure that safe transportation is available for students, if necessary, and the program is at least as available and accessible as similar programs conducted on school sites. (Education Code 8421)

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### **BEFORE/AFTER SCHOOL PROGRAMS (continued)**

3. Hours of Operation
- a. The district's program shall operate for a minimum of 15 hours per week. (Education Code 8421)
  - b. The district's program may be operated either after school only or for any combination of after school, before school, weekends, summer, intersession, and vacations. (Education Code 8422)

### **Volunteers**

Note: The following **optional** section is for use by districts that choose to create a registry of volunteer after-school physical recreation instructors or other volunteers pursuant to Education Code 35021.3, and may be used by districts that provide an ASES, 21st CCLC, ASSETs, **ELO**, or any other local program. When the district opts to use a registry created by a county office of education pursuant to Education Code 35021.3 rather than develop its own, the following section may be revised to inform district staff about the county registry and encourage its use.

Pursuant to Education Code 35021.3, after-school instruction in physical recreation provided by a volunteer does not count toward satisfaction of physical education requirements pertaining to the number of instructional minutes or course completion for high school graduation; see BP/AR 6142.7 - Physical Education and Activity and BP 6146.1 - High School Graduation Requirements.

The Superintendent or designee may establish a registry of volunteer after-school physical recreation instructors and other before-school and after-school program volunteers. (Education Code 35021.3)

Note: Education Code 35021.3 requires volunteers to submit to a criminal background check and authorizes, but does not require, the district to contribute funds to pay for all or part of the background check. Pursuant to Education Code 35021.3, the district may expand the following paragraph to impose additional requirements on volunteers (e.g., certification in cardiopulmonary resuscitation).



To be included in the registry, a volunteer shall submit to a criminal background check pursuant to Education Code 45125. **The volunteer shall** also submit current contact information to the district and shall update that information whenever the information changes. (Education Code 35021.3)

The Superintendent or designee may use a volunteer registered with the district or may select another person to provide physical recreation to students after school hours or to provide other services. (Education Code 35021.3)

## Reports

Note: The following section applies to ASES, 21st CCLC, and ASSETs programs.

AR 5148.2(1)

## BEFORE/AFTER SCHOOL PROGRAMS (continued)

Pursuant to Education Code 8426 and 8484, CDE may terminate a grant if, for three consecutive years, the program fails to demonstrate measurable program outcomes or fails to attain 75 percent of its proposed attendance levels. For this purpose, CDE may consider a comparison of participating and nonparticipating students at the same school site or other factors.

The Superintendent or designee shall annually submit to CDE outcome-based data, including, but not limited to: (Education Code 8427, 8482.3, 8484)

1. For participating students, school day attendance on an annual basis and program attendance on a semi-annual basis

Note: Education Code 8427 requires programs to submit evidence of a program quality improvement process that is based on standards developed by CDE. CDE's program quality standards, [Quality Standards for Expanded Learning in California: Creating and Implementing a Shared Vision of Quality](#), are available on its web site.

2. Evidence of a program quality improvement process that is data driven and based on CDE program quality standards

(cf. 0500 - Accountability)

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Policy Reference UPDATE Service

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# CSBA Sample Board Policy

Students

BP 5148.3(a)

## PRESCHOOL/EARLY CHILDHOOD EDUCATION

Note: The following **optional** policy may be used by districts that operate their own preschool/early childhood education programs and/or collaborate to provide preschool opportunities within the community. CSBA's publication [What Boards of Education Can Do about Kindergarten Readiness](#) provides information about characteristics of effective preschool programs and actions that the district and Governing Board can take to encourage and/or provide high-quality preschool education.

Pursuant to AB 131 (Ch. 116, Statutes of 2021), the statutes that govern the California State Preschool Program (CSPP) were renumbered within the Education Code. In addition, pursuant to AB 131, the statutes that govern child care programs under the Child Care and Development Services Act were repealed from the Education Code and reenacted in the Welfare and Institutions Code. Education Code 8207, as added by AB 131, clarifies that the Superintendent of Public Instruction (SPI) and the California Department of Education (CDE) retain administrative supervision of the CSPP.

In December 2020, the SPI initiated the rulemaking process for revised implementing regulations for the CSPP. Once final, these regulations may affect this policy and the accompanying administrative regulation.

Education Code 8281.5, as added by AB 130 (Ch. 44, Statutes of 2021), establishes the California Prekindergarten Planning and Implementation Grant Program as an early learning initiative with the goal of expanding access to classroom-based prekindergarten programs at districts. The program allocates funding to all districts that operate kindergarten programs through minimum base grants, enrollment grants based on a district's kindergarten enrollment, and supplemental grants based on a district's percentage of unduplicated students. Grant funds may be used for costs associated with creating or expanding CSPP programs or transitional kindergarten (TK) programs, or to establish or strengthen partnerships with other providers of prekindergarten education within the district, including Head Start programs, to ensure that high-quality options for prekindergarten education are available for four-year-old children. Allowable costs include, but are not necessarily limited to, planning costs, hiring and recruitment costs, staff training and professional development, classroom materials, and supplies.

Pursuant to AB 131, the Legislature allocated additional funds to provide subsidized child care and CSPP programs with COVID-19 pandemic-related assistance. Education Code 8252, as amended and renumbered by AB 131, requires districts to waive family fees for all families receiving subsidized child care services from CSPP programs during the 2021-22 school year. See the accompanying administrative regulation for more information regarding waiver of fees.

The Governing Board recognizes the value of high-quality preschool experiences to enhance children's social-emotional development, knowledge, skills, and abilities, and attributes necessary for a successful transition into the elementary education program. The Board desires to provide a supervised, and cognitively rich environment designed to facilitate the transition to kindergarten for three- and four-year-old children.

Note: The following optional paragraphs may be used by all districts, regardless of whether they provide their own preschool programs, and may be revised to reflect district practice.

BP 5148.3(b)

## PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

Education Code 8499-8499.7 Welfare and Institutions Code 10480-10487 establish county-level child care and development planning councils, with members selected by the County Board of Supervisors and County Superintendent of Schools, to identify local priorities for child care, including preschool programs, and to develop policies to meet identified needs; see BP 5148 - Child Care and Development. Such councils may also develop centralized student eligibility lists; see section on "Enrollment Priority" in the accompanying administrative regulation.

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

Note: The following optional section is for use by districts that choose to provide preschool/early childhood education programs for three-year-old and four-year-old children ages 3-4 years and should be revised to reflect district practice.

The district may contract with the California Department of Education (CDE) to offer a program through the California State Preschool Program (CSPP) pursuant to Education Code 8235-8239.1 8200-8340. The CSPP consolidates a number of state programs that serve children ages 3-4, including state preschool programs (Education Code 8235-8237), family literacy programs (Education Code 8238-8238.4), and general child care

~~and development programs to the extent that they serve children ages 3-4 (Education Code 8240-8244). Children ages 3-4 years~~ **Three-year-old and four-year-old children** from low-income or otherwise disadvantaged families may be eligible for subsidized services. See the accompanying administrative regulation for major program requirements for CSPP.

**Pursuant to Education Code 8207, as amended by AB 131, CSPP programs may be part-day or full-day programs that are age and developmentally appropriate. See the accompanying administrative regulation for details.**

Preschool programs may also receive funding through the state migrant child care and development program (~~Education Code 8230-8233~~ **Welfare and Institutions Code 10235-10238**), child care and development services for children with special needs program (~~Education Code 8250-8252~~ **Welfare and Institutions Code 10260-10263**), federal Head Start program (42 USC 9831-9852), Title I preschool program (20 USC 6311-6322), or other funding sources available to the district.

BP 5148.3(c)

## **PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

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.

Note: Pursuant to Health and Safety Code 1596.792, CSPP programs that are operated in a school building by a school district under contract with CDE are exempted from licensure and regulation requirements of Health and Safety Code 1596.70-1597.21. However, such CSPP programs are required to comply with other specified health and safety requirements, including the Field Act, California Building Standards Code, requirements for kindergarten classrooms specified in 5 CCR 14001-14306, and requirements for CSPP programs specified in 5 CCR 18000-18308.

**Pursuant to Education Code 8205, as amended and renumbered by AB 131, any child under four years of age shall be served in a CSPP facility licensed in accordance with Title 22 of the California Code of Regulations.**

District preschool programs shall comply with all health and safety laws and regulations, including, when applicable, licensure requirements pursuant to 22 CCR 101156.

Note: 5 CCR 18130 specifies the state regulations for child care and development programs that are applicable to CSPP programs, including the requirement in 5 CCR 18271 that the Board approve a written philosophical statement, goals, and objectives addressing each program component specified in 5 CCR 18272-18281. See the accompanying administrative regulation and AR 5148 - Child Care and Development for further information about these required program components.

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)*

**Note: Pursuant to Education Code 17375, as amended by AB 130 and AB 167 (Ch. 252, Statutes of 2021), districts may be awarded grants for the construction of new preschool classrooms or the modernization of existing preschool classrooms pursuant to the California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program.**

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.

BP 5148.3(d)

## **PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

*(cf. 1330.1 - Joint Use Agreements)*

*(cf. 7110 - Facilities Master Plan)*

*(cf. 7210 - Facilities Financing)*

Because parents/guardians are essential partners in supporting the development of their children, the Superintendent or designee shall involve them in program planning.

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

*(cf. 6020 - Parent Involvement)*

**Note: The following optional paragraph provides for coordination of the preschool program with the transitional kindergarten (TK) program and may be revised to reflect district practice. Pursuant to Education Code 48000, as amended by AB 130 and AB 167, children whose fifth birthday is between September 2 and December 2 must be offered a TK program which operates as the first year of a two-year kindergarten requires districts receiving TK apportionment to offer to any child whose fifth birthday is between September 2 and December 2 a TK program as the first year of a two-year kindergarten program and revises the timespans for mandatory admittance requirements to be phased in starting in the 2022-23 school year to the 2025-2026 school year; see BP 6170.1 - Transitional Kindergarten.**

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.

**Note: Pursuant to Education Code 48000, as amended by AB 130 and AB 167, a child's eligibility for TK enrollment may not impact family eligibility for a preschool or childcare program. Education Code 8205, as renumbered and amended by AB 131, clarifies that four-year-old children who are eligible to participate in a CSPP program include those children whose 5th birthday occurs after September 1 of the fiscal year in which they are enrolled in a CSPP program and whose parent or guardian has opted to retain or enroll them in a CSPP program.**

**A child's eligibility for TK enrollment shall not impact family eligibility for a preschool or child care program. (Education Code 8205, 48000)**

*(cf. 6011 - Academic Standards)*

*(cf. 6170.1 - Transitional Kindergarten)*

Note: CDE has developed voluntary "preschool learning foundations" which describe the knowledge, skills, and competencies that children are expected to exhibit as they complete their first or second year of preschool. These standards address essential skills in the subject areas listed below. The standards and companion preschool curriculum frameworks are available on CDE's web site.

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

BP 5148.3(e)

**PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

of language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

**Note: Education Code 8203, as amended by AB 1363 (Ch. 498, Statutes of 2021), requires the quality indicators for CSPP programs to include activities and services that meet the needs of dual language learners for support in the development of their home language and English, and is reflected in the following paragraph.**

**The district's preschool program shall include activities and services that meet the needs of dual language learners for support in the development of their home language and English. (Education Code 8203)**

The district's preschool program shall provide appropriate services to support the needs of at-risk children.

*(cf. 0415 - Equity)*

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

*(cf. 6173 - Education for Homeless Children)*

*(cf. 6173.1 - Education for Foster Youth)*

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

*(cf. 6174 - Education for English Learners)*

*(cf. 6175 - Migrant Education Program)*

**Note: Pursuant to Education Code 8207, as amended and renumbered by AB 131, CSPP programs must include certain required components, as reflected in the accompanying administrative regulation.**

To maximize the ability of children to succeed in the preschool program, the program shall support children's health through proper nutrition and physical activity and shall provide or make referrals to available health and social services as needed.

*(cf. 3550 - Food Services/Child Nutrition Program)*  
*(cf. 5030 - Student Wellness)*  
*(cf. 5141.31 - Immunizations)*  
*(cf. 5141.32 - Health Screening for School Entry)*  
*(cf. 5141.6 - School Health Services)*

The district shall encourage volunteerism **by families participating** in the program and shall communicate frequently with parents/guardians of enrolled children regarding their child's progress.

*(cf. 1240 - Volunteer Assistance)*

BP 5148.3(f)

## **PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

Note: The Commission on Teacher Credentialing issues permits for child development program directors, site supervisors, master teachers, teachers, associate teachers, and assistants pursuant to criteria established in Education Code **8360-8370 8205 and 8298, as renumbered and amended by AB 131**, and 5 CCR 80105-80125. The district may request from CDE a waiver of the qualification requirements for a site supervisor upon demonstration of a compelling need, in accordance with Education Code **8208(aa) 8205** and 5 CCR 18295.

Health and Safety Code 1596.7995 requires that employees and volunteers at a day care center be immunized against influenza, pertussis, and measles, with specified exemptions. In addition, Health and Safety Code 1597.055 requires that teachers in a day care center obtain a tuberculosis clearance. See the accompanying administrative regulation.

**Education Code 8450 authorizes the district to create a reserve fund and use 10 percent of it for purposes of professional development for CSPP instructional staff. Professional development resources pertaining to preschool/early childhood education are available through CDE and organizations such as the California Preschool Instructional Network.**

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)

Note: Pursuant to 5 CCR 18130, CSPP programs are subject to the requirements of 5 CCR 18105. 5 CCR 18105 **mandates** that districts offering a CSPP program develop written admissions policies and procedures that conform to the requirements of 22 CCR 101218, as provided in the following paragraph. See the accompanying administrative regulation for additional language that fulfills this mandate.

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)

Note: Education Code ~~8263-8208, 8210, and 8211, as amended and renumbered by AB 131~~, and 5 CCR 18106 establish eligibility criteria and priorities for subsidized preschool services, as provided below and in the accompanying administrative regulation.

BP 5148.3(g)

## **PRESCHOOL/EARLY CHILDHOOD EDUCATION** (continued)

Eligibility is generally limited to children who reside within district boundaries. However, Education Code ~~8322~~ **8267, as amended and renumbered by AB 131**, and 5 CCR 18107 authorize the Board to enter into an agreement with the boards of other districts to serve children who reside within those districts. The district may revise the following paragraph to reflect any such agreement approved by the Board.

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~~ **8208, 8210, and 8211** and 5 CCR 18106.

Note: The following paragraph is **optional**. Pursuant to Education Code ~~8235~~ **8207, as amended and renumbered by AB 131**, programs operated under the CSPP ~~may be~~ **are** part-day or full-day programs only. Education Code 8239 encourages the provision of "wraparound child care services" which combine part day preschool and general child care services to provide a full day of services for qualifying families. See the accompanying administrative regulation for program requirements.

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.

Note: Education Code **8281.5, as added by AB 130 and amended by AB 167**, requires districts receiving grants through the California Prekindergarten Planning and Implementation Grant Program to develop a plan for consideration by the board at a public meeting on or before June 30, 2022 for how all children in the attendance area of the district will have access to full-day learning programs the year before kindergarten that meet the needs of parents/guardians, including through partnerships with the local educational agency's expanding learning offerings, the After School Education and Safety



Program, the CSPP, Head Start programs, and other community-based early learning and care programs. See BP 6170.1 - Transitional Kindergarten.

The Superintendent or designee shall ensure that the plan to provide access to full-day learning programs the year before kindergarten addresses the needs of preschool children and their families as specified in BP 6170.1 - Transitional Kindergarten. (Education Code 8281.5)

Note: Pursuant AB 131, the Legislature allocated additional funds to provide subsidized child care and CSPP programs with COVID-19 pandemic-related assistance. To receive the additional funding, a CSPP program that is funded to be operational, but which is physically closed by local or state public health order or guidance due to the COVID-19 pandemic, is required to provide distance learning services as specified by CDE in Management Bulletin 21-11, Reopening, Reimbursement, Distance Learning Plans, and Distance Learning Requirements for California State Preschool Program Contractors.

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

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## PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

Note: 5 CCR 18279-18281 require an annual evaluation using CDE's standardized "Desired Results for Children and Families" system. The system requires a self-evaluation that includes, but is not limited to, an assessment of the program by staff and the Board, a parent/guardian survey, and an environment rating scale using forms selected by CDE. In addition, every three years, CDE conducts a Federal Program Monitoring/Contract Monitoring Review (FPM/CMR) process with each contract agency which reviews compliance with program requirements. The FPM/CMR instrument is available on CDE's web site.

Education Code 8203.1 establishes the early learning quality rating and improvement system (QRIS) block grant to support continuous local improvement efforts that increase the number of low-income children in high-quality preschool programs. Grant funds may be awarded to eligible local consortia, which then allocate funds to districts and other agencies contracting to provide CSPP programs. Pursuant to Education Code 8203.1, QRIS is based on a tiered rating structure with progressively higher quality standards for each tier. It is designed to (1) provide supports and incentives for programs, teachers, and administrators to reach higher levels of quality; (2) monitor and evaluate program impacts on child outcomes; and (3) disseminate information to parents/guardians and the public about program quality. For further information about the QRIS block grant, see CDE's web site and its publication Dream Big for Our Youngest Children.

The Superintendent or designee shall develop and implement an annual plan of evaluation which conforms to state requirements. (5 CCR 18279)

Note: The following paragraph is for use by districts that offer a CSPP program and may be revised to reflect the type(s) of programs offered by the district. Education Code ~~8235.5~~ **8212, as renumbered by AB 131**, requires districts to use the uniform complaint procedures, with modifications as necessary, to investigate and resolve health and safety complaints in license-exempt CSPP programs. 5 CCR 4610 requires that such complaints be addressed through the procedures described in 5 CCR 4690-4694, as added by Register 2020, No. 21. See BP/AR 1312.3 - Uniform Complaint Procedures.

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 8212**; 5 CCR 4610, 4611, 4690-4694)

*(cf. 1312.3 - Uniform Complaint Procedures)*

The Superintendent or designee shall regularly report to the Board regarding enrollment in district preschool programs and the effectiveness of the programs in preparing preschoolers for transition into the elementary education program.

*(cf. 0500 - Accountability)*

*Legal Reference: (see next page)*

BP 5148.3(i)

## **PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

*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~~

~~8400-8409 Contracts, administrative appeal procedure~~

~~8493-8498 Facilities, capital outlay~~

~~8499.3-8499.7 Local child care and development planning councils~~

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

~~8203.5 Contracts to provide child care and development services~~

~~8205 Definitions~~

~~8207 Administration; operation of programs; services~~

~~8208 Eligibility of three- or four-year-old child for state preschool program~~

~~8209 Physical examination and immunizations~~

~~8210 Priority for part-day programs~~

~~8211 Priority for full-day programs~~

~~8212 Complaints related to preschool health and safety issues~~

~~8213 Income eligibility~~

~~8214 Order of disenrollment~~

~~8217 Enrollment of four-year-old children in state preschool programs~~

**8220-8221 Family literacy services**  
**8241 Staffing ratios for center-based program**  
**8252-8254 Family fees**  
**8281.5 California Prekindergarten Planning and Implementation Grant Program**  
**8298 Program director qualifications**  
**17375 California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program**  
44065 Interchange between certificated and classified positions  
44256 Credential types  
48000 Transitional kindergarten  
48985 Notification, primary language other than English  
HEALTH AND SAFETY CODE  
1596.70-1596.895 California Child Day Care Act  
1596.90-1597.21 Day care centers  
120325-120380 Immunization requirements

Legal Reference continued: (see next page)

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## **PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

Legal Reference: (continued)

**WELFARE AND INSTITUTIONS CODE**  
**10207-10490 Child Care and Development Services Act, especially:**  
**10207-10215 General provisions**  
**10217-10224.5 Resource and referral programs**  
**10225-10234 Alternative payment programs**  
**10235-10238 Migrant child care and development programs**  
**10240-10243 General child care and development programs**  
**10250-10252 Family child care home education networks**  
**10260-10263 Child care and development services for children with special needs**  
**10480-10487 Local planning councils**  
CODE OF REGULATIONS, TITLE 5  
4600-4670 Uniform complaint procedures  
4690-4694 Health and safety complaints in license-exempt preschool programs  
18000-18434 Child care and development programs, especially:  
18130-18136 California State Preschool Program  
**18272-18281 General Program Requirements**  
18295 Waiver of qualifications for site supervisor  
80105-80125 Permits authorizing service in child development programs  
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: (see next page)*

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## **PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

*Management Resources:*

CSBA PUBLICATIONS

*What Boards of Education Can Do About Kindergarten Readiness, Governance Brief, May 2016*

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

**Management Bulletin 21-13, Guidance on Implementation of the California State Preschool Program Quality Requirements During the COVID-19 Pandemic, September 29, 2021**

**Management Bulletin 21-12, Guidance on Family Fees for Fiscal Year (FY) 2021-22, September 17, 2021**

**Management Bulletin 21-11, Reopening, Reimbursement, Distance Learning Plans, and Distance Learning Requirements for California State Preschool Program Contractors, September 17, 2021**

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 Department of Social Services: <https://www.cdss.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.cfcf.ca.gov>  
National Institute for Early Education Research: <http://nieer.org>  
U.S. Department of Education: <http://www.ed.gov>

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**Policy Reference UPDATE Service**

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# CSBA Sample Administrative Regulation

**Students**

AR 5148.3(a)

## **PRESCHOOL/EARLY CHILDHOOD EDUCATION**

Note: The following administrative regulation reflects the major requirements of the California State Preschool Program (CSPP) pursuant to Education Code ~~8235-8239.1~~ **8200-8340, as renumbered and amended by AB 131 (Ch. 116, Statutes of 2021)**. The CSPP consolidates state preschool programs (Education Code ~~8235-8237~~), family literacy programs (Education Code ~~8238-8238.4~~), and general child care and development programs to the extent that they serve children 3-4 years of age (Education Code ~~8240-8244~~).

The following administrative regulation does not reflect all requirements for other state and federally funded preschool program(s). The district may revise this administrative regulation to reflect other preschool program(s) it offers, such as the state migrant child care and development program (~~Education Code 8230-8233~~ **Welfare and Institutions Code 10235-10238, as renumbered and amended by AB 131**), child care and development services for children with special needs program (~~Education Code 8250-8252~~ **Welfare and Institutions Code 10260-10263, as renumbered and amended by AB 131**), federal Head Start program (42 USC 9831-9852), Title I preschool program (20 USC 6311-6322), or preschool program developed and funded by the district.

In addition to the program requirements described below, **other district policies may be applicable to preschool programs as may be subject to other policies** contained throughout the district's policy manual. (e.g. **See** BP/AR 1240 - Volunteer Assistance, AR 3514.2 - Integrated Pest Management, BP/AR 3550 - Food Service/Child Nutrition Program, and BP/AR 5148 - Child Care and Development. Districts should consult legal counsel if they have questions regarding the applicability of other laws to the district's preschool program.

**Education Code 8205, as amended by AB 131, clarifies that four-year-old children who are eligible to participate in a CSPP program include those children whose fifth birthday occurs after September 1 of**

the fiscal year in which they are enrolled in a California State Preschool Program (CSPP) and whose parent/guardian has opted to retain or enroll such child in a CSPP program.

**Three-year-old children** means children who will have their third birthday on or before December 1 of the fiscal year in which they are enrolled in a program approved by the California Department of Education (CDE) under the California State Preschool Program (CSPP). Children who have their third birthday on or after December 2 of the fiscal year, may be enrolled in a CSPP program on or after their third birthday. (Education Code 8205)

**Four-year-old children** means children who will have their fourth birthday on or before December 1 of the fiscal year in which they are enrolled in a CSPP program, or a child whose fifth birthday occurs after September 1 of the fiscal year in which they are enrolled in a CSPP program and whose parent or guardian has opted to retain or enroll them in a CSPP program. (Education Code 8205)

When approved by the California Department of Education (CDE) under the California State Preschool Program (CSPP), the district may operate one or more part-day or full-day preschool programs in accordance with law and the terms of its contract with CDE.

AR 5148.3(b)

## **PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

*(cf. 5148 - Child Care and Development)*

**Note:** Pursuant to Education Code 8207, as amended and renumbered by AB 131, CSPP programs must include certain required components, as reflected in Items 1-7 below. Item 8 is a recommended practice that may be revised to reflect the district's program.

**The district's CSPP program shall include all of the following: (Education Code 8207)**

- 1. Age and developmentally appropriate activities for children**
- 2. Supervision**
- 3. Parenting education and parent engagement**
- 4. Social services that include, but are not limited to, identification of child and family needs and referral to appropriate agencies**
- 5. Health services**
- 6. Nutrition**
- 7. Training and career ladder opportunities, documentation of which shall be provided to CDE**
- 8. Physical activity to support children's health**

Note: 5 CCR 18130 specifies the state regulations for child care and development programs that are applicable to CSPP programs. These requirements include, but are not limited to, the program components listed in 5 CCR 18272-18281. See AR 5148 - Child Care and Development for details regarding these required program components.

**Pursuant to Education Code 8203.5, as amended and renumbered by AB 131, contracts between the California Department of Education (CDE) and districts for CSPP programs must include a requirement that a developmental profile be maintained for each child.**

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, **as described in 5 CCR 18272-18281 and AR 5148 - Child Care and Development.** (~~5 CCR 18271-28281~~)

AR 5148.3(c)

## **PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

### **Minimum Hours/Days of Operation**

**Note: Pursuant to Education Code 8207, as amended and renumbered by AB 131, CSPP programs may be part-day or full-day. The following section may be revised to reflect district programs.**

The district's part-day preschool program shall operate a minimum of three hours per day, excluding time for home-to-school transportation, and for a minimum of 175 days per year unless otherwise specified in the program's contract. **(Education Code 8207; 5 CCR 18136)**

**The district's full-day program shall operate for a minimum of 246 days per year, unless the contract specifies a lower number of days of operation. (Education Code 8207)**

### **Staffing**

**Note: Education Code 8241, as amended and renumbered by AB 131, provides staffing ratios that apply until the Superintendent of Public Instruction (SPI) promulgates regulations to establish such ratios for center-based programs. Pursuant to Education Code 8241, CSPP programs must maintain a ratio of at least one adult to every eight children and at least one teacher to every 24 children.**

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. (Education Code 8241, 5 CCR 18135, 18290)**

(cf. 1240 - Volunteer Assistance)  
(cf. 6020 - Parent Involvement)

Note: Health and Safety Code 1596.7995 requires employees and volunteers at a day care center to be immunized against influenza, pertussis, and measles, with specified exemptions. Health and Safety Code 1597.055 adds a requirement for such teachers to obtain a tuberculosis clearance. Pursuant to Health and Safety Code 1596.76, a day care center includes a preschool. See AR 5148 - Child Care and Development for further information regarding immunization requirements for staff and volunteers. Districts that have not adopted AR 5148 - Child Care and Development may revise the following paragraph accordingly and expand it to include the exemptions specified in Health and Safety Code 1596.7995.

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)

AR 5148.3(d)

## **PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

### **(cf. 0470 - COVID-19 Mitigation Plan)**

(cf. 4112.4/4212.4/4312.4 - Health Examinations)  
(cf. 4112.6/4212.6/4312.6 - Personnel Files)

In addition, preschool teachers shall present evidence of a current tuberculosis clearance and meet other requirements as specified in Health and Safety Code 1597.055.

### **Wraparound Child Care Services**

Note: The following section is **optional**. Because preschool programs operated under the CSPP are part day programs only, Education Code 8329 encourages districts to contract with the California Department of Education (CDE) to offer "wraparound child care services" which combine preschool and general child care services to provide a full day of services for eligible families. Such programs must be consistent with requirements for general child care and development programs offered pursuant to Education Code 8240-8244; see BP/AR 5148 - Child Care and Development.

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

Note: The following section is **optional**. Contingent upon funding in the state Budget Act, Education Code 8238 and 8238.4 8220 and 8221, as renumbered by AB 131, provide for the Superintendent of Public Instruction SPI to distribute family literacy supplemental grant funds to qualifying CSPP contractors for the purposes described below.

When any district preschool program receives funding for family literacy services pursuant to Education Code 8238.4 8221, the Superintendent or designee shall coordinate the provision of: (Education Code 8238-8220)

1. Opportunities for parents/guardians to work with their children on interactive literacy activities, including activities in which parents/guardians actively participate in facilitating their children's acquisition of prereading skills through guided activities such as shared reading, learning the alphabet, and basic vocabulary development

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## PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

2. Parenting education for parents/guardians of children in participating classrooms to support their child's development of literacy skills, including, but not limited to, parent education in:
  - a. Providing support for the educational growth and success of their children
  - b. Improving parent-school communications and parental understanding of school structures and expectations
  - c. Becoming active partners with teachers in the education of their children
  - d. Improving parental knowledge of local resources for the identification of and services for developmental disabilities, including, but not limited to, contact information for the district special education referral
3. Referrals to providers of adult education and instruction in English as a second language as necessary to improve academic skills of parents/guardians

(cf. 6200 - Adult Education)

4. Staff development for teachers in participating classrooms that includes, but is not limited to:
  - a. Development of a pedagogical knowledge, including, but not limited to, improved instructional and behavioral strategies

- b. Knowledge and application of developmentally appropriate assessments of the prereading skills of children in participating classrooms
- c. Information on working with families, including the use of on-site coaching, for guided practice in interactive literacy activities
- d. Providing targeted interventions for all young children to improve kindergarten readiness upon program completion

(cf. 4131 - Staff Development)

### **Eligibility and Enrollment Priorities for Part-Day CSPP Programs**

Note: **Education Code 8208, as amended and renumbered by AB 131, revises the eligibility criteria and enrollment priorities for part-day CSPP programs and adds eligibility criteria and enrollment priorities for full-day CSPP programs.** The following section reflects eligibility criteria and enrollment

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### **PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

priorities for the **part-day CSPP programs** pursuant to state law and regulations. **See the section on "Eligibility and Enrollment Priorities for Full-Day CSPP Programs" below for full-day program requirements.**

5 CCR 18105 **mandates** that a district operating a CSPP program develop written admissions policies and procedures that conform to the requirements of 22 CCR 101218, including, but not limited to, criteria designating those children whose needs can be met by the program and services and the ages of children who will be accepted.

~~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)~~

**A three-year-old or four-year-old child is eligible for a part-day CSPP program if the child's family is one of the following: (Education Code 8208)**

- 1. A current aid recipient**
- 2. Income eligible**
- 3. Homeless**
- 4. One whose children are recipients of child protective services, or whose children have been identified as being abused, neglected, or exploited, or at risk of being abused, neglected or exploited**

After all eligible three- and four-year-old children have been enrolled as provided above, a part-day CSPP program may provide services to children in families whose income is no more than 15 percent above the income eligibility threshold, as described in Education Code 8213. No more than 10 percent of all the children enrolled in the CSPP program shall be from families above the income eligibility threshold. (Education Code 8208)

In addition, after all otherwise eligible children have been enrolled as provided in the paragraphs above, a part-day CSPP program may provide services to three- and four-year-old children in families whose income is above the income eligibility threshold if those children are children with disabilities. Such children with disabilities enrolled in part-day CSPP program shall not count towards the 10-percent limit described above. (Education Code 8208)

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#### **PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

A CSPP program operating within the attendance boundary of a school where at least 80 percent of students are eligible for free and reduced price lunch may enroll four-year-old children after all otherwise eligible children have been enrolled as provided in the paragraphs above. (Education Code 8208 and 8217)

The district shall certify eligibility and enroll families into their program within 120 calendar days prior to the first day of the beginning of the new preschool year. Subsequent to enrollment, a child shall be deemed eligible for a part-day CSPP program for the remainder of the program year. (Education Code 8208)

The district shall give priority for part-day CSPP programs as follows: (Education Code 8210)

1. The first priority for services shall be given to three-year-old or four-year-old children who are recipients of child protective services or who are at risk of being neglected, abused, or exploited and for whom there is a written referral from a legal, medical, or social service agency. If the district is unable to enroll a child in this first priority category, the district shall refer the child's parent/guardian to local resources and referral services so that services for the child can be located.
2. The second priority for services shall be given to eligible four-year-old children who are not enrolled in a state-funded transitional kindergarten (TK) program. Within this priority category, eligible children with the lowest income according to the income ranking on the most recent schedule of income ceiling eligibility table, as published by the Superintendent of Public Instruction (SPI) at the time of enrollment, shall be enrolled first.

If two or more families have the same income ranking according to the most recent schedule of income ceiling eligibility table, a child with disabilities shall be enrolled first. If there are no families with a child with disabilities, the child that has been on the waiting list for the longest time shall be admitted first.

3. The third priority shall be given to eligible three-year-old children. Within this priority category, eligible children with the lowest income according to the income ranking on the most recent schedule of income ceiling eligibility table, as published by the Superintendent at the time of enrollment, shall be enrolled first.
4. The fourth priority, after all otherwise eligible children have been enrolled, shall be children from families whose income is no more than 15 percent above the

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#### **PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

eligibility income threshold, as described in Education Code 8213. Within this priority category, priority shall be given to four-year-old children before three-year-old children.

5. The fifth priority, after all otherwise eligible children have been enrolled, shall be a child with disabilities whose family's income is above the income eligibility threshold, as described in Education Code 8213. Within this priority category, priority shall be given to four-year-old children before three-year-old children.
6. After all otherwise eligible children have been enrolled in the first through fifth priority categories, as described in Items #1-5 above, a CSPP program site operating within the attendance boundary of a school where at least 80 percent of students are eligible for free and reduced price lunch as described in Education Code 8217 may enroll any four-year-old children whose families reside within the attendance boundary of the qualified elementary school. These children shall, to the extent possible, be enrolled by lowest to highest income according to the most recent schedule of income ceiling eligibility table.

#### **Eligibility and Enrollment Priorities for Full-Day CSPP Programs**

Note: Pursuant to Education Code 8208, as amended and renumbered by AB 131, districts may operate full-day CSPP programs. Education Code 8211, as added by AB 131, sets eligibility criteria and enrollment priorities for full-day CSPP programs.

A three-year-old or four-year-old child is eligible for a full-day CSPP program if the family meets both of the following requirements: (Education Code 8208)

1. The child's family is a current aid recipient, income eligible, homeless, or one whose children are recipients of child protective services, or whose children have been identified as being abused, neglected, or exploited, or at risk of being abused, neglected, or exploited.
2. The child's family needs the childcare services because of either the following:
  - a. The child is identified by a legal, medical, or social services agency, the district liaison for homeless students, a Head Start program, or an emergency or transitional shelter as being a recipient of protective services; as being or at risk of being neglected, abused, or exploited; or as being homeless
  - b. The parents/guardians are participating in vocational training leading directly to a recognized trade, paraprofession, or profession; are engaged

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#### **PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

in an educational program for English language learners or to attain a high school diploma or general educational development certificate; are employed or seeking employment; are seeking permanent housing for family stability; or are incapacitated

After all families meeting the criteria specified in Items #1 and 2 above have been enrolled, a full-day CSPP program may provide services to three- and four-year-old children in families who do not meet at least one of the criteria in Item #2 above. (Education Code 8208)

After all otherwise eligible children have been enrolled as provided above, a CSPP program operating within the attendance boundary of a school where at least 80 percent of students are eligible for free and reduced price lunch as described in Education Code 8217 may enroll any four-year-old child. (Education Code 8208)

Upon establishing initial eligibility or ongoing eligibility for a full-day CSPP program, a family shall be considered to meet all eligibility and need requirements for those services for not less than 12 months, shall receive those services for not less than 12 months before having eligibility or need recertified, and shall not be required to report changes to income or other changes for at least 12 months. However, a family that establishes initial eligibility or ongoing eligibility on the basis of income shall report increases in income that exceed the threshold for ongoing income eligibility, as described in Education Code 8213, and the family's ongoing eligibility for services shall at that time be recertified. In addition, a family may, at any time, voluntarily report income or other changes. This information shall be used, as applicable, to reduce the family's fees, increase the family's

services, or extend the period of the family's eligibility before recertification. (Education Code 8208)

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)

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## PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

- 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.

Note: Pursuant to Education Code 8263, as amended by SB 75 (Ch. 51, Statutes of 2019), a family may be eligible for a full day CSPP program without meeting the requirements related to the need for child care services if all families meeting those requirements have been enrolled.

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

Note: The following paragraph may be revised to reflect district practice. Unless state funding is allocated to support the "centralized eligibility list" established in each county pursuant to Education Code 8499.5 **Welfare and Institutions Code 10231**, such lists will be maintained only if locally funded. In situations where there is no locally funded centralized eligibility list or the district elects not to participate in the local list, the district must establish its own waiting list in accordance with admission priorities pursuant to 5 CCR 18106.

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)

Note: Education Code 8236.3 **8217**, as added by SB 75, establishes enrollment priorities for schools where at least 80 percent of students are eligible for free or reduced price meals. First and second priority for enrollment in such programs is the same as for other programs as described in the preceding two paragraphs.

AR 5148.3(k)

## **PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

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)

Note: Education Code 8235 allows CSPP programs to provide services to children with disabilities whose family income is above the income eligibility threshold. Such children do not count towards the 10 percent limitation for otherwise ineligible children as described below.

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)

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)

Note: The following paragraph may be revised to reflect district practice. Unless state funding is allocated to support the "centralized eligibility list" established in each county pursuant to ~~Education Code 8499.5~~ **Welfare and Institutions Code 10231**, such lists will be maintained only if locally funded. In situations where there is no locally funded centralized eligibility list or the district elects not to participate in the local list, the district must establish its own waiting list in accordance with admission priorities pursuant to 5 CCR 18106.

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)

### Notice of Action

Note: Pursuant to 5 CCR 18082-18083, the parent/guardian must submit an application for services which contains specified information and documentation. The application form is available on CDE's web site. Upon receiving an application, a person designated by the district must certify the family's or child's eligibility.

AR 5148.3(1)

### **PRESCHOOL/EARLY CHILDHOOD EDUCATION** (continued)

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.

Note: Pursuant to 5 CCR 18130, CSPP programs are subject to 5 CCR 18094 and 18118, which require the district to provide written notification to parents/guardians as to whether their application for subsidized services has been approved or denied. For this purpose, the district should use the Notice of Action form available on CDE's web site. If the services are denied, the parent/guardian may appeal the decision in accordance with 5 CCR 18120-18122; see section "Parent Hearing" below.

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)*

Note: 5 CCR 18095 and 18119 require the district to notify a parent/guardian of any change in services or fees as described below. For such notification, the district should use the Notice of Action form available on CDE's web site. Parents/guardians may appeal such actions pursuant to 5 CCR 18120-18122; see section "Parent Hearing" below.

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

AR 5148.3(m)

#### **PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

For each child enrolled in the district's preschool program, the Superintendent or designee shall maintain a family data file including, but not limited to, a completed and signed application for services, documentation of income eligibility, and a copy of all Notices of Action. For each child not receiving subsidized services, the family data file shall also include records of the specific reason(s) for enrolling each child, the child's family income, and evidence that the district has made a diligent search for children eligible for subsidized services. (5 CCR **18081, 18084**, 18130, 18133, ~~18081, 18084~~)

*(cf. 1340 - Access to District Records)*

*(cf. 3580 - District Records)*

*(cf. 5125 - Student Records)*

#### **Combined Preschool/Transitional Kindergarten Classroom**

Note: Education Code ~~8235 8207~~, **as amended and renumbered by AB 131**, and 48000 allow districts to place 4-year-old children enrolled in a CSPP program into a TK program and to commingle children from both programs in the same classroom as long as all of the requirements of each program are met and the district adheres to the requirements listed in the following section. See BP 6170.1 - Transitional Kindergarten for eligibility requirements pertaining to the TK program pursuant to Education Code 48000.

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 8207**, 48000)

1. An early childhood environment rating scale, as specified in 5 CCR 18281, shall be completed for the classroom.

2. All children enrolled for 10 or more hours per week shall be evaluated using the Desired Results Developmental Profile, as specified in 5 CCR 18272.
3. The classroom shall be taught by a teacher who holds a credential issued by the Commission on Teacher Credentialing in accordance with Education Code 44065 and 44256.
4. The classroom shall comply with the adult-child ratio specified in Education Code 8264.8.
5. Contractors of the district shall report the services, revenues, and expenditures for children in the preschool program in accordance with 5 CCR 18068.
6. The classroom shall not include children enrolled in TK for a second year or children enrolled in a regular kindergarten classroom.

AR 5148.3(n)

## **PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

*(cf. 5111 - Admission)*

*(cf. 6170.1 - Transitional Kindergarten)*

### **Fees and Charges**

Fees for participation in the district's **full-day CSPP preschool** program shall be assessed and collected in accordance with the fee schedule established by the **Superintendent of Public Instruction (SPI) in conjunction with the California Department of Social Services.** (Education Code ~~8273~~ **8252**; 5 CCR 18078)

**Note: Pursuant to AB 131, the Legislature allocated additional funds to provide subsidized child care to families and to provide CSPP programs with COVID-19 pandemic-related assistance. Education Code 8252, as amended by AB 131, provides that family fees may not be collected for families receiving subsidized child care services from CSPP programs administered by CDE for the 2021-2022 school year.**

**According to CDE Management Bulletin 21-12, Guidance on Family Fees for Fiscal Year (FY) 2021-22, families must promptly receive a refund for any fees collected for the month of July 2021 and any families disenrolled due to delinquent family fees for fiscal year 2021-22 must be promptly reenrolled if the family so desires.**

**However, for the 2021-2022 school year, family fees shall not be collected as specified in Education Code 8252.**

*(cf. 3260 - Fees and Charges)*

~~However,~~ **In addition,** 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 ~~8273.1-8253~~; 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 **8253**)

Note: Education Code ~~8273.3-8254~~, **as amended and renumbered by AB 131**, authorizes a district offering a CSPP program to charge a fee for field trips and/or to require parents/guardians to provide diapers, but **mandates** that the district adopt policy to include parents/guardians in the decision-making about such fees, as provided below. Pursuant to Education Code ~~8273.3-8254~~, the fees cannot exceed \$25 per child in the contract year. The following paragraph may be modified to delete diapers as appropriate for the age of the children served.

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

AR 5148.3(o)

## **PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

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 ~~8273.3-8254~~)

### **Disenrollment Based on Reduced Funding**

Note: Education Code ~~8263.3-8214~~, **as amended and renumbered by AB 131**, specifies the order by which families will be disenrolled from **subsidized preschool services** ~~child care and development services~~ when funding levels are reduced. ~~The following list applies that order of disenrollment to CSPP programs but takes into account the priority specified in Education Code 8236 to enroll children 4 years of age before enrolling children 3 years of age.~~

~~When necessary to disenroll families from subsidized preschool services, When necessary due to a reduction in state reimbursements,~~ families shall be disenrolled in **reverse priority order for services as specified in Education Code 8210 and 8211 and as described above in the sections "Eligibility and Enrollment Priority for Part-Day CSPP Programs" and "Eligibility and Enrollment Priority for Full-Day CSPP Programs." (Education Code 8214)**

~~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~~ **8222**)

1. Inform the parents/guardians of the child's persistent and serious challenging behaviors and consult with the parents/guardians and teacher in an effort to maintain the child's safe participation in the program

AR 5148.3(p)

### **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. **The district may then unenroll the child. The district shall have up to 180 days to complete the actions described above.** ~~Within 180 days of the start of the process, the district may unenroll the child.~~ (Education Code ~~8239.1~~ **8222**)

Note: A joint statement by the U.S. Department of Education and U.S. Department of Health and Human Services, Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings, clarifies that preschool children with disabilities who are eligible for services under the Individuals with Disabilities

Education Act (IDEA) (20 USC 1400-1482) are entitled to the same disciplinary protections that apply to all other IDEA-eligible students with disabilities, may not be subjected to impermissible disciplinary changes of placement for misconduct that is caused by or related to their disability, and must continue to receive educational services consistent with their right to a free appropriate public education. The statement indicates the need for the child's individualized education program (IEP) team to consider the use of positive behavioral interventions and supports when developing or modifying the IEP to reduce the need for discipline of a child with disabilities and avoid suspension or expulsion from a preschool program.

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**

Note: Pursuant to 5 CCR 18130, districts are subject to the requirements of 5 CCR 18120-18122 to provide due process to parents/guardians who disagree with certain district actions, such as when services are denied, there is a change in services or fees, or their child is disenrolled.

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

AR 5148.3(q)

### **PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

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)

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# CSBA Sample Board Policy

## Instruction

BP 6112(a)

### SCHOOL DAY

Note: The following **optional** policy may be revised to reflect district practice. California law specifies the minimum length of the school day for elementary and secondary schools; see the accompanying administrative regulation. **In its Frequently Asked Questions about independent study, the California Department of Education (CDE) has clarified that the same minimum school day requirements apply to traditional independent study as for students attending in-person instruction.**

The Governing Board shall fix the length of the school day **subject to the provisions of in accordance with** law. (Education Code 46100)

*(cf. 6111 - School Calendar)*

**At each school, the** ~~The~~ length of the school day shall **apply equally to students with disabilities unless otherwise be the same for all students, except as otherwise permitted by law. For any student with a disability, the length of the school day shall be as** specified in the student's individualized education program or Section 504 plan.

***(cf. 6158 - Independent Study)***

*(cf. 6159 - Individualized Education Program)*

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

Note: The following **optional** paragraph is for use by districts that maintain elementary schools and may be modified to reflect district practice. Pursuant to Education Code 33350, ~~the California Department of Education CDE~~ encourages districts to provide daily recess periods for elementary students, featuring time for unstructured but supervised play. The Superintendent of Public Instruction's Task Force on Obesity, Type 2 Diabetes, and Cardiovascular Disease recommends that students in grades K-6 be provided with recess or other physical activity breaks at least once per 120 minutes of instruction. The National Association for Sport and Physical Education recommends daily recess breaks of at least 20 minutes each day.

The **daily** schedule for elementary schools shall include at least one **daily** period of recess of at least 20 minutes ~~in length in order to provide,~~ **during which** students ~~with unstructured but~~ **shall be provided** supervised **opportunities to engage in unstructured** physical activity.

*(cf. 5030 - Student Wellness)*

*(cf. 6142.7 - Physical Education and Activity)*

Note: The remainder of this policy applies to districts that maintain secondary schools and may be modified to reflect district practice.

In establishing the daily instructional schedule for each secondary school, the Superintendent or designee shall give consideration to course requirements and curricular demands, availability of school facilities, and applicable legal requirements.

BP 6112(b)

## **SCHOOL DAY** (continued)

The Board encourages flexibility in scheduling so as to provide longer time blocks or class periods when appropriate and desirable to support student learning, provide more intensive study of core academic subjects or extended exploration of complex topics, and reduce transition time between classes.

Prior to implementing a block **or alternative** schedule ~~program in which~~ **that will allow** secondary students **to attend class school** for fewer school days **than the total number of school days for which the school is in session**, the Board shall consult ~~with the certificated and classified employees of the school~~ **in good faith, in a good faith** an effort to reach agreement ~~with the certificated and classified employees of the school, and shall also consult with~~ parents/guardians of the students who would be affected by the change, and the community at large. Such consultation shall include at least one public hearing for which the Board ~~has given~~ **shall give** adequate notice to the employees and to the parents/guardians of affected students. (Education Code 46162)

*(cf. 9320 - Meetings and Notices)*

*Legal Reference: (see next page)*

## SCHOOL DAY (continued)

### *Legal Reference:*

#### EDUCATION CODE

8970-8974 *Early primary program, including extended-day kindergarten*

37202 *Equal time in all schools*

37670 *Year-round schools*

46010 *Total days of attendance*

46100 *Length of school day*

46110-46119 *Kindergarten and elementary schools, day of attendance*

**46120 *Kindergarten and elementary schools, expanded learning opportunity program***

46140-46147 *Junior high school and high school, day of attendance*

**46148 *School day for middle and high school***

46160-46162 *Alternative schedule - junior high and high school*

46170 *Continuation schools, minimum day*

46180 *Opportunity schools, minimum day*

46190-46192 *Adult education classes, day of attendance*

46200-46206 *Minimum instructional time*

48200 *Compulsory attendance for minimum school day*

48663 *Community day school, minimum school day*

48800-48802 *Concurrent enrollment in community college*

51222 *Physical education, instructional minutes*

51760-51769.5 *Work experience education*

52325 *Regional occupational center, minimum day*

### *Management Resources:*

**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

**2021-22 AA & IT Independent Study FAQs, 2021**

**Clarifications for Student Learning in Quarantine, 2021**

**Conducting Individualized Determinations of Need, 2021**

**NATIONAL ASSOCIATION FOR SPORT AND PHYSICAL EDUCATION POSITION STATEMENTS**



*Recess for Elementary School Students, 2006*  
STATE BOARD OF EDUCATION POLICY STATEMENTS  
*99-03 Physical Education (PE) Requirements for Block Schedules, July 2006*  
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS  
*Extending Learning Time for Disadvantaged Students, August 1995*  
WEST ED PUBLICATIONS  
*Full-Day Kindergarten: Expanding Learning Opportunities, Policy Brief, April 2005*  
WEB SITES  
*California Department of Education: <http://www.cde.ca.gov>*  
*National Association for Sport and Physical Education: <http://www.aahperd.org/naspe>*  
*State Board of Education: <http://www.cde.ca.gov/re/lr/wr/waiverpolicies.asp>*  
*U.S. Department of Education: <http://www.ed.gov>*  
*WestEd: <http://www.wested.org>*

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# CSBA Sample Administrative Regulation

**Instruction**

AR 6112(a)

## SCHOOL DAY

Note: The following **optional** administrative regulation specifies minimum and maximum school days for each grade level as provided by law. The district may revise this regulation to reflect district practice.

Pursuant to Education Code 46114, the minimum school day in grades K-8 may be computed by determining the average number of minutes over 10 consecutive school days (i.e., the number of minutes of attendance in any 10 consecutive school days, divided by 10). Education Code 46142 authorizes the minimum school day in junior high and high schools to be computed by averaging the number of minutes over two consecutive school days. The district will be in compliance if the average is at least the minimum day required by law, even if the number of minutes in any one school day is less than the minimum required school day specified below. However, Education Code 46114 and 46142 provide that no single school day may be less than 60 minutes for kindergarten, 170 minutes for grades 1-3, or 180 minutes for grades 4-12.

Education Code 46201 and 46207 require districts that have reached their local control funding formula (LCFF) funding target, as well as districts that received longer day or longer year funding prior to the implementation of the LCFF, to offer at least the following instructional minutes per school year: 36,000 minutes for kindergarten, 50,400 for grades 1-3, 54,000 for grades 4-8, and 64,800 for grades 9-12. Pursuant to Education Code 46201 and 46207, if this requirement is not met for any grade level, a portion of the district's LCFF allocation will be withheld.

## Kindergarten/Transitional Kindergarten

Note: The following section is for use by districts that maintain kindergarten and transitional kindergarten (TK) classes. Education Code 37202, **as amended by AB 99 (Ch. 15, Statutes of 2017)**, permits districts to maintain kindergarten or TK classes for different lengths of time during the school day, either at the same or

different school sites. Districts offering kindergarten or TK classes for different lengths of time are still required to meet the minimum and maximum length of school day described below.

Kindergarten and transitional kindergarten (TK) classes in district schools may be maintained for different lengths of time, either at the same or different school sites. (Education Code 37202)

Note: Education Code 46117 establishes a minimum school day of three hours (180 minutes) for kindergarten students. However, pursuant to Education Code 46119, if a district has fewer than 40 kindergarten students, the Governing Board may apply to the Superintendent of Public Instruction to maintain two kindergarten classes of 150 minutes each, including recesses, taught on the same day by the same teacher.

~~Except as otherwise permitted by law, the~~ **The** average school day ~~established~~ for kindergarten and TK students shall be at least three hours, including recesses but excluding noon intermissions, ~~but not longer than four hours, excluding recesses.~~ **If fewer than 40 students are enrolled in kindergarten classes, the district may request approval of the**

AR 6112(b)

#### SCHOOL DAY (continued)

**Superintendent of Public Instruction to maintain two kindergarten classes of 150 minutes each.** (Education Code ~~46111, 46114, 46115, 46117,~~ **46119**)

Note: Education Code 46111 limits the maximum length of the school day for kindergarten to four hours, not counting recesses, except where the school is operating an early primary program pursuant to Education Code 8970-8974 or an expanded learning opportunity program established pursuant to Education Code 46120, as added by AB 130 (Ch. 44, Statutes of 2021).

**In any school day, kindergarten and/or TK students shall not be kept in school for longer than four hours, excluding recesses, except where the school is operating an early primary program pursuant to Education Code 8970-8974 or an expanded learning opportunity program pursuant to Education Code 46120. (Education Code 46111, 46115, 46120)**

Note: The following **optional** paragraph is for use by districts that have established an early primary program pursuant to Education Code 8970-8974 in order to provide an integrated, experiential, and developmentally appropriate educational program with specified components for students in prekindergarten through grade 3. Education Code 8973 provides that the kindergarten school day in such programs may exceed four hours under the conditions described below, although districts do not receive additional apportionment funds **for the excess time.**

**In any district school operating an early primary program pursuant to Education Code 8970-8974, the kindergarten school day may exceed four hours, excluding recess, if both of the following conditions are met: (Education Code 8973)**

1. The Governing Board has declared that the extended-day kindergarten program does not exceed the length of the primary school day.
2. The extended-day kindergarten program includes ample opportunity for both active and quiet activities within an integrated, experiential, and developmentally appropriate educational program.

Note: The following paragraph is **optional**. Although Education Code 46111 provides that recess shall be excluded from determining the maximum school day, it is the interpretation of the California Department of Education (CDE) that recess time may be counted as instructional minutes, at the district's discretion, if teacher supervision occurs.

**Under an extended day kindergarten program, Recess** may be counted as instructional minutes for purposes of determining the maximum school day if it occurs under teacher supervision.

Note: The following **optional** paragraph is for use by districts that maintain multitrack year-round schools pursuant to Education Code 37670.

AR 6112(c)

**SCHOOL DAY** (continued)

In any multitrack year-round school operating pursuant to Education Code 37670, the kindergarten school day may be up to 265 minutes, excluding recesses. (Education Code 46111)

*(cf. 6117 - Year-Round Schedules)*

Note: The following **optional** paragraph is for use by districts that have established an early primary program pursuant to Education Code 8970-8974 in order to provide an integrated, experiential, and developmentally appropriate educational program with specified components for students in prekindergarten through grade 3. Education Code 8973 provides that the kindergarten school day in such programs may exceed four hours under the conditions described below, although districts do not receive additional apportionment funds.

**In any district school operating an early primary program pursuant to Education Code 8970-8974, the kindergarten school day may exceed four hours, excluding recess, if both of the following conditions are met: (Education Code 8973)**

1. The Governing Board has declared that the extended-day kindergarten program does not exceed the length of the primary school day.
2. The extended-day kindergarten program includes ample opportunity for both active and quiet activities within an integrated, experiential, and developmentally appropriate educational program.

Note: Pursuant to Education Code 48003, districts are required to provide an annual report to CDE regarding the type of kindergarten program offered by the district, including part day, full day, or both, by completing

the School Information Form 2017 located on CDE's web site. The form also includes the type(s) of TK program offered.

The Superintendent or designee shall annually report to the California Department of Education as to whether the district's kindergarten and TK programs are offered full day, part day, or both. (Education Code 48003)

## Grades 1-8

Note: The following section is for use by districts that maintain any of grades 1-8 and should be modified to reflect the grade levels offered by the district.

Except as otherwise provided by law, the school day for elementary and middle school students shall be:

1. At least 230 minutes for students in grades 1-3, unless the Board has prescribed a shorter school day because of lack of school facilities requiring double sessions, in which case the minimum school day shall be 200 minutes (Education Code 46112)

AR 6112(d)

## SCHOOL DAY (continued)

2. At least 240 minutes for students in grades 4-8 (Education Code 46113, 46142)

In determining the number of minutes for purposes of compliance with the minimum school day for students in grades 1-8, both noon intermissions and recesses shall be excluded. (Education Code 46115)

Note: The following optional paragraph is for any district maintaining a middle school, except a rural school district. Pursuant to Education Code 46148, the school day for a middle school is required to begin no earlier than 8:00 am.

**The school day for a middle school shall begin no earlier than 8:00 a.m. (Education Code 46148)**

## Grades 9-12

Note: The following section is for use by districts that maintain any of grades 9-12 and may be modified to reflect the grade levels offered by the district.

**The school day for a high school shall begin no earlier than 8:30 a.m. (Education Code 46148)**

Note: In its "Frequently Asked Questions" about independent study, CDE has clarified that the same minimum school day requirements apply to traditional independent study as for students attending in-person instruction.

The school day for students in grades 9-12, **including students in the traditional independent study program**, shall be at least 240 minutes. (Education Code 46141, 46142)

*(cf. 6158 - Independent Study)*

Note: The following list should be revised to reflect programs offered by the district.

However, the school day may be less than 240 minutes when authorized by law. Programs that have a minimum school day of 180 minutes include, but are not necessarily limited to:

1. Continuation high school or classes (Education Code 46141, 46170)

*(cf. 6184 - Continuation Education)*

2. Opportunity school or classes (Education Code 46141, 46180)

3. Regional occupational center (Education Code 46141, 52325)

*(cf. 6178.2 - Regional Occupational Center/Program)*

AR 6112(e)

#### **SCHOOL DAY** (continued)

4. Work experience education program approved pursuant to Education Code 51760-51769.5 (Education Code 46141, 46144)

A student in grade 12 who is enrolled in work experience education and is in **his/her the** last semester or quarter before graduation may, **upon written request by the student's parent/guardian or the student, if 18 years of age or over**, be permitted to attend school for less than 180 minutes per school day if **he/she would complete** all requirements for graduation **would be completed**, except physical education courses, in less than 180 minutes each day. (Education Code 46147)

*(cf. 6178.1 - Work-Based Learning)*

5. Concurrent enrollment in a community college pursuant to Education Code 48800-48802 or, for students in grades 11-12, part-time enrollment in classes of the California State University or University of California, provided academic credit will be awarded upon satisfactory completion of enrolled courses (Education Code 46146)

*(cf. 6172.1 - Concurrent Enrollment in College Classes)*

6. An early college high school or middle college high school, provided the students are enrolled in community college or college classes in accordance with item #5 above (Education Code 46141, 46146.5)

7. Special day or Saturday vocational training program conducted under a federally approved plan for career technical education (Education Code 46141, 46144)

(cf. 6178 - Career Technical Education)

8. Adult education classes (Education Code 46190)

(cf. 6200 - Adult Education)

Note: The following **optional** paragraph is for use by districts that operate an evening high school pursuant to Education Code 51720-51724.

For an evening high school operated pursuant to Education Code 51720-51724, the number of days, specific days of the week, and number of hours during which the program shall be in session may be determined by the Board. (Education Code 46141, 51721)

Students in grade 12 shall be enrolled in at least five courses each semester or the equivalent number of courses each quarter. This requirement shall not apply to students enrolled in regional occupational centers or programs, courses at accredited postsecondary institutions,

AR 6112(f)

**SCHOOL DAY** (continued)

independent study, special education programs in which the student's individualized education program establishes a different number of courses, continuation education classes, work experience education programs, or any other course of study authorized by the Board that is equivalent to the approved high school course of study. (Education Code 46145)

(cf. 6158 - Independent Study)

(cf. 6159 - Individualized Education Program)

**Alternative Block Schedule for Secondary Schools**

Note: The following **optional** section is for use by districts that choose to create a block schedule pursuant to Education Code 46160-46162; see the accompanying Board policy. In establishing a block schedule, the district should be aware of state law (Education Code 51222) that requires secondary students to attend physical education courses for at least 400 minutes each 10 school days; see AR 6142.7 - Physical Education and Activity. Although the daily alternating block schedule, often referred to as the A/B block schedule, does fulfill the requirement for physical education minutes, other block schedules do not and thus require a waiver from the State Board of Education (SBE). See SBE Waiver Policy #99-03 for waiver criteria.

In order to establish a block or other alternative schedule or to accommodate career technical education and regional occupational center/program courses, the district may authorize students to attend fewer than the total number of days in which school is in session provided that students attend classes for at least 1,200 minutes during any five school day period or 2,400 minutes during any 10 school day period. (Education Code 46160)

Note: The following **optional** paragraph is for use by districts that maintain an early college high school or middle college high school. Pursuant to Education Code 46160, as amended by AB 99 (Ch. 15, Statutes of 2017), such districts may schedule classes in these schools so that students who satisfy the provisions of

Education Code 46146.5 in regard to part-time enrollment at community college, the California State University, or the University of California attend classes for at least 900 minutes during any five-school day period or 1,800 minutes during any 10-school day period.

An early college high school or middle college high school may be scheduled so that students attend classes for at least 900 minutes during any five-school day period or 1,800 minutes during any 10-school day period. (Education Code 46160)

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# CSBA Sample Board Policy

## Instruction

BP 6143(a)

## COURSES OF STUDY

The Governing Board recognizes that a well-aligned sequence of courses fosters academic growth and provides for the best possible use of instructional time. The district's course of study shall provide students with opportunities to attain the skills, knowledge, and abilities they need to be successful academically, professionally, and personally.

*(cf. 6011 - Academic Standards)*

*(cf. 6141 - Curriculum Development and Evaluation)*

*(cf. 6161.1 - Selection and Evaluation of Instructional Materials)*

Note: The following **optional** paragraph should be revised to reflect the grade levels offered by the district. For example, unified school districts need to be concerned about articulation of courses within the district and with postsecondary institutions, whereas elementary districts and high school districts will need to address articulation with each other.

The Superintendent or designee shall establish processes for ensuring the articulation of courses across grade levels within the district. As necessary, the Superintendent or designee shall work with representatives of appropriate area districts and postsecondary institutions to ensure articulation of courses with other institutions to which district students may matriculate. The sequence of courses shall be designed to ensure that each course provides adequate preparation for the next course in the sequence, only utilizes prerequisites that are essential to success in a given program or course, avoids significant duplication of content, and allows for reinforcement and progression in the subject matter.

The district shall not provide any course separately **or require or refuse participation by any student** on the basis of **the student's actual or perceived** sex, sexual orientation, gender, **gender expression, gender identity**, ethnic group identification, **immigration status**, race, ancestry, national origin, religion, color, **or mental or physical disability, or any other characteristic listed in Education Code 200 and 220, Government Code 11135, or Penal Code 422.55, or the student's association with a person or group with one or more of such actual or perceived characteristics** ~~or require or refuse participation by any of its students on any such basis.~~ (Education Code 200, 220; Government Code 11135; Penal Code 422.55; 5 CCR 4940)

(cf. 0415 - Equity)

(cf. 5145.3 - Nondiscrimination/Harassment)

## Elementary Grades

Note: The following section is for use by districts offering elementary grades and may be revised to reflect district practice. Education Code 51225.4 **mandates** elementary school districts to certify to the

BP 6143(b)

## COURSES OF STUDY (continued)

Superintendent of Public Instruction that they have adopted a policy to implement a course of instruction that sufficiently prepares students for the secondary courses required for graduation pursuant to Education Code 51225.3.

The Board shall adopt a course of study for elementary grades that sufficiently prepares students for the secondary course of study.

(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

## Secondary Grades

Note: Education Code 51228 requires districts to offer students in grades 7-12 a course of study that fulfills the requirements and prerequisites for admission to California **public** colleges. Education Code 51228 also requires districts to offer such students the opportunity to attain entry-level employment skills. Pursuant to Education Code 51228, districts that adopt a course of study that meets or exceeds the state model curriculum standards in career technical education will be deemed to have satisfied the requirement.

Education Code 66204 prohibits a public school from establishing any policy or practice that directs any student away from choosing programs that prepare a student academically for college, especially for cultural or linguistic reasons.

The following paragraph is for use by districts maintaining any of grades 7-12 and should be revised to reflect the grade levels offered by the district.

The district shall offer all otherwise qualified students in grades 7-12 a course of study that prepares them, upon graduation from high school, to meet the requirements and prerequisites for admission to California public colleges and universities and to attain entry-level employment skills in business or industry. **The district's course of study may provide for**



**a rigorous academic curriculum that integrates academic and career skills, includes applied learning across all disciplines, and prepares all students for high school graduation and career entry.** (Education Code 51228)

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

*(cf. 6141.5 - Advanced Placement)*

*(cf. 6146.1 - High School Graduation Requirements)*

*(cf. 6178 - Career Technical Education)*

Note: The remainder of this policy is for use by districts maintaining any of grades 9-12.

In addition, the course of study for students in grades 9-12 shall include instruction in skills and knowledge for adult life, career technical training, and a timely opportunity for all otherwise qualified students to enroll, within four years, in each course necessary to fulfill the requirements and prerequisites for admission to California public colleges and universities prior to graduation. (Education Code 51224, 51228)

BP 6143(c)

## **COURSES OF STUDY (continued)**

Note: Among the criteria for admission to the University of California (UC) or California State University system is a requirement that high school students satisfactorily complete 15 **yearlong/30 semesters units** of specified courses ("a-g" courses). These include a growing number of career technical education courses that connect knowledge of academic content with practical or work-related applications.

In order to qualify as an "a-g" course, the course must first be submitted to and approved by UC. Education Code 51229 requires that districts annually provide the list of certified courses to students in grades 9-12 and their parents/guardians; see the accompanying administrative regulation and E 5145.6 - Parental Notifications.

The Superintendent or designee shall develop a process by which courses that meet California college admission criteria (referred to as "a-g" course requirements) are submitted to the University of California for review and certification. The Superintendent or designee shall maintain an accurate list of all current high school courses that have been so certified, shall ensure that the list is provided annually to all students in grades 9-12 and their parents/guardians, and shall make updated lists readily available. (Education Code 51229, 66204)

### *Legal Reference:*

#### EDUCATION CODE

**200 Educational equity**

**220 Prohibition of discrimination**

**234.1 Categorical program monitoring and prohibition of discrimination, harassment, intimidation, and bullying**

**234.7 Student protections relating to immigration and citizenship status**

33319.3 Driver education; CDE materials on road rage

33540 Government and civics instruction in interaction with government agencies

48980 Parental notifications  
**49060-49079 Student records**  
51202 Instruction in personal and public health and safety  
51203 Instruction on alcohol, narcotics and restricted dangerous drugs  
51204 Course of study designed for student's needs  
51204.5 Social science instruction; history of California; contributions of various groups  
51210-51212 Course of study for grades 1-6  
51220-**51230** ~~51229~~ Course of study for grades 7-12  
51241 Exemption from physical education  
51911-51921 Comprehensive health education  
51930-51939 **California Healthy Youth Act** ~~Comprehensive sexual health and HIV/AIDS prevention instruction~~  
51940 Curriculum for brain and spinal cord injury prevention  
60040-60052 Requirements for instructional materials  
66204 Certification of high school courses as meeting university admission criteria

Legal Reference continued: (see next page)

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## COURSES OF STUDY (continued)

Legal Reference: (continued)

**GOVERNMENT CODE**  
**7282-7282.5 Standards for responding to U.S. Immigration and Customs enforcement holds**  
**7283-7283.2 Standards for participation in U.S. Immigration and Customs enforcement programs**  
**7284-7284.12 Cooperation with immigration authorities**  
**11135 Discrimination**  
**HEALTH AND SAFETY CODE**  
11032 Definitions of dangerous drugs  
**PENAL CODE**  
**422.55 Hate crime**  
**CODE OF REGULATIONS, TITLE 5**  
**430-438 Student Records**  
4940 Nondiscrimination; course access  
10020-10043 Automobile driver education and training  
10060 Physical education program  
**UNITED STATES CODE, TITLE 20**  
~~6111-6251 School to Work Opportunities Act of 1994~~  
**1232g Family Educational Rights and Privacy Act**  
**CODE OF FEDERAL REGULATIONS, TITLE 34**  
**99.1-99.67 Family Educational Rights and Privacy Act**

Management Resources:

### WEB SITES

CSBA: <http://www.csba.org>  
American **Heart Health** Association: <https://www.heart.org>  
American Red Cross, Hands-Only CPR: <https://www.redcross.org/take-a-class>  
California Career Resource Network: <http://www.californiacareers.info>  
California Colleges.edu: <http://www.californiacolleges.edu>  
California Department of Education: <https://www.cde.ca.gov>  
California State University, Admission Requirements: [http://www.csumentor.edu/planning/high\\_school](http://www.csumentor.edu/planning/high_school)

**California Student Aid Commission:** <https://www.csac.ca.gov>

**Federal Student Aid:** <https://studentaid.gov>

University of California, a-g Course Submissions:

<https://hs-articulation.ucop.edu/guide/update-your-a-g-list/submitting-courses>

University of California, List of Approved a-g Courses: <https://hs-articulation.ucop.edu/agcourselist>

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

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# CSBA Sample Administrative Regulation

## Instruction

AR 6143(a)

## COURSES OF STUDY

Note: Education Code requirements for courses of study are generally classified into requirements for grades 1-6 and 7-12. Therefore, K-8 districts and high school districts need to collaborate with appropriate area districts to ensure that all required courses are offered sometime during grades 7-12.

The district should select the sections below ("Grades 1-6" and/or "Grades 7-12") that correspond with the grade levels **offered** ~~it offers~~.

### Grades 1-6

Note: Items #1-7 below are areas of study required by law for grades 1-6. The Governing Board may add other studies to this list.

Courses of study for grades 1-6 shall include the following:

*(cf. 6146.5 - Elementary/Middle School Graduation Requirements)*

1. English: knowledge and appreciation of language and literature, and the skills of speaking, reading, listening, spelling, handwriting, and composition (Education Code 51210)

*(cf. 6142.91 - Reading/Language Arts Instruction)*

2. Mathematics: concepts, operational skills, and problem solving (Education Code 51210)

*(cf. 6142.92 - Mathematics Instruction)*

3. Social sciences: age-appropriate instruction drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, including instruction in: (Education Code 51210)
  - a. The history, resources, development, and government of California and the United States

Instruction shall include the early history of California and a study of the role and contributions of men and women, Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups to the economic,

AR 6143(b)

#### **COURSES OF STUDY (continued)**

political, and social development of California and the United States, with particular emphasis on portraying the role of these groups in contemporary society. (Education Code 51204.5, 60040)

*(cf. 6141.2 - Recognition of Religious Beliefs and Customs)*

*(cf. 6142.3 - Civic Education)*

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

- b. The development of the American economic system, including the role of the entrepreneur and labor
- c. The relations of persons to their human and natural environments
- d. Eastern and western cultures and civilizations
- e. Contemporary issues
- f. The wise use of natural resources

*(cf. 6142.5 - Environmental Education)*

4. Science: biological and physical aspects, with emphasis on experimental inquiry and the place of humans in ecological systems (Education Code 51210)

*(cf. 6142.93 - Science Instruction)*

5. Visual and performing arts: instruction in dance, music, theatre, and visual arts aimed at developing aesthetic appreciation and creative expression (Education Code 51210)

(cf. 6142.6 - Visual and Performing Arts Education)

Note: Education Code 51202 requires that certain health-related topics be addressed at "the appropriate elementary and secondary grade levels" during grades K-12. Districts may revise #6a-e below to indicate topics that will be addressed in grades K-6.

Education Code 51203 requires the Board to adopt regulations specifying the grade(s) and course(s) in which drug and alcohol education will be given. For language fulfilling this mandate, see AR 5131.6 - Alcohol and Other Drugs.

6. Health: principles and practices of individual, family, and community health, including instruction at the appropriate grade levels and subject areas in: (Education Code 51202, 51210)

AR 6143(c)

#### COURSES OF STUDY (continued)

- a. Personal and public safety and accident prevention, including instruction in emergency first aid, hemorrhage control, treatment for poisoning, resuscitation techniques, and cardiopulmonary resuscitation **(CPR)** when appropriate equipment is available

(cf. 6142.8 - Comprehensive Health Education)

- b. Fire prevention
- c. The protection and conservation of resources, including the necessity for the protection of the environment
- d. Venereal disease

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

- e. The effects of alcohol, narcotics, drugs, and tobacco upon the human body

(cf. 5131.6 - Alcohol and Other Drugs)

Note: The following item is **optional** pursuant to Education Code 51202.

- f. Violence as a public health issue
7. Physical education; with emphasis on physical activities conducive to health and vigor of body and mind (Education Code 51210)

(cf. 6142.7 - Physical Education and Activity)

Note: Item #8 below is **optional**. Education Code 51210.5 authorizes age-appropriate instruction on violence awareness and prevention within any area of study listed in items #1-7 above. Pursuant to Education Code 51210.5, such instruction may include personal testimony in the form of oral or video histories that illustrate the economic and cultural effects of violence within a city, the state, and the country. See BP 6142.94 - History-Social Science Instruction.

8. Violence awareness and prevention

Note: **Optional** item #9 below is not required by state law but is a highly recommended component of school-to-career instruction.

9. Career awareness exploration

*(cf. 6178 - Career Technical Education)*

AR 6143(d)

**COURSES OF STUDY** (continued)

**Grades 7-12**

Note: Items #1-11 below are areas of study required by law for grades 7-12. The Board may add other studies to this list.

Courses of study for grades 7-12 shall include the following:

*(cf. 6146.1 - High School Graduation Requirements)*

*(cf. 6146.5 - Elementary/Middle School Graduation Requirements)*

1. English: knowledge and appreciation of literature, language, and composition, and the skills of reading, listening, and speaking (Education Code 51220)

*(cf. 6142.91 - Reading/Language Arts Instruction)*

2. Social sciences: age-appropriate instruction drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, with instruction in: (Education Code 51220)

- a. The history, resources, development, and government of California and the United States, including instruction in:

- (1) The early history of California and a study of the role and contributions of both men and women, Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups to the economic, political, and social development of California and the

United States, with particular emphasis on portraying the role of these groups in contemporary society (Education Code 51204.5)

Note: Education Code 51221.3 and 51221.4 encourage, but do not require, instruction on the topics described in optional subitems #(2)-(4) below. These items may be modified or deleted to reflect district practice.

For districts that choose to offer such instruction, Education Code 51221.3 and 51221.4 encourage that a component be drawn from personal testimony, especially in the form of oral or video history. If oral histories are used, they must conform to the requirements of Education Code 51221.3 and 51221.4. See BP 6142.94 - History-Social Science Instruction.

- (2) World War II, including the role of Americans and Filipino Americans who served in the United States Army during that time

AR 6143(e)

### **COURSES OF STUDY** (continued)

- (3) The Vietnam War, including the "Secret War" in Laos and role of Southeast Asians in that war
  - (4) The Bracero program, in which there was a 1942 agreement between the United States and Mexico authorizing the temporary migration of laborers to the United States
- b. The American legal system, the operation of the juvenile and adult criminal justice systems, and the rights and duties of citizens under the criminal and civil law and the state and federal constitutions

Note: The following **optional** paragraph is for use by districts that offer a teen court or peer court program.

This course may include participation in a teen court or peer court program. (Education Code 51220.2)

*(cf. 5138 - Conflict Resolution/Peer Mediation)*

- c. The development of the American economic system, including the role of the entrepreneur and labor
- d. The relations of persons to their human and natural environments, including the wise use of natural resources (Education Code 51221)

*(cf. 6142.5 - Environmental Education)*

- e. Eastern and western cultures and civilizations

Note: Pursuant to Education Code 51220, instruction related to human rights issues, as provided in item #2f below, may include the study of the Armenian genocide. Education Code 51226.3 encourages the

incorporation of oral testimony into instruction in human rights, **the Holocaust, and genocide**, including the Armenian, Cambodian, Darfur, and Rwandan genocides.

- f. Human rights issues, with particular attention to the study of the inhumanity of genocide (which may include, but is not limited to, the Armenian, Cambodian, Darfur, and Rwandan genocides), slavery, and the Holocaust
- g. Contemporary issues

(cf. 6141.2 - *Recognition of Religious Beliefs and Customs*)  
(cf. 6142.3 - *Civic Education*)  
(cf. 6142.94 - *History-Social Science Instruction*)

AR 6143(f)

### **COURSES OF STUDY (continued)**

- 3. World language(s): understanding, speaking, reading, and writing, beginning not later than grade 7 (Education Code 51220)

(cf. 6142.2 - *World Language Instruction*)

- 4. Physical education: with emphasis on physical activities conducive to health and vigor of body and mind, as required by Education Code 51222 (Education Code 51220)

(cf. 6142.7 - *Physical Education and Activity*)

- 5. Science: physical and biological aspects; emphasis on basic concepts, theories, and processes of scientific investigation and on the place of humans in ecological systems; appropriate applications of the interrelation and interdependence of the sciences (Education Code 51220)

(cf. 6142.93 - *Science Instruction*)

- 6. Mathematics: mathematical understandings, operational skills, and problem-solving procedures; algebra (Education Code 51220, 51224.5)

(cf. 6142.92 - *Mathematics Instruction*)

- 7. Visual and performing arts: dance, music, theatre, and visual arts, with emphasis upon development of aesthetic appreciation and creative expression (Education Code 51220)

(cf. 6142.6 - *Visual and Performing Arts Education*)

Note: The reference to "homemaking" within Education Code 51220, as amended by AB 1595 (Ch. 543, Statutes of 2019), has been changed to "family and consumer sciences."



8. Applied arts: consumer education, family and consumer sciences education, industrial arts, general business education, or general agriculture (Education Code 51220)
9. Career technical/vocational-technical education: in the occupations and in the numbers appropriate to the personnel needs of the state and community served and relevant to the career desires and needs of students (Education Code 51220)

*(cf. 6178 - Career Technical Education)*

AR 6143(g)

### **COURSES OF STUDY (continued)**

Note: Education Code 51934 requires that students be provided comprehensive sexual health and HIV prevention instruction at least once in middle school or junior high school and at least once in high school. See BP/AR 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction for required components of such instruction.

10. Comprehensive sexual health and HIV prevention (Education Code 51225.36, 51934)

*(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)*

Note: Education Code 51202 requires that certain health-related topics be addressed at "the appropriate elementary and secondary grade levels" during grades K-12. Districts may revise item #11 below to indicate topics that will be addressed in grades 7-12.

Education Code 51203 requires the Board to adopt regulations specifying the grade(s) and course(s) in which drug and alcohol education will be given. For language fulfilling this mandate, see AR 5131.6 - Alcohol and Other Drugs.

11. Personal and public safety, accident prevention and health, including instruction in: (Education Code 51202, 51203)

- a. Emergency first aid, hemorrhage control, treatment for poisoning, resuscitation techniques, and ~~cardiopulmonary resuscitation (CPR)~~ when appropriate equipment is available

Note: The following paragraph is for use by districts that require a course in health education for high school graduation; see BP 6146.1 - High School Graduation Requirements. Pursuant to Education Code 51225.6, such districts are required to include instruction in performing compression-only cardiopulmonary resuscitation (CPR), as described below. Such instruction must be based on national evidence-based emergency cardiovascular care guidelines for the performance of compression-only CPR, such as those developed by the American Heart Association or the American Red Cross, and must include hands-on practice in compression-only CPR. On its web site, **the California Department of Education CDE** provides guidance on how to implement this requirement.

Education Code 51225.6 also encourages districts to provide students with general information on the use and importance of an automated external defibrillator.

Instruction shall be provided in compression-only CPR based on national guidelines and shall include hands-on practice. (Education Code 51225.6)

- b. Fire prevention
- c. The protection and conservation of resources, including the necessity for the protection of the environment
- d. Venereal disease

AR 6143(h)

### COURSES OF STUDY (continued)

- e. The effects of alcohol, narcotics, drugs, and tobacco upon the human body

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 6142.8 - Comprehensive Health Education)

Note: The following two items are **optional** pursuant to Education Code 51202.

- f. Prenatal care **for pregnant individuals**
- g. Violence as a public health issue

Note: Item #12 is **optional**. Education Code 51220.3 authorizes age-appropriate instruction on violence awareness and prevention within any area of study listed above for grades 7-12.

### 12. Violence awareness and prevention

Note: ~~Item #13 is optional. Pursuant to~~ Education Code 51226.7, ~~as amended by AB 114 (Ch. 413, Statutes of 2019), requires the State Board of Education has adopted to adopt~~ a model curriculum in ethnic studies by March 31, 2021 and encourages **upon which** districts **may** ~~to offer a course in ethnic studies based on that model curriculum as an elective course in social sciences or English language arts in at least one year grade level during grades 9-12. At their discretion, districts may choose to offer a course in ethnic studies prior to the availability of the model curriculum.~~

**Subject to funding in the annual Budget Act or other statute, Education Code 51225.3, as amended by AB 101 (Ch. 661, Statutes of 2021), requires a one-semester course in ethnic studies for high school graduation beginning with students who graduate in the 2029-30 school year.**

**Item #13 is currently optional, but, if funding is appropriated, districts will be required to offer a one-semester ethnic studies course, as specified, beginning in the 2025-26 school year.**

### 13. Ethnic studies

**Commencing in the 2025-26 school year, the district shall offer a one-semester course in ethnic studies as specified in Education Code 51225.3.**

Note: Education Code 51220.5 requires the equivalent content of a one-semester course in parenting skills and education in grade 7 and/or 8, subject to funding which was not subsequently appropriated; thus the following paragraph is currently **optional**.

In addition, the course of study for grade 7 and/or 8 may include parenting skills and education, including, but not limited to, child growth and development, parental responsibilities, household budgeting, child abuse and neglect issues, personal hygiene, maintenance of healthy relationships, teen parenting issues, and self-esteem. (Education Code 51220.5)

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

AR 6143(i)

### **COURSES OF STUDY (continued)**

Note: The following paragraph is for use by districts that maintain high schools.

High schools shall offer automobile driver education that includes instruction in: (Education Code 51220, 51220.1, 51220.4)

1. Vehicle Code provisions and other relevant state laws
2. Proper acceptance of personal responsibility in traffic
3. Appreciation of the causes, seriousness, and consequences of traffic accidents
4. Knowledge and attitudes necessary for the safe operation of motor vehicles
5. The safe operation of motorcycles
6. The dangers involved in consuming alcohol or drugs in connection with the operation of a motor vehicle
7. The rights and duties of a motorist as they pertain to pedestrians and the rights and duties of pedestrians as they pertain to traffic laws and traffic safety

### **Certification of College Preparatory Courses**

Note: The following **optional** section is for use by districts that maintain grades 9-12 and may be revised to reflect district practice. Among the criteria for admission to the University of California (UC) or California State University system is a requirement that students satisfactorily complete 15 **yearlong/30 semesters units** of specified courses ("a-g" courses). In order to qualify as an "a-g" course, the course must first be submitted to and approved by UC. The district or school should develop course descriptions using the templates provided by UC and submit them through UC's online system.

Education Code 51225.37 encourages districts that offer world language courses specifically designed for native speakers to submit those courses to UC for certification and addition to the school's "a-g" course list.

The following paragraph may be revised to reflect the position in the district or school(s) that is responsible for submitting and updating "a-g" courses.

The Superintendent or designee shall identify district courses that may qualify for designation as "a-g" college preparatory courses, including courses in history-social science, English, mathematics, laboratory science, languages other than English, visual and performing arts, career technical education, and college preparatory electives. The Superintendent or designee shall submit any necessary information regarding each identified course to the University of California (UC) for "a-g" designation.

AR 6143(j)

## **COURSES OF STUDY (continued)**

### **Notification and Information to Students in Grades 9-12**

Note: The following section is for use by districts that maintain grades 9-12.

At the beginning of each school year, the Superintendent or designee shall provide written notice to parents/guardians of students in grades 9-12 that, to the extent possible, shall not exceed one page in length and that includes all of the following: (Education Code 51229)

1. A brief explanation of the course requirements for admission to UC and the California State University (CSU)

Note: The UC maintains a searchable web site that lists certified "a-g" courses for all regular California public high schools; see the management resources in the accompanying Board policy.

2. A list of the current UC and CSU web sites that help students and their families learn about college admission requirements and that list high school courses that have been certified by UC as satisfying the requirements for admission to UC and CSU
3. A brief description of what career technical education is, as defined by the California Department of Education (CDE)
4. The Internet address for the portion of the CDE web site where students can learn more about career technical education
5. Information about how students may meet with school counselors to help them choose courses that will meet college admission requirements and/or enroll in career technical education courses

Note: Education Code 51225.8 requires districts, beginning with the 2020-21 school year, to provide specified information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application (CADAA), as appropriate, at least once before grade 12. At the district's discretion, the information provided may be disseminated through in-class instruction, an

existing program, family information sessions, group or individual sessions with school counselors, or other appropriate means.

The Superintendent or designee shall provide information to students and parents/guardians regarding the completion and submission of the Free Application for Federal Student Aid (FAFSA) and/or the **California Dream Act Application** (CADAA) at least once before grade 12. (Education Code 51225.8)

*(cf. 5145.6 - Parental Notifications)*

*(cf. 6164.2 - Guidance/Counseling Services)*

AR 6143(k)

## COURSES OF STUDY (continued)

### Financial Aid Requirements for Students in Grade 12

**Note:** Pursuant to Education Code 51225.7, as added by AB 132 (Ch. 144, Statutes of 2021), starting in the 2022-23 school year, the district is required to confirm that each student in grade 12 completes and submits a FAFSA to the U.S. Department of Education and/or, if a student is exempt from paying nonresident tuition, a CADAA to the Student Aid Commission (CSAC), unless there is an exception as specified below.

Pursuant to Education Code 51225.7, as added by AB 132, CSAC is required to, by July 1, 2022, adopt regulations that include model opt-out forms and acceptable use policies for the purpose of providing guidance on the protection of student and parent/guardian data, which will be available on CSAC's web site.

Commencing in the 2022-23 school year, the Superintendent or designee shall ensure that each student in grade 12 completes and submits a FAFSA to the U.S. Department of Education or, if a student is exempt from paying nonresident tuition a CADAA to the Student Aid Commission (CSAC), unless either: (Education Code 51225.7)

1. The student's parent/guardian, emancipated minor, or student age 18 years or older submits an opt-out form to the district
2. If the district determines that a student is unable to complete a requirement of Education Code 51225.7, the district shall exempt the student or the student's parent/guardian from completing the FAFSA, CADAA, or opt-out form and shall complete and submit an opt-out form on the student's behalf

**Note:** Pursuant to Education Code 51225.7, as added by AB 132, the district shall ensure that each high school student in Grade 12, and if applicable, the student's parent/guardian, is directed to any support and assistance necessary to complete the FAFSA and/or CADAA, as described below.

The Superintendent or designee shall ensure that each high school student in grade 12, and if applicable, the student's parent/guardian, be directed to any support and assistance necessary to complete the FAFSA and/or CADAA that may be available

through outreach programs, including, but not limited to, programs operated by CSAC, postsecondary immigration resource centers, college readiness organizations, community-based organizations, and/or legal resource organizations. (Education Code 51225.7)

Information shared by students and parents/guardians in completing and submitting the FAFSA and/or CADAA shall be handled in compliance with the federal Family Rights and Privacy Act and applicable state law, regardless of any person's immigration status or other personal information. (Education Code 51225.7)

AR 6143(1)

#### COURSES OF STUDY (continued)

*(cf. 1340 - Access to District Records)*

*(cf. 5022 - Student and Family Privacy Rights)*

*(cf. 5125 - Student Records)*

*(cf. 5145.13 - Response to Immigration Enforcement)*

*(cf. 6159 - Individualized Education Program)*

(10/16 12/19) 12/21

**Policy Reference UPDATE Service**

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# CSBA Sample Board Policy

## Instruction

BP 6158(a)

### INDEPENDENT STUDY

Note: Education Code 51745-51749.6 authorize districts to establish independent study programs to meet the educational needs of students. Pursuant to Education Code 51745, as amended by AB 130 (Ch. 44, Statutes of 2021), for the 2021-22 school year, all districts are required to offer independent study to meet the educational needs of students.

**AB 167 (Ch. 252, Statutes of 2021) amended various Education Code provisions related to independent study, as reflected throughout this policy and the accompanying administrative regulation. Education Code 51747, as amended by AB 167, authorizes a district to receive apportionment credit for independent study for any student who is unable to attend in-person instruction due to a quarantine, under a local or state public health guidance, for exposure to or infection with COVID-19 or due to a school closure for COVID-19, pursuant to Education Code 41422.**

Education Code 51747, as amended by AB 130, **mandates** that the Governing Board adopt a policy with specified requirements as a condition of receiving state apportionments for independent study students. In addition to meeting the requirements specified by Education Code 51747, board policies must comply with rules and regulations adopted by the Superintendent of Public Instruction (SPI). Boards are encouraged to review independent study policies as the SPI adopts revised rules to reflect the new requirements of AB 130.

~~Commencing with the 2021-22 fiscal year Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, the State Controller is required to incorporate verification of the adoption of the policies, including loss of apportionment for independent study for districts found to be noncompliant.~~

Education Code 51749.5 **mandates** that the Board adopt policy with specified components as a condition of offering a program of course-based independent study. The mandated components are reflected throughout this policy and the accompanying administrative regulation.

**Commencing with the 2021-22 fiscal year Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, the State Controller is required to incorporate verification of the adoption of the policies and other requirements, including loss of apportionment for independent study pursuant to Education Code 51747 and 51749.5 for districts found to be noncompliant.**

When developing policy on independent study, 5 CCR 11701 requires the Board to consider, in a public hearing, (1) the scope of its existing or prospective use of independent study as an instructional strategy, (2)

its purposes in authorizing independent study, and (3) factors bearing specifically on the maximum realistic lengths of assignments and acceptable number of missed assignments for specific populations of students or adult students.

In the event of a school closure necessitated by an emergency condition pursuant to Education Code 46392, districts must develop a plan for offering independent study to affected students pursuant to Education Code 46393, as added by AB 130 **and amended by AB 167**. See BP 3516.5 - Emergency Schedules.

Independent study may be offered as a program within a school, as a charter school, or as an alternative school of choice pursuant to Education Code 58500-58512; see AR 0420.4 - Charter School Authorization, BP 6146.11 - Alternative Credits Toward Graduation, and BP/AR 6181 - Alternative Schools/Programs of Choice.

BP 6158(b)

## INDEPENDENT STUDY (continued)

The Governing Board authorizes independent study as an optional alternative instructional strategy for students whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan to serve students who desire a more challenging educational experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and/or who need to make up credits or fill gaps in their learning. As necessary to meet student needs, independent study may be offered on a full-time **basis** or **on a** part-time basis **and** in conjunction with part- or full-time classroom study.

The Superintendent or designee may provide a variety of independent study opportunities, including, but not limited to, through a program or class within a comprehensive school, an alternative school or program of choice, a charter school, and an online course.

*(cf. 0420.4 - Charter School Authorization)*

*(cf. 6181 - Alternative Schools/Programs of Choice)*

**Note: Education Code 51747, as amended by AB 167, relaxes certain independent study requirements for the 2021-22 school year as to students who are unable to participate in classroom-based instruction due to a quarantine order or school closure due to COVID-19, including the requirement that participation in independent study be voluntary.**

**The California Department of Education (CDE), in its 2021-22 AA & IT Independent Study FAQs, interpreted Education Code 51747 as permitting a district to require a student to participate in independent study under circumstances specified in the following paragraph.**

**Except for students who, during the 2021-2022 school year, cannot participate in classroom-based instruction due to quarantine or school closure for exposure to or infection with COVID-19, A student's participation in independent study shall be voluntary. (Education Code 51747, 51749.5, 51749.6)**

Independent study for each student shall be under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300. Students' independent study shall be



coordinated, evaluated, and documented, as prescribed by law and reflected in the accompanying administrative regulation. (Education Code 51747.5)

Note: Pursuant to Education Code 46300, as amended by AB 130, the attendance of students participating in independent study for three or more consecutive school days will be included in computing average daily attendance (ADA) for apportionment purposes.

**However, for the 2021-22 school year, districts are permitted pursuant to Education Code 51747, as amended by AB 167, to claim apportionment for fewer than three consecutive school days for students who cannot participate in classroom-based instruction due to a quarantine order or school closure due to COVID-19.**

BP 6158(c)

## INDEPENDENT STUDY (continued)

~~The following optional paragraph is for use by districts that wish to limit independent study to periods of three or more consecutive school days.~~

**With the exception of students who, during the 2021-2022 school year, cannot participate in classroom-based instruction due to a quarantine or school closure for exposure to or infection with COVID-19, The the** minimum period of time for any independent study option shall be three consecutive school days. **(Education Code 51747)**

## General Independent Study Requirements

Note: Education Code 51745, as amended by AB 130, requires districts to offer independent study for the 2021-22 school year only, **and thereafter to offer independent study at their discretion.** Districts may meet the requirement for the 2021-22 school year by contracting with a county office of education or by entering into an interdistrict transfer agreement with another district pursuant to Education Code 46600. In addition, the requirement to offer independent study for the 2021-22 school year may be waived for districts by the county superintendent of schools in the county in which the district is located if the district demonstrates that (1) offering independent study would create an unreasonable fiscal burden on the district or county office of education due to low numbers of students participating or other extenuating circumstances; and (2) the Board does not have the option to enter into an interdistrict transfer agreement with another district or to contract with a county office of education to provide an independent study option.

For single-district counties, the waiver must be granted by the SPI.

For the 2021-22 school year, the district shall offer independent study, as specified in Education Code 51745, to meet the educational needs of students unless the district has obtained a waiver. (Education Code 51745)

For the 2022-23 school year and thereafter, the Superintendent or designee may **continue to** offer and approve independent study for an individual student upon determining that the student is prepared to meet the district's requirements for independent study and is likely to succeed in independent study as well as or better than the student would in the regular classroom setting.

(cf. 5147 - Dropout Prevention)  
(cf. 6011 - Academic Standards)  
(cf. 6143 - Courses of Study)  
(cf. 6146.1 - High School Graduation Requirements)  
(cf. 6146.11 - Alternative Credits Toward Graduation)  
(cf. 6172 - Gifted and Talented Student Program)  
(cf. 6200 - Adult Education)

**Note: Pursuant to Education Code 46100, the Board is required to fix the length of the school day for each grade level, in accordance with law. CDE, in its "Frequently Asked Questions," clarifies that independent study is not an alternative curriculum and that students in independent study are required to meet the same number of instructional minutes as their peers who are physically at the school site for their instruction.**

BP 6158(d)

## INDEPENDENT STUDY (continued)

**The minimum instructional minutes for students participating in independent study shall be the same as required for their peers at the school who are receiving in-person instruction, except as otherwise permitted by law. (Education Code 46100)**

Note: Education Code 51747 **mandates** that the Board, in a public hearing, adopt a policy on the maximum length of time, by grade level and type of program, which may elapse between the time an independent study assignment is made and the date by which the student must complete the assignment. 5 CCR 11700 defines "type of program" as the statutory program category for purposes of attendance accounting, such as adult education or continuation high school. In addition, 5 CCR 11701 **mandates** that Board policy reflect an awareness that excessive leniency in the duration of independent study assignments can result in a student falling so far behind peers as to increase, rather than decrease, the risk of dropping out of school.

The following paragraph sets one week for all grade levels and types of programs as the maximum length of time an independent study assignment should be completed, and should be revised to reflect the length of time determined by the Board. In order to ensure that apportionments **credits** are received, the length of time determined by the Board in its policy should be reflected in the **district's student's** written agreement. See the section "Master Agreement" below.

Because excessive leniency in the duration of independent study assignments may result in a student falling behind peers and increase the risk of dropping out of school, independent study assignments shall be completed no more than one week after assigned for all grade levels and types of program. **However, w**hen necessary based on the specific circumstances of the student's approved program, the Superintendent or designee may allow for a longer period of time between the date an assignment is made and when it is due. **However, in no event shall the due date of an assignment be extended beyond up to** the termination date of the agreement.

Note: Education Code 51747 **mandates** that the Board, in a public hearing, adopt a policy which specifies the level of satisfactory educational progress and the number of missed assignments allowed before an evaluation would be required to determine whether it is in a student's best interest to remain in independent study. The following paragraph specifies a maximum of three assignments and should be revised to reflect the Board's determination of the number of missed assignments that will trigger an evaluation.

The number of missed assignments that will trigger an evaluation must be included in the student's written agreement.

An evaluation shall be conducted to determine whether it is in a student's best interest to remain in independent study whenever the student fails to make satisfactory educational progress and/or misses three assignments. Satisfactory educational progress shall be determined based on all of the following indicators: (Education Code 51747)

1. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and engagement specified in Education Code 52060

BP 6158(e)

#### INDEPENDENT STUDY (continued)

2. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments
3. Learning **of** required concepts, as determined by the supervising teacher
4. Progress towards successful completion of the course of study or individual course, as determined by the supervising teacher

Note: Education Code 51747, as amended by AB 130, **mandates** the Board to adopt policy that includes the provision of content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high schools, this requirement includes access to all courses offered by the district for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria. See BP/AR 6143 - Courses of Study.

The Superintendent or designee shall ensure that students participating in independent study are provided with content aligned to grade level standards at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high schools, this shall include access to all courses offered by the district for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria. (Education Code 51747)

Note: Education Code 51747, as amended by AB 130, **mandates** the Board to adopt policy that includes plans, by grade level, to provide students with specified levels of live interaction and/or synchronous instruction as described below and defined in the accompanying administrative regulation. This requirement only applies to students participating in an independent study program for 15 school days or more.

**According to CDE's "2021-22 AA & IT Independent Study FAQs," synchronous instruction for traditional independent study only counts toward meeting the minimum day requirements if students produce a work product that is evaluated for time value as an outcome from their participation in the synchronous instruction.**

The Superintendent or designee shall ensure that students participating in independent study for 15 school days or more receive the following throughout the school year: (Education Code 51747)

1. For students in grades transitional kindergarten, kindergarten, and grades 1 to 3, opportunities for daily synchronous instruction
2. For students in grades 4-8, opportunities for both daily live interaction and at least weekly synchronous instruction
3. For students in grades 9-12, opportunities for at least weekly synchronous instruction

BP 6158(f)

### INDEPENDENT STUDY (continued)

Note: Education Code 51747, as amended by AB 130 and AB 167, mandates the Board to adopt policy that includes procedures for tiered reengagement strategies for **students who meet the conditions specified in the following paragraph.** ~~all students who are not generating attendance for more than three school days or 60 percent of the instructional days in a school week.~~ This requirement only applies to students participating in an independent study program for 15 school days or more.

The Superintendent or designee shall ensure that procedures for tiered reengagement strategies are used for all students ~~who are not generating attendance for more than three school days or 60 percent of the instructional days in a school week, or who are in violation of their written agreement. This requirement only applies to students~~ participating in an independent study program for 15 school days or more ~~who~~ The procedures shall include, but are not necessarily limited to, all of the following: **(Education Code 51747)**

1. **Are not generating attendance for more than three school days or 60 percent of the instructional days in a school week, or 10 percent of required minimum instructional time over four continuous weeks of the district's approved instructional calendar**
2. **Are found to be not participatory pursuant to Section 51747.5 for more than the greater of three schooldays or 60 percent of the scheduled days of synchronous instruction in a school month as applicable by grade span**
3. **Are in violation of their written agreement**

**Tiered reengagement strategies procedures used in district independent study programs shall include, but are not necessarily limited to, all of the following: (Education Code 51747)**

1. Verification of current contact information for each enrolled student
2. Notification to parents/guardians of lack of participation within one school day of the **absence recording of a non-attendance day** or lack of participation

3. A plan for outreach from the school to determine student needs, including connection with health and social services as necessary

Note: Education Code 51747 requires districts to hold a student-parent-educator conference as defined by Education Code 51745.5, at specified times, as reflected below and in the accompanying regulation.

4. A clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being

BP 6158(g)

### INDEPENDENT STUDY (continued)

Note: Education Code 51747, as amended by AB 130, **mandates** the Board to adopt policy that includes a plan to expeditiously, and not longer than five instructional days, transition students whose families wish to return to in-person instruction from independent study. This requirement only applies to students participating in an independent study program for 15 school days or more.

The Superintendent or designee shall develop a plan to transition students whose families wish to return to in-person instruction from independent study expeditiously, and, in no case later, than five instructional days. This requirement only applies to students participating in an independent study program for 15 school days or more. (Education Code 51747)

Note: Education Code 51747, as amended by AB 130, **mandates** the Board to adopt policy providing that a current written agreement (i.e., the "master agreement") will be maintained for each student who participates in independent study and for whom apportionment is claimed. Education Code 51747 provides that no independent study agreement can be valid for longer than one school year. For the 2021-22 school year only, **Education Code 51747, as amended by AB 167, requires** the district ~~is required~~ to obtain a signed written agreement for **an independent study program of any length of time** no later than 30 days after the first day of instruction **in an independent study program or October 15, whichever date comes later**.

In addition, Education Code 51749.5 **mandates** the Board to adopt policy providing that a "learning agreement" be maintained for each student participating in course-based independent study.

See the section "Master Agreement" below for required content of these agreements.

The Superintendent or designee shall ensure that a written master agreement exists for each participating student as prescribed by law. (Education Code 51747, 51749.5)

Note: For the 2021-22 school year only, the district must provide notice with specified components of the independent study option available through Education Code 51747. Education Code 51747, as amended by AB 130, requires that the written information, in addition to being written in English, be written in the primary language if 15 percent or more of the students enrolled in a district that provides instruction in transitional kindergarten, kindergarten, or any of grades 1 to 12, inclusive, speak a single primary language other than English, as determined from the census data submitted to **CDE the California Department of Education**.

The district shall provide written notice to the parents/guardians of all enrolled students of the option to enroll their child in in-person instruction or independent study during the 2021-22

school year. This notice shall be posted on the district's web site, and shall include, at a minimum, information about the right to request a student-parent-educator conference before enrollment, student rights regarding procedures for enrolling, disenrolling, and reenrolling in independent study, and the instructional time, including synchronous and asynchronous learning, that a student will have access to as part of independent study. (Education Code 51747)

Note: Education Code 51747, as amended by AB 130, requires districts to hold a student-parent-educator conference upon the request of a parent/guardian prior to enrollment or disenrollment in independent study. The term student-parent-educator conference is defined in Education 51745.5, and as reflected in the accompanying regulation.

BP 6158(h)

## INDEPENDENT STUDY (continued)

Upon the request of the parent/guardian of a student, **and before making a decision about enrolling or disenrolling in independent study and entering into a signing a written agreement to do so as described below in the section "Master Agreement,"** the district shall conduct a telephone, videoconference, or in-person student-parent-educator conference or other meeting during which the student, parent/guardian, **and, if requested,** their advocate may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study. (Education Code 51747)

### Master Agreement

Note: Education Code 51747 **mandates** that, in order to receive apportionments for independent study, the district must adopt and implement policy providing for a signed written independent study agreement which contains the components listed in the following section. Because apportionments are only provided for independent study of three or more consecutive school days pursuant to Education Code 46300, as amended by AB 130, written agreements are required only in such instances.

Education Code 46300.7 states that apportionments shall be received for a student in independent study only if the district receives written permission from the parent/guardian before the independent study begins, specifying the actual dates of participation, methods of study and evaluation, and resources to be made available for the student's independent study. Since all these components are included in the written agreement which the parent/guardian must sign before the commencement of independent study pursuant to Education Code 51747, the parent/guardian's signature on the agreement satisfies the requirement to obtain the parent/guardian's written permission.

For the 2021-22 school year however, the district must obtain a signed written agreement for independent study, **of any length of time,** no later than 30 days after the first day of instruction in independent study **or October 15, whichever date comes later,** pursuant to Education Code 51747, as amended by **AB 130 AB 167. This requirement is also applicable to independent study for a student who is unable to attend classroom-based instruction due to quarantine or school closure for COVID-19.**

**A written agreement shall be developed and implemented for each student participating in independent study for three or more consecutive school days. (Education Code 46300, 51747; 5 CCR 11703)**

**However**, for the 2021-22 school year only, the district shall obtain a signed written agreement **from each student participating in for an independent study program for any length of time**, no later than 30 days after the first day of instruction in **the independent study program**.

~~A written agreement shall be developed and implemented for each student participating in independent study for three or more consecutive school days. (Education Code 46300, 51747; 5 CCR 11703)~~

The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement.

BP 6158(i)

### **INDEPENDENT STUDY (continued)**

The independent study agreement for each participating student also shall include, but are not limited to, all of the following: (Education Code 51747; 5 CCR 11700, 11702)

1. The frequency, time, place and manner for submitting the student's assignments, reporting the student's academic progress, and communicating with a student's parent/guardian regarding the student's academic progress
2. The objectives and methods of study for the student's work and the methods used to evaluate that work
3. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work

Note: As described in the section "General Independent Study Requirements" above, pursuant to Education Code 51747, the written agreement must contain statements reflecting Board policy pertaining to (1) the maximum length of time, by grade level and type of program, which may elapse between the time an independent study assignment is made and the date by which the student must complete the assignment and (2) the number of missed assignments allowed before an evaluation would be required to determine whether it is in a student's best interest to remain in independent study. Education Code 51747, as amended by AB 130, also requires that the written agreement contain a statement of the Board's policy regarding the level of satisfactory educational progress for students participating in independent study.

4. A statement of the Board's policy detailing the maximum length of time allowed between an assignment and its completion, the level of satisfactory educational progress, and the number of missed assignments which will trigger an evaluation of whether the student should be allowed to continue in independent study
5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year
6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by

the student upon completion

7. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports.

BP 6158(j)

#### INDEPENDENT STUDY (continued)

**Note: Pursuant to Education Code 51747, as amended by AB 167, a master agreement is not required to include the following statement for any student who, during the 2021-22 school year, cannot participate in classroom-based instruction due to a quarantine order or school closure due to COVID-19.**

8. A statement that independent study is an optional educational alternative in which no student may be required to participate

**For the 2021-22 school year, this statement shall not be required for a student's participation in independent study if the student is unable to attend in-person instruction because of a quarantine or school closure mandated by a local or state health order or guidance due to the student's exposure to or infection with COVID-19.**

9. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction

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

10. Before the commencement of independent study, the agreement shall be signed and dated by the student, the student's parent/guardian or caregiver if the student is under age 18 years, the certificated employee responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student.

However, for the 2021-22 school year, the district shall obtain a signed written agreement for independent study from the student, or the student's parent/guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the **pupil student**, no later than 30 days after the first day of instruction **in the independent study program or October 15, whichever date comes later.**



Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education (CDE). (Education Code 51747)

The parent/guardian's signature on the agreement shall constitute permission for the student to receive instruction through independent study.

BP 6158(k)

## **INDEPENDENT STUDY (continued)**

### **Course-Based Independent Study**

Note: This section is for districts that provide independent study courses to its students. Education Code 51749.5-51749.6, as amended by AB 130, establish a course-based independent study option that may be offered if certain requirements are met, as described below. Education Code 51749.5 **mandates** that boards adopt policies that comply with the legal requirements listed in the following section and any applicable regulations adopted by the State Board of Education.

The following paragraph may be revised to reflect the grade levels offered by the district.

The district's course-based independent study program for students in grades K-12 shall be subject to the following requirements: (Education Code 51749.5)

1. A signed learning agreement shall be completed and on file for each participating student, pursuant to Education Code 51749.6
2. Courses shall be taught under the general supervision of certificated employees who hold the appropriate subject matter credential and are employed by the district or by another district, charter school, or county office of education with which the district has a memorandum of understanding to provide the instruction.

*(cf. 4112.2 - Certification)*

3. Courses shall be annually certified by Board resolution to be of the same rigor and educational quality and to provide intellectual challenge that is substantially equivalent to in-person, classroom-based instruction, and shall be aligned to all relevant local and state content standards. For high schools, this shall include access to all courses offered by the district for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria. The certification shall, at a minimum, include the duration, number of equivalent daily instructional minutes for each school day that student is enrolled, number of equivalent total instructional minutes, and number of course credits for each course, consistent with that of equivalent classroom-based courses. The certification shall also include plans to provide opportunities **throughout the school year**, for students in **grades**

transitional kindergarten, kindergarten, and grades 1-3 to receive daily synchronous instruction, for students in grades 4-8, to receive both daily live interaction and at least weekly synchronous instruction, and for students in grades 9-12 to receive at least weekly synchronous instruction.

4. Students enrolled in independent study courses shall meet the applicable age requirements established pursuant to Education Code 46300.1, 46300.4, 47612, and 47612.1, and the applicable residency and enrollment requirements established pursuant to Education Code 46300.2, 47612, 48204, and 51747.3.

BP 6158(l)

#### **INDEPENDENT STUDY (continued)**

5. For each student participating in an independent study course, satisfactory educational progress shall be determined based on the student's achievement and engagement in the independent study program, as indicated by their performance on applicable student-level measures of student achievement and student engagement set forth in Education Code 52060, completion of assignments, assessments, or other indicators that evidence that the student is working on assignments, learning of required concepts, as determined by the supervising teacher, and progress toward successful completion of the course of study or individual course, as determined by the supervising teacher.

If satisfactory educational progress in an independent study class is not being made, the teacher shall notify the student and, if the student is under age 18 years, the student's parent/guardian. The teacher shall conduct an evaluation to determine whether it is in the student's best interest to remain in the course or whether the student should be referred to an alternative program, which may include, but is not limited to, a regular school program. A written record of the evaluation findings shall be a mandatory interim student record maintained for three years from the date of the evaluation. If the student transfers to another California public school, the record shall be forwarded to that school.

Procedures for tiered reengagement strategies shall be used for all students who are not making satisfactory educational progress in one or more courses or who are in violation of the written learning agreement, as described in the section "Learning Agreement for Course-Based Independent Study" below. These procedures shall include, but are not necessarily limited to, the verification of current contact information for each enrolled student, notification to parents/guardians of lack of participation within one school day of the absence or lack of participation, a plan for outreach from the school to determine student needs, including connection with health and social services as necessary, and a clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being.

*(cf. 5125 - Student Records)*

6. Examinations shall be administered by a proctor.
7. Statewide testing results shall be reported and assigned to the school at which the student is enrolled and shall be included in the aggregate results of the district. Test results also shall be disaggregated for purposes of comparisons with the test results of students enrolled in classroom-based courses.

*(cf. 6162.51 - State Academic Achievement Tests)*

BP 6158(m)

### **INDEPENDENT STUDY (continued)**

8. A student shall not be required to enroll in courses included in the course-based independent study program.
9. The student-teacher ratio in the courses in this program shall meet the requirements of Education Code 51745.6.
10. For each student, the combined equivalent daily instructional minutes for courses in this program and all other courses shall meet applicable minimum instructional day requirements, and the student shall be offered the minimum annual total equivalent instructional minutes pursuant to Education Code 46200-46208.

*(cf. 6111 - School Calendar)*

*(cf. 6112 - School Day)*

11. Courses required for high school graduation or for admission to the University of California or California State University shall not be offered exclusively through independent study.
12. A student participating in this program shall not be assessed a fee that is prohibited by Education Code 49011.

*(cf. 3260 - Fees and Charges)*

13. A student shall not be prohibited from participating in independent study solely on the basis that the student does not have the materials, equipment, or access to Internet connectivity necessary to participate in the course.
14. A student with disabilities, as defined in Education Code 56026, shall not participate in course-based independent study, unless the student's individualized education program specifically provides for that participation.
15. A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 through course-based independent study.

16. The district shall maintain a plan to transition any student whose family wishes to return

to in-person instruction from course-based independent study expeditiously, and, in no case, later than five instructional days.

### **Learning Agreement for Course-Based Independent Study**

Note: Education Code 51749.6, as amended by AB 130, requires that, before enrolling a student in course-based independent study, the district provide the student and, if the student is less than 18 years of age, the student's parent/guardian, with a written learning agreement that includes specified components.

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### **INDEPENDENT STUDY (continued)**

Before enrolling a student in a course within this program, the Superintendent or designee shall provide the student and, if the student is under age 18 years, the student's parent/guardian with a written learning agreement that includes all of the following: (Education Code 51749.6)

1. A summary of the district's policies and procedures related to course-based independent study pursuant to Education Code 51749.5
2. The duration of the enrolled course(s) and the number of course credits for each enrolled course, consistent with the Board certifications made pursuant to item **#23 of the Course-Based Independent Study section** above
3. The duration of the learning agreement, which shall not exceed a school year or span multiple school years
4. The learning objectives and expectations for each course, including, but not limited to, a description of how satisfactory educational progress is measured and when a student evaluation is required to determine whether the student should remain in the course or be referred to an alternative program, which may include, but is not limited to, a regular school program
5. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work
6. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports.
7. A statement that enrollment is an optional educational alternative in which no student may be required to participate. In the case of a student who is suspended or expelled, or who is referred or assigned to any school, class, or program pursuant to Education

Code 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the student through course-based independent study only if the student is offered the alternative of classroom instruction.

8. The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a student's parent/guardian regarding a student's academic progress.

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### INDEPENDENT STUDY (continued)

9. The objectives and methods of study for the student's work, and the methods used to evaluate that work.
10. A statement of the adopted policies regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether the student should be allowed to continue in course-based independent study.
11. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the learning agreement, to be earned by the student upon completion.
12. **For 2022-23 school year and thereafter, B**efore the commencement of an independent study course, the learning agreement shall be signed and dated by the student, **and by** the student's parent/guardian or caregiver; if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of the independent study course, and all persons who have direct responsibility for providing assistance to the student. For purposes of this paragraph "caregiver" means a person who has met the requirements of Family Code 6550-6552.

**However, f**or the 2021-22 school year only, the district shall obtain a signed written agreement for independent study from the student, or the student's parent/guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of the independent study course, and all persons who have direct responsibility for providing assistance to the pupil no later than 30 days after the first day of instruction.

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the CDE. (Education Code 51749.6)

**The A signed learning agreement from a parent/guardian of a student who is less than 18 years of age shall constitute student's or the parent/guardian's signature shall constitute** permission for the student to receive instruction through **course-based** independent study.

(Education Code 51749.6)

The Superintendent or designee shall retain a physical or electronic copy of the signed learning agreement for at least three years and as appropriate for auditing purposes. (Education Code 51749.6)

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## INDEPENDENT STUDY (continued)

**Upon the request of a student's parent/guardian, and before signing a written agreement as described above, the district shall conduct a telephone, videoconference, or in-person student-parent-educator conference, or other meeting during which the student, parent/guardian, or their advocate may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study. (Education Code 51749.6)**

### Student-Parent-Educator Conferences

Note: Education Code 51747 and 51749.5, as amended by AB 130, require districts to hold student-parent-educator conferences as defined by Education Code 51745.5, at specified times. See the accompanying regulation for the definition of student-parent-educator conference.

A student-parent-educator conference shall be held as appropriate including, but not limited to, as a reengagement strategy and/or, if requested by a parent/guardian, prior to enrollment or disenrollment from independent study. (Education Code 51745.5, 51747, 51749.5)

### Records **for Audit Purposes**

Note: Education Code 51745.6, 51747, 51747.5, and 51749.5, as amended by AB 130, require, commencing in the 2021-22 fiscal year, the State Controller to incorporate verifications of compliance with specified components of the laws into the Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting to the extent that these verifications are not yet included in the audit guide, with loss of apportionment for independent study for districts found to be noncompliant.

The Superintendent or designee shall ensure that records are maintained for audit purposes. These records shall include, but not be limited to: (Education Code 51748; 5 CCR 11703)

1. A copy of the Board policy, administrative regulation, and other procedures related to independent study
2. A listing of the students, by grade level, program, and school, who have participated in independent study, along with the units of the curriculum attempted and completed by students in grades K-8 and the course credits attempted by and awarded to students in grades 9-12 and adult education

3. A file of all agreements, with representative samples of each student's work products bearing the supervising teacher's notations indicating that the teacher has personally evaluated the work or personally reviewed the evaluations made by another certificated teacher

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### INDEPENDENT STUDY (continued)

4. As appropriate to the program in which the students are participating, a daily or hourly attendance register that is separate from classroom attendance records, maintained on a current basis as time values of student work products judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons
5. Appropriate documentation of compliance with the teacher-student ratios required by Education Code 51745.6 and 51749.5 (Education Code 51745.6 and 51749.5)
6. Appropriate documentation of compliance with the requirements pursuant to Education Code 51747.5 to ensure the coordination, evaluation, and supervision of the independent study of each student by a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300 (Education Code 51747.5)

Note: Education Code 51747.5, as amended by AB 130, requires districts to document each student's participation in live interaction and synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which **the student is independent study is provided independent study.** A student who does not participate **in independent study on** a school day **shall must** be documented as nonparticipatory for that school day. In addition, Education Code 51747.5 requires districts to maintain written or computer-based evidence of student engagement that includes, but is not limited to, a grade book or summary document that, for each class, lists all assignments, assessments, and associated grades. Commencing in the 2021-22 fiscal year, the Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting will incorporate compliance reviews of these requirements, **and a finding of noncompliance will result in loss of apportionment in proportion to the impact on ADA from the noncompliance.**

The district shall document each student's participation in live interaction and synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which **live interaction or synchronous instruction is provided as part of the independent study program is provided.** A student who does not participate in **independent study scheduled live interaction or synchronous instruction on a school day** shall be documented as nonparticipatory for that school day. (Education Code 51747.5)

The Superintendent or designee **also** shall **also** maintain a written or computer-based record such as a grade book or summary document of student engagement, for each class, of all grades, assignments, and assessments for each student for independent study assignments. (Education Code 51747.5)

*(cf. 3580 - District Records)*

BP 6158(r)

## **INDEPENDENT STUDY (continued)**

Note: Education Code 51747 authorizes specified records to be maintained in an electronic file, as provided in the following paragraph. Pursuant to Education Code 51747, an electronic file includes a computer or electronically stored image of an original document, including, but not limited to, a PDF, JPEG, or other digital file type, that may be sent via fax machine, email, or other electronic means.

The signed, dated agreement, any supplemental agreement, assignment records, work samples, and attendance records may be maintained on file electronically. (Education Code 51747)

## **Program Evaluation**

Note: The following **optional** section may be revised to reflect district practice.

The Superintendent or designee shall annually report to the Board the number of district students participating in independent study, the average daily attendance generated for apportionment purposes, student performance as measured by standard indicators and in comparison, to students in classroom-based instruction, and the number and proportion of independent study students who graduate or successfully complete independent study. Based on the program evaluation, the Board and Superintendent shall determine areas for program improvement as needed.

*(cf. 0500 - Accountability)*

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

*(cf. 6162.5 - Student Assessment)*

*Legal Reference: (see next page)*



**INDEPENDENT STUDY (continued)**

*Legal Reference:*

EDUCATION CODE

17289 Exemption for facilities

41020 Audit guidelines

**41422 Apportionment credit for student inability to attend in-person or school closure due to COVID-19**

41976.2 Independent study programs; adult education funding

42238 Revenue limits

42238.05 Local control funding formula; average daily attendance

44865 Qualifications for home teachers and teachers in special classes and schools

**46100 Length of school day**

46200-46208 Instructional day and year

46300-46307.1 Methods of computing average daily attendance

46390-46393 Emergency average daily attendance

46600 Interdistrict attendance computation

47612-47612.1 Charter school operation

47612.5 Independent study in charter schools

48204 Residency

48206.3 Home or hospital instruction; students with temporary disabilities

48220 Classes of children exempted

48340 Improvement of pupil attendance

48915 Expulsion; particular circumstances

48916.1 Educational program requirements for expelled students

48917 Suspension of expulsion order

49011 Student fees

51225.3 Requirements for high school graduation

51745-51749.6 Independent study programs

52060 Local control and accountability plan

52522 Adult education alternative instructional delivery

52523 Adult education as supplement to high school curriculum; criteria

56026 Individuals with exceptional needs

58500-58512 Alternative schools and programs of choice

FAMILY CODE

6550-6552 Authorization affidavits

CODE OF REGULATIONS, TITLE 5

11700-11703 Independent study

UNITED STATES CODE, TITLE 20

6301 Highly qualified teachers

6311 State plans

COURT DECISIONS

Modesto City Schools v. Education Audits Appeal Panel, (2004) 123 Cal.App.4th 1365

*Management Resources: (see next page)*

## INDEPENDENT STUDY (continued)

*Management Resources:*

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

**2021-22 AA & IT Independent Study FAQs, 2021**

**Clarifications for Student Learning in Quarantine, 2021**

**Conducting Individualized Determinations of Need, 2021**

**Legal Requirements for Independent Study, 2021**

Elements of Exemplary Independent Study

California Digital Learning Integration and Standards Guidance, April 2021

EDUCATION AUDIT APPEALS PANEL PUBLICATIONS

Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting

WEB SITES

California Consortium for Independent Study: <http://www.ccis.org>

California Department of Education, Independent Study: <http://www.cde.ca.gov/sp/eo/is>

Education Audit Appeals Panel: <http://www.eaap.ca.gov>

**Policy Reference UPDATE Service**

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# CSBA Sample Administrative Regulation

## Instruction

AR 6158(a)

## INDEPENDENT STUDY

### Definitions

Note: Education Code 51745.5, as added by AB 130 (Ch. 44, Statutes of 2021), defines the terms "live interaction," "student-parent-educator conference," and "synchronous instruction" as provided below.

*Live interaction* means interaction between the student and classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring, provision of services, and instruction. This interaction may take place in person, or in the form of Internet or telephonic communication. (Education Code 51745.5)

*Student-parent-educator conference* means a meeting involving, at a minimum, all parties who signed the student's written independent study agreement pursuant to Education Code 51747 or the written learning agreement pursuant to Education Code 51749.6. (Education Code 51745.5)

*Synchronous instruction* means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of Internet or telephonic communications, and involving live two-way communication between the teacher and student. Synchronous instruction shall be provided by the teacher of record for that student pursuant to Education Code 51747.5 **or the certificated employee providing instruction for course-based independent study.** (Education Code 51745.5)

### Educational Opportunities

Note: Pursuant to Education Code 51745, as amended by AB 130, the district is required to offer independent study to meet the educational needs of students for the 2021-22 school year unless the district obtains a waiver from such requirement.

For the 2021-22 school year, the district shall offer independent study to meet the educational needs of students as specified in Education Code 51745 unless the district has obtained a waiver. (Education Code 51745)

Note: The following section is **optional**. Education Code 51745 lists educational opportunities that may be provided through independent study. The district may revise or expand items #1-6 below to reflect district practice.

Educational opportunities offered through independent study may include, but are not limited to: (Education Code 51745)

1. Special assignments extending the content of regular courses of instruction  
AR 6158(b)

## **INDEPENDENT STUDY (continued)**

*(cf. 6143 - Courses of Study)*

2. Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum
3. Individualized alternative education designed to teach the knowledge and skills of the core curriculum, but not provided as an alternative curriculum
4. Continuing and special study during travel

*(cf. 5112.3 - Student Leave of Absence)*

5. Volunteer community service activities and leadership opportunities that support and strengthen student achievement

**Note: Education Code 51745, as amended by AB 167, permits districts to provide independent study to students who cannot participate in classroom-based instruction due to a COVID-19 quarantine. See the accompanying board policy.**

6. Individualized study for a student whose health, as determined by the student's parent/guardian, would be put at risk by in-person instruction **or for a student who is unable to attend in-person instruction due to a quarantine due to exposure to, or infection with, COVID-19, pursuant to local or state public health guidance**

*(cf. 0420.4 - Charter School Authorization)*

*(cf. 6142.4 - Service Learning/Community Service Classes)*

*(cf. 6181 - Alternative Schools/Programs of Choice)*

In addition, when requested by a parent/guardian due to an emergency or illness, independent study may be used on a short-term basis to ensure that the student is able to maintain academic progress in the student's regular classes.

*(cf. 5113 - Absences and Excuses)*

**Note: The following paragraph is for use by districts maintaining high schools.**

No course required for high school graduation shall be offered exclusively through independent study. (Education Code 51745)

*(cf. 6146.1 - High School Graduation Requirements)*

**INDEPENDENT STUDY** (continued)**Equivalency**

The district's independent study option shall be substantially equivalent in quality and quantity to classroom instruction to enable participating students to complete the district's adopted course of study within the customary timeframe. Students in independent study shall have access to the same services and resources that are available to other students in the school and shall have equal rights and privileges. (5 CCR 11700, 11701.5)

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

Students participating in independent study shall have access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work. (Education Code 51747)

The district shall not provide independent study students and their parents/guardians with funds or items of value that are not provided for other students and their parents/guardians. Providing access to Internet connectivity and local educational agency-owned devices adequate to participate in an independent study program and complete assigned work consistent with Education Code 51747, or to participate in an independent study course, as authorized by Education Code 51749.5, shall not be considered funds or other things of value. (Education Code 46300.6, 51747.3)

**Eligibility for Independent Study**

**Note: Pursuant to Education Code 51748, independent study students must be enrolled in school as a condition of receiving state apportionments.**

~~Students are eligible for independent study as authorized in law, and as specified in board policy and administrative regulation.~~ **To participate in independent study, a student shall be enrolled in a district school. (Education Code 51748)**

Note: The following **optional** paragraph may be revised to reflect district practice.

For the 2022-23 school year and thereafter, the Superintendent or designee may approve the participation of a student who demonstrates the motivation, commitment, organizational skills, and academic skills necessary to work independently provided that experienced certificated staff are available to effectively supervise students in independent study. The Superintendent or designee may also approve the participation of a student whose health would be put at risk by in-person instruction. A student whose academic performance is not at grade level may participate in independent study only if the program is able to provide appropriate support,

such as supplemental instruction, tutoring, counseling, ongoing diagnostic assessments, and/or differentiated materials, to enable the student to be successful. For an elementary student, the Superintendent or designee may consider the parent/guardian's level of commitment to assist the student.

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## INDEPENDENT STUDY (continued)

Note: The following paragraph limits eligibility for independent study to those students for whom state apportionments can be claimed. Education Code 46300.2 provides that districts will receive state funding for independent study for students who are residents of the county or an adjacent county. Pursuant to Education Code 51747.3, students whose residency status is based on parent/guardian employment within district boundaries (Education Code 48204(b)) are not eligible for funds apportioned for average daily attendance (ADA).

A student participating in independent study must be a resident of the county or an adjacent county. Full-time independent study shall not be available to students whose district residency status is based on their parent/guardian's employment within district boundaries pursuant to Education Code 48204. (Education Code 46300.2, 51747.3)

(cf. 5111.1 - District Residency)

A student with disabilities, as defined in Education Code 56026, shall not participate in independent study unless the student's individualized education program specifically provides for such participation. (Education Code 51745)

(cf. 6159 - Individualized Education Program)

Note: Education Code 51747, as amended by AB 167, relaxes certain independent study requirements for the 2021-22 school year for students who cannot participate in classroom-based instruction as a result of a quarantine order or school closure due to COVID-19, including the limitation on providing a temporarily disabled student individual instruction pursuant to Education Code 48206.3 by means of independent study.

**With the exception of students who, during the 2021-2022 school year, cannot participate in classroom-based instruction due to a COVID-19 quarantine or school closure, A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 by means of independent study. (Education Code ~~51745~~ 51747)**

(cf. 6183 - Home and Hospital Instruction)

Note: Education Code 46300.1 provides that the district may not receive apportionments pursuant to Education Code 42238 for independent study for students age 21 or older, or for students 19 or older who have not been continuously enrolled in grades K-12 since their 18th birthday. However, pursuant to Education Code 46300.4, these students may be eligible for independent study through the adult education program for courses required for high school graduation. See BP/AR 6200 - Adult Education.

Students age 21 or older, and students age 19 or older who have not been continuously enrolled in school since their 18th birthday, may participate in independent study only through the adult education program for the purpose of enrolling in courses required for a high school diploma

by Education Code 51225.3 or the Governing Board. (Education Code 46300.1, 46300.4)

(cf. 6200 - Adult Education)

AR 6158(e)

## **INDEPENDENT STUDY** (continued)

Note: The following paragraph limits enrollment in independent study to those students for whom state apportionments can be claimed. Pursuant to Education Code 51745, no more than 10 percent of the students enrolled in a continuation high school or opportunity school or program are eligible for apportionment credit for independent study. A pregnant student or a parenting student who is the primary caregiver for the student's child(ren) is not included in this cap.

No more than 10 percent of the students enrolled in a continuation high school or opportunity school or program, not including pregnant students and parenting students who are primary caregivers for one or more of their children, shall be enrolled in independent study. (Education Code 51745)

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

(cf. 6184 - Continuation Education)

## **Monitoring Student Progress**

Note: The following **optional** section may be revised to reflect district practice.

The independent study administrator and/or supervising teacher shall promptly and directly address any failure by the student to meet the terms of the student's written agreement. The following supportive strategies may be used:

1. A letter to the student and/or parent/guardian
2. A meeting between the student and the teacher and/or counselor
3. A meeting between the student and the independent study administrator, including the parent/guardian if appropriate
4. An increase in the amount of time the student works under direct supervision

When the student has failed to make satisfactory educational progress or missed the number of assignments specified in the written agreement as requiring an evaluation, the Superintendent or designee shall conduct an evaluation to determine whether or not independent study is appropriate for the student. This evaluation may result in termination of the independent study agreement and the student's return to the regular classroom program or other alternative program.

A written record of the findings of any such evaluation shall be treated as a mandatory interim student record which shall be maintained for three years from the date of the evaluation. (Education Code 51747)

## **INDEPENDENT STUDY (continued)**

### **Responsibilities of Independent Study Administrator**

Note: The following **optional** section may be revised to reflect district practice.

The responsibilities of the independent study administrator include, but are not limited to:

1. Recommending certificated staff to be assigned as independent study teachers at the required teacher-student ratios pursuant to Education Code 51745.6 and supervising staff assigned to independent study functions who are not regularly supervised by another administrator
2. Approving or denying the participation of students requesting independent study
3. Facilitating the completion of written independent study agreements
4. Ensuring a smooth transition for students into and out of the independent study mode of instruction
5. Approving all credits earned through independent study
6. Completing or coordinating the preparation of all records and reports required by law, Board policy, or administrative regulation

### **Assignment and Responsibilities of Independent Study Teachers**

Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or emergency credential pursuant to Education Code 44300, registered as required by law, and who consents to the assignment. (Education Code 44865, 51747.5; 5 CCR 11700)

Note: Pursuant to Education Code 51745.6, the equivalency of teacher-student ratios as described below is a necessary condition for the district to receive apportionments for independent study. The district may exceed these ratios, but those additional units of independent study ADA would not be funded.

Pursuant to Education Code 51745.6, as amended by AB 130, the Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting must incorporate verification of applicable teacher-student ratios commencing in the 2021-22 fiscal year.

The ratio of student average daily attendance for independent study students age 18 years or younger to full-time equivalent certificated employees responsible for independent study shall



not exceed the equivalent ratio for all other education programs in the district, unless a new higher or lower ratio for all other educational programs offered is negotiated in a

AR 6158(g)

### **INDEPENDENT STUDY (continued)**

collective bargaining agreement or the district enters into a memorandum of understanding that indicates an existing collective bargaining agreement contains an alternative ratio. (Education Code 51745.6)

Note: The remainder of this section is **optional** and may be revised to reflect district practice.

The responsibilities of the supervising teacher shall include, but are not limited to:

1. Completing designated portions of the written independent study agreement and signing the agreement
2. Supervising and approving coursework and assignments
3. Maintaining records of student assignments showing the date the assignment is given and the date the assignment is due
4. Maintaining a daily or hourly attendance register in accordance with item #4 in the section on "Records for Audit Purpose" in the accompanying Board policy
5. Providing direct instruction and counsel as necessary for individual student success
6. Regularly meeting with the student to discuss the student's progress

Note: Pursuant to Education Code 51747.5, **as amended by AB 167**, the district may only claim apportionment credit for independent study based on the time value of student work products as personally judged in each instance by a certificated teacher **employed by the district**. Education Code 51747.5 specifies that the teacher is not required to sign and date the work products.

7. Determining the time value of assigned work or work products completed and submitted by the student
8. Assessing student work and assigning grades or other approved measures of achievement

Note: Education Code 51747.5, as amended by AB 130 **and AB 167**, requires districts to document each student's participation in live interaction and synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which **live interaction or synchronous instruction is provided as part of the independent study program** ~~is provided~~. A student who does not participate in **scheduled live interaction or synchronous instruction** ~~independent study~~ on a school day shall be documented as nonparticipatory for that school day, **for purposes of student participation reporting and tiered reengagement pursuant to Education Code 51747.**

**INDEPENDENT STUDY** (continued)

9. Documenting each student's participation in live interaction and/or synchronous instruction pursuant to Education Code 51747 on each school day, **as applicable, in whole or in part,** for which **live interaction or synchronous instruction is provided as part of the independent study is provided program**

The Superintendent or designee shall ensure that independent study teachers have access to professional development and support comparable to classroom-based teachers.

*(cf. 4131 - Staff Development)*

# CSBA Sample Board Policy

Instruction

BP 6170.1(a)

## TRANSITIONAL KINDERGARTEN

Note: The following policy is for use by districts that maintain kindergarten and may be revised to reflect district practice. Education Code 48000 provides that children are eligible for kindergarten enrollment if they have their fifth birthday on or before September 1 in that school year; see AR 5111 - Admission. Pursuant to Education Code 48000, **as amended by AB 130 (Ch. 44, Statutes of 2021) and AB 167 (Ch. 252, Statutes of 2021), for the 2021-22 school year, districts are required to admit any child whose fifth birthday is between September 2 and December 2 must be offered to a transitional kindergarten (TK) program as a condition of apportionment and revises the timespans for mandatory admittance requirements to be phased in from the 2022-23 school year to the 2025-26 school year as described below.**

**In its "Transitional Kindergarten FAQs," the California Department of Education (CDE) provides that the laws governing TK programs apply equally to all districts including basic aid districts. Districts with questions about the application of the TK mandatory admittance requirements to basic aid districts should consult legal counsel.**

Education Code 48000 defines TK as the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. Many of the requirements applicable to kindergarten (e.g., class size, minimum school day, facilities) are also applicable to TK. The district will receive funding based on average daily attendance (ADA) for students in a TK program that meets the requirements specified in Education Code 48000.

**Education Code 8281.5, as added by AB 130, establishes the California Prekindergarten Planning and Implementation Grant Program as an early learning initiative with the goal of expanding access to classroom-based prekindergarten programs. The program allocates funding to all districts that operate kindergarten programs through minimum base grants, enrollment grants based on a district's kindergarten enrollment, and supplemental grants based on a district's percentage of unduplicated students. Grant funds may be used for costs associated with creating or expanding preschool programs through the California State Preschool Program (CSPP) or TK programs, or to establish or strengthen partnerships with other providers of prekindergarten education within the district, including Head Start programs, to ensure that high-quality options for prekindergarten education are available for four-year-old children. Allowable costs include, but are not necessarily limited to, planning costs, hiring and recruitment costs, staff training and professional development, classroom materials, and supplies.**

**Education Code 17375, as amended by AB 130 and AB 167, establishes the California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program to provide one-time grants to school districts to construct new school facilities or retrofit existing school facilities including for the purpose of providing TK classrooms.**

For guidance on implementing TK programs, see the [Transitional Kindergarten Implementation Guide: A Resource for California Public School District Administrators and Teachers](#), published by ~~the California Department of Education (CDE)~~.

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

## TRANSITIONAL KINDERGARTEN (continued)

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

**Note: Education Code 48000, as amended by AB 130 and AB 167, revises the timespans for mandatory admittance requirements to be phased in from the 2022-23 school year to the 2025-26 school year.**

The district's TK program shall admit children **as follows:** (Education Code 48000):

- 1. For the 2021-22 school year, children whose fifth birthday is ~~from~~ between September 2 through December 2**
- 2. For the 2022-23 school year, children whose fifth birthday is between September 2 and February 2**
- 3. For the 2023-24 school year, children whose fifth birthday is between September 2 and April 2**
- 4. For the 2024-25 school year, children whose fifth birthday is between September 2 and June 2**
- 5. For the 2025-26 school year, and in each school year thereafter, children who turn four by September 1**

**Note: Pursuant to Education Code 48000, as amended by AB 130 and AB 167, a child's eligibility for TK enrollment may not impact family eligibility for a preschool or childcare program.**

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

**TRANSITIONAL KINDERGARTEN (continued)**

Note: CDE's "Transitional Kindergarten FAQs" clarify that children are required to have documentation of required immunizations or a valid exemption prior to admission to TK. For information about required immunizations and exemptions, see BP/AR 5141.31 - Immunizations.

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)*

Note: The following paragraph is **optional**. If the district chooses to allow kindergarten-eligible children to enroll in the TK program, CDE recommends that the district establish criteria to determine selection requirements. The parent/guardian of a kindergarten-eligible child who is enrolled in TK must, at the end of the year, sign a Kindergarten Continuance Form verifying agreement with the child enrolling in kindergarten the following year; see section "Continuation in Kindergarten" below.

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.

Note: The following paragraph is **optional**. Pursuant to Education Code 48000, as amended by **AB 130 and AB 167**, the district may, at its discretion, determine whether to allow admittance of children whose fifth birthday is after ~~December 2~~ **the date specified for admittance for the applicable year as described above**. Such students may be admitted at any time during the school year, including at the beginning of the year. Education Code 48000 provides that districts will not receive ADA apportionment for a child whose birthday is after **the date specified for the applicable year** ~~December 2~~ until the child's fifth birthday.

At any time during the school year, the district may admit into the TK program a child whose fifth birthday is after ~~December 2~~ **the date specified for admittance for the applicable year as described above** ~~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)

**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)

**TRANSITIONAL KINDERGARTEN** (continued)

(cf. 6141 - Curriculum Development and Evaluation)  
 (cf. 6161.1 - Selection and Evaluation of Instructional Materials)

Note: Education Code 48000 states the Legislature's intent that the TK curriculum be aligned to the California Preschool Learning Foundations developed by CDE. These standards address essential knowledge and skills in the subject areas listed below. The standards and companion preschool curriculum frameworks are available on CDE's web site.

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)

Note: The following **optional** paragraph may be revised to reflect district practice. Education Code 37202 permits districts to maintain TK and kindergarten classes for different lengths of time during the school day, either at the same or a different school site. Districts offering TK classes for different lengths of time are still required to meet the minimum and maximum length of school day provided in law. Pursuant to Education Code 46111, **as amended by AB 130**, 46115, and 46117, at the kindergarten and TK level the minimum school day is three hours (180 minutes), including recess but excluding noon intermission, and the maximum school day is four hours (240 minutes), excluding recess, **except for students in expanded learning opportunity programs intended to supplement instructional time provided by a district pursuant to Education Code 46120 or if ~~unless~~** the district has adopted an extended-day kindergarten pursuant to Education Code 8973. However, pursuant to Education Code 46119, if the district has fewer than 40 kindergarten students, the Governing Board may apply to the Superintendent of Public Instruction to maintain two kindergarten classes of 150 minutes each, including recesses, taught on the same day by the same teacher. Also see AR 6112 - School Day.

Pursuant to Education Code 48003, districts are required to provide an annual report to CDE regarding the type of kindergarten program offered by the district, including part day, full day, or both. The California Basic Educational Data System (CBEDS) School Information Form, located on CDE's web site, requires a report on the type of TK program offered.

The Board shall establish the length of the school day in the district's TK program, which shall be at least three hours but no more than four hours long **except for TK students enrolled in expanded learning opportunity programs provided by the district pursuant to Education Code 46120**. If the district has adopted an extended-day kindergarten, the length of the school day for the TK program may be different than the length of the school day for the kindergarten program either at the same or different school sites. The Superintendent or designee shall annually report to CDE as to whether the district's TK programs are offered full day, part day, or both. (Education Code 8973, 37202, 46111, 46115, 46117, 48003)

## TRANSITIONAL KINDERGARTEN (continued)

***(cf. 5148.2 - Before/After School Programs)***

*(cf. 6111 - School Calendar)*

*(cf. 6112 - School Day)*

**Note: Education Code 8281.5, as added by AB 130 and amended by AB 167, requires districts receiving grants through the California Prekindergarten Planning and Implementation Grant Program to develop a plan for consideration by the Board at a public meeting on or before June 30, 2022 for how all children in the attendance area of the district will have access to full-day learning programs the year before kindergarten that meet the needs of parents/guardians, including through partnerships with the district's expanded learning offerings, the After School Education and Safety Program, the CSPP, Head Start programs, and other community-based early learning and care programs.**

**The Superintendent or designee shall develop a plan for how all children in the attendance area of the district will have access to full-day learning programs the year before kindergarten that meet the needs of parents/guardians, including through partnerships with the district's expanded learning offerings, the After School Education and Safety Program, the California State Preschool Program (CSPP), Head Start programs, and other community-based early learning and care programs. The Superintendent or designee shall present such plan for consideration by the Board at a public meeting on or before June 30, 2022. (Education Code 8281.5)**

**Note: The following optional paragraph may be revised to reflect district practice. According to CDE's "Transitional Kindergarten FAQs," it is the intent of the law to provide separate and unique experiences for TK and kindergarten students. However, districts have flexibility to determine how best to meet the curricular needs of each child and whether TK and kindergarten students may be enrolled in the same classrooms.**

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~~ **CSPP program** as long as **the commingled program meets all of the requirements of each program as well as the following requirements:** (Education Code ~~8235~~ **8207, 48000**):

- 1. The** classroom does not include students enrolled in TK for a second year or students enrolled in a regular kindergarten
- 2. An early childhood environment rating scale, as specified in 5 CCR 18281, is completed for the classroom**
- 3. All children enrolled for 10 or more hours per week are evaluated using the Desired Results Developmental Profile, as specified in 5 CCR 18272**

BP 6170.1(f)

TRANSITIONAL KINDERGARTEN (continued)

4. The classroom is taught by a teacher that holds a credential issued by the Commission on Teacher Credentialing in accordance with Education Code 44065 and 44256
5. The classroom is in compliance with the adult-child ratio specified in Education Code 8241
6. Contractors of the district report the services, revenues, and expenditures for children in the preschool program in accordance with 5 CCR 18068 except for contractors of the TK program

(cf. 5148.3 - Preschool/Early Childhood Education)

Note: Education Code 48000, as amended by AB 130, requires districts to maintain an average TK class enrollment of not more than 24 students for each school site.

The district shall maintain an average TK class enrollment of not more than 24 students for each school site. (Education Code 48000)

### Staffing

Note: To be qualified to teach a TK class, the teacher must possess an appropriate multiple subjects or early childhood education credential issued by the Commission on Teacher Credentialing authorizing instruction in TK. Education Code 48000 establishes additional requirements for credentialed teachers who are first assigned to a TK class after July 1, 2015, as provided below.

TK assignments are subject to assignment monitoring and reporting by the County Superintendent of Schools in accordance with Education Code 44258.9.

The Superintendent or designee shall ensure that teachers assigned to teach in TK classes possess a teaching credential or permit from the Commission on Teacher Credentialing (CTC) that authorizes such instruction.

(cf. 4112.2 - Certification)

Note: Education Code 48000, as amended by SB 98 (Ch. 24, Statutes of 2020) AB 130, extends until August 1, 2021 2023, the requirement for credentialed teachers who are first assigned to a transitional kindergarten TK class to meet additional qualifications, as described below.

A credentialed teacher who is first assigned to a TK class after July 1, 2015, shall, by August 1, 2021 2023, have at least 24 units in early childhood education and/or child development, comparable professional experience in a preschool setting, and/or a child development teacher permit issued by CTC. (Education Code 48000)

BP 6170.1(g)



## TRANSITIONAL KINDERGARTEN (continued)

**Note: Education Code 8281.5, as added by AB 130, permits the use of funding from the California Prekindergarten Planning and Implementation Grant Program for the purpose of professional development, including, but not limited to, developing competencies in serving inclusive classrooms and dual language learners.**

The Superintendent or designee may provide professional development as needed to ensure that TK teachers are knowledgeable about the standards and effective instructional methods for teaching young children, **including, but not limited to, developing competencies in serving inclusive classrooms and dual language learners.**

**Note: Education Code 48000, as amended by AB 130, requires districts to, commencing with the 2022-23 school year, maintain an average of at least one adult for every 12 students for TK classrooms and, contingent upon an appropriation of funding, maintain an average of at least one adult for every 10 students commencing with the 2023-24 school year.**

**The district shall, commencing with the 2022-23 school year, maintain an average of at least one adult for every 12 students for TK classrooms and, contingent upon an appropriation of funding, maintain an average of at least one adult for every 10 students commencing with the 2023-24 school year. (Education Code 48000)**

*(cf. 4131 - Staff Development)*

### Continuation to Kindergarten

**Note: The following section is consistent with guidance in CDE's "Transitional Kindergarten FAQs."**

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.

**Note: The following optional paragraph is for use by districts that allow kindergarten-eligible children to enroll in TK; see "Eligibility" section above. When such students are subsequently enrolled in kindergarten, the district is required to obtain a signed Kindergarten Continuance Form in order to receive kindergarten ADA for those children since they would otherwise be age-eligible for first grade. CDE recommends that approval for a student to continue in kindergarten not be sought until near the end of the year of TK, since permission obtained unreasonably far in advance could be found invalid.**

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.

**Note: Pursuant to Education Code 46300, the district may not include for ADA purposes the attendance of any student for more than two years in kindergarten or for more than two years in a combination of TK and kindergarten.**

BP 6170.1(h)

## TRANSITIONAL KINDERGARTEN (continued)

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

Note: The following section may be revised to reflect district practice. One assessment resource for TK students is CDE's Desired Results Developmental Profile, which is designed to assess the developmental progression of all children from early infancy to kindergarten entry.

The Superintendent or designee may develop or identify appropriate formal and/or informal assessments of TK students' development and progress. The Superintendent or designee shall monitor and regularly report to the Board regarding program implementation, the progress of students in meeting related academic standards, and student preparedness for future education.

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

### Legal Reference:

#### EDUCATION CODE

~~8235 California State Preschool Program~~

**8207 California State Preschool Program administration**

**8241 Staffing ratios for center-based programs**

**8281.5 California Prekindergarten Planning and Implementation Grant Program**

8970-8974 Early primary programs; extended-day kindergarten

**17375 Establishment of California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program**

37202 School calendar; equivalency of instructional minutes

**44065 Issuance of and functions requiring credentials**

**44256 Authorization for teaching credentials**

44258.9 Assignment monitoring by county superintendent of schools

46111 Kindergarten, hours of attendance

46114-46119 Minimum school day, kindergarten

**46120 Expanded Learning Opportunities Program**

46300 Computation of ADA, inclusion of kindergarten and transitional kindergarten

48000 Age of admission, kindergarten and transitional kindergarten

48002 Evidence of minimum age required to enter kindergarten or first grade

48003 Kindergarten annual report

**48011 Admission on completing kindergarten**

48200 Compulsory education, starting at age six

**Legal Reference continued: (see next page)**

BP 6170.1(i)

Legal Reference: (continued)

**CODE OF REGULATIONS, TITLE 5**

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

**18068 Attendance and expenditure reports**

**18272 Developmental profile**

**18281 Environment rating scales**

Management Resources:

**CSBA PUBLICATIONS**

**What Boards of Education Can Do About Kindergarten Readiness, Governance Brief, May 2016**

**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

**Transitional Kindergarten FAQs**

**Desired Results Developmental Profile: A Developmental Continuum from Early Infancy up to Kindergarten Entry, 2015**

**Transitional Kindergarten Implementation Guide: A Resource for California Public School District Administrators and Teachers, 2013**

**California Preschool Curriculum Framework, Vol. 3, 2013**

**California Preschool Learning Foundations, Vol. 3, 2012**

**California Preschool Curriculum Framework, Vol. 2, 2011**

**California Preschool Learning Foundations, Vol. 2, 2010**

**California Preschool Curriculum Framework, Vol. 1, 2010**

**California Preschool Learning Foundations, Vol. 1, 2008**

**WEB SITES**

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

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

California Kindergarten Association: <http://www.ckanet.org>

<https://californiakindergartenassociation.org/>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Transitional Kindergarten California: <http://tkcalifornia.org>

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Policy Reference UPDATE Service

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# CSBA Sample Board Bylaw

**STUDENT BOARD MEMBERS**

Note: The following **optional** Board bylaw is for use by any district maintaining one or more high schools. Pursuant to Education Code 35160, the Governing Board may, on its own authority, elect to include one or more student members on the Board. In districts that do not have a student Board member, the district's high school students may petition the Board, pursuant to Education Code 35012, to include at least one student on the Board. See section on "Petition" below for additional information regarding student petitions.

In order to enhance communication and collaboration between the Governing Board and the student body and to teach students the importance of civic involvement, the Board supports the participation of high school students in district governance.

Note: Education Code 35012 and 35120, as amended by AB 709 (Ch. 437, Statutes of 2019), authorize the Board to award elective course credit for service as a student Board member, as specified below.

Student Board members may, at the Board's discretion, receive elective course credit for service as a student Board member based on the number of equivalent daily instructional minutes for the student Board member's services provided. (Education Code 35012, 35120)

Note: Pursuant to Education Code 35012, student Board members are entitled to reimbursement for mileage expenses to the same extent as other members of the Board. This law does not address other travel expenses that may be incurred by student Board members related to training or to the performance of authorized services. As such, other travel expenses are not necessarily reimbursable for student Board members, except with prior Board approval.

Student Board member(s) shall be entitled to be reimbursed for mileage to the same extent as other members of the Board, but shall not receive monetary compensation for attendance at Board meetings. (Education Code 35012)

*(cf. 3350 - Travel Expenses)*  
*(cf. 9250 - Remuneration, Reimbursement and Other Benefits)*

A student Board member shall not be liable for any acts of the Board. (Education Code 35012)

*(cf. 9323.2 - Actions by the Board)*

**Petition**

Note: If petitioned by the district's high school students pursuant to Education Code 35012, the Board is required to include at least one student on the Board and, at its discretion, may include more than one student Board member. Districts that have already established student Board member position(s) should delete the following section.

**STUDENT BOARD MEMBERS (continued)**

High school students may submit a petition to the Board requesting the appointment of at least one student Board member. (Education Code 35012)

To qualify for Board consideration, the petition for student representation shall contain the signatures of **no less than at least 500 regularly enrolled high school** students or **no less than 10 percent of the number of students regularly enrolled in district high schools** ~~students~~, whichever is less. (Education Code 35012)

Within 60 days of receiving a student petition, or at the next regularly scheduled Board meeting if no meeting is held within those 60 days, the Board shall order the inclusion of at least one student member on the Board. (Education Code 35012)

### **Election of Choosing Student Board Members**

Note: The following section may be revised to reflect district practice. Pursuant to Education Code 35012, when student representation is established in response to a student petition, student Board members must be chosen by the students enrolled in district high school(s). It is recommended that the district apply the same process when a student Board member position is established at the Board's discretion. The following paragraph may be revised accordingly.

~~Student~~ **A student** Board member ~~positions~~ shall be ~~filled by a vote of~~ **chosen by** students enrolled in the district's high schools in accordance with procedures prescribed by the Board. (Education Code 35012)

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*  
*(cf. 5121 - Grades/Evaluation of Student Achievement)*  
*(cf. 6145 - Extracurricular and Cocurricular Activities)*

**Note: Education Code 35012, as amended by AB 824 (Ch. 669, Statutes of 2021), authorizes the Board to adjust the term of a student Board member only when a vacancy occurs or in order to provide more students an opportunity to serve on the Board. It is recommended that any proposal to reduce the term of a student Board member be brought before the Board for consideration and that a majority vote of all Board members be required prior to reducing the term.**

The term of student Board member(s) shall be one year, commencing on July 1. **However, the Board may adjust the term of a student Board member only if a vacancy occurs or in order to give more students an opportunity to serve on the Board.** (Education Code 35012)

### **Role and Responsibilities of Student Board Members**

**Note: Pursuant to Education Code 35012, student Board members have certain rights, as specified in the following section. However, student Board members are not considered to be members of the Board for purposes of the Brown Act.**

BB 9150(c)

**STUDENT BOARD MEMBERS** (continued)

Student Board members shall not be considered members of a legislative body for purposes of the Brown Act. (Education Code 35012)

A student Board member shall not be counted in determining **the vote required to carry any measure before the Board** or whether a quorum ~~of the Board~~ is in attendance **at a Board meeting**.

Student Board member(s) shall have the right to attend all Board meetings except closed **(executive)** sessions. (Education Code 35012)

*(cf. 9321 - Closed Session)*

Note: Education Code 35012 requires that student Board members receive all open meeting materials and staff briefings at the same time as other Board members. Any briefings presented to the Board must comply with Brown Act requirements.

Education Code 35012 requires that student Board members also receive all non-closed session materials given to other Board members by the district between open meetings.

All materials presented to Board members, except those related to closed sessions, shall be presented to student Board members at the same time they are presented to other Board members. Student Board member(s) shall also be invited to attend staff briefings or be provided with a separate staff briefing within the same timeframe as the briefing of other Board members. In addition, all materials given to Board members by the district between meetings, except for materials that pertain to closed session items, shall be distributed to student Board members. (Education Code 35012)

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

Student Board member(s) shall be recognized at Board meetings as full member(s), shall be seated with other members of the Board, and shall be allowed to participate in questioning witnesses and discussing issues. (Education Code 35012)

Student Board member(s) shall be allowed to cast preferential votes on all matters except those subject to closed session discussion. *Preferential voting* means a formal expression of opinion that is recorded in the minutes and cast before the official vote of the Board. Preferential votes shall not affect the final numerical outcome of a vote. (Education Code 35012)

*(cf. 9324 - Minutes and Recordings)*

BB 9150(d)

## **STUDENT BOARD MEMBERS** (continued)

Note: Pursuant to Education Code 35012, the Board may adopt a resolution authorizing its student Board member(s) to make motions that may be acted upon by the Board, except on matters dealing with employer-

employee relations pursuant to Government Code 3540-3549.3. The following **optional** paragraph is for use by districts that have adopted a resolution granting such authority.

Student Board member(s) may make motions that may be acted upon by the Board, except on matters dealing with employer-employee relations pursuant to Government Code 3540-3549.3. (Education Code 35012)

Note: Education Code 35012 requires student Board members to be appointed to subcommittees of the Board in the same manner as other Board members, and as specified below.

Student Board members shall be appointed to subcommittees of the Board in the same manner as other Board members, **and shall** be made aware of the time commitment required to participate in subcommittee meetings and work and **of have** the right to decline an appointment. The availability of all subcommittee members, including the availability of student Board members, may be considered when scheduling subcommittee meetings. (Education Code 35012)

*(cf. 9130 - Board Committees)*

Note: Education Code 35012 requires that student Board members be invited to attend functions of the Board, as provided below.

Student Board members shall be invited to attend functions of the Board, such as forums, meetings with students and parents/guardians, and other general assemblies. (Education Code 35012)

~~Student Board members shall not be considered members of a legislative body for purposes of the Brown Act. (Education Code 35012)~~

~~A student Board member shall not be counted in determining whether a quorum of the Board is in attendance.~~

### **Student Board Member Training**

Note: The following section is **optional**. Trainings for student Board members are available through CSBA's **governance workshops and** Annual Education Conference and **other** statewide associations such as the California Association of Student Councils and California Association of Student Leaders.

The Superintendent or designee may, at district expense, provide learning opportunities to student Board members through trainings, workshops, and conferences, such as those offered

BB 9150(e)

**STUDENT BOARD MEMBERS** (continued)

by the California School Boards Association and other organizations, to enhance their knowledge, understanding, and performance of leadership skills and their Board responsibilities.

*(cf. 9240 - Board Training)*

The Superintendent or designee may periodically provide information to student Board member candidates to give them an understanding of the position. Once **elected chosen** or appointed, incoming student Board members shall be provided an orientation designed to build knowledge of the district and an understanding of the responsibilities and expectations of the position.

*(cf. 9230 - Orientation)*

### **Alternate Student Board Member**

Note: Education Code 35012 authorizes the Board to appoint a student to serve as an alternate student Board member if the Board determines that the student Board member's duties are not being fulfilled.
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If the Board determines that the student Board member's duties are not being fulfilled, the Board may appoint another student to serve **as an alternate out the term of the** student Board member. If an alternate student Board member is appointed, the Board shall suspend the prior student Board member's rights and privileges related to service on the Board. (Education Code 35012)

### **Elimination of Student Board Member Position**

Once established, the student Board member position shall continue to exist until the Board, by majority vote of all voting Board members, approves a motion to eliminate the position. Such a motion shall be listed as a public agenda item for a Board meeting prior to the motion being voted upon. (Education Code 35012)

*Legal References: (see next page)*

BB 9150(f)

**STUDENT BOARD MEMBERS** (continued)



*Legal Reference:*

EDUCATION CODE

33000.5 Appointment of student member to State Board of Education  
35012 Board members; number, election and terms; student members  
35120 Course credit for student board members  
35160 Authority of governing boards

GOVERNMENT CODE

3540-3549.3 Educational Employment Relations Act  
54950-54964 Ralph M. Brown Act

*Management Resources:*

WEB SITES

CSBA: <http://www.csba.org>  
California Association of Student Councils: <http://www.casc.net>  
California Association of Student Leaders: <http://www.caslboard.com>

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# **CSBA Sample Board Bylaw**

**Board Bylaws**

BB 9320(a)

## MEETINGS AND NOTICES

Meetings of the Governing Board are conducted for the purpose of accomplishing district business. In accordance with state open meeting laws (Brown Act), the Board shall hold its meetings in public and shall conduct closed sessions during such meetings only as authorized by law. To encourage community involvement in the schools, Board meetings shall provide opportunities for questions and comments by members of the public. All meetings shall be conducted in accordance with law and the Board's bylaws, policies, and administrative regulations.

*(cf. 9321 - Closed Session)*

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

*(cf. 9323 - Meeting Conduct)*

A Board meeting exists whenever a majority of Board members gather at the same time and location, including teleconference location **as permitted by Government Code 54953**, to hear, discuss, deliberate, or take action upon any item within the subject matter jurisdiction of the Board or district. (Government Code 54952.2)

Note: The Brown Act prohibits serial meetings, defined under Government Code 54952.2 as a series of communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item of district business.

This prohibition against serial meetings also applies to communications via technology. Email exchanges, chat room threads, or comments posted on a blog or social media account that result in a majority of the **Governing Board "discussing among themselves"** an item within the subject matter jurisdiction of the Board could result in a Brown Act violation. Pursuant to Government Code 54952.2, as amended by AB 992 (Ch. 89, Statutes of 2020), Board members may engage in separate conversations or communications with members of the public on an Internet-based social media platform that is open and accessible to the public as 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 and members do not comment on or use digital icons (e.g., "likes" or emojis) to express reactions to communications made by other Board members. Consequently, a Board member is prohibited from responding directly to any communication from other members of the Board on a social media platform regarding matters that are within the subject matter jurisdiction of the Board. See BB 9012 - Board Member Electronic Communications.

In 84 Ops.Cal.Atty.Gen. 30 (2001), the Attorney General opined that Government Code 54952.2 prohibits a majority of the Board from sending emails to each other to develop a collective concurrence as to action to be taken by the Board even if the emails are (1) sent to the secretary and chairperson, (2) posted on the district's web site, and (3) distributed **(in a printed version)** at the next meeting. Although the Attorney General recognized that those three conditions would allow the deliberations to be conducted, to some extent, "in public," the emails were prohibited by the Brown Act because all debate would be completed before the meeting and members of the public who did not have Internet access would be excluded from the debate.

BB 9320(b)

MEETINGS AND NOTICES (continued)

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)

Note: Government Code 54952.2 specifies that briefings between staff and Board members are permissible in order to answer questions or to provide information, as long as the briefing is not used to communicate the comments or position of any other Board member. Thus, Superintendent briefings involving less than a majority of the Board are allowed, but participants must ensure that the comments or positions of one member are not shared with other members.

However, an employee or district official may engage in separate conversations **or communications** with Board members in order to answer questions or provide information regarding an item within the subject matter jurisdiction of the Board, as long as that employee or district official does not communicate the comments or position of any Board members to other Board members. (Government Code 54952.2)

*(cf. 9012 - Board Member Electronic Communications)*

Note: Government Code 54953.2 requires that all Board meetings meet the protections of the Americans with Disabilities Act **(ADA)** (42 USC 12132) and implementing regulations (28 CFR 35.160, 36.303). Such protections require the district to ensure that the meeting is accessible to persons with disabilities and, upon request, to provide disability-related accommodations, such as auxiliary aids and services. Auxiliary aids and services may include accommodations at the actual meeting, such as a sign-language interpreter, or accommodations to the supporting documentation, such as Braille translation of the agenda packet. Government Code 54954.2 requires that the agenda specify how, when, and to whom a request for accommodation should be made; see BB 9322 - Agenda/Meeting Materials.

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**

Note: Education Code 35140 and Government Code 54954 **mandate** the Board to fix the time and place for its regular meetings by rule and regulation.

The Board shall hold \_\_\_\_\_ regular meeting(s) each month. Regular meetings shall be held at \_\_\_\_\_ p.m. on the \_\_\_\_\_ (day) at the \_\_\_\_\_.

Note: Pursuant to Government Code 54954.2, the agenda for a regular meeting must be posted at least 72 hours prior to the meeting, at a location that is freely accessible to the public. Government Code 54954.2 also requires that the agenda be posted on the district's **Internet** web site, if it has one. Any district that does not have a web site should delete the reference to it in the following paragraph.

BB 9320(c)

## **MEETINGS AND NOTICES (continued)**

The Attorney General has determined in 78 Ops.Cal.Atty.Gen. 327 (1995) that weekend hours may be counted as part of the 72-hour period for posting of the agenda prior to a regular meeting. In the same opinion, the Attorney General found that the term "freely accessible" requires that the agenda be posted in a location where it can be read by the public at any time during the 72 hours immediately preceding the meeting. For example, if a building where the agenda is posted is closed during the evening hours, the agenda must also be posted in a location accessible during evening hours, such as a lighted display case outside of the building. The Attorney General also opined in 88 Ops.Cal.Atty.Gen. 218 (2005) that the agenda may be posted on a touch screen electronic kiosk, in lieu of a paper copy on a bulletin board, as long as the kiosk is accessible without charge to the public 24 hours a day, seven days a week.

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)*

Note: Pursuant to Government Code 54957.5, the agenda must list any address where the public can inspect agenda materials that are distributed to Board members less than 72 hours before a regular meeting; see BB 9322 - Agenda/Meeting Materials. In addition, pursuant to the California Public Records Act (Government Code 6252-6270), agenda materials related to an open session of a Board's regular meeting are "public records" and are subject to the inspection of any member of the public. For a list of documents subject to disclosure by the district, see BP/AR 1340 - Access to District Records.

Whenever agenda materials relating to an open session of a regular meeting are distributed to the Board less than 72 hours before the meeting, the Superintendent or designee shall make the materials available for public inspection at a public office or location designated for that purpose **at the time the materials are distributed to all or a majority of the Board.** (Government Code 54957.5)

*(cf. 1340 - Access to District Records)*

## Special Meetings

Note: Education Code 35144 and Government Code 54956 allow the Board to hold special meetings to address any matter that requires timely action. For example, the Board may hold a special meeting to discuss the need for an emergency state apportionment when the district is in financial distress; see **BPAR** 3460 - Financial Reports and Accountability. However, pursuant to Government Code 54956, certain specified matters, as described below, may not be addressed in a special meeting.

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)*

BB 9320(d)

## MEETINGS AND NOTICES (continued)

Note: Pursuant to Government Code 54956, written notice of a special meeting may be delivered personally or by other means, including email or fax. Government Code 54956 requires any district that has its own **Internet** web site to also post the notice on its web site. Any district that does not have its own web site should delete reference to it in the following paragraph.

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. (**Education Code 35144**; Government Code 54956)

Every notice of a special meeting shall provide an opportunity for members of the public to directly address the Board concerning any item that has been described in the meeting notice, before or during the item's consideration. (Government Code 54954.3)

### **Emergency Meetings**

Note: Government Code 54956.5 authorizes a closed session during emergency meetings, as long as two-thirds of the members present at the meeting agree on the need for the closed session or, if less than two-thirds of the members are present, by unanimous vote of the members present. See BB 9321 - Closed Session and E(1) 9323.2 - Actions by the Board.

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)

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)

BB 9320(e)

### **MEETINGS AND NOTICES (continued)**

2. A dire emergency, which shall be defined as a crippling disaster, mass destruction, terrorist activity, or threatened terrorist activity that poses peril so immediate and significant that requiring the Board to provide one-hour notice before holding an emergency meeting may endanger the public health and/or safety as determined by a majority of the members of the Board

*(cf. 3516 - Emergencies and Disaster Preparedness Plan)*

Except in the case of a dire emergency, the Board president or designee shall give notice of the emergency meeting by telephone at least one hour before the meeting to the local media that have requested notice of special meetings. All telephone numbers provided by the media in the most recent request for notification must be exhausted. If telephone services are not functioning, the notice requirement of one hour is waived and, as soon after the meeting as possible, the Board shall notify those media representatives of the meeting and shall describe the purpose of the meeting and any action taken by the Board. In the case of a dire emergency, the Board president or designee shall give such notice at or near the time notification is given to the other members of the Board about the meeting. (Government Code 54956.5)

The minutes of the meeting, a list of persons the Board president or designee notified or attempted to notify, a copy of the roll call vote, and any actions taken at the meeting shall be posted for at least 10 days in a public place as soon after the meeting as possible. (Government Code 54956.5)

### **Adjourned/Continued Meetings**

The Board may adjourn/continue any regular or special meeting to a later time and location that shall be specified in the order of adjournment. Less than a quorum of the Board may adjourn such a meeting. If no Board members are present, the secretary or the clerk may declare the meeting adjourned to a later time **and place** and shall give notice in the same manner required for special meetings. (Government Code 54955)

Within 24 hours after the time of adjournment, a copy of the order or notice of adjournment/continuance shall be conspicuously posted on or near the door of the place where the meeting was held. (Government Code 54955)

### **Study Sessions, Retreats, Public Forums, and Discussion Meetings**

Note: The following section is <b>optional</b> and may be revised to reflect district practice. Pursuant to Government Code 54954.2, the Board must still comply with the public notice requirements when holding a study session, retreat, public forum or other such meeting.
---

BB 9320(f)

## **MEETINGS AND NOTICES (continued)**

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)*

BB 9320(g)

**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

BB 9320(h)

**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)

Note: In 84 Ops.Cal.Atty.Gen. 181 (2001), the Attorney General opined that a city is not required under the **ADA Americans with Disabilities Act** to provide, as an accommodation for city council member with disabilities who was unable to attend a regularly scheduled meeting, a teleconference connection to the member's house where the public would not be permitted to be present. According to the Attorney General, Government Code 54953 requires that members of the public be permitted to be present at any teleconference location.

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)

BB 9320(i)

### **MEETINGS AND NOTICES (continued)**

#### **Teleconferencing During a Proclaimed State of Emergency**

Note: Pursuant to Government Code 54953, as amended by AB 361 (Ch. 165, Statutes of 2021), boards are authorized, until January 1, 2024, to conduct board meetings by teleconference as specified below when holding a board meeting during a proclaimed state of emergency pursuant to Government Code 8625-8629 when any of the following circumstance exist: (1) state or local officials have imposed or recommended measures to promote social distancing; (2) to determine whether, as a result of an emergency, meeting in person would present imminent risks to the health or safety of attendees; or (3) when it has been determined, as a result of an emergency, that meeting in person would impose such risks.

While a resolution is not required by law to make findings required by Government Code 54953, as amended by AB 361, CSBA offers sample resolutions available on its web site for (1) recognizing a state of emergency and authorizing teleconferenced meetings and (2) recognizing a state of emergency and re-authorizing teleconferenced meetings. CSBA recommends that if resolutions are not utilized, the motion and findings to authorize or reauthorize emergency teleconferenced meetings are included in the meeting minutes.

The Board may conduct Board meetings by teleconference without posting agendas at all teleconference locations, identifying teleconference locations in meeting notices and agendas, allowing public access to each teleconference location, providing an opportunity for members of the public to address the Board directly at each teleconference location, and ensuring that at least a quorum of the Board participate from locations within district boundaries, during a proclaimed state of emergency pursuant to Government Code 8625-8629 in any of the following circumstances: (Government Code 54953)

1. State or local officials have imposed or recommended measures to promote social distancing
2. For the purpose of determining, by majority vote, whether as the result of the emergency meeting in person would present imminent risks to the health or safety of attendees
3. When it has been determined, by majority vote as described in Item #2 above, that as a result of the emergency meeting in person would present imminent risks to the health or safety of attendees

To conduct a teleconference meeting for these purposes the following requirements shall be satisfied: (Government Code 54953)

1. The notice and agenda shall be given and posted as otherwise required by the Brown Act

BB 9320(j)

#### MEETINGS AND NOTICES (continued)

2. The notice and agenda of the meeting shall specify the means by which members of the public may access the meeting and offer public comments, including via a call-in or internet-based service option

Members of the public may be required to register to log in to a meeting when making public comments through an internet web site or other online platform that is operated by a third-party and not under the control of the Board.

3. Members of the public shall be allowed to access the meeting, and the agenda shall provide an opportunity for members of the public to address the Board directly pursuant to Government Code 54954.3
4. Members of the public shall not be required to submit public comments in advance of a Board meeting and shall be provided an opportunity to address the Board and offer comments in real time
5. Public comment periods shall not be closed until the timed public comment period, if such is offered by the Board, has elapsed or, if not timed, until a reasonable amount of time per agenda item has been allowed
6. If during a Board meeting a disruption occurs which prevents the district from broadcasting the meeting to members of the public or for members of the public to offer public comments, the Board shall take no further action on any agenda item until public access via the call-in or internet-based service option to the meeting is restored

*(cf. 9323.2 - Actions by the Board)*

The district may, in its discretion, provide a physical location from which the public may attend or comment. (Government Code 54953)

The Board may continue to conduct meetings by teleconference, as specified above for teleconferencing during proclaimed states of emergency, by a majority vote finding within 30 days after teleconferencing for the first time, and every 30 days thereafter, that either: (Government Code 54953)

1. The state of emergency continues to directly impact the ability of the Board to meet safely in person
2. State or local officials continue to impose or recommend measures to promote social distancing

BB 9320(k)

## MEETINGS AND NOTICES (continued)

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:*

EDUCATION CODE

- 35140 *Time and place of meetings*
- 35143 *Annual organizational meeting, date, and notice*
- 35144 *Special meeting*
- 35145 *Public meetings*
- 35145.5 *Agenda; public participation; regulations*
- 35146 *Closed sessions in connection with a student*
- 35147 *Open meeting law exceptions and applications*

GOVERNMENT CODE

- 3511.1 *Local agency executives*
- 6252-6270 California Public Records Act**
- 8625-8629 California Emergency Services Act**
- 11135 *State programs and activities; prohibition of discrimination*
- 54950-54963 *The Ralph M. Brown Act, especially:*
- 54953 *Meetings to be open and public; attendance; **teleconference***
- 54954 *Time and place of regular meetings*
- 54954.2 *Agenda posting requirements, board actions*
- 54956 *Special meetings; call; notice*
- 54956.5 *Emergency meetings*

UNITED STATES CODE, TITLE 42

- 12101-12213 *Americans with Disabilities Act*
- CODE OF FEDERAL REGULATIONS, TITLE 28
- 35.160 *Effective communications for individuals with disabilities*
- 36.303 *Auxiliary aids and services for individuals with disabilities*

COURT DECISIONS

- Garnier v. Poway Unified School District*; **(S.D. Cal. September 26, 2019)** No. 17-cv-2215-W (JLB), 2019 WL 4736208 ~~(S.D. Cal. September 26, 2019)~~
- Knight First Amendment Institute at Columbia University v. Trump*; **(2019)** 928 F.3d 226 ~~(2019)~~
- Wolfe v. City of Fremont*; (2006) 144 Cal.App. 4th **533** ~~54433~~

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)*

BB 9320(1)

**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 ~~VIV~~: A Guide to the Ralph M. Brown Act, 2016 2nd Ed., 2010

WEB SITES

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

CSBA, GAMUT Meetings:

<http://www.csba.org/ProductsAndServices/AllServices/GamutMeetingsPolicy>

California Attorney General's Office: <http://oag.ca.gov/home>

Institute for Local Government: <http://www.ca-ilg.org>

League of California Cities: <http://www.cacities.org>

(11/11 12/20) 12/21

**Policy Reference UPDATE Service**

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# CSBA MANUAL MAINTENANCE SERVICE CHECKLIST – July 2021

District Name: Hamilton Unified School District

Contact Name: Tiffany Wilhelm Phone: 530-826-3261 Email: [twilhelm@hudschools.org](mailto:twilhelm@hudschools.org)

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
BP 6157	Distance Learning	<b>Delete BP</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

**CSBA POLICY GUIDE SHEET**  
**July 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.

**DELETE - Board Policy 6157 - Distance Learning**

Policy deleted due to expiration of emergency legislation that temporarily waived apportionment requirements to permit distance learning for the 2020-2021 school year.

HAMILTON UNIFIED SCHOOL DISTRICT

<b>Agenda Item Number: 13a</b>	<b>Date: 01/26/2022</b>
<b>Agenda Item Description:</b> Approve Eagle Architects Agreement for Consulting Services re: preliminary design of HES Boys and Girls bathrooms.	
<b>Background:</b> This is for the architectural work as we plan the upgrade to the Elementary School restrooms. This renovation project has been part of our Strategic Plan since 2019. This project will be paid for out of ESSER III funds and the use of these funds has been approved by the CDE.	
<b>Status:</b> Pending board approval.	
<b>Fiscal Impact:</b> Budget \$150,000 from ESSER III funds.	
<b>Educational Impact:</b> n/a	
<b>Recommendation:</b> Recommend board approve Eagle Architects Agreement for Consulting Services re: preliminary design of HES Boys and Girls bathrooms.	



Eagle Architects  
349 Silver Lake Drive  
Chico, CA 95973  
(530)898-0123

January 3, 2022

Jeremy Powell  
Superintendent  
Hamilton Unified School District  
620 Canal Street  
Hamilton City, CA. 95951

Subject: Agreement for Consulting Services  
Phase 1- Preliminary Design  
Hamilton Elementary School  
277 Capay Ave  
Hamilton City, CA. 95951  
EA Job# 2021-62

Dear Mr. Powell,

I am glad to have the opportunity to develop a working relationship with Hamilton Unified School District. Please review, sign and return one (1) original of the attached Agreement for Consulting Services with Eagle Architects for the Phase 1- Preliminary Design Project at Hamilton Elementary School in Hamilton City.

The scope of work shall include the preliminary design and options of two existing Boys & Girls accessible restrooms. The duration of this contract shall be from January 26, 2022 through an approximate completion of March 31, 2022. The compensation for this project shall be on a fixed fee basis. See attached fixed fee schedule below:

Task	Fee
Phase 1: Pre-design Site visit, 1. Site visit to field verify existing conditions utilizing record documents provided by school district 2. Site visit attendees shall be the Architect & Project Manager	\$1210
Phase 1: Preliminary Design Include the following documents 1. Demo Floor plan 2. New Floor Plans (Provide two or three options for floor plans) 3. School district staff to select their preference for further design based upon district staff input 4. Allowance for two (2) revisions to selected floor plan layout 5. One Virtual Zoom meeting with architect & district	\$3350

staff	
Phase 2: Construction Documents <ul style="list-style-type: none"> <li>- A fee proposal will be provided upon the completion of Phase 1</li> <li>- Moving forward with Phase 2 subject to approval of phase 1 and funding from Hamilton Unified School District</li> </ul>	N/A
Total Fee This fee proposal is good for 30 days. After 30 days fee subject to change	\$4560
Reimbursables- Printing costs to be billed at cost plus 10%- NTE	\$500

All additional Services shall be billed per attached hourly rate schedule.

All invoices will be billed based upon the percentage complete for each item in each task. All invoices are due and payable no more than 14 days after the invoice date. Interest of 12% annually will accrue on invoices 60 days past due. All documents produced by Eagle Architects are copyrighted under US copyright laws. Eagle Architects holds copyrights to all instruments of service until transferred or grants licenses for those rights.

I hope this meets with your approval and I look forward to continue my relationship with Hamilton Unified School District.

Sincerely,  
Eagle Architects

Alan Chambers  
Principal

---

ACCEPTED  
IN WITNESS WHEREOF, Hamilton Unified School District and Eagle Architects have executed this Agreement.

CLIENT  
Hamilton Unified School District

CONSULTANT  
Eagle Architects




---

By: Jeremy Powell, Superintendent  
Date:

---

By: Alan Chambers, President  
Date: 1/3/22

**ATTACHMENT "A"**

**PROFESSIONAL SERVICES EXPENSE SCHEDULE\***

January 1, 2022 through December 31, 2022

<b>A.</b>	<b>PROFESSIONAL SERVICES COMPENSATION RATES</b>	<b>RATE PER HOUR</b>
	ARCHITECT-IN-CHARGE	\$200.00
	PROJECT DIRECTOR	\$175.00
	PROJECT ARCHITECT	\$150.00
	PROJECT MANAGER	\$150.00
	DRAFTER	\$105.00
	CLERICAL	\$ 70.00
	GRAPHICS PRESENTATIONS	\$100.00

\*Note: Professional Services Expense Schedule to be revised annually

## HAMILTON UNIFIED SCHOOL DISTRICT

<b>Agenda Item Number: 13b</b>	<b>Date: 1/26/2022</b>
<b>Agenda Item Description:</b> Adopt Resolution# 21-22-104: Authorize designated personnel (Dr. Powell and Mrs. Hamman) to sign contract documents for fiscal year 2022-23 for child care and development services – CDE.	
<b>Background:</b> This is an annual agreement between the District and State for our Pre-school program.	
<b>Status:</b> Pending board approval.	
<b>Fiscal Impact:</b> None	
<b>Educational Impact:</b> None	
<b>Recommendation:</b> Recommend board adopt Resolution# 21-22-104: Authorize designated personnel (Dr. Powell and Mrs. Hamman) to sign contract documents for fiscal year 2022-23 for child care and development services – CDE.	

**RESOLUTION 21-22-104**

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 2022-23, the Continuing Funding Application, and all related contract documents.

---

**RESOLUTION 21-22-104**

BE IT RESOLVED that the Governing Board of Hamilton Unified School District authorizes that the persons who are listed below are authorized to sign the transaction for the Governing Board.

NAME	TITLE	SIGNATURE
<u>Jeremy Powell</u>	<u>Superintendent</u>	_____
<u>Kristen Hamman</u>	<u>Chief Business Official</u>	_____
_____	_____	_____

PASSED AND ADOPTED THIS 26<sup>th</sup> day of January 2022, by the Governing Board of Hamilton Unified School District of Glenn County, in the State of California.

I, \_\_\_\_\_, Clerk of the Governing Board of Hamilton Unified School District, of Glenn 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 regular board meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

\_\_\_\_\_

(Clerk's Signature)

\_\_\_\_\_

(Date)

## HAMILTON UNIFIED SCHOOL DISTRICT

<b>Agenda Item Number: 13C</b>	<b>Date: 12/26/2022</b>
<b>Agenda Item Description:</b> Approve HUSD 2022-23 District Calendar Option B.	
<b>Background:</b>  The District regularly creates versions of the annual calendar and brings them before HULC for review and input. Once reviewed by HULC, the most popular version is then brought before the board for final approval.  HUSD 2022-23 District Calendar Option B is one of four options brought before HULC between September 2021 and January 2022 for review and input. Based on feedback at HULC, we recommend approval of Option B.	
<b>Status:</b> Pending board approval.	
<b>Fiscal Impact:</b> n/a	
<b>Educational Impact:</b> n/a	
<b>Recommendation:</b> Recommend board approve HUSD 2022-23 District Calendar Option B.	

# Hamilton Unified School District

2022-2023 Draft Option A (originally presented to HULC 9/15/21) based on 2021-22 Calendar

## Fall 2022

Jul-22							Aug-22							Sep-22							Oct-22							Nov-22							Dec-22							
Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	
					1	2		1	2	3	4	5	6					1	2	3							1			1	2	3	4	5						1	2	3
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31	
31						0						17						37	30	31					58							74							86			

## Spring 2023

Jan-23							Feb-23							Mar-23							Apr-23							May-23							Jun-23							
Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	
1	2	3	4	5	6	7				1	2	3	4				1	2	3	4							1		1	2	3	4	5	6						1	2	3
8	9	10	11	12	13	14	5	6	7	8	9	10	11	5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10	
15	16	17	18	19	20	21	12	13	14	15	16	17	18	12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17	
22	23	24	25	26	27	28	19	20	21	22	23	24	25	19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24	
29	30	31					26	27	28					26	27	28	29	30	31	23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30			
						102						120						142	30						156							178							180			

Holidays/Breaks:	7/4 4th of July, 9/5 Labor Day, 11/11 Veterans Day, 11/21-11/25 Thanksgiving Break, 12/19-1/6 Winter Break, 1/16 Martin Luther King Jr. Day, 2/12 Lincoln's Birthday (observed 2/11), 2/20 President's Day, 4/1 Good Friday, 4/10-4/14 Spring break, 5/29 Memorial Day, 6/19 Juneteenth
1st/Last Day of School	8/9 1st Day of School, 6/2 Last Day of School
Board Meetings	7/27, 8/24, 9/28, 10/5, 10/26, 12/14, 1/25, 2/22, 3/22, 4/26, 5/24, 6/7, 6/21
HULC Meeting	9/21, 10/19, 12/7, 1/18, 2/15, 3/15, 4/19, 5/24
Progress/Report Cards	
Teacher/District In Service:	8/5 (District-wide - No Student Atten.) & 8/8 (Teachers Only - No Student Atten.), 9/19 (District-wide - No Student Atten.), 3/17 (Teachers Only - No Student Atten.)
HES/HHS Prep/PLC Min. Day	8/12, 8/26, 9/2, 9/9, 9/23, 10/7, 10/14, 10/28, 11/4, 11/18, 12/2, 12/9, 12/16, 1/13, 1/20, 2/3, 2/10, 3/3, 3/24, 4/21, 4/28, 5/5, 5/12, 5/26
District Minimum Day	8/19, 9/16, 10/21, 1/27, 2/24, 3/10, 5/17-5/19 (Glenn County Fair - HHS Only), 5/19 (HES Only)
	6/1 (8th Grade Promotion 7:00pm, HHS Stadium/Teacher Prep), 6/2 (HHS Grad 8:00pm, HHS Stadium/Teacher Prep)

Site Specific Activities
HHS Back to School Night: ____
HES Back to School Night: ____ (TK-5), ____ (6-8)
HHS Parent Conference Day: ____
HES Parent Conferences (Min. Day): ____ = 6th - 8th ONLY ____ = TK-5th ONLY
HES Halloween Carnival: 10/28
Winter Concert (HHS Gym): ____
Elementary Christmas Program (HHS Gym): ____
HES Parent Conferences (Min. Day): ____ = 6th - 8th ONLY ____ = TK - 5th ONLY
HHS Parent Conference Day: ____

Site Specific Activities ... Continued	
Opening of CAASPP Testing Window: TBD	
HHS Open House: ____	
Spring Concert: ____	
HES May Dance Festival: ____	
HHS Awards Night: ____	
Classified Holidays	
4th of July: 7/4	Labor Day: 9/5
Veterans Day: 11/11	Thanksgiving: 11/21-25
Winter Break: 12/23 & 26, 30 & 1/2	MLK Jr.: 1/16
Lincoln's Birthday: (Observed) 2/17	President's Day: 2/20
Good Friday: 4/7	Memorial Day: 5/29
Juneteenth: 6/19	

LCAP & Budget	Student Days
LCAP Meeting:	180
DELAC/LCAP Meeting:	
LCAP Meeting:	Teacher Staff Dev. Days
LCAP Meeting:	
LCAP Meeting:	4
LCAP Draft Review (Public Comment & Questions to Superintendent):	
Budget & LCAP Public Hearing: 6/7	Total Days 184
Budget & LCAP Adoption: 6/21	
MISC Information	
All Fridays* are minimum days for teacher collaboration/teacher staff development.	

# Hamilton Unified School District

2022-2023 Draft Option B (August 8 start, 10/10 No School, October PD, two 3 day weekends in February, Last Day Friday 6/2/23)

## Fall 2022

Jul-22							Aug-22							Sep-22							Oct-22							Nov-22							Dec-22							
Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	
					1	2		1	2	3	4	5	6					1	2	3							1			1	2	3	4	5						1	2	3
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31	
31						0						18						39	30	31					58							74							86			

## Spring 2023

Jan-23							Feb-23							Mar-23							Apr-23							May-23							Jun-23						
Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S
1	2	3	4	5	6	7				1	2	3	4				1	2	3	4							1		1	2	3	4	5	6					1	2	3
8	9	10	11	12	13	14	5	6	7	8	9	10	11	5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
15	16	17	18	19	20	21	12	13	14	15	16	17	18	12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
22	23	24	25	26	27	28	19	20	21	22	23	24	25	19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
29	30	31					26	27	28					26	27	28	29	30	31	23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30		
						102						120						142	30						156							178							180		

Holidays/Breaks:	7/4 4th of July, 9/5 Labor Day, 10/10 No School, 11/11 Veterans Day, 11/21-11/25 Thanksgiving Break, 12/19-1/6 Winter Break, 1/16 Martin Luther King Jr. Day, 2/12 Lincoln's Birthday (observed 2/13), 2/20 President's Day, 4/7 Good Friday, 4/10-4/14 Spring Break, 5/29 Memorial Day, 6/19 Juneteenth
1st/Last Day of School	8/8 1st Day of School, 6/2 Last Day of School
Board Meetings	7/27, 8/24, 9/28, 10/5, 10/26, 12/14, 1/25, 2/22, 3/22, 4/26, 5/24, 6/7, 6/21
HULC Meeting	9/21, 10/19, 12/7, 1/18, 2/15, 3/15, 4/19, 5/24
Progress/Report Cards	
Teacher/District In Service:	8/4 (District-wide - No Student Atten.) & 8/5 (Teachers Only - No Student Atten.), 10/24 (District-wide - No Student Atten.), 3/17 (Teachers Only - No Student Atten.)
HES/HHS Prep/PLC Min. Day	8/12, 8/26, 9/2, 9/9, 9/23, 10/7, 10/14, 10/28, 11/4, 11/18, 12/2, 12/9, 12/16, 1/13, 1/20, 2/3, 2/10, 3/3, 3/24, 4/21, 4/28, 5/5, 5/12, 5/26
District Minimum Day	8/19, 9/16, 10/21, 1/27, 2/24, 3/10, 5/16-5/19 (Glenn County Fair - HHS Only), 5/19 (HES Only)
	6/1 (8th Grade Promotion 7:00pm, HHS Stadium/Teacher Prep), 6/2 (HHS Grad 8:00pm, HHS Stadium/Teacher Prep)

Site Specific Activities
HHS Back to School Night: ____
HES Back to School Night: ____ (TK-5), ____ (6-8)
HHS Parent Conference Day: ____
HES Parent Conferences (Min. Day): ____ = 6th - 8th ONLY ____ = TK-5th ONLY
HES Halloween Carnival: 10/28
Winter Concert (HHS Gym): ____
Elementary Christmas Program (HHS Gym): ____
HES Parent Conferences (Min. Day): ____ = 6th - 8th ONLY ____ = TK - 5th ONLY
HHS Parent Conference Day: ____

Site Specific Activities ... Continued
Opening of CAASPP Testing Window: TBD
HHS Open House: ____
Spring Concert: ____
HES May Dance Festival: ____
HHS Awards Night: ____

Classified Holidays	
4th of July: 7/4	Labor Day: 9/5
Veterans Day: 11/11	Thanksgiving: 11/21-25
Winter Break: 12/23 & 26, 30 & 1/2	MLK Jr.: 1/16
Lincoln's Birthday: (Observed) 2/13	President's Day: 2/20
Good Friday: 4/7	Memorial Day: 5/29
Juneteenth: 6/19	

LCAP & Budget	Student Days
LCAP Meeting:	180
DELAC/LCAP Meeting:	
LCAP Meeting:	Teacher Staff
	Dev. Days
LCAP Meeting:	4
LCAP Draft Review (Public Comment & Questions to Superintendent):	Total Days
Budget & LCAP Public Hearing: 6/7	184
Budget & LCAP Adoption: 6/21	

MISC Information
All Fridays* are minimum days for teacher collaboration/teacher staff development.



# Hamilton Unified School District

2022-2023 Draft Option C (based on Option A with an October break and later last day)

## Fall 2022

Jul-22							Aug-22							Sep-22							Oct-22							Nov-22							Dec-22							
Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	
					1	2		1	2	3	4	5	6					1	2	3							1			1	2	3	4	5						1	2	3
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31	
31						0						17							37	30	31					53							69							81		

## Spring 2023

Jan-23							Feb-23							Mar-23							Apr-23							May-23							Jun-23								
Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S		
1	2	3	4	5	6	7				1	2	3	4				1	2	3	4							1			1	2	3	4	5	6						1	2	3
8	9	10	11	12	13	14	5	6	7	8	9	10	11	5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10		
15	16	17	18	19	20	21	12	13	14	15	16	17	18	12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17		
22	23	24	25	26	27	28	19	20	21	22	23	24	25	19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24		
29	30	31					26	27	28					26	27	28	29	30	31	23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30				
						97						115						137	30						151							173							180				

Holidays/Breaks:	7/4 4th of July, 9/5 Labor Day, 11/11 Veterans Day, 11/21-11/25 Thanksgiving Break, 12/19-1/6 Winter Break, 1/16 Martin Luther King Jr. Day, 2/12 Lincoln's Birthday (observed 2/11), 2/20 President's Day, 4/1 Good Friday, 4/10-4/14 Spring Break, 5/29 Memorial Day, 6/19 Juneteenth
1st/Last Day of School	8/9 1st Day of School, 6/9 Last Day of School
Board Meetings	7/27, 8/24, 9/28, 10/12, 10/26, 12/14, 1/25, 2/22, 3/22, 4/26, 5/24, 6/7, 6/21
HULC Meeting	9/21, 10/19, 12/7, 1/18, 2/15, 3/15, 4/19, 5/24
Progress/Report Cards	
Teacher/District In Service:	8/5 (District-wide - No Student Atten.) & 8/8 (Teachers Only - No Student Atten.), 9/19 (District-wide - No Student Atten.), 3/17 (Teachers Only - No Student Atten.)
HES/HHS Prep/PLC Min. Day	8/12, 8/26, 9/2, 9/9, 9/23, 10/7, 10/14, 10/28, 11/4, 11/18, 12/2, 12/9, 12/16, 1/13, 1/20, 2/3, 2/10, 3/3, 3/24, 4/21, 4/28, 5/5, 5/12, 5/26, 6/2
District Minimum Day	8/19, 9/16, 10/21, 1/27, 2/24, 3/10, 5/16-5/19 (Glenn County Fair - HHS Only), 5/19 (HES Only)
	6/8 (8th Grade Promotion 7:00pm, HHS Stadium/Teacher Prep), 6/9 (HHS Grad 8:00pm, HHS Stadium/Teacher Prep)

Site Specific Activities
HHS Back to School Night: ____
HES Back to School Night: ____ (TK-5), ____ (6-8)
HHS Parent Conference Day: ____
HES Parent Conferences (Min. Day): ____ = 6th - 8th ONLY ____ = TK-5th ONLY
HES Halloween Carnival: 10/28
Winter Concert (HHS Gym): ____
Elementary Christmas Program (HHS Gym): ____
HES Parent Conferences (Min. Day): ____ = 6th - 8th ONLY ____ = TK - 5th ONLY
HHS Parent Conference Day: ____

Site Specific Activities ... Continued	
Opening of CAASPP Testing Window: TBD	
HHS Open House: ____	
Spring Concert: ____	
HES May Dance Festival: ____	
HHS Awards Night: ____	
Classified Holidays	
4th of July: 7/4	Labor Day: 9/5
Veterans Day: 11/11	Thanksgiving: 11/21-25
Winter Break: 12/23 & 26, 30 & 1/2	MLK Jr.: 1/16
Lincoln's Birthday: (Observed) 2/17	President's Day: 2/20
Good Friday: 4/7	Memorial Day: 5/29
Juneteenth: 6/19	

LCAP & Budget	Student Days
LCAP Meeting:	180
DELAC/LCAP Meeting:	
LCAP Meeting:	Teacher Staff Dev. Days
LCAP Meeting:	
LCAP Meeting:	4
LCAP Draft Review (Public Comment & Questions to Superintendent):	
Budget & LCAP Public Hearing: 6/7	Total Days
Budget & LCAP Adoption: 6/21	
	184
MISC Information	
All Fridays* are minimum days for teacher collaboration/teacher staff development.	

# Hamilton Unified School District

## 2022-2023 Draft Option D (based on Option A with a long weekend in October, PD 10/24, shorter Thanksgiving Break & 2 3-day weekends in February)

### Fall 2022

Jul-22							Aug-22							Sep-22							Oct-22							Nov-22							Dec-22						
Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S							
					1	2		1	2	3	4	5	6					1	2	3						1	2	3						1	2	3					
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8	4	5	6	7	8	9	10							
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19							
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26							
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30	31									
31						0														38	30	31					74						86								

### Spring 2023

Jan-23							Feb-23							Mar-23							Apr-23							May-23							Jun-23						
Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S							
1	2	3	4	5	6	7				1	2	3	4						1	2	3	4					1	2	3	4	5	6									
8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3	4	5	6	7	8	9	10	11	12	13	14	7	8	9	10	11	12	13	4	5	6					
15	16	17	18	19	20	21	12	13	14	15	16	17	18	12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13				
22	23	24	25	26	27	28	19	20	21	22	23	24	25	19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20				
29	30	31					26	27	28					26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31				178						
						102							120							142																156					

<b>Holidays/Breaks:</b>	7/4 4th of July, 9/5 Labor Day, 10/7 & 10/10 Long Weekend, 11/11 Veterans Day, 11/23-11/25 Thanksgiving Break, 12/19-1/6 Winter Break, 1/16 Martin Luther King Jr. Day, 2/12 Lincoln's Birthday (obser. 2/13), 2/20 President's Day, 4/7 Good Friday, 4/10-4/14 Spring Break, 5/29 Memorial Day, 6/19 Juneteenth
<b>1st/Last Day of School</b>	8/9 1st Day of School, 6/2 Last Day of School
<b>Board Meetings</b>	7/27, 8/24, 9/28, 10/12, 10/26, 12/14, 1/25, 2/22, 3/22, 4/26, 5/24, 6/7, 6/21
<b>HULC Meeting</b>	9/21, 10/19, 12/7, 1/18, 2/15, 3/15, 4/19, 5/24
<b>Progress/Report Cards</b>	
<b>Teacher/District In Service:</b>	8/5 (District-wide - No Student Atten.) & 8/8 (Teachers Only - No Student Atten.), 10/24 (District-wide - No Student Atten.), 3/17 (Teachers Only - No Student Atten.)
<b>HES/HHS Prep/PLC Min. Day</b>	8/12, 8/26, 9/2, 9/9, 9/23, 10/7, 10/14, 10/28, 11/4, 11/18, 12/2, 12/9, 12/16, 1/13, 1/20, 2/3, 2/10, 3/3, 3/24, 4/21, 4/28, 5/5, 5/12, 5/26, 6/2
<b>District Minimum Day</b>	8/19, 9/16, 10/21, 1/27, 2/24, 3/10, 5/16-5/19 (Glenn County Fair - HHS Only), 5/19 (HES Only) 6/1 (8th Grade Promotion 7:00pm, HHS Stadium/Teacher Prep), 6/2 (HHS Grad 8:00pm, HHS Stadium/Teacher Prep)

Site Specific Activites
HHS Back to School Night: ___
HES Back to School Night: ___ (TK-5), ___ (6-8)
HHS Parent Conference Day: ___
HES Parent Conferences (Min. Day): ___ = 6th - 8th ONLY ___ = TK-5th ONLY
HES Halloween Carnival: 10/28
Winter Concert (HHS Gym): ___
Elementary Christmas Program (HHS Gym): ___
HES Parent Conferences (Min. Day): ___ = 6th - 8th ONLY ___ = TK - 5th ONLY
HHS Parent Conference Day: ___

Site Specific Activites ... Continued
Opening of CAASPP Testing Window: TBD
HHS Open House: ___
Spring Concert: ___
HES May Dance Festival: ___
HHS Awards Night: ___

Classified Holidays	
4th of July: 7/4	Labor Day: 9/5
Veterans Day: 11/11	Thanksgiving: 11/21-25
Winter Break: 12/23 & 26, 30 & 1/2	MLK Jr.: 1/16
Lincoln's Birthday: (Observed) 2/17	President's Day: 2/20
Good Friday: 4/7	Memorial Day: 5/29
Juneteenth: 6/19	

LCAP & Budget	Student Days
LCAP Meeting:	180
DELAC/LCAP Meeting:	
LCAP Meeting:	Teacher Staff Dev. Days
LCAP Meeting:	4
LCAP Draft Review (Public Comment & Questions to Superintendent:	Total Days
Budget & LCAP Public Hearing: 6/7	184
Budget & LCAP Adoption: 6/21	

MISC Information
All Fridays* are minimum days for teacher collaboration/teacher staff development.

**HAMILTON UNIFIED SCHOOL DISTRICT**  
**REGULAR BOARD & ORGANIZATIONAL MEETING MINUTES**  
**Hamilton High School Library/Zoom/Facebook Live**  
**620 Canal Street, Hamilton City, CA 95951**  
Wednesday, December 8, 2021

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5:30 p.m. Public session for purposes of opening the meeting only  
5:30 p.m. Closed session to discuss closed session items listed below (For Board Only)  
6:00 p.m. Reconvene to open session no **later** than 6:30 p.m.

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*Hamilton Unified School District Board Meetings are open to the public. Please join the meeting by attending in person or via the livestream on Facebook Live on the District's Facebook page or through the below Zoom link or dial by phone as listed below:*

Join Zoom Meeting

<https://us02web.zoom.us/j/81640096966?pwd=OXUyeVE3QzY3VnE5RnlzRk9ETEtNUT09>

Meeting ID: 816 4009 6966

Passcode: husd

Dial in by phone:

+1 669 900 6833 US

Meeting ID: 816 4009 6966

Passcode: 619252

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**1.0 OPENING BUSINESS: at 5:30 p.m.**

- a. Call to order and roll call

Hubert "Wendell" Lower, President

Rod Boone, Clerk

Gabriel Leal

Genaro Reyes

Ray Odom

**2.0 IDENTIFY CLOSED SESSION ITEMS:**

**3.0 PUBLIC COMMENT ON CLOSED SESSION ITEMS:** Public comment will be heard on any closed session items. The board may limit comments to no more than three minutes per speaker and 15 minutes per item. [None](#)

**4.0 ADJOURN TO CLOSED SESSION:** To consider qualified matters.

- a. Government Code Section 54957 (b), Personnel Issue. To consider the employment, evaluation, reassignment, resignation, dismissal, or discipline of a classified and certificated employees.
- b. Public Employee Performance Evaluation. Government Code section 54957, subdivision (b)(1). Superintendent.
- c. Government Code Section 54957.6, Labor Negotiations. To confer with the District's Labor Negotiator, Superintendent Jeremy Powell regarding HTA and CSEA negotiations.
- d. Conference with labor Negotiator Gov. Code sec. 54957.6, subd. (a). Agency designated representative: Dr. Jeremy Powell; Employee Organization: Hamilton Teachers Association.
- e. Conference with Real Property Negotiators. (Gov. Code § 54956.8) Property: Edgewater Park property located at corner of Park Ave. and Sacramento Ave., Hamilton City, CA 95951 (APN: 032-240-016 and APN 032-240-017) Agency Negotiator: Jeremy Powell, Superintendent; Rachel Brilliant, Attorney for District. Negotiating Parties: Hamilton City Community Services District and Hamilton Unified School District. Under negotiation: consideration for transfer of title

*Report out action taken in closed session. [No action to report out.](#)*

**5.0 PUBLIC SESSION/FLAG SALUTE: 6:22 p.m. lead by Mr. Langan**

**6.0 ADOPT THE AGENDA: (M)**

Motion to adopt the agenda by Mr. Leal 2<sup>nd</sup> by Mr. Reyes.

Motion Carried 3-0

Leal: AYE	Lower: AYE
Boone: Absent	Reyes: AYE
Odom: Absent	

**7.0 AJOURN TO ORGANIZATIONAL MEETING: 6:23 p.m.**

- a. Seating of board members
  - i. Elect 2022 Board President

Motion to nominate Mr. Lower for president by Mr. Leal 2<sup>nd</sup> by Mr. Reyes.

Motion Carried 3-0

Leal: AYE	Lower: AYE
Boone: Absent	Reyes: AYE
Odom: Absent	

- ii. Elect 2022 Board Clerk

Motion to nominate Mr. Boone by Mr. Reyes 2<sup>nd</sup> by Mr. Leal.

Motion Carried 3-0

Leal: AYE	Lower: AYE
Boone: Absent	Reyes: AYE
Odom: Absent	

- iii. Set 2022 Board Meeting Dates (p. 4)

Motion to approve the proposed schedule by Mr. Reyes 2<sup>nd</sup> by Mr. Leal.

Motion Carried 3-0

Leal: AYE	Lower: AYE
Boone: Absent	Reyes: AYE
Odom: Absent	

**8.0 CLOSE ORGANIZATIONAL MEETING AND RE-OPEN REGULAR MEETING 6:26 p.m.**

**9.0 COMMUNICATIONS/REPORTS:**

- a. Board Member Comments/Reports
  - i. Mr. Reyes, Mr. Leal & Mr. Lower appreciated staff and administrators
- b. ASB President Report for Hamilton High School by Lexi Villegas (absent)
- c. District Reports (written)
  - i. Technology Report by Frank James & Derek Hawley (p. 5)
  - ii. Nutrition Services Report by Sean Montgomery (presentation)
  - iii. Operations Report by Alan Joksch (p. 6)
- d. Principal and Dean of Student Reports (written)
  - i. Kathy Thomas, Hamilton Elementary School Principal (p. 7)
    - 1. Principal Thomas also thanked Lions Club for the Santa Treats for 12/17
  - ii. Maria Reyes, District Dean of Students (p. 8)
  - iii. Cris Oseguera, Hamilton High School Principal/HHS Leadership Team (p. 9)
  - iv. Silvia Robles, Adult School (presentation)
- e. Chief Business Official Report by Kristen Hamman (First Interim p. 58 under Action Items)
- f. Superintendent Report by Jeremy Powell (written) (p. 14)

**10.0 PRESENTATIONS:**

- a. Adult Education presented by Silvia Robles (p. 15)
- b. Nutrition Services presented by Sean Montgomery

**11.0 CORRESPONDENCE:**

- a. None

**12.0 INFORMATION ITEMS:**

- a. HUSD Enrollment History for 5 years (p. 31) – [Dr. Powell reviewed](#)
- b. Bond Status (Fund 21) Update (p. 33)
- c. HUSD Williams Settlement 2021-22 Glenn County Schools Deciles 1-3 Report (p. 37)

**13.0 DISCUSSION ITEMS:**

- a. Proposed Clay Target Team at Hamilton High School (p. 39) – [Ms. Johnson reviewed](#)
- b. HUSD 2022-23 District Calendar
  - i. [Dr. Powell reviewed](#)
  - ii. [Discussion took place](#)

**14.0 PUBLIC COMMENT:** Public comment on any item

**15.0** of interest to the public that is within the Board’s jurisdiction will be heard (agenda and non-agenda items). The Board may limit comments to no more than three minutes per speaker and 15 minutes per topic. Public comment will also be allowed on each specific action item prior to board action thereon.

[No public comments](#)

**16.0 ACTION ITEMS:**

- a. Approve Developer Fee Report 2020-21 (p. 44)

[Motion to approve the Developer Fee Report by Mr. Reyes 2<sup>nd</sup> by Mr. Leal.](#) [Motion Carried 3-0](#)

<a href="#">Leal: AYE</a>	<a href="#">Lower: AYE</a>
<a href="#">Boone: Absent</a>	<a href="#">Reyes: AYE</a>
<a href="#">Odom: Absent</a>	

- b. Approve the Form for Public Disclosure of Proposed Collective Bargaining Agreement Between HUSD and CSEA for 2020-21 and 2021-22 (p. 46)

[Motion to approve by Mr. Leal 2<sup>nd</sup> by Mr. Reyes.](#) [Motion Carried 3-0](#)

<a href="#">Leal: AYE</a>	<a href="#">Lower: AYE</a>
<a href="#">Boone: Absent</a>	<a href="#">Reyes: AYE</a>
<a href="#">Odom: Absent</a>	

- c. Approve Educator Effectiveness Block Grant Plan – previously discussed at November 3, 2021 Special Board Meeting (p. 50)

[Motion to approve by Mr. Leal 2<sup>nd</sup> by Mr. Reyes.](#) [Motion Carried 3-0](#)

<a href="#">Leal: AYE</a>	<a href="#">Lower: AYE</a>
<a href="#">Boone: Absent</a>	<a href="#">Reyes: AYE</a>
<a href="#">Odom: Absent</a>	

- d. Approve 2021-22 First Interim Report (p. 58)

[Budget was reviewed by Ms. Hamman](#)

[A motion was made to approve following a discussion](#)

[Motion to approve the 2021-22 First Interim Report by Mr. Leal 2<sup>nd</sup> by Mr. Reyes.](#) [Motion Carried 3-0](#)

<a href="#">Leal: AYE</a>	<a href="#">Lower: AYE</a>
<a href="#">Boone: Absent</a>	<a href="#">Reyes: AYE</a>
<a href="#">Odom: Absent</a>	

- e. CSBA Policies Review and Discussion 2<sup>nd</sup> Readings (p. 185)
  - i. Board Policy 0470: COVID-19 Mitigation Plan
  - ii. Board Policy 3516.54: Emergency Schedules
  - iii. Board Policy 4131: Staff Development
  - iv. Board Policy 6120: Response to Instruction and Intervention
  - v. Board Policy 6146.1: High School Graduation Requirements
  - vi. Administrative Regulation 6146.1: High School Graduation Requirements
  - vii. Board Policy 6164.4: Identification and Evaluation of Individuals for Special Education
  - viii. Administrative Regulation 6164.4: Identification and Evaluation of Individuals for Special Education
  - ix. Board Policy 6164.41: Children with Disabilities Enrolled by their Parents in Private School
  - x. Board Policy 6164.5: Student Success Teams
  - xi. Administrative Regulation: 6164.5: Student Success Teams

Motion to adopt the CSBA policies by Mr. Leal 2<sup>nd</sup> by Mr. Reyes.

Motion Carried 3-0

Leal: AYE	Lower: AYE
Boone: Absent	Reyes: AYE
Odom: Absent	

- f. Approve Campus Supervisor/Crossing Guard Position (p. 189)

Motion to approve the position by Mr. Reyes 2<sup>nd</sup> by Mr. Leal.

Motion Carried 3-0

Leal: AYE	Lower: AYE
Boone: Absent	Reyes: AYE
Odom: Absent	

**17.0 CONSENT AGENDA:** Items in the consent agenda are considered routine and are acted upon by the Board in one motion. There is no discussion of these items prior to the Board vote and unless a member of the Board, staff, or public request specific items be discussed and/or removed from the consent agenda. Each item on the consent agenda approved by the Board shall be deemed to have been considered in full and adopted as recommended.

- a. Minutes from Regular Board Meeting on October 20, 2021 (p. 192)
- b. Minutes from Special Board Meeting on November 3, 2021 (p. 196)
- c. Williams Quarterly Report for October 2021 (p. 198)
- d. FFA Students to attend MFE/ALA conference in Monterey with college tour of Cal Poly and Monterey Bay Aquarium January 20-24, 2022 (p. 199)
- e. Winter Break 2021-22 Office Hours (p. 200)
- f. Warrants and Expenditures (p. 201)
- g. Interdistrict Transfers (new only; elementary students reapply annually).
  - i. Out
    - 1. Hamilton Elementary School
      - a. K x 1 (2022-23)
    - 2. Hamilton High School
      - a. None
  - ii. In
    - 1. Hamilton Elementary School
      - a. 4<sup>th</sup> x 1
    - 2. Hamilton High School
      - a. None

- h. Personnel Actions as Presented:

- i. New hires:

Katie Skala	JV Girls Basketball Coach	HHS
Mariesa Fitzgerald-Adams	Preschool Teacher (Classified)	Preschool
Giovanni Martinez-Barron	Paraeducator/Library Media Technician	HES
Isaac Acosta	Paraeducator/Library Media Technician	HES
Jonathan Romano	District Universal – Maintenance & Transportation	HUSD
Gabriella Herrera	Long-Term Substitute Teacher (ending 6/3/2022)	HUSD

ii. Resignations/Retirement:

Mariesa Fitzgerald-Adams	SPED Paraprofessional	HES
Jonathan Romano	District Custodian	HUSD

Motion to approve the consent agenda by Mr. Leal 2<sup>nd</sup> by Mr. Reyes.

Motion Carried 3-0

Leal: AYE	Lower: AYE
Boone: Absent	Reyes: AYE
Odom: Absent	

**18.0 ADJOURNMENT:** at 7:54 p.m. in honor of Larry Simpkins

X \_\_\_\_\_  
Rod Boone  
HUSD Board Clerk

X \_\_\_\_\_  
Dr. Jeremy Powell  
Superintendent

# Hamilton High School

## 2021 School Accountability Report Card

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

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



## 2021-22 School Contact Information

<b>School Name</b>	Hamilton High School
<b>Street</b>	620 Canal Street
<b>City, State, Zip</b>	Hamilton City, CA 95951
<b>Phone Number</b>	530.826.3261
<b>Principal</b>	Cris Oseguera
<b>Email Address</b>	coseguera@husdschools.org
<b>School Website</b>	www.husdschools.org
<b>County-District-School (CDS) Code</b>	11765621133701

## 2021-22 District Contact Information

<b>District Name</b>	Hamilton Unified School District
<b>Phone Number</b>	530-826-3261
<b>Superintendent</b>	Dr. Jeremy Powell
<b>Email Address</b>	twilhelm@husdschools.org
<b>District Website Address</b>	www.husdschools.org

## 2021-22 School Overview

Hamilton High School, with a 2021-22 current enrollment of 290 students, is located in Hamilton City, along Highway 32 approximately 10 miles from both Chico and Orland. Our school is a 23-acre campus with five main buildings, including a gymnasium, cafeteria, a 15,000 book capacity modern library, and an agricultural farm and facility with maturing olive and mandarin trees. Over the last three years, our school has added a modern hog barn and a new sheep barn. In November 2018, our community voters passed a \$7 million bond to expand the high school plant. Recently, we celebrated 100 years of providing an exceptional educational experience for the greater Hamilton City community.

As a comprehensive 9-12 high school, we offer a challenging curriculum for our students and enjoy a strong academic record and reputation. Students at Hamilton High School can choose Advanced Placement courses, Career Tech education courses, fine arts and Spanish language courses, Agricultural-based courses in addition to our rigorous core curriculum offerings in Math, English, Science, and the Social Sciences. In Spring 2015, Hamilton High School was awarded a six year accreditation by the Western Association of Schools and Colleges (WASC)- the highest level that can be achieved by a secondary school. We are also expanding our college opportunities by offering Dual Enrollment courses for our students through Butte College.

We are fortunate to offer a varied amount of co-curricular and extra-curricular activities at Hamilton High. Many of our students participate in our Future Farmers of America (FFA) program, which is recognized as one of the finest in the North state area. Additionally, we annually have a theatrical play, a band program, and offer the following sports- volleyball, football, cross country, cheer, basketball, soccer, track & field, baseball, softball, and wrestling. We are pleased to state that our sports teams and student-athletes are recognized as competitive while continuing to exhibit appropriate sportsmanship and exceptional behavior.

School and student safety are paramount for our students and staff at Hamilton High and a priority of the site administrator. The site administrator, with assistance from the two Deans of Students, consistently supervises campus throughout the day and, along with the athletic director, each can be found at most extracurricular events. Periodic drills and training for fire, lockdown, and other emergency situations are conducted to enhance the preparedness and safety of our staff and students.

The Hamilton High School campus is attractive and welcoming with an abundance of trees, shrubs, and grassy areas and a courtyard quad that often serves as a main focal point for student interaction.

## 2021-22 School Overview

The mission of the faculty, staff, and administration of Hamilton High School is to provide a comprehensive educational program for all students so that all may have the skills and the opportunity to realize their full potential and, after graduation, become productive and contributing members of society. Each student, regardless of abilities, socio-economic, or cultural background should develop a sense of self-worth, accountability, responsibility, a desire for life-long learning, and a genuine concern for the welfare and cultural diversity of others.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	77
Grade 10	67
Grade 11	75
Grade 12	68
<b>Total Enrollment</b>	<b>287</b>

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	1
Black or African American	0.3
Hispanic or Latino	74.6
Two or More Races	1.4
White	16
English Learners	7.7
Homeless	2.8
Socioeconomically Disadvantaged	67.9
Students with Disabilities	15.3

## A. Conditions of Learning

### State Priority: Basic

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

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

With the transition to Common Core State Standards, Hamilton High School will be reviewing and recommending to the HUSD school board California state CDE approved textbooks in the core subject areas. Math adoption occurred in 2014-2015, with state CDE approved textbooks. English Language Arts text book adoptions will occur in the 2016-17 school year. Science and Social Science textbook adoptions have not been scheduled yet by the CDE, but will likely occur within the next three school years. Our Social Science curriculum was updated with new purchases made for the 2018-19 school year.

Year and month in which the data were collected

November 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Writer's Inc., 2003 The American Reader, 2007 Holt, Literature and Language Arts, 3rd Course, 2003 Holt, Literature and Language Arts, 4th Course, 2003 The Language of Composition, 2nd Edition, 2013 StudySync, BookheadEd Learning, LLC, 2019	Yes	0%
<b>Mathematics</b>	CPM-Core Connections, Integrated 1, 2014 CPM-Core Connections, Integrated 2, 2nd Edition, 2015 CPM- Core Connections, Integrated 3, 2nd Edition, 2015 The Practice of Statistics, 5th Edition, 2015 Single Variable Calculus-AP Edition, 2012 Precalculus w/Trigonometry Concepts & Applications, 2003	Yes	0%
<b>Science</b>	Earth Science, Geology, and the Universe, 2007 Physics: Principles & Problems, 2000 Biology:CA The Living Earth Biology, 2020 Intro to Plant Science, 2002 Chemistry CA Experience Chemistry in the Earth System, Vol. 1, 2020 Holt's Essentials of Human Anatomy & Physiology, 2005	Yes	0%
<b>History-Social Science</b>	Psychology: Prentice Hall Psychology, Pearson Education, 2016 U.S. Government: Democracy in Action, 2006 US History: American History; Reconstruction to the Present, Houghton Mifflin Harcourt, 2019 Economics: Principles in Action, 2004 World History: Modern World History, Houghton Mifflin Harcourt, 2019 By The People, A History of the United States, AP Edition- Pearson, 2015	Yes	0%
<b>Foreign Language</b>	Realidades 1, Pearson 2008 Realidades 2, Pearson 2008, 2014 Realidades 3, Pearson 2014 Temas, AP Spanish Language & Culture- Vista, 2014		0%
<b>Health</b>			0%
<b>Visual and Performing Arts</b>			0%
<b>Science Laboratory Equipment</b>	Meets State Standards		0%

## School Facility Conditions and Planned Improvements

Hamilton High School, with a current year enrollment of 290 students, is located in Hamilton City on a 23- acre campus. The school library has a 30-station computer lab, two conference rooms, faculty work/copy room, a 30-station computer work area, and a reference area with a capacity of 15,000 books. In Spring 2014, an additional portable classroom was added to our site to provide needed classroom space. Additionally, an upgraded server and technologically updated system were purchased and put into service in 2013-2014. In Spring 2015, the district backup devices were increased from 3TB to 6TB to assist in capacity. Internet and Network speed improvements completed in December 2016 increased network speed to 1,000MB. Our Internet/Network now has 10x faster internet access as well as improved school to school access. Over 200 chromebooks for student use, including one set on a portable chrome cart, have been purchased by the district for student use. As well, four classrooms have been outfitted with interactive computerized smart screen monitors for increased technological use.

In the Summer of 2016, HUSD repaired and updated the roofs of the Gym, the cafeteria, the library building, and the industrial technology building. In the summer of 2020, we hope to have our gymnasium receive a facelift paint job. Previously, in September 2005, a \$2.2 million modernization program was completed on Buildings 100, 200, and 300. The gym has newer locker rooms and public restrooms as well as new bleachers and a refinished floor (the gym floor is refinished each summer). In Buildings 100 and 200, the office was expanded and all classrooms were modernized. Over \$150,000 in new furniture and equipment was purchased. Finally, new state-of-the art fire and communications systems were installed. The Home Economics and Science rooms were last modernized in the summer of 2008.

In Winter 2018, a new 9,000 square foot hog barn was completed for use beginning in January 2019. This barn will allow our school agricultural department to double the amount of animals we can house on site and increase the number of students participating in our CTE program. In Fall 2020, a new 6,000 square foot sheep barn was erected and used during the Spring 2021 semester.

School and student safety are very important and a priority at Hamilton High School. The site administrator and Deans of Students actively supervise the campus throughout the school day and are present at all extracurricular activities. Emergency drills are conducted regularly with the following drills held during the year: fire drills and lockdown drill.

Our campus is recognized as one of the most attractive in the area with an abundance of trees, shrubs, and flowers among the courtyards, playing fields, and grassy areas. A 1000-seat football stadium was finished in 2004, funded by a joint venture with the Friends of Athletics. In March 2005, the softball complex was completed. Other outdoor areas include two soccer fields, two baseball fields, an agriculture farm with both olive and mandarin trees, two tennis courts, and two basketball courts.

Two maintenance/custodial workers and one grounds person keep the school clean and well maintained. Custodians are on duty from 7 A.M. until 10:00 P.M. on most school days. Restrooms are cleaned daily and kept in good working order.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

In the November 2018 election, our community approved a \$7 million bond aimed at the purchase of land located north of Hamilton High School and the construction of new high school facilities, which would include modern classrooms as well as a new gymnasium. Meetings will be held with community stakeholders to assist in the process of design and best ideas for the future facilities.

**Year and month of the most recent FIT report**

10/20/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Cafeteria: replace ceiling tiles needed

## School Facility Conditions and Planned Improvements

				Library: Stained ceiling tiles Office: Stained ceiling tile Room 1: Sink water valve needs replacing Room 4 sink valves on faucet needs replacing Room 9: Formica countertops need repair Gym: water heater needs replacement; gym ceiling paint peeling; outdoor of gym needs painting Gym locker rooms: floors need refinishing
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			squirrels

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A



## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	76	60	78.95	21.05	63.33
Female	43	33	76.74	23.26	54.55
Male	33	27	81.82	18.18	74.07
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	58	48	82.76	17.24	58.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	9	69.23	30.77	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	52	40	76.92	23.08	52.5
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	76	60	78.95	21.05	23.33
Female	43	33	76.74	23.26	18.18
Male	33	27	81.82	18.18	29.63
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	58	48	82.76	17.24	16.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	9	69.23	30.77	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	52	40	76.92	23.08	15.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	1.79	N/A	5.44	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	65	56	86.15	13.85	1.79
<b>Female</b>	34	30	88.24	11.76	0.00
<b>Male</b>	31	26	83.87	16.13	3.85
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	53	48	90.57	9.43	2.08
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	46	40	86.96	13.04	0.00
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## 2020-21 Career Technical Education Programs

Each year at Hamilton High School, students complete a battery of assessments aimed at assisting the student in choosing possible career paths. Students research a number of careers and the education required for those careers in Career Life Planning (CLP), a required course for all students at Hamilton High School. Approximately 86% of our students are enrolled in Career Technical Education (CTE) classes and these programs provide students with valuable job skills. Similarly, many of the skills taught in CLP are utilized throughout the student's academic career at HHS. Hamilton High has required 10 credits of CTE as a graduation requirement for each student. Each of our special populations receives needed support in all courses, not just CTE.

Because we are a small school and district, our staff works closely to ensure student success. Valuable discussion occurs regularly to assist all student populations and class completion and course effectiveness is measurable. PowerPoint presentations, oral reports, and research skills are examples of some of the skills students are measured upon, in addition to gauging the effectiveness of the our programs. An end-of-course exam is also required and students must achieve a 70% or above to receive college credit. CTE instructors also administer quarterly benchmark assessments.

We have also received additional funding through the CTEIG as well as applied for Strong Workforce Program funding through CDE, which continues into 2020-21. These additional funds will be utilized to enhance the exposure and awareness to CTE through our school pathways.

Most of these courses are articulated with Butte College in 2+2 agreements where students can earn college credit for high school courses. Faculty and staff from HHS also meet with Butte College instructors to ensure course curriculum and standards are aligned. Hamilton High participates in the Youth Employment Skills program where students learn job skills and then are placed in paid work experience positions. Additionally, new state funding will allow for increased dual enrollment as well as potentially courses for Butte College offered on site by HHS staff members. Hamilton High School is committed to encouraging and providing Dual Enrollment courses for our students with Butte College and we expect to offer several more over the next couple of years as currently we have two Dual Enrollment courses for our students.

Career preparation courses and programs include the following: Life Skills, Environmental Horticulture. Courses conducted by Career Tech Education teachers (formerly ROP) include: Forensics, Horticulture (Floral Design), Ag Careers, Ag Mechanics, Careers with Children, Digital Photography, and Web Design.

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	281
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	86.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	76.9

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	30

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

Hamilton High School staff and administration believe that parent involvement is vital to our student's success. Our school offers Back-to-School Night in the fall and Open House in the spring for parents to meet and communicate with their child's teachers as well as viewing the new, exciting, and challenging curriculum students have completed. Parent/Teacher conferences are held once each semester, in September and February each year, one of the few high schools to offer these conferences. At the Open House, samples of student work from throughout the year are also showcased and student success is at the core of the evening.

Parents are welcome to visit our campus, take school tours, or visit with the Principal. A visitor's pass and a school information can be obtained in the school office. Due to the coronavirus pandemic which has affected our school being open to students from March to December 2021, we have limited the number of visitors to campus for health and safety reasons. We anticipate lifting these restrictions once county and state health procedures are updated.

Parents have the opportunity to participate in a wide variety of programs including Hamilton High Athletics, Hamilton High School Sports Boosters, HC Future Farmers of America (FFA), and School Site Council, just to name a few. Also, regular invitations to district level meetings, such as LCAP, are made through the auto-dialing system and school mailings. Parents are always welcome at our school and may contact Principal Cris Oseguera at (530) 826-3261 ext. 1008 or [oseguera@husdschools.org](mailto:oseguera@husdschools.org) for more information about getting involved in the school's programs.

## C. Engagement

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
<b>Dropout Rate</b>	5.7	0.0	0.0	6.7	0.0	0.0	9.0	8.9	9.4
<b>Graduation Rate</b>	94.3	100.0	100.0	92.1	100.0	96.1	84.5	84.2	83.6

#### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	66	66	100.0
<b>Female</b>	35	35	100.0
<b>Male</b>	31	31	100.0
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	0	0	0.00
<b>Black or African American</b>	0	0	0.00
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	53	53	100.0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	0	0	0.00
<b>White</b>	--	--	--
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	54	54	100.0
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	--	--	--

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	304	302	28	9.3
Female	154	153	15	9.8
Male	150	149	13	8.7
American Indian or Alaska Native	0	0	0	0.0
Asian	3	3	0	0.0
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	223	221	25	11.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	4	0	0.0
White	54	54	2	3.7
English Learners	26	26	6	23.1
Foster Youth	1	1	0	0.0
Homeless	8	8	5	62.5
Socioeconomically Disadvantaged	210	209	24	11.5
Students Receiving Migrant Education Services	13	13	3	23.1
Students with Disabilities	47	47	12	25.5

### C. Engagement

#### State Priority: School Climate

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

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



## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	4.08	0.00	3.50	0.00	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	1.83	1.39	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 School Safety Plan

Hamilton High School continues to provide a safe and secure campus for students, employees, and visitors. All take pride in ensuring Hamilton High School remains a positive educational environment for all students. Our crime rate remains well below that of other schools in the area and significantly below high schools throughout the State. The District's School Safety Plan details Hamilton High School's policies regarding transportation, student discipline, emergencies and disaster preparedness, dress codes, and child abuse reporting. This plan is available in the office for public inspection.

The HUSD and HHS School Safety Plan of Emergency Operations was adopted by the HUSD School Board on April 14, 2014. HHS Staff fully participated in the development of the plan and items are regularly reviewed in HHS Faculty meetings. Even through the coronavirus pandemic, our HHS School Site Council reviewed and updated the HHS School Safety Plan in Late Fall 2020 semester, with regular updates and discussion related to the pandemic and was approved by the HUSD School Board in April 2021.

The site administrator regularly provides timely and necessary in-service training for the purpose of prevention, compliance, and, importantly, awareness of issues that may affect our students, staff, and school culture. In 2020-21, these in-services have largely centered on meetings the health and safety protocols needed to best protect students and staff. In the 2019-20 school year, we were fortunate to have a school resource office assigned to Hamilton High School on a regular rotation basis, a placement beneficial to the safety of our school and this continued for 2020-21 school year. Currently, a school resource officer is not assigned to HHS, however, we work closely with the Glenn County Sheriff Department to ensure the safety of our students and staff. In Fall 2018, we had various informational meetings with the Glenn County Sheriff's Office regarding lockdown training and procedures- with consideration of the "fight or flight" procedures- as well as on the mental health SMART program and on internet postings concerning students. Our school safety coordinator keeps us well informed of new safety policies and procedures. Our school staff is provided with regular safety training on a variety of topics germane to Hamilton High School

Hamilton High School continues to work closely with local law enforcement and the local fire department and we are fortunate that both agencies are attentive to our needs. This year, due to the coronavirus pandemic, the majority of our meetings, trainings, and discussions have centered on our protocols for student and staff safety. .

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	11	5	
Mathematics	18	20	4	
Science	18	3	2	
Social Science	21	4	6	

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	13	5	
Mathematics	18	16	6	
Science	14	5	3	
Social Science	16	9	4	

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	10	5	1
Mathematics	20	9	4	
Science	12	4		
Social Science	19	7	2	2

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	239.2

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0.7
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	0
<b>Other</b>	0.5

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$12,490	\$167	\$12,323	\$63,060
<b>District</b>	N/A	N/A	\$12,044	\$67,730
<b>Percent Difference - School Site and District</b>	N/A	N/A	2.3	-7.1
<b>State</b>			\$8,444	\$71,544
<b>Percent Difference - School Site and State</b>	N/A	N/A	37.4	-12.6

## 2020-21 Types of Services Funded

The following programs and services represent the sources from which funding is secured to assist students at Hamilton High School- these monetary sources are generally either state or federal programs: Title II (Teacher Quality); Title III (LEP & Immigrant); Title IV (Student Support & Academic Enrichment); Title v (Rural & Low Income); Career Tech Education (CTE); Carl Perkins Vocational Education; Agricultural Incentive Grant; College Readiness Block Grant (CRBG), which expired in June 2019.

We have also received additional funding through CTEIG as well through CDE. These additional funds will be utilized to enhance the exposure and awareness to CTE through our school pathways.

Funding from these sources allows Hamilton High School to offer support classes, assist new immigrant students, assist our migrant students and families, allow for us to increase the number of agricultural class offerings, and offer nearly a dozen CTE courses. Also, we are able to offer college campus tours, college and financial aid workshops to our students, and cover the costs of Advanced Placement (AP) and PSAT tests for all our students. Additionally, we have been able to provide ongoing professional development opportunities to our staff.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$42,411	\$45,813
Mid-Range Teacher Salary	\$68,825	\$70,720
Highest Teacher Salary	\$89,802	\$93,973
Average Principal Salary (Elementary)	\$118,462	\$111,613
Average Principal Salary (Middle)	\$0	\$119,477
Average Principal Salary (High)	\$126,924	\$120,270
Superintendent Salary	\$154,224	\$150,704
Percent of Budget for Teacher Salaries	30%	29%
Percent of Budget for Administrative Salaries	9%	6%

## 2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	15.0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	1
Mathematics	1
Science	0
Social Science	1
<b>Total AP Courses Offered</b>	<b>4</b>

## Professional Development

In the 2018-19 and 2019-20 school years, Hamilton High School provided four full days and up to 13 minimum days of professional development. Each Friday is scheduled as a Professional Learning Community (PLC) team opportunity. Focus areas for staff development for our school are Safety, especially once the pandemic affected our schools, structured English immersion, common assessments, integrated math implementation, and NGSS implementation. These areas of professional development were selected based on the needs of our students, particularly the structured English immersion trainings which are aimed at improving access to our educational programs for all students. These will continue to be a focus as well as health and safety procedures due to the pandemic.

The Math Department teachers have been involved in ongoing training aimed at the implementation of Common Core Math Standards and the varied delivery of curriculum involved in CCSS Math Standards. Implementation is now complete and the Math teachers have weekly collaborative PLC meetings

Additionally, beginning with the 2020-21 school year, our master schedule was changed to a modified block schedule, with four periods each day for students. We are looking for the next school year to add back in sections for our students to allow for more core classes and more electives.

Continued training is provided for the implementation of data analysis and data analysis programs with the intent of improving the teachers use of data to inform and improve instruction to help our students achieve academically. Weekly Monday collaboration time has been changed with the new schedule to Friday afternoon PD and PLC time as every Friday is now a minimum day with the change in master schedule. This time is utilized for the structured department collaboration time, work on pacing guides and essential standards and information on CAASPP and other mandated testing. PLC time is a time during which our teachers fully collaborate, discuss, and seek out solutions to better assist instruction, curriculum, and student achievement.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

# Hamilton Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

## 2021-22 District Contact Information

<b>District Name</b>	Hamilton Unified School District
<b>Phone Number</b>	530-826-3261
<b>Superintendent</b>	Dr. Jeremy Powell
<b>Email Address</b>	twilhelm@husdschools.org
<b>District Website Address</b>	www.husdschools.org

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	354	324	91.53	8.47	31.79
<b>Female</b>	182	167	91.76	8.24	34.13
<b>Male</b>	172	157	91.28	8.72	29.30
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	325	302	92.92	7.08	30.13
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	19	14	73.68	26.32	64.29
<b>English Learners</b>	100	96	96.00	4.00	4.17
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	30	28	93.33	6.67	28.57
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	289	263	91.00	9.00	27.76
<b>Students Receiving Migrant Education Services</b>	14	14	100.00	0.00	0.00
<b>Students with Disabilities</b>	47	34	72.34	27.66	2.94

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	354	326	92.09	7.91	10.74
Female	182	168	92.31	7.69	8.93
Male	172	158	91.86	8.14	12.66
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	325	304	93.54	6.46	9.54
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	14	73.68		21.43
English Learners	100	98	98.00	2.00	2.04
Foster Youth	--	--	--	--	--
Homeless	30	28	93.33	6.67	7.14
Military	0	0	0	0	0
Socioeconomically Disadvantaged	289	265	91.70	8.30	6.42
Students Receiving Migrant Education Services	14	14	100.00	0.00	7.14
Students with Disabilities	47	34	72.34	27.66	8.82

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A



<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

# Ella Barkley High School

## 2021 School Accountability Report Card

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

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

## 2021-22 School Contact Information

<b>School Name</b>	Ella Barkley High School
<b>Street</b>	Hwy. 32 And Los Robles St.
<b>City, State, Zip</b>	Hamilton City, CA 95951-0488
<b>Phone Number</b>	(530) 826-3331
<b>Principal</b>	Dr. Jeremy Powell
<b>Email Address</b>	twilhelm@husdschools.org
<b>School Website</b>	www.husdschools.org
<b>County-District-School (CDS) Code</b>	11765621130053

## 2021-22 District Contact Information

<b>District Name</b>	Hamilton Unified School District
<b>Phone Number</b>	(530) 826-3261
<b>Superintendent</b>	Dr. Jeremy Powell
<b>Email Address</b>	twilhelm@husdschools.org
<b>District Website Address</b>	www.husdschools.org

## 2021-22 School Overview

The mission of the faculty, staff, administration and Governing Board of Ella Barkley Continuation High School is to provide a comprehensive educational program for all students so that they may have the skills and the opportunity to realize their full potential and, after graduation, become productive and contributing members of society. Each student, regardless of abilities, socio-economic, or cultural background should develop a sense of self-worth, accountability, responsibility, a desire for lifelong learning, and a genuine concern for the welfare and cultural diversity of others.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	1
Grade 12	7
<b>Total Enrollment</b>	<b>8</b>

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Hispanic or Latino	87.5
White	12.5
English Learners	12.5
Socioeconomically Disadvantaged	100
Students with Disabilities	37.5

### A. Conditions of Learning

#### State Priority: Basic

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

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
<b>Total Teaching Positions</b>	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Textbooks and instructional materials are reviewed and selected according to California State Standards, as well as research-based for alternative education. Textbooks are Board approved.

Other non-approved books are used in instruction. Sections of material from certain books are used to supplement the material being covered. The teacher checks all assignments against the State Standards.

All students have access to textbooks and supplemental materials that are needed to complete their credits. The district has affirmed that each student has their own textbook to use in class and to take home.

An art class is offered in the visual and performing arts.

**Year and month in which the data were collected**

09/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Basic English Grammar 2003 Basic English Composition 2003 English for the World of Work 2003 Exploring Literature 1999	Yes	0%

	Word Literature 1999 Study Sync, BookheadEd Learning, LLC 2019		
<b>Mathematics</b>	Life Skills Math 2003 Consumer Mathematics 2003 CPM-Core Connections, Integrated 1, 2014 CPM-Core Connections, Integrated 2, 2nd Edition, 2015 CPM- Core Connections, Integrated 3, 2nd Edition, 2015	Yes	0%
<b>Science</b>	Biology: Cycles of Life 2006 Biology 2004 Physical Science 2004 Earth Science 2004	Yes	0%
<b>History-Social Science</b>	Economics 2005 United States History 2008 United States Government 2005 US History: American History; Reconstruction to the Present, Houghton Mifflin Harcourt, 2019 World History: Modern World History, Houghton Mifflin Harcourt, 2019	Yes	0%
<b>Foreign Language</b>			
<b>Health</b>	Life Skill Heath 2005	Yes	
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>	Meets State Standards		0

## School Facility Conditions and Planned Improvements

The school opens before and after school for students who arrive early and have to be late. The school is located adjacent to the Hamilton High School campus. The design of the classrooms is open and appropriate for individual or group teaching. The buildings and gardens are maintained by the District staff and are in good repair, and the bathrooms are functioning properly.

Teachers ensure that teaching students is safe, and that classrooms are kept in good order. A District custodian keeps the facility clean during the afternoons. The school has had the benefit of using the traditional school gym for physical education classes when needed.

The District Library serves the school with more than 7,500 books and a capacity of 15,000. The school has 12 computers connected to the internet used for learning and instruction and a greenhouse that is used by the ROP classes of Ornamental Horticulture. The entire school has access for the disabled. There are two class rooms and an administrative building / offices, all built in 1986. All elements of the School Facilities were inspected on September 20, 2021.

The District participates in the State School Deferred Maintenance Program which provides equal dollar-for-dollar funds to support school districts with their expenses for major repairs or replacement of existing school buildings. Typically this includes roof, plumbing, heating, air conditioning, electrical system, interior and exterior paint, flooring system.

**Year and month of the most recent FIT report**

09/20/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			

## School Facility Conditions and Planned Improvements

<b>Interior:</b> Interior Surfaces		X		
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A

<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

<b>Subject</b>	<b>School 2019-20</b>	<b>School 2020-21</b>	<b>District 2019-20</b>	<b>District 2020-21</b>	<b>State 2019-20</b>	<b>State 2020-21</b>
<b>Science</b> (grades 5, 8 and high school)	N/A	--	N/A	5.44	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

## 2020-21 Career Technical Education Programs

Career preparation courses and programs include the following: Life Skills, Career Life Planning, and Study Skills. Each year at Ella Barkley High School, students complete a battery of assessments aimed at assisting the student in choosing possible career paths. Students research a number of careers and the education required for those careers in Career Life Planning (CLP), a course offered for all students at Ella Barkley Continuation High School. Elective course offerings also include Environmental Horticulture, Careers with Children, Plant Science, and Animal Science.

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	9
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

## 2021-22 Opportunities for Parental Involvement

Ella Barkley High School staff believes that parent involvement is critical to student success. Our school offers an open-door policy to its parents.

Parents are welcome to attend their student's classes or take school tours. A visitor's pass and a class schedule can be obtained at the Alternative Education office. Interested parents may contact Maria Reyes, Dean of Students, at (530) 826-3331 or [mreyes@husdschools.org](mailto:mreyes@husdschools.org) or Martha Jaeger at [mjaeger@husdschools.org](mailto:mjaeger@husdschools.org) for more information about ways of getting involved in the school's programs.

## C. Engagement

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	--	--	0.0	6.7	0.0	0.0	9.0	8.9	9.4
Graduation Rate	--	--	72.7	92.1	100.0	96.1	84.5	84.2	83.6

#### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	11	8	72.7
Female	--	--	--
Male	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--



## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	14	12	7	58.3
Female	6	5	3	60.0
Male	8	7	4	57.1
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	11	10	6	60.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	2	1	1	100.0
English Learners	2	2	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	12	10	7	70.0
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	3	3	3	100.0

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	21.43	0.00	3.50	0.00	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.00	1.39	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 School Safety Plan

The HUSD and EBH School Safety Plan of Emergency Operations was adopted by the HUSD School Board on April, 2021. EBHS Faculty participated in the development of the plan and items are regularly reviewed. The School Safety Plan is reviewed and updated yearly. The District's School Safety Plan details Ella Barkley High School's policies regarding transportation, student discipline, emergencies and disaster preparedness, dress codes, and child abuse reporting. This plan is available in the District office for public inspection. An updated updated School Safety Plan was reviewed in Fall 2019 and updated by the HUSD School Board by April 2020. Our district Safety Coordinator regularly provides timely and necessary in-service training for the purpose of prevention, compliance, and, importantly, awareness of issues that may affect our students, staff, and school culture.

For the 2021-22 school year, in-services have largely centered on reviewing and meeting the health and safety protocols needed to best protect students and staff. In the 2019-20 school year, we were fortunate to have a school resource office assigned to Ella Barkley and Hamilton High School on a regular rotation basis, a placement beneficial to the safety of our school and we hope this returns in the near future. In Fall 2018, we had various informational meetings with the Glenn County Sheriff's Office regarding lock-down training and procedures- with consideration of the "fight or flight" procedures- as well as on the mental health SMART program and on internet postings concerning students. Our school safety coordinator keeps us well informed of new safety policies and procedures. Our school staff is provided with regular safety training on a variety of topics germane to Hamilton High School

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	4		
Mathematics	3	3		
Science	3	3		
Social Science	2	5		

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	4		
Mathematics	5	5		
Science	4	3		
Social Science	3	4		

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	2		
Mathematics	4	2		
Science	4	2		
Social Science	4	2		

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	20

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$9,797	\$916	\$8,881	\$64281.00
<b>District</b>	N/A	N/A	\$8,881	\$67,730
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.0	-5.2
<b>State</b>			\$8,444	\$71,544
<b>Percent Difference - School Site and State</b>	N/A	N/A	5.0	-10.7

## 2020-21 Types of Services Funded

Hamilton Unified, in partnership with Glenn COE, offers a complete list of educational services for our community. Categorical programs provided by the District include: Title I, Title III, GATE, Response to Instruction in Reading, Class Size Reduction K-3, extended day for at-risk students, high school tutorial, and summer school. In the 18-19 school year, a music class was added to the master schedule at Ella Barkley taught by the district music teacher.

Glenn County programs include a Youth Employment Services Program, as well as partnerships with the local community college. Glenn County programs also include a complete range of Special Education programs that include speech and language services, resource specialist, and a special day class.

On the Ella Barkley Continuation High campus, the district operates a State Preschool and an Adult Education School.

Glenn County Office of Education and Human Resource Agency also have two other programs on our campus. Through their Department of Child and Family Services, they have a State licensed Preschool and a Family Resource Center.

A school based counseling program is also available for students in need of emotional and mental support. This school based counseling program is a partnership with Glenn County Mental Health Department and Glenn County Of Education, SELPA department. School based counselors are available to meet weekly with students on campus.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$42,411	\$45,813
<b>Mid-Range Teacher Salary</b>	\$68,825	\$70,720
<b>Highest Teacher Salary</b>	\$89,802	\$93,973
<b>Average Principal Salary (Elementary)</b>	\$118,462	\$111,613
<b>Average Principal Salary (Middle)</b>	\$0	\$119,477
<b>Average Principal Salary (High)</b>	\$126,924	\$120,270
<b>Superintendent Salary</b>	\$154,224	\$150,704
<b>Percent of Budget for Teacher Salaries</b>	30%	29%
<b>Percent of Budget for Administrative Salaries</b>	9%	6%

## 2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

### Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b>	0

## Professional Development

Focus areas for staff development since the 2016-17 school year and current school year are: Safety, continue with Professional Learning Communities, Ella Barkley teachers meet with Hamilton High School teachers on Fridays for Professional Learning Community (PLC). Areas of Professional development were selected based on the needs of our students, particularly the structured English immersion training's which are aimed at improving access to our educational programs for all students. The district continues its focus with the implementation of Common Core State Standards- specifically Integrated Science implementation, and ELD standards for designated and integrated instruction. The HUSD also offers ongoing training's for all teachers in our district for the purpose of ensuring a common educational practice in the HUSD classrooms kindergarten through 12th grade. The high school has teacher-coaches to assist in this process through individual meetings and training's, but also with in-class observation and coaching. Continued training is provided for the implementation of data analysis and data analysis programs with the intent of improving the teachers use of data to inform and improve instruction to help our students achieve academically. Professional Learning Communities were established as way for our teachers fully collaborate, discuss, and seek out solutions to better assist instruction, curriculum, and student achievement.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	4

# Hamilton Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

# Local Accountability Report Card (LARC) Addendum

## 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

## 2021-22 District Contact Information

<b>District Name</b>	Hamilton Unified School District
<b>Phone Number</b>	(530) 826-3261
<b>Superintendent</b>	Dr. Jeremy Powell
<b>Email Address</b>	twilhelm@husdschools.org
<b>District Website Address</b>	www.husdschools.org

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	354	324	91.53	8.47	31.79
<b>Female</b>	182	167	91.76	8.24	34.13
<b>Male</b>	172	157	91.28	8.72	29.30
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	325	302	92.92	7.08	30.13
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	19	14	73.68	26.32	64.29
<b>English Learners</b>	100	96	96.00	4.00	4.17
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	30	28	93.33	6.67	28.57
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	289	263	91.00	9.00	27.76
<b>Students Receiving Migrant Education Services</b>	14	14	100.00	0.00	0.00
<b>Students with Disabilities</b>	47	34	72.34	27.66	2.94



## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	354	326	92.09	7.91	10.74
Female	182	168	92.31	7.69	8.93
Male	172	158	91.86	8.14	12.66
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	325	304	93.54	6.46	9.54
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	14	73.68		21.43
English Learners	100	98	98.00	2.00	2.04
Foster Youth	--	--	--	--	--
Homeless	30	28	93.33	6.67	7.14
Military	0	0	0	0	0
Socioeconomically Disadvantaged	289	265	91.70	8.30	6.42
Students Receiving Migrant Education Services	14	14	100.00	0.00	7.14
Students with Disabilities	47	34	72.34	27.66	8.82

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

# Hamilton Elementary School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## DataQuest



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

## California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## Internet Access

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

## 2021-22 School Contact Information

<b>School Name</b>	Hamilton Elementary School
<b>Street</b>	277 Capay Avenue
<b>City, State, Zip</b>	Hamilton City, CA 95951
<b>Phone Number</b>	(530) 826-3474
<b>Principal</b>	Kathryn Thomas
<b>Email Address</b>	kthomas@husdschools.org
<b>School Website</b>	
<b>County-District-School (CDS) Code</b>	11765626007447

## 2021-22 District Contact Information

<b>District Name</b>	Hamilton Unified School District
<b>Phone Number</b>	(530) 826-3261
<b>Superintendent</b>	Dr. Jeremy Powell
<b>Email Address</b>	jpowell@husdschools.org
<b>District Website Address</b>	www.husdschools.org

## 2021-22 School Overview

Hamilton Elementary School, with a current enrollment of 417 students, is located in Hamilton City--approximately 10 miles from both Chico and Orland. We are the only K-8 school that serves the community of Hamilton City. Our 6th-8th grade middle structure offers junior high students the opportunity to work with highly qualified content specialist instructors to maximize their learning as they prepare for high school. This year is the fourth year implementing our Dual Immersion Program--at the Kindergarten, first, second ,third and fourth grade levels providing bilingual instruction to 130 students. We were able to offer

## 2021-22 School Overview

middle school athletics: flag football, volleyball, boys and girls basketball, and will be also including track events and the Girls on the Run program.

School and student safety are paramount for our students and staff at Hamilton Elementary School. Students are supervised throughout the day. A crossing guard is available before and after school and we have yard duty supervisors that assist with campus safety. Scheduled drills and training for fire, lock-downs, and other emergency situations are conducted monthly to enhance the preparedness of our staff and students if such an event occurred. Our vision is to create a K-8 school that is highly regarded for its academic excellence and for its contribution in actively serving and supporting the community in which it operates. The mission of the faculty, staff, and administration of Hamilton Elementary School is to provide a well-rounded and comprehensive academic program to ensure that all students learn at high levels.

Hamilton Elementary School is committed to making a positive difference in the lives our students, and we are proud to be a MTSS (Multi-tiered system of support) school. We set high academic expectations for all children and support students socio-emotionally, behaviorally, and academically through our multi-tiered system of supports. By supporting a positive school culture, setting high standards for teacher performance, increasing academic expectations for all students and engaging the community in school-wide events, it is our goal at Hamilton Elementary School to foster independent life-long learners and their college and career preparedness. We encourage parents to be involved with our Parent Teacher Organization (PTO), and to participate in all school activities. We embrace the challenges of the future while we celebrate the traditions of the past. Our staff, parents and students are provided opportunities to create a collaborative culture with respect for individual differences and diverse community values.

Visit our website [www.husdschools.org](http://www.husdschools.org) and it will give you a quick snapshot of life at our school. Explore our links to find out more about curriculum, programs, and daily events at Hamilton Elementary School.

In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	56
Grade 1	40
Grade 2	43
Grade 3	40
Grade 4	42
Grade 5	48
Grade 6	41
Grade 7	60
Grade 8	44
<b>Total Enrollment</b>	<b>414</b>

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.7
Asian	1
Hispanic or Latino	95.4
White	1.7
English Learners	34.1
Foster Youth	0.5
Homeless	4.3
Socioeconomically Disadvantaged	85.7
Students with Disabilities	10.4

### A. Conditions of Learning

#### State Priority: Basic

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

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
<b>Total Teaching Positions</b>	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

At Hamilton Elementary School each student has access to his or her own copy of the Standards-aligned textbooks and instructional materials that were approved by the State Board of Education in the core curriculum areas. Hamilton Elementary School adheres to the State-adoption cycle for purchasing textbooks and all materials considered for District adoption are available to the public for review prior to any purchase. A public sufficiency and adequacy hearing is held each year in October by the Glenn County Office of Education. Because we are a small K-8 elementary school, we involve the entire staff in the selection of textbooks and instructional materials. Whenever feasible, we have piloted the curriculum under consideration for a semester (from the state-approved list), conducted an evaluation of the material based on predetermined guidelines, presented evaluation summaries to the entire staff, and made staff recommendations to the school board.

Hamilton Elementary School has transitioned to Common Core Standards and teachers use instructional materials and practices to best serve our students. We adopted Everyday Math (TK-5) and CPM (6-8) and Study Sync for English Language Arts. We have just recently adopted the Stemscopes curriculum for Science (Tk-8). In addition, all teachers use the Second Step Curriculum to support students' socio-emotional well being on a daily basis. All adopted curriculum is available online to fully support students when receiving distance learning instruction. Hamilton Elementary School is in compliance with the curriculum adoption cycle established by the California Department of Education. The District has aligned the curriculum with the State Frameworks and the Content Standards.

<b>Year and month in which the data were collected</b>	8/2020
--	--------

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most	Percent Students
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		Recent Adoption ?	Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark for K-5 grades, Benchmark Education Company Study Sync 6_8th grades, McGraw Hill	Yes	0%
<b>Mathematics</b>	1-5 McGraw-Hill, Everyday Math - Common Core Edition 2015	Yes	0%
<b>Science</b>	Tk-8 Stemscopes	Yes	0%
<b>History-Social Science</b>	Tk-8 Pearson, My World Interactive 2018	Yes	0%
<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>			0



## School Facility Conditions and Planned Improvements

Hamilton Elementary has a closed campus from 8:00 a.m. until 6:00 p.m. while school and the Boys and Girls Club program are in session. Prior to the start of the school day, one of two Maintenance personnel inspects the campus for safety. The facility is clean and in good repair. There are ample classrooms, restrooms, playground space and equipment.

A staff of two typically provides janitorial services, but during the pandemic we have increased these services to meet the increased needs for sanitization. Schedules are arranged so that no classrooms are interrupted during instructional time. Custodial services are available from 6:00 a.m. until 8:30 p.m. When in full session, the cafeteria is cleaned after both breakfast and lunch and restrooms are cleaned and sanitized daily. Restrooms are cleaned in between sessions and at the end of the day. The school receives a deep clean when needed by a professional cleaning service during the pandemic. Trash cans are available throughout the campus.

The playgrounds and lawns are mowed weekly. The District contracts with an arborist to annually perform necessary routine trimming of trees.

The school facilities, grounds, and vehicles are in good condition. The District participates in the State's Deferred Maintenance Program to replace major components of the school's facilities (such as HVAC, roofs, floor surfaces, and so on). All toilets and other fixtures work and are in good repair. We have installed automatic flush valves on every toilet and hand dryers in each restroom to maintain a clean environment for students.

Hamilton City has maintained an elementary school on this location since the early 1900s. All of the original buildings have long ago been replaced by modern facilities. All buildings meet current fire and earthquake codes. An OPSC modernization project was completed within the past ten years that completely renovated the primary wing containing four classrooms, two reading labs, and an adult restroom. Within the last seven years, a new kindergarten complex with three classrooms, each containing restrooms, was added to our campus.

Hamilton Elementary School occupies 4.8 acres with separate athletic fields and blacktop space for both primary and middle school students. There are separate playground facilities with rubber drop zones for both primary and middle school children. The cafeteria complex can also serve as a gymnasium. All buildings have handicap access. The library has holdings in both English and Spanish. All students have a device to use during in-person and distance learning instruction.

Deferred maintenance includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2021-22 school year, the District budgeted \$60,000 for the Deferred Maintenance Program. This represents less than 1% of the District's general fund budget.

**Year and month of the most recent FIT report**

10/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Rm 401 and 402 Sink Drains needs replaced
<b>Interior:</b> Interior Surfaces		X		Rm 301 Needs carpet Rm. 502 and 503: Carpet needs replacement Office Needs new flooring
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			200 Bathrooms: Bathroom needs modernization and sinks replaced 500 Bathrooms: Needs partitions replaced

## School Facility Conditions and Planned Improvements

<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Grounds: Gophers

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	276	262	94.93	5.07	24.81
Female	137	132	96.35	3.65	29.55
Male	139	130	93.53	6.47	20
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	266	253	95.11	4.89	24.9
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	92	89	96.74	3.26	4.49
Foster Youth	--	--	--	--	--
Homeless	26	26	100	0	30.77
Military	0	0	0	0	0
Socioeconomically Disadvantaged	235	221	94.04	5.96	23.53
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	39	34	87.18	12.82	2.94

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	276	264	95.65	4.35	7.95
Female	137	133	97.08	2.92	6.77
Male	139	131	94.24	5.76	9.16
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	266	255	95.86	4.14	8.24
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	92	91	98.91	1.09	2.20
Foster Youth	--	--	--	--	--
Homeless	26	26	100.00	0.00	7.69
Military	0	0	0	0	0
Socioeconomically Disadvantaged	235	223	94.89	5.11	4.93
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	39	34	87.18	12.82	8.82

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	8.05	N/A	5.44	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	89	87	97.75	2.25	8.05
<b>Female</b>	52	50	96.15		
<b>Male</b>	37	37	100.00		
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	88	86	97.73	2.27	8.14
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	31	30	96.77	3.23	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	12	12	100.00	0.00	0.00
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	77	75	97.40	2.60	8.00
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--



## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

At Hamilton Elementary School, parents are encouraged to actively participate in their child's educational experience. Parents can become involved in our school in various ways. Parents are encouraged to be actively involved in our site and district committees. Committees such as our District leadership team known as HULC, (Hamilton Unified Leadership Committee) guides curriculum and instruction for all schools in Hamilton Unified. HULC is where all voices can be heard and guide the goals and actions of our school board. Our School Site Council helps school leadership plan for categorical funding expenditures as well as help refine the goals and objectives of Hamilton Elementary School. Prior to the pandemic, we hosted a monthly parent breakfast to bring parents and HES leadership together to be kept informed of schoolwide initiatives as well as take part in our ELAC. This year, although still unable to bring parents onto campus, we brought back Coffee with the Principal and serve parents and or guardians at the morning drop off. Finally, the Parent Teacher Organization known to us as PTO also provides opportunities for parent input and partnership. Our PTO parents work tirelessly to provide extra classroom and field trip monies for our elementary staff. PTO works to support our teachers and classroom needs and benefits from each parent actively participating in PTO membership. We have continued to meet with parents via zoom during the pandemic. In addition, we support connections between teachers and homes with conference calls and translation as needed.

Our school's social worker provides an additional resource for parent outreach including home visitations and bridging school/home relationships. Home visits and contacts have increased during the pandemic, and this year we are continuing with our visits and increased communications to strengthen school and parent relationships.

Academic Parent Teacher Teams (APTT) have been established in various classrooms on campus, and has returned to in person meetings. This is an opportunity for parents to meet with their teacher and discuss their children and school performance in comparison with other students. Teachers then create goals with parents and teach parents specific learning activities that support the goals so they can better work with their children at home. After a set amount of time, the teacher reconnects with the parents and discusses assessment results on the learning goals that were established. This process repeats itself and parents become more connected with their child's learning and progress.

For further information on how parents may become involved in our school, please contact Kathryn Thomas, Principal, at (530)

## 2021-22 Opportunities for Parental Involvement

826-3474 or kthomas@husdschools.org.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	438	430	48	11.2
Female	216	216	24	11.1
Male	222	214	24	11.2
American Indian or Alaska Native	3	3	0	0.0
Asian	4	4	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	419	411	48	11.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	7	7	0	0.0
English Learners	183	178	19	10.7
Foster Youth	2	2	1	50.0
Homeless	24	18	3	16.7
Socioeconomically Disadvantaged	382	374	44	11.8
Students Receiving Migrant Education Services	13	13	1	7.7
Students with Disabilities	52	51	8	15.7

## C. Engagement

### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	2.49	0.00	3.50	0.00	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	1.15	1.39	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 School Safety Plan

Maintaining a safe, orderly environment is essential to learning. This begins with periodic inspections of all facilities as well as a written plan.

A comprehensive safety plan that outlines all emergency procedures and processes is maintained in the school office. The School Safety Plan was last updated for approval in December of 2020 and was reviewed with staff and School Site Council. As part of the safety plan, a Crisis Response Plan was created and is annually reviewed in conjunction with the Glenn County Sheriff and the Hamilton Fire Department.

Hamilton Elementary School has a closed campus from 8:00 a.m. until 6:00 p.m. while school is in session. Prior to the start of the school day, one of two maintenance personnel inspects the campus for safety. When recesses are available (depending on the instructional model in accordance with CDH guidelines) teachers, classified staff, and administration are assigned supervision duties during all recesses and lunch periods in the cafeteria. Fire drills are conducted monthly, and lock-down/intruder drills at least twice a year. As part of the Safety Plan Objectives, staff and students discuss scenarios and participate in needed trainings in an effort to develop muscle memory to respond potential incidents. Fourteen cameras are installed to provide 24 hours surveillance of two thirds of our campus. All visitors to the campus must check in with the office. Access is limited through two pedestrian gates in front of the school during the beginning and end of the school day. During the school day access is limited to a single pedestrian gate in the front of the school. Student absences are confirmed by a phone call to the parent or guardian and no child is released from school during the day without previous approval by parents or guardians. Any removal of students during the school day is documented in the office and parents are required to report to the office for all inquiries. All classrooms and other student areas are equipped with phones capable of reaching 911.

Keeping students in school even when disciplinary matters occur is a priority. At times, students may be excluded from school because of certain violation of the education code section 48900. Usually such actions as fighting, bringing unsafe objects, including firearms and knives are usually met with immediate exclusion and may result in an expulsion under Education Code Section 48915. At Hamilton Elementary School we work as an administrative team with our Intervention Specialist (Counselor) to find alternatives to removing students from school. Parents are reminded to have conversations with children about school and classroom expectations for schoolwide safety. Join us as a partner in safety by having family talks about how your child can be safe and learn at Hamilton Elementary School.

### D. Other SARC Information

### Information Required in the SARC

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

### 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	2	
1	21	2	2	
2	26		1	
3	26		3	
4	25		20	
5	30		15	
6	19	8	7	

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	3	
1	22	1	2	
2	19	1	1	
3	20	2	2	
4	23	1	3	
5	20	2	2	
6	20	14	14	
Other	25		3	

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	4		
1	8	8		
2	11	8		
3	11	6		
4	11	6		
5	11	8		
6	16	15	5	1
Other	11	5		

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	828

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0.5
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	11,163	572	10,591	64,105
<b>District</b>	N/A	N/A	121,044	\$67,730
<b>Percent Difference - School Site and District</b>	N/A	N/A	-167.8	-5.5
<b>State</b>			\$8,444	\$71,544
<b>Percent Difference - School Site and State</b>	N/A	N/A	22.6	-11.0

## 2020-21 Types of Services Funded

Hamilton Unified, in partnership with Glenn COE, offers a complete list of educational services for our community. Interventions to address learning loss, summer school, athletics (football, volleyball, basketball, baseball, softball, soccer, and track), and behavioral health supports.

Glenn County programs include a complete range of Special Education programs that include speech and language services, resource specialist, and a special day class. Additionally through the Glenn County Office of Education, Hamilton Elementary School partners with Migrant Education and First Five. and this funding also contributes to our school resources and programs.

On the Hamilton High campus, the district operates a State Preschool and an Adult School.

Through the GCOE Department of Child and Family Services, the Hamilton Elementary campus houses a State licensed Preschool.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$42,411	\$45,813
Mid-Range Teacher Salary	\$68,825	\$70,720
Highest Teacher Salary	\$89,802	\$93,973
Average Principal Salary (Elementary)	\$118,462	\$111,613
Average Principal Salary (Middle)	\$0	\$119,477
Average Principal Salary (High)	\$126,924	\$120,270
Superintendent Salary	\$154,224	\$150,704
Percent of Budget for Teacher Salaries	30%	29%
Percent of Budget for Administrative Salaries	9%	6%

## Professional Development

The Hamilton Unified School District has provided four staff development days and calendared 10 minimum day Fridays to allow for additional hours of staff development. In addition, there are two full professional development days that are completely student free so that staff can have dedicated time to develop skills and refine their practice. The focus of the staff development has included training to support our effective Professional Learning Communities, formative assessment and data collection, and socio-emotional learning. During the school year, the professional development at Hamilton Elementary School has been in alignment with our former MTSS grant, and all staff development during the site's 10 staff training afternoons has been focused on supporting the HUSD vision, UDL trainings with GCOE partnership, and LCAP goals. In addition to districtwide and schoolwide professional development opportunities, coaching opportunities are made available to support our schoolwide initiatives and meeting the needs of our special populations: 1:1 coaching, co-teaching, content and grade-level collaborations and lesson studies with our DI program and NTC (New Teacher Center).

The MTSS leadership team was established to develop an action plan to increase student achievement and meet school and district goals. This team meets twice a month.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	14	12	

# Hamilton Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

# Local Accountability Report Card (LARC) Addendum

## 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

## 2021-22 District Contact Information

<b>District Name</b>	Hamilton Unified School District
<b>Phone Number</b>	(530) 826-3261
<b>Superintendent</b>	Dr. Jeremy Powell
<b>Email Address</b>	jpowell@husdschools.org
<b>District Website Address</b>	www.husdschools.org



## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	354	324	91.53	8.47	31.79
Female	182	167	91.76	8.24	34.13
Male	172	157	91.28	8.72	29.30
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	325	302	92.92	7.08	30.13
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	14	73.68	26.32	64.29
English Learners	100	96	96.00	4.00	4.17
Foster Youth	--	--	--	--	--
Homeless	30	28	93.33	6.67	28.57
Military	0	0	0	0	0
Socioeconomically Disadvantaged	289	263	91.00	9.00	27.76
Students Receiving Migrant Education Services	14	14	100.00	0.00	0.00
Students with Disabilities	47	34	72.34	27.66	2.94

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	354	326	92.09	7.91	10.74
Female	182	168	92.31	7.69	8.93
Male	172	158	91.86	8.14	12.66
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	325	304	93.54	6.46	9.54
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	14	73.68		21.43
English Learners	100	98	98.00	2.00	2.04
Foster Youth	--	--	--	--	--
Homeless	30	28	93.33	6.67	7.14
Military	0	0	0	0	0
Socioeconomically Disadvantaged	289	265	91.70	8.30	6.42
Students Receiving Migrant Education Services	14	14	100.00	0.00	7.14
Students with Disabilities	47	34	72.34	27.66	8.82

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.



**Hamilton Elementary School  
School Site Council Meeting**

**Tuesday, October 12 @ 6:15 p.m. after PTO**

**Join Zoom Meeting**

<https://us02web.zoom.us/j/84671791855?pwd=aFVBZmZuTFhHWUZTdKFGa1dndUpudz09>

**Meeting ID: 846 7179 1855**

**Passcode: ssc2021**

*Agenda*

**ORDER OF BUSINESS**

**Item 1                                    Call to Order 6:16**

- **Welcome**
- **Introductions**

**Item 2                                    Establish Quorum (3 HES Staff, 2 Parents/Community Members)**

*Staff Present: Maggie, Kathy, Rosa, Rivera Dianna, Shelley, Trudy*

*Parents Present: Teresa, Vanessa, Maria Guerra, Ana, (Rosa Rivera, non voting)*

**Item 3                                    Verification of Posting of the Agenda—72 Hours in Advance**

Anticipated posting by 10/8/2021

**Item 4                                    Public Comment**

*No Public Comment.*

**Item 5                                    [Approval of Minutes](#)— (5 minutes.)**

May minutes will be shared at next meeting.

**DISCUSSION ITEMS**

**Item 6                                    Look over bylaws and roles for next meeting to vote**

**Item 7                                    Thomas overview**

**Item 8                                    Video showed to SSC members**

**Item 9                                    Mrs. Thomas clarified events vs. no parents on campus at the moment.**

**Item 10**

**ACTION ITEMS**

**Item 11                                    Approve ongoing Title expenditures: Renaissance, MTSS/PBIS, AVID supplies**

- **14,000 (Renaissance)**
- **\$4,200 (AVID supplies)**
- **\$8,000 (MTSS/PBIS)**

Mrs. Whittaker--Question about title I money, and extra support for students that only speak spanish?

MTSS/PBIS-- professional development to support teachers with UDL. Continue funding signage and help with the school community.

Question- V.Ortiz-- can ELAC be embedded into SSC. ELAC has to meet first and vote on it first.

Motion to approve Renaissance, TBryan, RRivera , all in favor

## Hamilton Elementary School School Site Council Meeting

Motion to approve AVID-- VOrtiz, second Whittaker, all in favor  
Motion to approve MTSS/PBIS--bring back to next meeting.

### Item 12

- Bring multiple perspectives
- Share openly & honestly
- Stay on agenda
- Assume positive intent
- Respect commitment of role: Attend all meetings, arrive on time, come prepared

**Motion -- rosa rivera, seconded Vortiz, all in favor.**

**Item 13**            Question about athletics. \$\$ is for tournaments, etc. Extras paid by district.  
Motion to approve site budget--VOrtiz made motion, teresa seconded, all in favor.

**Item 14**            6:15 work well for everyone? Motion RRivera, second Teresa, all in favor.

**ADJOURMENT**            By 7:16  
pm

## Hamilton Elementary School Site Council By-laws

*Revised January 2015*

### **ARTICLE I – HAMILTON ELEMENTARY SCHOOL SITE COUNCIL**

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- **Revising the school plan, including expenditures, timelines, and evaluation criteria, as needed**

**Hamilton Elementary School  
School Site Council Meeting**

- **Participating in all local, state, and federal reviews of the school’s program for compliance and quality**
- **Annually evaluating the effectiveness of the school’s progress toward meeting school goals to raise student achievement for all students**
- **Encouraging broad representation of parents, community members, teachers, and students, if appropriate, including all socioeconomic, ethnic, and programmatic groups represented in the school in leadership roles and in the activities of the School Site Council**
- **Carry out all other duties assigned to the council by the district governing board and by state or federal law.**

Every two years, an English Learner Advisory Committee may elect to have the School Site Council serve as the site leadership body for the EL program. If this occurs, the School Site Council, after training, will assist the principal and staff in:

- **Developing a detailed school plan for EL students as a part of the Single Plan for Student Achievement that is submitted to the local board of education**
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The School Site Council will vote to determine whether the school will participate in the School based Coordination Program.

**ARTICLE III – Members**

***Section 1: Size and Compensation***

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- (1)-Principal
- (3)-Teachers, selected by teachers; (NOTE: Classroom teachers shall constitute the majority of those persons representing the school staff)
- (1)-Other School Personnel
- (5)-Parents or community members, selected by parents at the school

***Section 2: Term of Office***

## **Hamilton Elementary School School Site Council Meeting**

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**Hamilton Elementary School  
School Site Council Meeting**

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- **An election of a new member by the appropriate representative group**
- **Or an appointment of a new member through the remainder of the term (selected by the remaining peer group members, not the council as a whole).**

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**Section 1: Officers**

The officers of the Council shall include a chairperson, vice- chairperson, secretary, parliamentarian and any other officers the Council shall deem as desirable.

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- **Perform all duties incident to the Office of the chairperson**

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**Hamilton Elementary School  
School Site Council Meeting**

- **Represent the chairperson or council in assigned duties**
- **Substitute for the chairperson in his or her absence**

The secretary shall:

- **Keep minutes of all regular and special meetings of the Council**
- **Promptly transmit to each of the council members and district representative true and correct copies of the minutes of such meetings**
- **Provide all notices in accordance with the provisions of these by laws**
- **Serve as custodian of the School Site Council records**
- **Maintain a register of the address, phone number, and term of office of each council member**
- **Maintain a register of the chairpersons of other school advisory and subcommittee members, including addresses and phone numbers**
- **Perform all duties incident to the office of secretary**
- **Perform such duties that are assigned by the chairperson or the council**

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- **Be the time keeper for the meeting**
- **Ensure the Bylaws are followed**
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The purpose of these committees is to:

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- **Examine materials staffing or fund possibilities**
- **Propose to the Council strategies for improving the instructional practices**

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**Hamilton Elementary School  
School Site Council Meeting**

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The Council shall determine the membership terms for all standing and special committees. This term should be communicated to the committee members at the beginning of their assignment.

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Each standing and special committee will establish procedural rules that are consistent with the Council's bylaws and the district governing board.

**ARTICLE VI - MEETINGS OF THE SCHOOL SITE COUNCIL**

**Section 1: Meetings**

The council shall hold regular monthly meetings with the day and time as agreed upon by the Council at the September meeting of that school year. Special meetings of the Council may be called by the chairperson or by a majority vote of the Council.

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The Council shall hold its regular meetings at a facility provided by the school, unless the school principal determines that such a facility accessible to the public, including 'handicapped persons, is unavailable or does not meet health and/or safety codes. Alternative meeting sites shall be determined jointly by the school principal and Council chairperson.

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Questions or brief statements made at a meeting by members of the Council, committee, or public that do not have a significant effect on pupils or employees in the school or school district or that can be resolved solely by the provision of information need not be described on an agenda as items of business.

All required notices shall be delivered to council and committee members to no less than 72 hours, and no more than (5) days in advance of the meeting, personally, by mail, or by email.

The Council will annually notify representative groups of the meetings through:

- Inclusion in school communications (e.g., bulletins, newsletters)
- Posted (e.g., in the school office window and community services bulletin)

## **Hamilton Elementary School School Site Council Meeting**

### **Section 4: Quorum**

The presence of 51% of the Council membership (51% school and 51% parent) in attendance at the meeting will constitute a quorum. No decisions of the Council shall be valid unless a quorum of the membership is present.

### **Section 5: Conduct of Meetings**

Meeting of the Council shall be conducted in accordance with the rules of order established by Education Code 35147 and the Robert's Rules of Order or an adaptation thereof approved by the Council.

If the Council violates any of the procedural meeting requirements found in Ed. Code Section 35147, and upon demand of any person, the Council shall reconsider the item at its next meeting, after allowing for public input.

### **Section 6: Meetings Open to the Public**

All meetings of the Council and its appointed committees shall be open to the public. Any member of the public shall be able to address the Council during the meeting on any item within the subject matter jurisdiction of the Council. Every agenda for regular meetings shall provide an opportunity for members of the public to directly address the School Site Council on any item of interest to the public, before or during the Council's consideration of that item.

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**Hamilton Elementary School  
School Site Council Meeting**

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Annually, the School Site Council shall participate in training about the district's uniform complaint procedures. This training will review procedures for filing a complaint. If any School Site Council member or member of the public believes that the School Site Council has taken an action that is in violation of their legal authority, the individual or group may file a uniform compliant form with the district.

**ARTICLE VII – BYLAW AMENDMENTS**

An amendment of these bylaws maybe made at any regular meeting of the Council 'by a vote of two -thirds of the members present. Written notice of the proposed amendment must be posted as a part of the agenda and must be submitted to the Council members at least (5) days prior to the meeting at which the amendment is to be considered for adoption.

**Hamilton Elementary School  
School Site Council Meeting**

**Tuesday, December 14 @ 6:15 p.m. after PTO**

**Join Zoom Meeting**

<https://us02web.zoom.us/j/84671791855?pwd=aFVBZmZuTFhHWUZTdktFqa1dndUpudz09>

**Meeting ID: 846 7179 1855**

**Passcode: ssc2021**

*Agenda*

**ORDER OF BUSINESS**

**Item 1 Call to Order**

- Welcome
- Introductions

**Item 2 Establish Quorum (3 HES Staff, 2 Parents/Community Members)**

*Staff Present:*

*Parents Present:*

**Item 3 Verification of Posting of the Agenda—72 Hours in Advance**

Anticipated posting by 12/11/21

**Item 4 Public Comment**

*This is the time for members of the audience to present items not on the Agenda. Comments should be limited to a maximum of three minutes duration. The SSC is prohibited by State Law from taking action on any item presented if it is not listed on the Agenda.*

**Item 5 [Approval of Minutes](#)— (5 minutes.)**

**DISCUSSION ITEMS**

**Item 6 Nominations: Chair, Vice Chair and Secretary (See Section 5: Officer Duties).  
[Member Terms](#)**

**Item 7 CAASPP**

**Item 8 Overview of [SPSA](#) and input on goals**

**Item 10 Budget**

**Item 11 Safety Plan 1st Review**

**ACTION ITEMS**

**Item 11 Approve nominations for Chair, Vice Chair and Secretary**

I

**Hamilton Elementary School  
School Site Council Meeting**

**ADJOURNMENT**

By 7:00 pm

**Hamilton Elementary School Site Council By-laws**

*Revised January 2015*

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**Hamilton Elementary School  
School Site Council Meeting**

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## **Hamilton Elementary School School Site Council Meeting**

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**Hamilton Elementary School  
School Site Council Meeting**

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## **Hamilton Elementary School School Site Council Meeting**

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**Hamilton Elementary School  
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Annually, the School Site Council shall participate in training about the district's uniform complaint procedures. This training will review procedures for filing a complaint. If any School Site Council member or member of the public believes that the School Site Council has taken an action that is in violation of their legal authority, the individual or group may file a uniform compliant form with the district.

**ARTICLE VII – BYLAW AMENDMENTS**

An amendment of these bylaws maybe made at any regular meeting of the Council 'by a vote of two -thirds of the members present. Written notice of the proposed amendment must be posted as a part of the agenda and must be submitted to the Council members at least (5) days prior to the meeting at which the amendment is to be considered for adoption.

**Hamilton Elementary School  
School Site Council Meeting**

School Year: **2020-21**



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Hamilton Elementary School	11765626007447	1/11/2022	1/26/2022

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

HES will continue with implementation of the Multi-Tiered Support Systems (MTSS) for behavior, academics, and social success for all students. This is an integrated, comprehensive approach focusing on instruction, student centered learning, individualized student needs, and data to drive improvement efforts.

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

California Healthy Kids Surveys was administered in the Spring of 2021 to our current 7-8 graders. A previous area of growth fell under the category of Meaningful Participation. Students did not rate their participation in making school/class decisions highly. One possibility to improve this metric was to work on full implementation of Daily 5 Cafe structure for K-5 students, and the focus on providing opportunities for engaging in collaborative work at all levels in all content areas. This allows for choice and autonomous, self-directed students. Developing assessment capable learners in all areas is an area of focus. UDL training and identification of essential standards, with assignments that are standards based, are areas of continued focus.

The California School Staff Survey was administered to all district staff March 8, 2019 and again November, 2019 and the Spring of 2021.

The California School Parent Survey was administered the week of February 25 through March 1, 2019, as well as the Spring of 2021.

California Dashboard 2019

Google Form staff surveys: December 2020, May 2021, Fall 2021, January 2022.

The FIA survey was taken by the MTSS leadership team indicating improvement in providing inclusive behavior and academic instruction, using data to drive decisions. These two areas have been areas of improvement for this school year. The MTSS leadership team is focusing on these two areas, specifically 3.1, 3.2 and 3.3, which centers on academic instruction within the classroom (Tier 1) and during intervention times (Tier 2) to mitigate learning loss caused by the COVID-19 pandemic. A focus on meeting the needs of our special needs population is surfacing from our dashboard and testing and behavioral data. In addition, staff surveys indicate a need to focus on behavior interventions for all students and clarity of consequences/restorative practices as well as bullying prevention.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

HES utilizes an on-site coaching model with partnership with the New Teacher Center coaching model (NTC).

HES has identified teacher leaders through MTSS to facilitate Professional Learning Community (PLC) weekly meetings.

Administration visits classrooms, both in-person and zoom rooms (during the remote learning times), to collect data/snap shots and for observation purposes.

Observational notes/data collected by administration.

Bilingual Teachers participate in CIELO program, which is a lesson study model for Spanish/Science integration. This includes planning, teaching/observation then revisions and another instructional cycle.

The need for essential standards alignment and calibration to improve first instruction is evidenced from PLC work/discussion and classroom observation.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

STAR Reading and STAR Math are used as a screener to determine interventions for students, identify those meeting as well as exceeding grade level standards. STAR Early Literacy is used for the K-1 students. Additionally EL student progress is monitored through a quarter ELD Benchmark test and through monitoring sheets. Student progress is shared at weekly PLC meetings. RTI is conducted with identified students during intervention periods and during targeted RTI periods at the 6-8 levels. Individual student needs are also supported by our paraprofessionals as informed by SST process to meet SMART goal needs. Illuminate is the platform that will be housing assessments and student academic data.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Student data from curriculum embedded formative assessments will be examined regularly through the PLC process during selected Professional Development Friday afternoons. Data is collected for Admin review and comments, and also shared out at MTSS leadership meetings twice a month.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

As of 2021; 20 teachers had full credential, No teachers were miss-assigned. No teaching positions were vacant. (SARC 2020-21)

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All classes have access to the most current SBE-adopted instructional materials. This includes our Dual Immersion classes.

Professional development is on-going and focused on first instruction, student engagement, and formative/summative assessments.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development will focus on three areas of need. First, PBIS supports for high needs students, using SWIS behavior data, Fast Bridge and data from DNA. Second, the improvement of instructional practices through the reflective continuous improvement cycle through the PLC model of collaboration. SEL supports provided through daily class meetings K-8 with Second Step.



Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Mentor teachers are assigned to each new teacher participating in the induction program. County partners/experts are supporting training in UDL, a needed support to improve first instruction for opportunities to differentiate instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Weekly PLC time is used for content or grade alike work. Additionally the district has minimum days on Fridays for staff development and teacher collaboration within the PLC structure.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Core curriculum has new adoptions, and Science has recently adopted Stemsopes, a NGSS K-8 with vertical alignment with the high school. Standards based report cards are in place K-5 to inform parents and students of mastery levels.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Asynchronous (as appropriate due to COVID-19 during Fall and Spring of 20-21) and synchronous instruction to meet the mandated instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers use recommended pacing from the adopted curriculum and with input from their PLC work. Interventions times allow for students to move in and out of interventions as necessary.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

HES follows the CDE adoption cycles to the extent possible. Math, ELA, History/Social Studies have been adopted. NGSS Curriculum was piloted countywide 2019-20 and was adopted in 2019-20.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Curriculum is SBE adopted.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Extensive intervention times include: after school program through Boys&Girls Club. All students, including our EL students, have access to designated ELD and intervention support from teachers. Targeted RTI build skills for K-8 students in place, although clear entry/exit criteria are areas of need. All Middle School students have access to a minimum of one elective class.

Evidence-based educational practices to raise student achievement

Academic Parent Teacher Teams partner with parents to support student success. Response to Interventions are in place to support students who are at-risk academically and needing supports in ELA/SPA and Math.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

HES has an on-site, full time Social Worker/Family Services Coordinator. Additionally HES utilizes Academic Parent Teacher Teams to assist parents in helping their children with academics. PTO is also active and supports parent outreach. HES also runs monthly parent workshops with a focus on lower primary age families.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

HES has an active School Site Council, and English Learner Advisory Committee. Both groups have standing meeting times. Additionally there are monthly morning coffees with the principal where topics related to school improvement can be discussed. (COVID has required this to be a curbside outreach.)

### Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Renaissance Learning services/DNA for data collection/monitoring  
Professional Development/time for coaching  
Funding additional for teaching positions to assist in reduced class sizes .  
Service personnel  
Dual Immersion support

Fiscal support (EPC)

Title I  
Title II  
Title III  
Title V

## **Stakeholder Involvement**

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### **Involvement Process for the SPSA and Annual Review and Update**

Prior to the COVID-19 pandemic, HES consulted with parents through monthly Parent Luncheons, morning Coffee with the Principal, ELAC/DELAC meetings. Since March 2020, we have not been able to meet in person with families. To address parent communication, we began a monthly newsletter, sent by mail, to communicate with families. In addition the SSC meets 4-5 times a year to discuss current issues and approve funding/program initiatives. Parents can zoom or meet in person. Staff meets bi- monthly in addition to weekly professional learning community grade similar pod meetings. HES maintains various committees on site to steer improvement and resource allocation: Dual Immersion Steering Committee, PTO, MTSS Leadership meetings. Parents are also frequently surveyed through Google Form surveys and CHK surveys.

## **Resource Inequities**

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Library is small and outdated.

Dual Immersion program needs additional support and resources--specifically classroom libraries and library books in Spanish.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	0.24%	0.72%		1	3
African American	0.25%	%	0%	1		0
Asian	1.25%	0.96%	1.2%	5	4	5
Filipino	%	%	0%			0
Hispanic/Latino	93.02%	96.39%	94.24%	373	400	393
Pacific Islander	%	%	0%			0
White	1.00%	1.69%	2.4%	4	7	10
Multiple/No Response	4.49%	0.72%	1.44%	18	3	6
	<b>Total Enrollment</b>			401	415	417

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	53	62	50
Grade 1	37	41	47
Grade 2	47	39	42
Grade 3	41	47	40
Grade 4	58	42	47
Grade 5	36	60	40
Grade 6	47	41	60
Grade 7	37	48	43
Grade 8	45	35	48
<b>Total Enrollment</b>	401	415	417

### Conclusions based on this data:

1. Enrollment is increasing.
2. Although there are other significant subgroups for CAASPP testing, the largest subgroup is Hispanic.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	136	151	156	33.9%	36.4%	37.4%
Fluent English Proficient (FEP)	119	121	107	29.7%	29.2%	25.7%
Reclassified Fluent English Proficient (RFEP)	38	21	13	22.9%	15.4%	8.6%

### Conclusions based on this data:

1. The number of EL students has increased from 2017-18.
2. RFEP numbers show a lower percentage than previous years, but this could be as a result of the new ELPAC assessment.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	42	48	41	41	47	39	41	47	39	97.6	97.9	95.1
Grade 4	62	42	42	60	41	39	60	41	39	96.8	97.6	92.9
Grade 5	36	57	47	35	57	45	35	57	45	97.2	100	95.7
Grade 6	51	42	42	49	39	39	49	39	39	96.1	92.9	92.9
Grade 7	35	46	60	35	45	56	35	45	56	100	97.8	93.3
Grade 8	47	33	42	45	33	42	45	33	42	95.7	100	100.0
All Grades	273	268	274	265	262	260	265	262	260	97.1	97.8	94.9

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2404.	2379.	2359.	14.63	8.51	0.00	31.71	17.02	12.82	21.95	29.79	28.21	31.71	44.68	58.97
Grade 4	2408.	2419.	2393.	6.67	7.32	2.56	20.00	24.39	12.82	20.00	21.95	23.08	53.33	46.34	61.54
Grade 5	2480.	2468.	2438.	5.71	8.77	2.22	34.29	26.32	24.44	37.14	26.32	20.00	22.86	38.60	53.33
Grade 6	2493.	2500.	2484.	12.24	0.00	2.56	24.49	33.33	28.21	32.65	38.46	33.33	30.61	28.21	35.90
Grade 7	2539.	2536.	2492.	2.86	13.33	7.14	45.71	33.33	12.50	37.14	26.67	39.29	14.29	26.67	41.07
Grade 8	2561.	2555.	2536.	11.11	12.12	2.38	42.22	45.45	42.86	26.67	21.21	26.19	20.00	21.21	28.57
All Grades	N/A	N/A	N/A	9.06	8.40	3.08	31.70	29.01	21.92	28.30	27.48	28.85	30.94	35.11	46.15

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	14.63	10.64	5.13	46.34	46.81	48.72	39.02	42.55	46.15
<b>Grade 4</b>	10.00	7.32	0.00	38.33	41.46	51.28	51.67	51.22	48.72
<b>Grade 5</b>	2.86	14.04	4.44	60.00	49.12	64.44	37.14	36.84	31.11
<b>Grade 6</b>	16.33	7.69	5.13	38.78	58.97	51.28	44.90	33.33	43.59
<b>Grade 7</b>	17.14	20.00	8.93	54.29	48.89	50.00	28.57	31.11	41.07
<b>Grade 8</b>	15.56	15.15	7.14	57.78	51.52	66.67	26.67	33.33	26.19
<b>All Grades</b>	12.83	12.60	5.38	47.92	49.24	55.38	39.25	38.17	39.23

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	17.07	8.70	0.00	46.34	54.35	51.28	36.59	36.96	48.72
<b>Grade 4</b>	10.00	4.88	5.13	46.67	48.78	64.10	43.33	46.34	30.77
<b>Grade 5</b>	14.29	19.30	4.44	71.43	50.88	46.67	14.29	29.82	48.89
<b>Grade 6</b>	14.29	10.26	10.26	48.98	64.10	48.72	36.73	25.64	41.03
<b>Grade 7</b>	20.00	33.33	8.93	62.86	40.00	58.93	17.14	26.67	32.14
<b>Grade 8</b>	26.67	33.33	4.76	53.33	42.42	66.67	20.00	24.24	28.57
<b>All Grades</b>	16.60	18.01	5.77	53.58	50.19	56.15	29.81	31.80	38.08

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	14.63	12.77	5.13	60.98	59.57	84.62	24.39	27.66	10.26
<b>Grade 4</b>	5.00	9.76	5.13	65.00	58.54	66.67	30.00	31.71	28.21
<b>Grade 5</b>	8.57	15.79	4.44	68.57	52.63	64.44	22.86	31.58	31.11
<b>Grade 6</b>	10.20	0.00	15.38	55.10	84.62	58.97	34.69	15.38	25.64
<b>Grade 7</b>	5.71	2.22	3.57	68.57	73.33	76.79	25.71	24.44	19.64
<b>Grade 8</b>	17.78	15.15	4.76	51.11	69.70	85.71	31.11	15.15	9.52
<b>All Grades</b>	10.19	9.54	6.15	61.13	65.27	73.08	28.68	25.19	20.77

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	19.51	6.38	5.13	56.10	48.94	74.36	24.39	44.68	20.51
Grade 4	11.67	4.88	0.00	43.33	51.22	71.79	45.00	43.90	28.21
Grade 5	17.14	14.04	2.22	57.14	54.39	60.00	25.71	31.58	37.78
Grade 6	20.41	7.69	12.82	53.06	56.41	61.54	26.53	35.90	25.64
Grade 7	28.57	24.44	10.71	54.29	48.89	67.86	17.14	26.67	21.43
Grade 8	26.67	27.27	14.29	60.00	54.55	66.67	13.33	18.18	19.05
All Grades	20.00	13.74	7.69	53.21	52.29	66.92	26.79	33.97	25.38

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Reading continues to be an area for growth. Although the percentage of students in the % Below Standard category continues to decline, this ELA sub-area continues to be greatest need districtwide.
2. Communicating in writing continues to be an area of growth for HES students. There is, however, a noted improvement in the 7th and 8th graders writing performance at the above standard level..
3. Although Research and Inquiry had relatively high percentages above or at or near standard in 2017-18, above standard scores did decline at the 3rd and 4th grade levels.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	42	47	41	42	46	39	42	46	39	100	97.9	95.1
Grade 4	62	42	42	60	41	40	60	41	40	96.8	97.6	95.2
Grade 5	36	57	47	36	57	45	36	57	45	100	100	95.7
Grade 6	51	42	42	49	42	40	49	42	40	96.1	100	95.2
Grade 7	35	46	60	35	46	56	35	46	56	100	100	93.3
Grade 8	47	32	42	47	32	42	47	32	42	100	100	100.0
All Grades	273	266	274	269	264	262	269	264	262	98.5	99.2	95.6

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2400.	2370.	2362.	7.14	2.17	0.00	30.95	13.04	12.82	28.57	36.96	33.33	33.33	47.83	53.85
Grade 4	2408.	2422.	2411.	0.00	0.00	2.50	20.00	14.63	7.50	25.00	41.46	40.00	55.00	43.90	50.00
Grade 5	2451.	2453.	2403.	2.78	5.26	2.22	5.56	12.28	2.22	36.11	35.09	22.22	55.56	47.37	73.33
Grade 6	2457.	2450.	2457.	2.04	0.00	2.50	12.24	2.38	2.50	34.69	47.62	40.00	51.02	50.00	55.00
Grade 7	2475.	2477.	2445.	5.71	0.00	1.79	14.29	15.22	7.14	28.57	36.96	26.79	51.43	47.83	64.29
Grade 8	2515.	2516.	2462.	6.38	6.25	0.00	19.15	25.00	7.14	31.91	25.00	26.19	42.55	43.75	66.67
All Grades	N/A	N/A	N/A	3.72	2.27	1.53	17.47	13.26	6.49	30.48	37.50	30.92	48.33	46.97	61.07

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	14.29	8.70	0.00	45.24	26.09	35.90	40.48	65.22	64.10
<b>Grade 4</b>	5.00	4.88	5.00	23.33	31.71	30.00	71.67	63.41	65.00
<b>Grade 5</b>	5.56	5.26	0.00	25.00	35.09	28.89	69.44	59.65	71.11
<b>Grade 6</b>	4.08	0.00	0.00	34.69	30.95	35.00	61.22	69.05	65.00
<b>Grade 7</b>	8.57	6.52	1.79	25.71	32.61	42.86	65.71	60.87	55.36
<b>Grade 8</b>	10.64	12.50	0.00	38.30	34.38	45.24	51.06	53.13	54.76
<b>All Grades</b>	7.81	6.06	1.15	31.97	31.82	36.64	60.22	62.12	62.21

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	11.90	6.52	10.26	52.38	43.48	20.51	35.71	50.00	69.23
<b>Grade 4</b>	8.33	4.88	2.50	38.33	46.34	50.00	53.33	48.78	47.50
<b>Grade 5</b>	5.56	8.77	2.22	36.11	43.86	31.11	58.33	47.37	66.67
<b>Grade 6</b>	4.08	0.00	2.50	42.86	38.10	57.50	53.06	61.90	40.00
<b>Grade 7</b>	5.71	8.70	3.57	48.57	43.48	42.86	45.71	47.83	53.57
<b>Grade 8</b>	10.64	6.25	4.76	53.19	50.00	33.33	36.17	43.75	61.90
<b>All Grades</b>	7.81	6.06	4.20	44.98	43.94	39.31	47.21	50.00	56.49

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	16.67	6.52	7.69	50.00	41.30	69.23	33.33	52.17	23.08
<b>Grade 4</b>	6.67	4.88	7.50	31.67	53.66	45.00	61.67	41.46	47.50
<b>Grade 5</b>	5.56	7.02	4.44	41.67	40.35	53.33	52.78	52.63	42.22
<b>Grade 6</b>	8.16	0.00	5.00	34.69	47.62	65.00	57.14	52.38	30.00
<b>Grade 7</b>	8.57	0.00	3.57	54.29	56.52	50.00	37.14	43.48	46.43
<b>Grade 8</b>	10.64	9.38	4.76	55.32	53.13	66.67	34.04	37.50	28.57
<b>All Grades</b>	9.29	4.55	5.34	43.49	48.11	57.63	47.21	47.35	37.02

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Although in 18-19 the 8th graders had an increased percentage of above standards level, concepts and procedures continues to be an area for growth.
2. Math concepts continue to be challenging for our HES students, however, the overall percentage of students not meeting standards did slightly decrease showing some growth.
3. 20-21 CAASPP scores do indicate that 25% Met or exceeded in ELA (schoolwide) as compared to 8.02% Met or exceeded in Math showing a large discrepancy between ELA and Math need (as well as a decrease in overall percentage)

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	1442.1	1441.9	1403.7	1452.0	1463.3	1420.9	1419.1	1391.7	1363.5	27	39	31
<b>1</b>	1449.6	1458.9	1383.0	1463.9	1467.6	1406.1	1435.0	1449.7	1359.5	22	15	24
<b>2</b>	1494.7	1460.2	1444.0	1499.8	1465.9	1449.6	1489.3	1453.9	1437.8	16	18	27
<b>3</b>	1483.3	1499.8	1473.9	1493.9	1503.4	1477.4	1472.2	1495.7	1470.1	17	17	14
<b>4</b>	1476.0	1537.9	1476.2	1475.0	1558.5	1477.9	1476.4	1516.9	1474.1	16	17	17
<b>5</b>	*	1527.2	1503.7	*	1526.7	1510.9	*	1527.2	1495.9	*	16	18
<b>6</b>	*	1498.5	1492.8	*	1504.5	1519.0	*	1491.9	1465.9	*	15	15
<b>7</b>	*	*	1507.4	*	*	1511.0	*	*	1503.5	*	5	15
<b>8</b>	*	*	1514.8	*	*	1527.4	*	*	1501.6	*	*	13
<b>All Grades</b>										121	144	174

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	40.74	10.26	3.23	*	64.10	25.81	*	23.08	58.06	*	2.56	12.90	27	39	31
<b>1</b>	*	6.67	0.00	*	46.67	4.17	*	40.00	33.33	*	6.67	62.50	22	15	24
<b>2</b>	*	5.56	0.00	*	27.78	25.93	*	55.56	40.74		11.11	33.33	16	18	27
<b>3</b>	*	11.76	0.00	*	52.94	28.57	*	29.41	64.29	*	5.88	7.14	17	17	14
<b>4</b>	*	47.06	0.00	*	11.76	23.53	*	35.29	41.18	*	5.88	35.29	16	17	17
<b>5</b>		12.50	5.56	*	43.75	38.89	*	43.75	44.44	*	0.00	11.11	*	16	18
<b>6</b>		6.67	13.33	*	40.00	26.67	*	33.33	20.00	*	20.00	40.00	*	15	15
<b>7</b>	*	*	13.33		*	20.00		*	20.00	*	*	46.67	*	*	15
<b>8</b>	*	*	7.69	*	*	30.77	*	*	23.08	*	*	38.46	*	*	13
<b>All Grades</b>	26.45	13.19	4.02	32.23	43.06	24.14	23.97	36.11	40.23	17.36	7.64	31.61	121	144	174

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	48.15	30.77	3.23	40.74	58.97	35.48	*	7.69	51.61	*	2.56	9.68	27	39	31
<b>1</b>	*	33.33	4.17	*	26.67	20.83	*	33.33	29.17	*	6.67	45.83	22	15	24
<b>2</b>	81.25	22.22	14.81	*	50.00	25.93	81.25	16.67	37.04	*	11.11	22.22	16	18	27
<b>3</b>	*	41.18	7.14	*	41.18	64.29	*	11.76	14.29	*	5.88	14.29	17	17	14
<b>4</b>	*	64.71	11.76	*	23.53	35.29	*	5.88	29.41	*	5.88	23.53	16	17	17
<b>5</b>	*	43.75	33.33	*	50.00	55.56	*	6.25	5.56	*	0.00	5.56	*	16	18
<b>6</b>	*	40.00	26.67	*	33.33	40.00	*	6.67	13.33		20.00	20.00	*	15	15
<b>7</b>	*	*	6.67		*	40.00		*	46.67	*	*	6.67	*	*	15
<b>8</b>	*	*	23.08	*	*	38.46		*	15.38	*	*	23.08	*	*	13
<b>All Grades</b>	44.63	36.11	13.22	38.02	44.44	37.36	*	11.81	29.89	10.74	7.64	19.54	121	144	174

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	5.13	0.00	*	28.21	3.23	*	58.97	74.19	*	7.69	22.58	27	39	31
<b>1</b>	*	6.67	0.00	*	26.67	4.17	*	60.00	20.83	*	6.67	75.00	22	15	24
<b>2</b>	*	5.56	7.41	*	11.11	14.81	*	38.89	22.22	*	44.44	55.56	16	18	27
<b>3</b>		0.00	0.00	*	35.29	0.00	*	47.06	78.57	64.71	17.65	21.43	17	17	14
<b>4</b>	*	23.53	0.00		23.53	5.88	*	29.41	35.29	*	23.53	58.82	16	17	17
<b>5</b>		6.25	0.00	*	18.75	5.56	*	56.25	55.56	*	18.75	38.89	*	16	18
<b>6</b>		0.00	0.00	*	0.00	0.00	*	60.00	26.67	*	40.00	73.33	*	15	15
<b>7</b>	*	*	13.33		*	0.00		*	26.67	*	*	60.00	*	*	15
<b>8</b>	*	*	0.00		*	7.69	*	*	38.46	*	*	53.85	*	*	13
<b>All Grades</b>	19.01	6.25	2.30	18.18	20.83	5.17	28.10	51.39	42.53	34.71	21.53	50.00	121	144	174

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	59.26	17.95	3.23	*	79.49	83.87	*	2.56	12.90	27	39	31
<b>1</b>	54.55	53.33	12.50	*	40.00	79.17	*	6.67	8.33	22	15	24
<b>2</b>	*	16.67	14.81	*	61.11	70.37		22.22	14.81	16	18	27
<b>3</b>	*	11.76	7.14	*	70.59	64.29	*	17.65	28.57	17	17	14
<b>4</b>	*	41.18	11.76	68.75	47.06	82.35	*	11.76	5.88	16	17	17
<b>5</b>	*	6.25	22.22	*	81.25	72.22	*	12.50	5.56	*	16	18
<b>6</b>		6.67	20.00	*	46.67	46.67	*	46.67	33.33	*	15	15
<b>7</b>	*	*	6.67		*	60.00	*	*	33.33	*	*	15
<b>8</b>		*	15.38	*	*	46.15	*	*	38.46	*	*	13
<b>All Grades</b>	38.84	20.14	12.07	49.59	63.19	70.11	11.57	16.67	17.82	121	144	174

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	44.44	48.72	19.35	48.15	46.15	41.94	*	5.13	38.71	27	39	31
<b>1</b>	50.00	20.00	0.00	*	73.33	41.67	*	6.67	58.33	22	15	24
<b>2</b>	81.25	22.22	18.52	*	66.67	55.56	*	11.11	25.93	16	18	27
<b>3</b>	*	64.71	50.00	*	35.29	35.71	*	0.00	14.29	17	17	14
<b>4</b>	*	64.71	29.41	*	35.29	47.06	*	0.00	23.53	16	17	17
<b>5</b>	*	100.00	44.44	*	0.00	50.00	*	0.00	5.56	*	16	18
<b>6</b>	*	66.67	60.00	*	13.33	26.67		20.00	13.33	*	15	15
<b>7</b>	*	*	53.33		*	40.00	*	*	6.67	*	*	15
<b>8</b>	*	*	38.46		*	46.15	*	*	15.38	*	*	13
<b>All Grades</b>	59.50	54.17	30.46	29.75	39.58	43.68	10.74	6.25	25.86	121	144	174

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	0.00	66.67	94.87	87.10	*	5.13	12.90	27	39	31
1	*	6.67	4.17	*	73.33	16.67	*	20.00	79.17	22	15	24
2	*	5.56	14.81	*	38.89	40.74	*	55.56	44.44	16	18	27
3		0.00	0.00	*	58.82	35.71	64.71	41.18	64.29	17	17	14
4	*	11.76	0.00	*	52.94	29.41	*	35.29	70.59	16	17	17
5		6.25	0.00	*	75.00	38.89	*	18.75	61.11	*	16	18
6		0.00	0.00	*	6.67	6.67	*	93.33	93.33	*	15	15
7	*	*	13.33		*	26.67	*	*	60.00	*	*	15
8	*	*	7.69		*	23.08	*	*	69.23	*	*	13
<b>All Grades</b>	16.53	3.47	4.60	42.98	60.42	38.51	40.50	36.11	56.90	121	144	174

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	48.15	43.59	0.00	*	33.33	51.61	*	23.08	48.39	27	39	31
1	*	6.67	0.00	63.64	80.00	20.83	*	13.33	79.17	22	15	24
2	*	5.56	7.41	75.00	66.67	40.74	*	27.78	51.85	16	18	27
3	*	23.53	0.00	*	64.71	85.71	*	11.76	14.29	17	17	14
4	*	23.53	0.00	68.75	58.82	64.71	*	17.65	35.29	16	17	17
5	*	12.50	0.00	*	68.75	77.78	*	18.75	22.22	*	16	18
6	*	20.00	0.00	*	53.33	53.33	*	26.67	46.67	*	15	15
7	*	*	6.67		*	20.00	*	*	73.33	*	*	15
8		*	0.00	*	*	69.23	*	*	30.77	*	*	13
<b>All Grades</b>	23.14	22.22	1.72	58.68	56.94	51.15	18.18	20.83	47.13	121	144	174

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Due to change in cut scores for scoring, we are unable to ascertain progress or lack of progress accurately.

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
415	90.6	36.4	0.2

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	151	36.4
Foster Youth	1	0.2
Homeless	27	6.5
Socioeconomically Disadvantaged	376	90.6
Students with Disabilities	55	13.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
American Indian	1	0.2
Asian	4	1.0
Hispanic	400	96.4
White	7	1.7

### Conclusions based on this data:

1. Our school is comprised of a large Hispanic population at almost 97%.
2. Our school has a high socio-economically disadvantaged population at 90.6%.
3. With high % of need--homeless population and socio-disadvantaged populations--additional SEL supports/counseling are areas of need







# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Orange		

#### Conclusions based on this data:

1. Suspension rates have declined considerably in the last three years.
2. Chronic Absenteeism is an area of concern.
3. Concentration on academic performance continues to be an area of growth.

# School and Student Performance Data

## Academic Performance English Language Arts

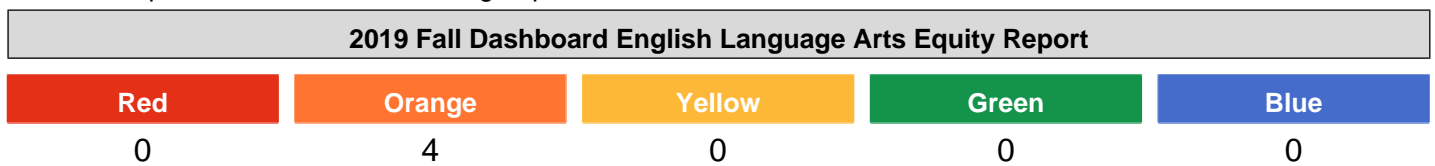
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Orange 31.4 points below standard Declined -5.3 points 261	<p><b>English Learners</b></p> Orange 52.8 points below standard Declined Significantly -16.3 points 138	<p><b>Foster Youth</b></p> No Performance Color 0 Students
<p><b>Homeless</b></p> No Performance Color 52 points below standard Maintained ++1.3 points 14	<p><b>Socioeconomically Disadvantaged</b></p> Orange 33.8 points below standard Declined -6.1 points 240	<p><b>Students with Disabilities</b></p> Orange 117.5 points below standard Increased ++8.6 points 41

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 31.1 points below standard Declined -7 points 254	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
105.4 points below standard Declined -5.6 points 64	7.4 points below standard Maintained -2.5 points 74	23.1 points below standard Increased ++9.2 points 91

**Conclusions based on this data:**

1. The Reclassified English Learners did not outperform the English Only students as they did in 17-18.
2. All subgroups have a negative DFS, but the EO population made an increase.
3. Although still with a large distance from met, with students with disabilities had an increase in their performance.

# School and Student Performance Data

## Academic Performance Mathematics

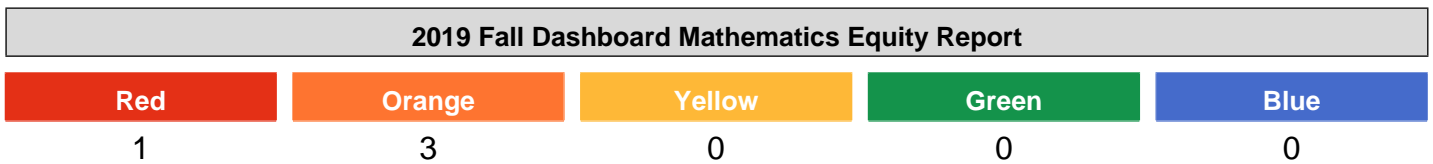
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:







This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> Orange 74.2 points below standard Declined -3.5 points 261	<p><b>English Learners</b></p> Orange 87.8 points below standard Declined -4.7 points 138	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p> No Performance Color 101.2 points below standard Increased ++5.8 points 14	<p><b>Socioeconomically Disadvantaged</b></p> Orange 76.7 points below standard Declined -3.3 points 240	<p><b>Students with Disabilities</b></p> Red 145.4 points below standard Maintained -2.1 points 41

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 73.3 points below standard Maintained -2.8 points 254			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
119.2 points below standard Increased ++8.6 points 64	60.6 points below standard Maintained ++0.2 points 74	68.4 points below standard Maintained ++1.8 points 91

**Conclusions based on this data:**

1. The Reclassified English Learners outscore the EO students.
2. The current ELs continue to struggle.
3. Students with disabilities maintained score, but have the lowest scores of all sub groups.

# School and Student Performance Data

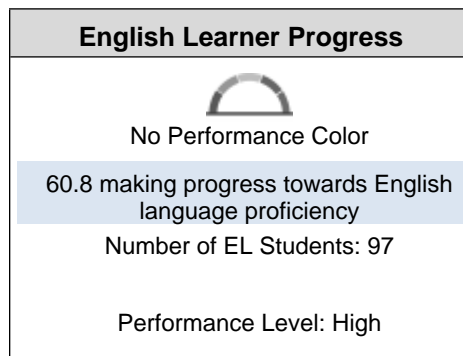
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10.3	28.8	2.0	58.7

#### Conclusions based on this data:

1. English Learner Progress indicates continued growth.
2. Students with decrease indicate the need for attention with progress monitoring.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

The College/Career Measures Only Report is Expected in February 2021

### Conclusions based on this data:

- 1.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

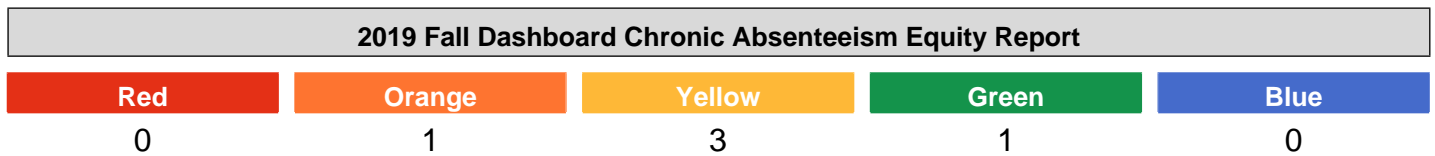
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 6 Maintained +0.2 432	<p><b>English Learners</b></p>  Orange 6.9 Increased +1.5 160	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p><b>Homeless</b></p>  Green 2.9 Declined -9.6 34	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 6.5 Maintained +0.3 399	<p><b>Students with Disabilities</b></p>  Yellow 5 Increased +0.9 60



**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 6 Maintained +0.3 414	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

**Conclusions based on this data:**

1. Our Social Worker/Family Services Coordinator continues to work to bring these numbers down, as indicated, there is an increase in the EL attendance.
2. 19-20 data shows 6% Chronic Absenteeism rate vs. 20-21 data at 7% indicating an increase in Chronic Absenteeism.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

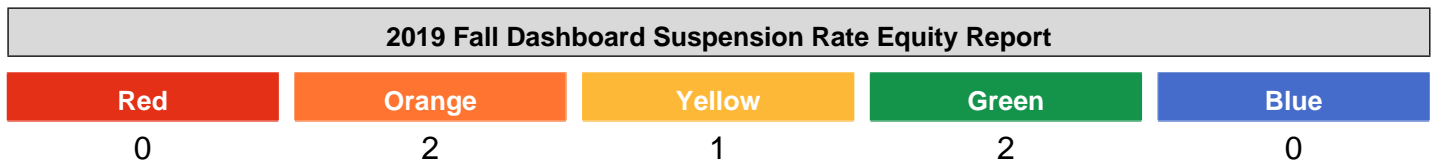
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>2.5</p> <p>Declined Significantly -1.4</p> <p>441</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>1.8</p> <p>Increased +1.2</p> <p>163</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Reported</p> <p>2</p>
<p><b>Homeless</b></p> <p>Yellow</p> <p>5.3</p> <p>Declined -5.2</p> <p>38</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>2.5</p> <p>Declined Significantly -1.2</p> <p>405</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>10</p> <p>Declined -2</p> <p>60</p>

**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
	 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 4	
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.4 Declined Significantly -1.1 423	 No Performance Color Less than 11 Students - Data 3		 No Performance Color Less than 11 Students - Data 10

This section provides a view of the percentage of students who were suspended.

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	3.9	2.5

**Conclusions based on this data:**

- HES has greatly decreased suspension rates, well below the State rates (6.8%). MTSS work has increased staff skill level with meeting the needs of students.
- Suspension of students with disabilities continues to be an area of challenge.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

HUSD will increase student performance (for all subgroups) on State and Local achievement metrics: Priorities 4,8

## Goal 1

Hamilton Elementary will increase student achievement for all students by providing quality first instruction, intervention, support and enrichment through our multi-tiered support systems.

## Identified Need

Students continue to struggle on CAASPP assessments (ELA and Math), and because of this continued challenge it is necessary to look carefully at our first instruction (the best prevention of urgent intervention needs). Continuing to follow the same instructional practices will continue to result in similar outcomes, and as such, this year our focus is on socio-emotional supports and engaging students in learning opportunities that provide multiple entry points and access for all.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math	18-19 -5.9 Distance From Met	19-20 increase by 3 points (-2.9 DFM) (20-21 no data/COVID) (21-22 DFM Data not available)
CAASPP ELA	18-19-3.9 Distance From Met	19-20 increase by 3 points (-.9 DFM) (20-21 no data/COVID)(21-22 DFM Data not available)
SWIS data	18-19 9.69 % 6+ ODR (Office Discipline Referrals)	19-20 7.69% 6 + ODR (20-21 no valid data/COVID)
STAR/Renaissance data--Early Literacy	20-21 Urgent Intervention 33.3% 21-22 Urgent Intervention 49%	20-21 decrease by 5% or more 21-22 (not met)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Targeted focus on student engagement through quality interactions and using assessments to drive instruction. Universal screener in place to inform instructional needs and student progress (STAR and added ELevate for EL progress--12/21).

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8,108	Other
13,950	Title III
11,017	Other
13,950	Title III

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Professional development on language objectives and integration of core content with ELD standards with Dr. Claudia Rodriguez-Mojica during 20-21. Attendance to Cielo and CAGE in place to support continued professional development in 21-22. Professional development centered on trauma-improved practices and strategies to engage students (Rainbow Walker and County presentations in 2020), and NTC/Coaching (Tehama County collaborative).

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,200	Title II Part A: Improving Teacher Quality
5,000	Title III

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

PLC time to set SMART goals using student achievement data to reflect on first instruction and intervention.

PLC leadership to establish and maintain focus on the 4 critical questions.

PLC leadership team weekly meetings supported by instructional leaders.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

### **Strategy/Activity 4**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students requiring Tier 2 and 3 interventions

Strategy/Activity

Teachers will use intervention times to meet the needs of students requiring small group or more individualized support in both ELA and Math in 20-21. 21-22 allows Music teacher to have music rotations for grades 3-5 (1/2 of teaching assignment).

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

40,000

LCFF - Base

### **Strategy/Activity 5**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Teachers to be supported during PLC by County leads in 20-21 and 21-22.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

None Specified

### **Strategy/Activity 6**

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

### Strategy/Activity

Paraprofessional/yard supervisor are used to support student safety and learning in the classroom. School social worker to be assigned to HES and title 1 funds allocated to certificated will be used to support this work in 21-22.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
50,000	Title I
25,000	CARES Act

## Annual Review

### SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Suspension rates decreased . Student needs requiring urgent interventions too great for Reading Specialist---Tier 1 work is needed overall. Reading specialist was not continued for 20-21 school year, but a program (Read 180 and System 44) is purchased for 21-22 out of CAREs act funding.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

PLC time and attention to first instruction changed in March of 19-20 due to COVID. Behaviors required more paraprofessional support which took help/support from classrooms. Additional Paraprofessionals on board and for 20-21 and 21-22 school year out of CAREs act funding.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

PLC time needs to refocus on data and informed decisions to improve first instruction. Supports from county will be put in place to support teachers in looking at essential standards and data to provide more targeted instruction. Activity 5.



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

HUSD will provide high quality classroom instruction to promote college and career readiness.

## Goal 2

All students will develop the necessary mathematical, language and literacy proficiency that prepare them for college or post-secondary career choices as evidence by an increase on the CAASPP and CAST (Science).

## Identified Need

Given that our students continue to have challenges meeting the ELA and Math proficiency standards, we are committed to ensure that teachers have updated and standards aligned curriculum as well as the training to support teaching and learning in both our English only classroom and Dual Immersion classrooms.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC (ELA)	18-19 -5.9 DFM	19-20 (No data) 20-21 increase by 3 points (-2.9 DFM) (not met)
SBAC (Math)	18-19 -3.9 DFM	19-20 (No data) 20-21 increase by 3 points (-9 DFM) (not met)
Renaissance Learning Screener (Reading)	20-21 42.5% (Urgent Intervention Needed) 21-22 (51%)	21-22 decrease urgent intervention % by 5% (not met)
Renaissance Learning Screener (Early Literacy)	20-21 33.6% (Urgent Intervention Needed) 21-22 (49%)	21-22 decrease urgent intervention % by 5% (not met)
Renaissance Learning Screener (Math)	20-21 27.5% (Urgent Intervention Needed) 21-22 (31%)	21-22 decrease urgent intervention % by 5% (not met)
CAST	6 + SWIS referrals	Decrease in referral/incidents (met)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Teachers receive training and use NGSS materials to develop their understanding for this new shift in teaching.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	LCFF - Base
1,000	Other

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Kindergarten students

### Strategy/Activity

Kindergarten teachers shifted from the use of curriculum for U of O in mathematics, to Every Day Math to be in alignment with 1-5. Illuminate/DNA purchased to support Kinder skills progress monitoring. STAR Math assessment should be taken by K-1 (CBM) for progress monitoring. Freckle purchased for math supports K-8. All Kinder students are being assessed with the CBM screener (part of the Renaissance learning) to identify gaps in foundational skills.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	Title I

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL students

### Strategy/Activity

ELD teacher will provide instruction with the support of ELD Benchmark at the K-5 level. Newcomers at the 6-8 level will be placed in a classroom with emergent learners, and intermediate and above will be in a class to specifically target the needs of long term English learners. Title 1 monies will continue to be used to fund ELD/DI coordinator 21-22

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

25,000

25,000

Source(s)

LCFF - Base

Title I

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

K-5 Students

Strategy/Activity

Teachers will continue the use of Standards-based report cards in alignment with standards-based lessons and identify essential standards and create Benchmark assessments to monitor progress three times a year school wide and discuss data to inform instruction.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

K-2 Dual Immersion Students

Strategy/Activity

Provide decodable readers (Adelante) to support Spanish Language Acquisition.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

470

Source(s)

Title III

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students screened as "urgent intervention" needed (ELA, Math, and Early Literacy)

Strategy/Activity

Intervention will be targeted to meet the needs of urgent intervention groups with use of Renaissance Learning Platform resources.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Middle School (6-8)

#### Strategy/Activity

Career Prep and SEL support provided to MS students 2021-22 with Career Prep/SEL course. Planners purchased for all 6-8 students. (20-21 used Gear UP funds which are no longer available).

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
700.00	Title I
70,000	LCFF - Base

## Annual Review

### SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

SBAC and CAST not taken during 19-20 due to COVID-19. Renaissance Learning indicates need for improved Tier 1 interventions and appropriate Tier 2/Tier 3 responses in place.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Tk-2 does not take SBAC. Interventions and resources from 18-19, 19-20 not indicating effectiveness or implementation. Additional instructional support to bridge essential standards and first instruction needed for 21-22. Focus on essential standards with formative/summative assessments to drive instruction is a focus for 21-22.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Adding the Renaissance Learning as measurement for Tk-8 with data analysis as a regular part of PLC, reading intervention plan for 20-21, use of advisement for targeted RTI for both ELA and Math. See Activity 4,

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

HUSD will improve stakeholder participation in the learning process. Priorities 3,5,6

## Goal 3

The number of parents/community members involved in outreach programs and access to parent portal will be increased.

## Identified Need

Although we have many opportunities for parent involvement, our numbers continue to be low in terms of participating in our stakeholder meetings, although attendance to community, cultural events has increased. We will leverage the community events to the best of our ability, adjusting times of meetings to meet the needs of parents, to improve our home/school connection.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parents Portal Access Increased (K-5)	321	increase by 20%
Attendance at parent outreach programs		
Newsletters to parents	6 months	Every month
Zoom/parent participation	increased participation of SCC and other meetings	increase of 10%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

### Strategy/Activity

Continued efforts to train parents on parent portal. Make trainings available during school events (Back to School, parent conferences, events, etc.)

## Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Parents with teachers facilitating APTT groups

Strategy/Activity

Increase parent participation at APTT (academic parent teacher team) meetings by changing start times to after 5:00 pm. and continuing to stipend participating teachers

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

8,000.00 LCFF - Supplemental

1,000 Title I

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All parents of all students

Strategy/Activity

Translation services and parent outreach with newsletters and purchase of the Zoom Owl to continue Zoom with hybrid meetings (Zoom and in-person).

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

1000.00 LCFF - Base

1100.00 Title I Part A: Parent Involvement

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Immigrant students

Strategy/Activity

Parent Resources (videos and newsletters) to support our immigrant population/families.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,500

Source(s)

Title III Immigrant Education Program

## Annual Review

### SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to COVID-19, parent outreach has had to change in form and is challenging to assess effectiveness as the school years are not comparable

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Newsletters and zooms have replaced in-person interactions. Districtwide parent/family case manager replaced with a schoolwide coordinator of social programs. Paraprofessionals used to translate and support our Spanish speaking families . Adding additional resources for our immigrant families for support.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Newsletters will continue to be in place (see Activity 4), and zoom calls will continue to be an option for parents in the upcoming school year (see Activity 5).



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

## Goal 4

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$208,603
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$313,995.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$81,700.00
Title I Part A: Parent Involvement	\$1,100.00
Title II Part A: Improving Teacher Quality	\$4,200.00
Title III	\$33,370.00
Title III Immigrant Education Program	\$3,500.00

Subtotal of additional federal funds included for this school: \$123,870.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
CARES Act	\$25,000.00
LCFF - Base	\$137,000.00
LCFF - Supplemental	\$8,000.00
None Specified	\$0.00
Other	\$20,125.00

Subtotal of state or local funds included for this school: \$190,125.00

Total of federal, state, and/or local funds for this school: \$313,995.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 3 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Kathy Thomas	Principal
Dianna Camarena	Other School Staff
Maggie Sawyer	Other School Staff
Shelley Whittaker	Classroom Teacher
Trudy Bryan	Classroom Teacher
Rosa Rivera	
Jazmin Martinez	Other School Staff
Vanessa Reyes	Parent or Community Member
Rocio Jauregui	Parent or Community Member
Teresa Alvarado	Parent or Community Member
Fabiola Mata	Parent or Community Member
Maria Guerra	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee 


Other: MTSS Leadership Team 

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 1/11/2022.

Attested:

Principal, Kathryn Thomas on 1/11/2022 

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and 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 SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*



# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.



## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

### HUSD Certificated Seniority List

First Name	Last Name	Hire Date*	Status		
Trudy	Bryan	26-Aug-88			
Lynn	Larson	24-Aug-89			
Betty	Mercado	27-Aug-93			
Liz (Adriana)	Cox (El Allie)	25-Aug-95			
Maribel	Hernandez (Medina)	25-Aug-97			
Maria	Gonzalez-Alvarez	25-Aug-97			
Kelly	Langan	19-Aug-98			
Bertha	Carter	19-Aug-99			
Rina	Gonzalez	23-Aug-00			
Alexandra	Charlon	16-Aug-01			
Guadalupe	Funderburk	15-Aug-02			
Ellese	Mello Buttitta	29-Aug-03			
Margrit	Vogeesang	12-Aug-04			
Maria	Llamas	13-Aug-04			
Maria	Esquivel	13-Aug-04			
Blanca	Godinez	13-Aug-04			
Hogan	Brown	8-Jan-07			
Janice	Lohse	15-Aug-07			
Matthew	Steele	15-Aug-07			
Maria	Reyes	27-Aug-07			
Matthew	Jarvis	15-Aug-12			
Raquel	Bocast	9-Aug-13			
Jennifer	Firth	11-Aug-14			
Paula	Garcia	7-Aug-15			
Mary	Hansen	7-Aug-15			
Patricia	Hernandez (Diaz)	7-Aug-15			
Stray	Hironimus	7-Aug-15			
Shelley	Whittaker	7-Aug-15			
Nancy	Heffley	14-Sep-15			
Andrew	Martin	10-Aug-18			
Nall	Derek	10-Aug-18			
Knutson	Heather	9-Aug-19			
Curiel	Aimee	9-Aug-19			
Zuppan	Kol (Joshua)	9-Aug-19			
Johnson	Aaron	17-Aug-20	Temporary		
Allen	Taren	6-Aug-21	Prob I		
Furtado	Joshua	6-Aug-21	Temporary		
Hautala	Ashley	6-Aug-21	Prob I		
Heyl	Trevor	6-Aug-21	Temporary		
Song	Susan	6-Aug-21	Temporary		
Reed	Kathaleen	11-Oct-21	Temporary		
Developed: 3.4.2010					
Revised: 2.18.2011 / Adopted: 2.22.2011					
Revised: 2.25.2011 / Adopted: 3.9.2011					
Revised: 1.04.2012 / Adopted: 1.17.2012					
Revised: 3.5.2012 / Adopted: 3.19.2012					
Revised: 12.5.2012/ For Certificated Staff review					
Revised: 1.11.2013/ Adopted: 1.22.2013					
Revised: 2.08.2013/ Adopted: 2.12.2013					
Revised: 12.18.2013/For Certificated Staff review/Adopted: 1.21.2014					
Revised: 10.17.2014/For Certificated review/Adopted: 1.20.2015					
Revised: 12.15.2015/For Certificated review/Adopted: 1.21.2016					
Revised: 10.25.2016/For Certificated review/Adopted: 1.25.2017					
Revised: 11.8.2017/For Certificated review/Adopted: 1.30.2018					
Revised: 10.24.2018/For Certificated review					
Revised: 11.28.2018/For Certificated review/Adopted: 1.23.2019					
Revised: 10.15.2019/For Certificated review/Adopted: 1.22.2020					
Revised: 10.22.2020/For Certificated review/Adopted: 2.24.2021					
Revised: 10.26.21/For Certificated review/Adopted:					
* represents the beginning date of service					
Intern Teachers	Long Term Subs	Hire Date			
N/A	N/A	N/A			

HUSD CLASSIFIED SENIORITY LIST

NAME	POSITION	SERVICE DATE	SERVICE DATE FROM BEGINNING OF EMPLOYMENT W/ DISTRICT(S)
DelaCruz, Yolanda (Bernice)	<b>Paraeducator/Library Media Technician</b>	7/1/2019	2/5/1985 (Paraeducator)
	Paraeducator	8/11/2014	x
	Paraeducator II	8/9/2010	x
	Cook Helper	8/24/2009	x
	Instructional Aide	8/28/1989	x
	Teacher Aide	2/5/1985	x
Crosby, Clyde (Austin)	<b>District Universal - Maintenance &amp; Transportation</b>	7/1/2013	(7/1/1996) Custodian
	Custodian/Sub Bus Driver	7/1/2005	x
	Custodian	10/1/1996	x
Mercado, Guadalupe (Lupe)	<b>Administrative Technician</b>	1/1/2014	(5/1/1997) Business Asst/Adult Ed Secry
	Adult Ed & Continuation Office Assistant I	7/1/2010	x
	Adult Ed & Continuation Office Assistant I/Business Asst	7/1/2009	x
	Adult Ed Office Assistant I	7/1/2000	x
	Adult Ed Secretary	11/3/1997	x
	Adult Ed Teacher Aide I	5/12/1997	x
Garcia, Irma	<b>Preschool Assistant</b>	11/7/2013	(8/20/1998) Preschool Aide
	Preschool Paraeducator II (Paraeducator)	8/9/2013	x
	Preschool Paraeducator I	8/11/2011	x
	Preschool Teacher Aide	8/27/2001	x
	Preschool Teacher	8/20/1998	x
Moreno, Erendida	<b>Child Nutrition Lead</b>	8/9/2013	(8/19/2002) Cook
	Head Cook	8/13/2009	x
	Cook	8/18/2006	x
	Assistant Cook	3/6/2006	x
	Cook Helper/Dish	8/19/2002	x
Lopez-Reyes, Bertha (Maria)	<b>District Custodian</b>	10/08/2003	
DeVries, Chris	<b>Business Services Technician</b>	7/1/2019	(4/29/2004) Accounting Clerk
	District Account Clerk	5/10/2004	x
Johnson, Erin	<b>Student Services and Library Coordinator</b>	8/11/2014	(1/10/2005) Clerk, Counseling & Library
	Office Assistant II	8/15/2007	x
	Paraeducator II	1/6/2005	x
Fitzgerald-Adams, Mariesa	<b>Preschool Teacher (Classified)</b>	11/1/2021	(8/12/2016) Paraeducator
	SPED Paraeducator	1/11/2021	(8/12/2016) Paraeducator
	Short-Term SPED Paraeducator	10/19/2020	Hired in Short-Term Position
	Short-Term Paraeducator	8/10/2020	Hired in Short-Term Position
	Paraeducator/Library Media Technician	7/1/2019	Placed on 39 Month Rehire List Effective 6/30/20
	Paraeducator	8/12/2016	x
Elkin, Dave	<b>District Universal - Maintenance &amp; Transportation</b>	5/30/2017	x
Dietle, Rowan	<b>Office Assistant I</b>	1/10/2018	x
Rivera, Rosa	<b>Office Assistant I</b>	1/11/2021	(8/27/2018) Office Assistant I
	Temporary Office Assistant I	9/30/2020	Hired in Temp. position
	Office Assistant I	8/27/2018	Placed on 39 Month Rehire List Effective 6/30/20
Rivera, Marcie	<b>Child Nutrition Lead</b>	8/9/2019	
Romano, Jonathan	<b>District Universal - Maintenance &amp; Transportation</b>	10/7/2021	(10/7/2021) District Universal - Maintenance & Transportation
	District Custodian	1/11/2021	(1/11/2021) District Custodian
	Short-Term District Custodian	8/26/2020	x Short-Term District Custodian 8/26/20 - 12/18/20
Cierra McCarthy	<b>District Universal - Maintenance &amp; Transportation</b>	8/6/2021	(8/6/2021) District Universal - Maintenance & Transportation
	District Custodian	1/11/2021	(1/11/2021) District Custodian
	Short-Term District Custodian	10/14/2020	x Short-Term District Custodian 10/14/20 - 12/18/20
Doris Velazquez	<b>Child Nutrition Assistant</b>	2/2/2021	x
Josefina Rosales Ramirez	<b>Child Nutrition Assistant</b>	7/19/2021	x
Tim DeVries	<b>District Custodian</b>	8/13/2021	(8/13/2021) District Custodian
	<i>Additional Summer Maintenance Help</i>	6/10/2021	x Additional Summer Maintenance Help 6/10/21 - 7/30/21
	Short-Term District Custodian	4/1/2021	x Short-Term District Custodian 4/1/21 - 6/4/21
Alejandra Nava	<b>SPED Paraeducator</b>	9/14/2021	x
Giovanni Martinez-Barron	<b>Paraeducator/Library Media Technician</b>	11/1/2021	(11/1/2021) Paraeducator/Library Media Technician
	Short-Term Child Nutrition Assistant	12/14/2020	x Short-Term Child Nutrition Assistant 12/14/20 - 6/4/21
Isaac Acosta	<b>Paraeducator/Library Media Technician</b>	11/1/2021	x

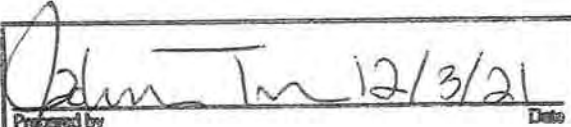
**EMPLOYED FROM 39 MONTH REHIRE LIST**

N/A

(See Seniority Change Log for details of revisions)

Revision: October 26, 2021 Adopted:

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net Amount
000008/00	CALIFORNIA'S VALUED TRUST H/W								
PO-000444	11/19/2021	DECEMBER 2021	1	01-0000-0-0000-0000-9571-000-000-00000	NN P			0.00	35,398.62
PO-000444	11/19/2021	DECEMBER 2021	2	01-0000-0-0000-0000-9572-000-000-00000	NN P			0.00	59,035.68
PO-000444	11/19/2021	DECEMBER 2021	3	01-0000-0-0000-0000-9573-000-000-00000	NN P			0.00	2,934.11
TOTAL PAYMENT AMOUNT									97,368.41 *
002047/00	DANNIS WOLIVER KELLEY	943172834							
PO-000423	11/19/2021	SEPTEMBER 2021 ATTORNEY BILL	1	01-0000-0-0000-7110-5815-000-000-00000	NE P			0.00	1,342.50
TOTAL PAYMENT AMOUNT									1,342.50 *
000522/00	LESLIE ANDERSON-MILLS	573472011							
PO-000433	11/19/2021	DECEMBER 2021 - CASH IN LIEU	1	01-0000-0-1110-1000-3701-000-000-00000	NY P			0.00	791.67
TOTAL PAYMENT AMOUNT									791.67 *
000584/00	STANDARD								
PO-000408	11/19/2021	NOVEMBER 2021	1	01-0000-0-0000-0000-9573-000-000-00000	NN P			0.00	345.49
TOTAL PAYMENT AMOUNT									345.49 *
TOTAL BATCH PAYMENT									99,848.07 *** 0.00 99,848.07
TOTAL DISTRICT PAYMENT									99,848.07 **** 0.00 99,848.07
TOTAL FOR ALL DISTRICTS:									99,848.07 **** 0.00 99,848.07
Number of checks to be printed: 4, not counting voids due to stub overflows.									99,848.07

  
 Prepared by \_\_\_\_\_ Date \_\_\_\_\_  
 Authorized by \_\_\_\_\_ Date \_\_\_\_\_

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net Amount
001391/00	ABSOLUTE HEATING & AIR INC	510664349							
PO-000435	03/05/2021	210240-1;ELEM SERVER ROOM	2	01-0000-0-1110-1000-5630-800-000-00000	NN P			0.00	1,206.00
PO-000435	03/05/2021	210239-1;HS CAFE HVAC	2	01-0000-0-1110-1000-5630-800-000-00000	NN P			0.00	570.00
TOTAL PAYMENT AMOUNT									1,776.00 *
000884/00	AERIES SOFTWARE INC	000000000							
220110	PO-022194	11/18/2021	CLOSE; DUPLICATE 22-268	1	01-0000-0-0000-2700-5200-000-000-00000	NN C		575.00	0.00
220224	PO-022299	10/20/2021	RW-15591:T WILHELM DATA COLLEC	1	01-0000-0-0000-2700-5200-000-000-00000	NN F		50.00	50.00
TOTAL PAYMENT AMOUNT									50.00 *
001296/00	BOYS & GIRLS CLUB OF	680294846							
220261	PO-022331	11/18/2021	JR HIGH PROGRAM;HAMILTON ELEM	1	01-7425-0-1110-1000-4300-800-000-00000	NY F		5,000.00	5,000.00
TOTAL PAYMENT AMOUNT									5,000.00 *
000794/00	BUSWEST - NORTH								
CM-000008	10/27/2021	XA410028628:01		01-0000-0-0000-3600-4300-000-000-00000	NN				-2,745.21
CM-000009	10/27/2021	XA400050175:01		01-0000-0-0000-3600-4300-000-000-00000	NN				-488.59
PO-000421	09/13/2021	XA410028473:01	1	01-0000-0-0000-3600-4300-000-000-00000	NN P			0.00	2,963.03
PO-000421	09/16/2021	XA410028580:01	1	01-0000-0-0000-3600-4300-000-000-00000	NN P			0.00	1,036.41
PO-000421	09/17/2021	XA410028580:02	1	01-0000-0-0000-3600-4300-000-000-00000	NN P			0.00	393.73
TOTAL PAYMENT AMOUNT									1,159.37 *
000234/00	CAROLINA BIOLOGICAL SPLY CO								
220237	PO-022310	11/22/2021	51594060 RI	1	01-6387-0-3800-1000-4300-100-000-00000	NN F		262.36	281.91
220237	PO-022310	11/22/2021	CLOSE	2	01-7010-0-3800-1000-4300-100-000-00000	NN C		27.00	0.00
TOTAL PAYMENT AMOUNT									281.91 *
000460/00	FLORA FRESH								
220059	PO-022175	11/29/2021	00978726	1	01-0350-0-6000-1000-4300-100-052-00000	NN P		787.48	787.48
TOTAL PAYMENT AMOUNT									787.48 *

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit BdR DD	T9MPS	Liq Amt	Net Amount
000919/00	GINNO CONSTRUCTION INC	371572724							
220024	PO-021597	11/30/2021	12261:HS GYM PAINTING	1	14-0000-0-0000-8100-5630-000-000-00000	NY	F	35,442.00	35,442.00
			TOTAL PAYMENT AMOUNT					35,442.00 *	35,442.00
000753/00	GLENN COUNTY ROAD SHOP								
	PO-000436	11/10/2021	PW22-00516	2	01-0000-0-0000-3600-5630-000-000-00000	NN	P	0.00	1,632.32
			TOTAL PAYMENT AMOUNT					1,632.32 *	1,632.32
000162/00	GRAINGER								
	PO-000409	11/16/2021	9122797989	1	01-8150-0-0000-8100-4300-000-000-00000	NN	P	0.00	101.81
			TOTAL PAYMENT AMOUNT					101.81 *	101.81
000113/00	HAMILTON CITY COMMUNITY SVC								
	PO-000414	11/12/2021	NOV-DEC; 535 SACRAMENTO AVE	5	11-6391-0-4110-8100-5590-000-000-00000	NN	P	0.00	79.49
	PO-000414	11/12/2021	NOV-DEC;300 6TH ST	6	12-6105-0-1110-8100-5590-000-000-00000	NN	P	0.00	79.49
			TOTAL PAYMENT AMOUNT					158.98 *	158.98
000445/00	IT SAVVY								
220170	PO-022241	10/31/2021	05064266:AADPP ANNUAL	1	01-9150-0-0000-2420-5890-000-000-00000	NN	F	7.72	7.20
			TOTAL PAYMENT AMOUNT					7.20 *	7.20
001138/00	JOHNNY ON THE SPOT	464458679							
220210	PO-022285	11/23/2021	DEC 2021 DIST:I27563	1	01-3212-0-1110-1000-5890-000-000-00000	N1	P	77.16	77.16
220210	PO-022285	11/23/2021	DEC 2021 HS:I27563	2	01-3212-0-1110-1000-5890-100-000-00000	N1	P	115.74	115.74
220210	PO-022285	11/23/2021	DEC 2021 ELEM:I27570	3	01-3212-0-1110-1000-5890-800-000-00000	N1	P	0.00	379.35
			TOTAL PAYMENT AMOUNT					572.25 *	572.25
000120/00	JOHNNY'S LOCK & SAFE	942370699							
	PO-000411	12/01/2021	43004:HS RESTROOM DOORS	1	01-8150-0-0000-8100-5630-000-000-00000	NY	P	0.00	450.91
			TOTAL PAYMENT AMOUNT					450.91 *	450.91

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Res Y Goal	Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net Amount	
001388/00	LARRY'S PEST & WEED CONTROL	141953612							
PO-000440	11/08/2021	NOV 2021:W14499	1	01-0000-0-0000-8100-5590-000-000-00000	NY P		0.00	560.00	
		TOTAL PAYMENT AMOUNT		560.00 *				560.00	
000125/00	MCGRAW-HILL SCHOOL EDUCATION								
220248	PO-022323	11/10/2021	120410513001	1	01-1100-0-1110-1000-4200-800-000-00000	NN F	894.00	652.50	
		TOTAL PAYMENT AMOUNT		652.50 *				652.50	
000592/00	MISSION UNIFORM & LINEN								
PO-000405	11/25/2021	515984648	1	13-5310-0-0000-3700-4300-000-000-00000	NN P		0.00	106.75	
		TOTAL PAYMENT AMOUNT		106.75 *				106.75	
000524/00	MJB WELDING SUPPLY								
220042	PO-022135	11/23/2021	01364830	1	01-0350-0-6000-1000-4300-100-053-00000	NN P	69.07	69.07	
220042	PO-022135	11/23/2021	01365798	2	01-0350-0-6000-1000-5890-100-053-00000	NN P	21.00	21.00	
		TOTAL PAYMENT AMOUNT		90.07 *				90.07	
000903/00	NATIONAL BUSINESS FURNITURE	000000000							
CL-000043	11/29/2021	MK562771-TDQ		01-3010-0-1110-1000-4300-800-000-00000	NN F		1,423.37	1,423.36	
FV-000043	12/05/2021	CALM ROOM FURN;SHIPPING		01-3010-0-1110-1000-4300-800-000-00000	NN			233.00	
		TOTAL PAYMENT AMOUNT		1,656.36 *				1,656.36	
001035/00	NUSCO LLC	000000000							
220121	PO-000451	12/02/2021	DEC 2021	DIST;130594903	1	01-0000-0-0000-2700-5990-000-000-00000	NN P	0.00	75.73
220121	PO-000451	12/02/2021	DEC 2021	HS;130594903	2	01-0000-0-0000-2700-5990-100-000-00000	NN P	0.00	113.59
220121	PO-000451	12/02/2021	DEC 2021	ELEM;130594903	3	01-0000-0-0000-2700-5990-800-000-00000	NN P	0.00	189.12
		TOTAL PAYMENT AMOUNT		378.44 *				378.44	
000027/00	ORLAND HARDWARE								
PO-000417	11/27/2021	482713	1	01-8150-0-0000-8100-4300-000-000-00000	NN P		0.00	23.14	
PO-000417	11/27/2021	483341	1	01-8150-0-0000-8100-4300-000-000-00000	NN P		0.00	164.83	
PO-000417	11/27/2021	483892	1	01-8150-0-0000-8100-4300-000-000-00000	NN P		0.00	85.78	
PO-000417	11/27/2021	484263	1	01-8150-0-0000-8100-4300-000-000-00000	NN P		0.00	230.69	
		TOTAL PAYMENT AMOUNT		504.44 *				504.44	



Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net Amount

000084/00	PG&E								
PO-000416	11/15/2021	NOV DIST:9921774729-6	1	01-0000-0-0000-8100-5590-000-000-00000	NN P			0.00	2,820.21
PO-000416	11/15/2021	NOV HS:9921774729-6	2	01-0000-0-0000-8100-5590-100-000-00000	NN P			0.00	4,230.30
TOTAL PAYMENT AMOUNT									7,050.51 *

001510/00 RAY MORGAN COMPANY

PO-000413	10/20/2021	OCT DIST TAX B&W	7	01-0000-0-0000-2700-4300-000-000-00000	NN P			0.00	2.63
PO-000413	10/20/2021	OCT DIST TAX COLOR	7	01-0000-0-0000-2700-4300-000-000-00000	NN P			0.00	2.94
PO-000413	10/20/2021	OCT HS TAX B&W	8	01-0000-0-1110-1000-4300-100-000-00000	NN P			0.00	20.88
PO-000413	10/20/2021	OCT ELEM TAX B&W	9	01-0000-0-1110-1000-4300-800-000-00000	NN P			0.00	19.82
PO-000413	10/20/2021	OCT ELLAB TAX B&W	10	01-0000-0-3200-1000-4300-300-000-00000	NN P			0.00	0.51
PO-000413	11/22/2021	DEC 2021:3532843 DIST	1	01-0000-0-0000-2700-5620-000-000-00000	NN P			0.00	166.44
PO-000413	11/22/2021	DEC 2021:3532843 HS	2	01-0000-0-1110-1000-5620-100-000-00000	NN P			0.00	370.12
PO-000413	11/22/2021	DEC 2021:3532843 ELEM	3	01-0000-0-1110-1000-5620-800-000-00000	NN P			0.00	995.19
PO-000413	11/22/2021	DEC 2021:3532843 ELLAB	4	01-0000-0-3200-1000-5620-300-000-00000	NN P			0.00	104.03
PO-000413	11/22/2021	DEC DIST USE COLOR	7	01-0000-0-0000-2700-4300-000-000-00000	NN P			0.00	25.82
PO-000413	11/22/2021	DEC DIST USE B&W	7	01-0000-0-0000-2700-4300-000-000-00000	NN P			0.00	33.33
PO-000413	11/22/2021	DEC HS USE B&W	8	01-0000-0-1110-1000-4300-100-000-00000	NN P			0.00	261.80
PO-000413	11/22/2021	DEC ELEM USE B&W	9	01-0000-0-1110-1000-4300-000-000-00000	NN P			0.00	267.27
PO-000413	11/22/2021	DEC ELLAB USE B&W	10	01-0000-0-3200-1000-4300-300-000-00000	NN P			0.00	7.65
PO-000413	10/20/2021	OCT ADULT ED TAX B&W	11	11-6391-0-4110-1000-4300-000-000-00000	NN P			0.00	0.91
PO-000413	11/22/2021	DEC 2021:3532843 ADULT ED	5	11-6391-0-4110-1000-5620-000-000-00000	NN P			0.00	202.58
PO-000413	11/22/2021	DEC ADULT ED USE B&W	11	11-6391-0-4110-1000-4300-000-000-00000	NN P			0.00	12.02
PO-000413	10/20/2021	OCT PRESCH TAX B&W	12	12-6105-0-1110-1000-4300-000-000-00000	NN P			0.00	0.51
PO-000413	11/22/2021	DEC 2021:3532843 PRESCH	6	12-6105-0-1110-1000-5620-000-000-00000	NN P			0.00	104.03
PO-000413	11/22/2021	DEC PRESCH USE B&W	12	12-6105-0-1110-1000-4300-000-000-00000	NN P			0.00	7.65
TOTAL PAYMENT AMOUNT									2,606.13 *

000589/00 SEAN MONTGOMERY

PV-000042	11/18/2021	REIMB SUPPLIES		13-5310-0-0000-3700-4300-000-000-00000	NN				9.20
PV-000042	11/18/2021	REIMB SUPPLIES		13-5310-0-0000-3700-4700-000-000-00000	NN				244.64
TOTAL PAYMENT AMOUNT									253.84 *

001437/00 STEEL CRETE INC 000000000

220029	PO-022123	11/23/2021	2151 AFP 4	1	01-0000-0-0000-8500-6170-000-047-00000	NN F		4,850.50	4,850.50
220029	PO-022123	11/23/2021	2151 AFP 4	2	01-0000-0-0000-8500-6170-000-047-00000	NN P		3,135.50	3,135.50
TOTAL PAYMENT AMOUNT									7,986.00 *

TOTAL BATCH PAYMENT 69,265.27 \*\*\* 0.00 69,265.27

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	Fd Res Y Goal Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net	Amount

TOTAL DISTRICT PAYMENT	69,265.27	****	0.00	69,265.27
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TOTAL FOR ALL DISTRICTS:	69,265.27	****	0.00	69,265.27
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Number of checks to be printed: 24, not counting voids due to stub overflows.

69,265.27

<i>Christy Pries</i>	<i>12/5/21</i>
Prepared by	Date
Authorized by	Date

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net Amount
000010/00	ALHAMBRA & SIERRA SPRINGS								
PO-000406	11/27/2021	NOV DIST;9858589 112721	1	01-0000-0-0000-2700-4300-000-000-00000	NN P			0.00	34.98
PO-000406	11/27/2021	NOV HS;9858589 112721	2	01-0000-0-0000-2700-4300-100-000-00000	NN P			0.00	52.45
PO-000406	11/27/2021	NOV ELEM;9858589 112721	3	01-0000-0-0000-2700-4300-800-000-00000	NN P			0.00	121.90
PO-000406	11/27/2021	NOV ELLAB;9858589 112721	4	01-0000-0-3200-1000-4300-300-000-00000	NN P			0.00	52.47
PO-000406	11/27/2021	NOV MAINT;9858589 112721	5	01-8150-0-0000-8100-4300-000-000-00000	NN P			0.00	41.47
PO-000406	11/27/2021	NOV ADULT ED;9858589 112721	6	11-6391-0-4110-1000-4300-000-000-00000	NN P			0.00	29.00
TOTAL PAYMENT AMOUNT								332.27 *	332.27
002020/00	BENCHMARK EDUCATION COMPANY								
220022	PO-022119	11/01/2021 153655	1	01-0001-0-1110-1000-4100-800-000-00000	NN F			8,783.77	8,783.77
TOTAL PAYMENT AMOUNT								8,783.77 *	8,783.77
000332/00	BOARD OF EQUALIZATION								
PV-000048	11/30/2021	057-416161:QTR 3 FUEL TAX ADJ	01-0000-0-0000-3600-5890-000-000-00000	NN					311.90
PV-000048	11/30/2021	057-416161:QTR 3 FUEL TAX ADJ	01-0000-0-1110-1000-5890-000-000-00000	NN					20.66
TOTAL PAYMENT AMOUNT								332.56 *	332.56
001296/00	BOYS & GIRLS CLUB OF								
220241	PO-022314	11/22/2021 CLOSE/PAID	1	01-7422-0-1110-1000-5890-800-000-00000	NY C			0.00	0.00
TOTAL PAYMENT AMOUNT								0.00 *	0.00
000153/00	CALIFORNIA ASSN FFA								
220265	PO-022335	11/08/2021 103780-LEADERSHIP PKTS	1	01-7010-0-3800-1000-4300-100-000-00000	NN F			1,740.00	1,740.00
220267	PO-022337	11/12/2021 103901-MFE/ALA REGIST	1	01-7010-0-3800-1000-5200-100-000-00000	NN F			1,455.00	1,455.00
TOTAL PAYMENT AMOUNT								3,195.00 *	3,195.00
000233/00	CALIFORNIA DEPARTMENT OF ED								
220252	PO-000442	10/21/2021 22 SF-39428	1	13-5310-0-0000-3700-4700-000-000-00000	NN P			0.00	239.40
TOTAL PAYMENT AMOUNT								239.40 *	239.40

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef				
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit	Bdr	DD	T9MPS	Liq Amt	Net	Amount	
000053/00	CALIFORNIA WATER SERVICE CO	000000000											
PO-000422	11/30/2021	DEC DIST;4141117777	1	01-0000-0-0000-8100-5590-000-000-000000	NN	P				0.00		59.82	
PO-000422	11/30/2021	DEC DIST;3141117777	1	01-0000-0-0000-8100-5590-000-000-000000	NN	P				0.00		59.82	
PO-000422	11/30/2021	DEC ELEM:4328876467	3	01-0000-0-0000-8100-5590-800-000-000000	NN	P				0.00		425.37	
PO-000422	11/30/2021	DEC ELEM:0669843652	3	01-0000-0-0000-8100-5590-800-000-000000	NN	P				0.00		1,285.19	
PO-000422	11/30/2021	DEC ELLAB:6314177777	4	01-0000-0-0000-8100-5590-300-000-000000	NN	P				0.00		147.16	
PV-000046	11/29/2021	APR 3141117777 REPL40319495		01-0000-0-0000-0000-8699-000-000-000000	NN							55.69	
PV-000047	11/29/2021	APR 4141117777 REPL40319495		01-0000-0-0000-0000-8699-000-000-000000	NN							55.69	
TOTAL PAYMENT AMOUNT											2,088.74	*	2,088.74
001072/00	CORNING FORD												
PV-000044	12/19/2021	209436:EXPEDITION OIL CHANGE		01-8150-0-0000-8100-5630-000-000-000000	NN							54.29	
TOTAL PAYMENT AMOUNT											54.29	*	54.29
000506/00	CVS PHARMACY INC												
220144	PO-022225	12/23/2021	6005432059000825		12-6105-0-1110-1000-4300-000-000-000000	NN	P			15.06		15.06	
TOTAL PAYMENT AMOUNT											15.06	*	15.06
000764/00	DANIELSON CO												
CM-000010	09/07/2021	257395-CREDIT		13-5310-0-0000-3700-4700-000-000-000000	NN							-28.48	
PO-000425	11/29/2021	264881	1	13-5310-0-0000-3700-4300-000-000-000000	NN	P				0.00		116.01	
PO-000425	11/29/2021	264881	2	13-5310-0-0000-3700-4700-000-000-000000	NN	P				0.00		1,318.07	
PO-000425	11/29/2021	264881	6	13-5310-0-0000-3700-5890-000-000-000000	NN	P				0.00		8.00	
PO-000425	11/29/2021	264880	6	13-5310-0-0000-3700-5890-000-000-000000	NN	P				0.00		8.00	
PO-000425	11/29/2021	264880	4	13-5320-0-0000-3700-4700-000-049-000000	NN	P				0.00		253.05	
PO-000425	11/29/2021	264880	3	13-5320-0-0000-3700-4300-000-049-000000	NN	P				0.00		24.67	
PO-000425	11/29/2021	264880	2	13-5310-0-0000-3700-4700-000-000-000000	NN	P				0.00		1,120.55	
PO-000425	11/29/2021	264880	1	13-5310-0-0000-3700-4300-000-000-000000	NN	P				0.00		37.75	
PO-000425	11/15/2021	263892	1	13-5310-0-0000-3700-4300-000-000-000000	NN	P				0.00		197.76	
PO-000425	11/15/2021	263892	2	13-5310-0-0000-3700-4700-000-000-000000	NN	P				0.00		1,674.85	
PO-000425	11/15/2021	263892	6	13-5310-0-0000-3700-5890-000-000-000000	NN	P				0.00		8.00	
PO-000425	11/15/2021	263888	6	13-5310-0-0000-3700-5890-000-000-000000	NN	P				0.00		8.00	
PO-000425	11/15/2021	263888	4	13-5320-0-0000-3700-4700-000-049-000000	NN	P				0.00		68.70	
PO-000425	11/15/2021	263888	3	13-5320-0-0000-3700-4300-000-049-000000	NN	P				0.00		38.67	
PO-000425	11/15/2021	263888	2	13-5310-0-0000-3700-4700-000-000-000000	NN	P				0.00		1,009.12	
PO-000425	11/15/2021	263888	1	13-5310-0-0000-3700-4300-000-000-000000	NN	P				0.00		326.64	
PO-000425	10/28/2021	262339	1	13-5310-0-0000-3700-4300-000-000-000000	NN	P				0.00		58.00	
PO-000425	09/07/2021	257063	2	13-5310-0-0000-3700-4700-000-000-000000	NN	P				0.00		186.64	
TOTAL PAYMENT AMOUNT											6,434.00	*	6,434.00

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net Amount
002090/00	DIRECT ENERGY BUSINESS	800909818							
	PV-000045	12/19/2021	HS12754156;FINAL INVOICE		01-0000-0-0000-8100-5590-000-0000-000000	NY			82.50
			TOTAL PAYMENT AMOUNT						82.50
001069/00	EDUCREATIONS	010549174							
220236	PO-022309	11/22/2021	EDUCREATIONS ACHARLON		1 01-4127-0-1110-1000-5890-100-000-000000	NN F		99.00	99.00
			TOTAL PAYMENT AMOUNT						99.00
000114/00	HAMILTON UNIFIED REVOLVING FND								
220263	PO-022333	12/01/2021	CK#1684 & 1685 12/9/21		1 01-0000-0-1110-1000-5890-800-006-000000	NN P		100.00	100.00
			TOTAL PAYMENT AMOUNT						100.00
000072/00	HILLYARD INC	000000000							
	PO-000412	12/01/2021	604555450		1 01-8150-0-0000-8100-4300-000-000-000000	NN P		0.00	368.79
	PO-000412	12/01/2021	604555449		1 01-8150-0-0000-8100-4300-000-000-000000	NN P		0.00	603.47
	PO-000412	11/17/2021	604541077		1 01-8150-0-0000-8100-4300-000-000-000000	NN P		0.00	499.07
	PO-000412	11/23/2021	604547597		1 01-8150-0-0000-8100-4300-000-000-000000	NN P		0.00	37.88
			TOTAL PAYMENT AMOUNT						1,509.21
000120/00	JOHNNY'S LOCK & SAFE	942370699							
	PO-000411	11/05/2021	42924;ELEM INSTALL DEADLOCK		1 01-8150-0-0000-8100-5630-000-000-000000	NY P		0.00	278.80
	PO-000411	08/12/2021	42644;ELEM INSTALL LEVER SET		1 01-8150-0-0000-8100-5630-000-000-000000	NY P		0.00	383.93
			TOTAL PAYMENT AMOUNT						662.73
000592/00	MISSION UNIFORM & LINEN								
	PO-000405	12/09/2021	516071294		1 13-5310-0-0000-3700-4300-000-000-000000	NN P		0.00	108.15
	PO-000405	12/09/2021	516071293		1 13-5310-0-0000-3700-4300-000-000-000000	NN P		0.00	73.86
			TOTAL PAYMENT AMOUNT						182.01
000887/00	MUSIC CONNECTION								
220257	PO-022327	12/19/2021	415:BOOKS		1 01-0000-0-1110-1000-4300-800-000-000000	NN F		288.82	288.82
			TOTAL PAYMENT AMOUNT						288.82

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef		
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit	BdR	DD	T9MPS	Liq Amt	Net Amount
000012/00	NAPA AUTO PARTS										
PO-000418	11/10/2021	779027	1	01-8150-0-0000-8100-4300-000-000-000000	NN	P				0.00	60.31
PO-000418	11/19/2021	780110	1	01-8150-0-0000-8100-4300-000-000-000000	NN	P				0.00	53.47
PO-000418	11/16/2021	778713	1	01-8150-0-0000-8100-4300-000-000-000000	NN	P				0.00	137.83
PO-000418	11/01/2021	777928	1	01-8150-0-0000-8100-4300-000-000-000000	NN	P				0.00	44.16
TOTAL PAYMENT AMOUNT										295.77 *	295.77
000309/00	OFFICE DEPOT INC										
220026	PO-022120	11/11/2021	209901457001	2	01-0000-0-1110-1000-4300-800-000-000000	NN	P			97.23	97.23
TOTAL PAYMENT AMOUNT										97.23 *	97.23
001407/00	PARAMEX SCREENING SERVICE	680179882									
PO-000431	11/18/2021	CORE0016133	1	01-0000-0-0000-3600-5890-000-000-000000	N6	P				0.00	89.00
TOTAL PAYMENT AMOUNT										89.00 *	89.00
000084/00	PG&E										
PO-000416	11/29/2021	NOV 3699672995-4	ELEM	3	01-0000-0-0000-8100-5590-800-000-000000	NN	P			0.00	4,966.50
PO-000416	11/29/2021	NOV 3699672995-4	ELEM2	3	01-0000-0-0000-8100-5590-800-000-000000	NN	P			0.00	1,165.96
TOTAL PAYMENT AMOUNT										6,132.46 *	6,132.46
000418/00	PITNEY BOWES GLOBAL FINCL INC	201344287									
PO-000443	12/07/2021	3105200912:NOV-JAN	1	01-0000-0-1110-1000-5620-800-000-000000	NN	P				0.00	166.48
TOTAL PAYMENT AMOUNT										166.48 *	166.48
000763/00	PROPACIFIC FRESH										
CM-000011	11/15/2021	RA6899102		13-5310-0-0000-3700-4700-000-000-000000	N						-41.36
PO-000407	11/29/2021	6902281	1	13-5310-0-0000-3700-4700-000-000-000000	NN	P				0.00	369.90
PO-000407	11/29/2021	6902280	1	13-5310-0-0000-3700-4700-000-000-000000	NN	P				0.00	490.46
PO-000407	11/29/2021	6902280	3	13-5320-0-0000-3700-4700-000-049-000000	NN	P				0.00	145.36
PO-000407	11/15/2021	6899751	3	13-5320-0-0000-3700-4700-000-049-000000	NN	P				0.00	132.51
PO-000407	11/15/2021	6899751	1	13-5310-0-0000-3700-4700-000-000-000000	NN	P				0.00	523.92
PO-000407	11/15/2021	6900194	1	13-5310-0-0000-3700-4700-000-000-000000	NN	P				0.00	365.23
TOTAL PAYMENT AMOUNT										1,986.02 *	1,986.02

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef		
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net Amount	
000137/00	SCHOOL SERVICES OF CALIF INC									
	PO-000426	12/01/2021	DEC 2021:0131997-IN	1	01-0000-0-1110-1000-5890-000-000-00000	NN	P	0.00	340.00	
			TOTAL PAYMENT AMOUNT					340.00 *	340.00	
000570/00	SHOW SMART	844837364								
	220235	PO-022308	11/22/2021	CLOSE/PAID	1	01-6387-0-3800-1000-5890-100-000-00000	NY	C	0.00	0.00
			TOTAL PAYMENT AMOUNT					0.00 *	0.00	
000930/00	SUPERIOR REGION CATA	000000000								
	220266	PO-022336	11/02/2021	103683-REGIST ROAD SHOW	1	01-7010-0-3800-1000-5200-100-000-00000	NN	P	100.00	100.00
	220266	PO-022336	11/02/2021	103698-FALL MTG REGIST	1	01-7010-0-3800-1000-5200-100-000-00000	NN	F	120.00	120.00
			TOTAL PAYMENT AMOUNT					220.00 *	220.00	
001382/00	U S BANK CORPORATE									
	220036	PO-022130	11/22/2021	OCT/NOV MTG SUPPLIES	1	01-0000-0-0000-2700-4300-800-000-00000	NN	P	0.00	120.00
	220046	PO-022140	11/22/2021	AIG TRAVEL/FUEL	1	01-7010-0-3800-1000-5200-100-000-00000	NN	P	695.44	695.44
	220058	PO-022165	11/22/2021	SUPER ZOOM	1	01-0000-0-0000-7150-4300-000-000-00000	NN	P	0.00	14.99
	220058	PO-022165	11/22/2021	OCT STAFF MEALS/SUPPORT	3	01-0000-0-1110-1000-4300-000-000-00000	NN	P	0.00	241.81
	220111	PO-022195	11/22/2021	AJ MAINT SUPPLIES	1	01-8150-0-0000-8100-4300-000-000-00000	NN	P	891.38	891.38
	220150	PO-022231	11/22/2021	HILTON INDIANA AG CONF	1	01-7010-0-3800-1000-5200-100-000-00000	NN	F	6,307.47	9,173.10
	220204	PO-022280	11/22/2021	ADULT ED MTG REFRESH	1	11-6391-0-4110-1000-4300-000-000-00000	NN	F	63.25	63.25
	220221	PO-022296	11/22/2021	DOUBLETREE FRESNO CONF	1	01-7010-0-3800-1000-5200-100-000-00000	NN	F	350.00	171.35
	220229	PO-022304	11/22/2021	CATA CONF HOTEL	1	01-7010-0-3800-1000-5200-000-000-00000	NN	F	500.00	238.84
	220239	PO-022312	11/22/2021	RBCAST SUPPLIES	1	01-0000-0-1110-1000-4300-100-000-00000	NN	F	160.30	160.30
	220242	PO-022315	11/22/2021	TECH DEPT SUPPLIES	1	01-9150-0-0000-2420-4300-000-000-00000	NN	F	217.72	217.72
	220246	PO-022319	11/22/2021	ELLAB CHEM SE TEXTBOOKS	1	01-6300-0-1110-1000-4200-000-000-00000	NN	F	147.14	147.14
	220247	PO-022320	11/22/2021	OWL PRO MGT PACKAGE	1	01-3212-0-0000-7110-4400-000-000-00000	NN	F	1,285.95	1,285.95
	PV-000049	12/09/2021	NOV 4246044555628555			01-0000-0-0000-8100-4392-000-000-00000	NN		918.52	
	PV-000049	12/09/2021	NOV 4246044555628555			01-0000-0-1110-1000-5200-100-006-00000	NN		280.89	
	PV-000049	12/09/2021	NOV 4246044555628555			11-6391-0-4110-1000-4392-000-021-00000	NN		34.21	
	PV-000049	12/09/2021	NOV 4246044555628555			01-0000-0-1110-1000-5890-000-000-00000	NN		7.04	
			TOTAL PAYMENT AMOUNT					14,661.93 *	14,661.93	
000377/00	WASTE MANAGEMENT									
	PO-000402	12/01/2021	DEC DIST:40236285003	1	01-0000-0-0000-8100-5590-000-000-00000	NN	P	0.00	897.51	
	PO-000402	12/01/2021	DEC DIST:40238905009	1	01-0000-0-0000-8100-5590-000-000-00000	NN	P	0.00	287.65	
	PO-000402	12/01/2021	DEC DIST:40236285003	2	01-0000-0-0000-8100-5590-100-000-00000	NN	P	0.00	1,346.25	
	PO-000402	12/01/2021	DEC DIST:40238285009	3	01-0000-0-0000-8100-5590-800-000-00000	NN	P	0.00	362.65	

012 HAMILTON UNIFIED SCHOOL DIST. J57910  
 BATCH 28:DECEMBER 21 2021

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0028 BATCH 28:DECEMBER 21 2021

APY500 L.00.19 12/11/21 23:18 PAGE 6  
 << Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit BGR DD	T9MPS	Liq Amt	Net Amount

000377 (CONTINUED)

PO-000402	12/01/2021	DEC DIST:4023815004		3	01-0000-0-0000-8100-5590-800-000-00000	NN	P	0.00	403.47
TOTAL PAYMENT AMOUNT									3,297.53 *

TOTAL BATCH PAYMENT 51,685.78 \*\*\* 0.00 51,685.78

TOTAL DISTRICT PAYMENT 51,685.78 \*\*\*\* 0.00 51,685.78

TOTAL FOR ALL DISTRICTS: 51,685.78 \*\*\*\* 0.00 51,685.78

Number of checks to be printed: 26, not counting voids due to stub overflows.  
 Number of zero dollar checks: 2, will be skipped.

Printed: 12/14/2021 14:13:56

<i>Chris Series</i>	<i>12/10/21</i>
Prepared by	Date
Authorized by	Date



012 HAMILTON UNIFIED SCHOOL DIST. J58890  
 BATCH 29:JANUARY 22 2022

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0029 BATCH 29:DECEMBER 21 2021

APY500 L.00.19 01/11/22 15:21 PAGE 1  
 << Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net Amount
001391/00	ABSOLUTE HEATING & AIR INC	510664349							
PO-000435	05/07/2021	201683-1 ADDL REPAIRS	2	01-0000-0-1110-1000-5630-800-000-00000	NN P			0.00	253.00
TOTAL PAYMENT AMOUNT								253.00 *	253.00
000909/00	ACCELERATE LEARNING INC	000000000							
220249	PO-022324	11/19/2021	64109:NGSS GRADE K-2 YR	1	01-1100-0-1110-1000-4300-800-000-00000	NN F		894.00	894.00
TOTAL PAYMENT AMOUNT								894.00 *	894.00
000005/00	ACSA								
220168	PO-022239	10/22/2021	INV22149:ANNUAL 7/1-6/30 22	1	01-0000-0-0000-7110-5300-000-000-00000	NN F		1,000.00	1,000.00
TOTAL PAYMENT AMOUNT								1,000.00 *	1,000.00
001075/00	AT&T								
PO-000403	12/12/2021	DEC 17452819:ELEM	1	01-0000-0-0000-2700-5990-000-000-00000	NN P			0.00	111.42
PO-000403	12/12/2021	DEC 17451375 HS/DIST	1	01-0000-0-0000-2700-5990-000-000-00000	NN P			0.00	187.18
TOTAL PAYMENT AMOUNT								298.60 *	298.60
001495/00	BLACKBOARD INC	522081178							
220039	PO-022132	12/15/2021	DUPLICATE; SEE 22-291	1	01-0001-0-1110-1000-5890-000-000-00000	NN C		1,261.00	0.00
TOTAL PAYMENT AMOUNT								0.00 *	0.00
000911/00	BLICK ART MATERIALS								
220203	PO-022277	12/21/2021	7714602	1	01-0000-0-3200-1000-4300-300-000-00000	NN F		292.96	195.47
TOTAL PAYMENT AMOUNT								195.47 *	195.47
001310/00	BUDGET BLINDS	208006845							
220225	PO-022300	12/17/2021	27878;ELEM ROOM#304	1	01-8150-0-0000-8100-5630-800-000-00000	NY F		884.01	884.01
TOTAL PAYMENT AMOUNT								884.01 *	884.01

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net Amount
002084/00	BURLINGTON ENGLISH INC	0000000000							
220280	PO-022347	12/21/2021	I16034-ENGLISH1YR:1/10/22-23	1	11-6391-0-4110-1000-5890-000-000-00000	NN	F	960.00	960.00
			TOTAL PAYMENT AMOUNT		960.00 *				960.00
000794/00	BUSWEST - NORTH								
	PO-000421	10/21/2021	XA410029412:01	1	01-0000-0-0000-3600-4300-000-000-00000	NN	P	0.00	316.27
	PO-000421	11/08/2021	RA410007496:01	2	01-0000-0-0000-3600-5630-000-000-00000	NN	P	0.00	9,933.50
			TOTAL PAYMENT AMOUNT		10,249.77 *				10,249.77
000371/00	CALIFORNIA LANGUAGE TEACHERS								
220278	PO-022345	01/03/2022	BETTY MERCADO REGIST	1	01-4035-0-1110-1000-5200-100-000-00000	NN	F	410.00	410.00
			TOTAL PAYMENT AMOUNT		410.00 *				410.00
000053/00	CALIFORNIA WATER SERVICE CO	0000000000							
	PO-000422	11/24/2021	DEC DIST:7314177777	1	01-0000-0-0000-8100-5590-000-000-00000	NN	P	0.00	405.41
	PO-000422	11/24/2021	DEC AD ED:3624177777	1	01-0000-0-0000-8100-5590-000-000-00000	NN	P	0.00	19.24
	PO-000422	12/28/2021	JAN DIST:7314177777	1	01-0000-0-0000-8100-5590-000-000-00000	NN	P	0.00	165.66
	PO-000422	12/28/2021	JAN ADULT ED:3624177777	1	01-0000-0-0000-8100-5590-000-000-00000	NN	P	0.00	16.74
	PO-000422	12/28/2021	JAN ELLAB:6314177777	4	01-0000-0-0000-8100-5590-300-000-00000	NN	P	0.00	111.75
	PO-000422	12/28/2021	JAN ELEM:4328876467	3	01-0000-0-0000-8100-5590-800-000-00000	NN	P	0.00	319.15
	PO-000422	12/28/2021	JAN ELEM:0669843652	3	01-0000-0-0000-8100-5590-800-000-00000	NN	P	0.00	961.50
	PO-000422	12/28/2021	DEC HS:7314177777	2	01-0000-0-0000-8100-5590-100-000-00000	NN	P	0.00	608.11
	PO-000422	12/28/2021	JAN HS:7314177777	2	01-0000-0-0000-8100-5590-100-000-00000	NN	P	0.00	248.49
			TOTAL PAYMENT AMOUNT		2,856.05 *				2,856.05
000334/00	CALSTRS-JEM								
220122	PO-000428	01/07/2022	OCT-DEC 2021:170216	1	01-0000-0-0000-2700-5890-000-000-00000	NN	P	0.00	138.00
			TOTAL PAYMENT AMOUNT		138.00 *				138.00
000234/00	CAROLINA BIOLOGICAL SPLY CO								
220189	PO-022258	01/04/2021	51617021 RI:LOBO TABLES	1	01-3212-0-1110-1000-4400-800-000-00000	NN	F	9,853.21	10,270.26
			TOTAL PAYMENT AMOUNT		10,270.26 *				10,270.26

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef		
Req Reference	Date	Description	Pd Res	Y Goal	Func Obj	Sit	BdR	DD	T9MPS	Liq Amt	Net Amount

001488/00	CONTINENTAL ATHLETIC SUPPLY										
220245	PO-022318	01/03/2022	0106328-IN	1	01-0000-0-1110-1000-4300-100-006-00000	NN	F			5,653.79	7,384.49
TOTAL PAYMENT AMOUNT										7,384.49 *	7,384.49

000028/00	CORNELL DISTRIBUTING										000000000
220209	PO-000420	10/04/2021	401383	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	232.16
220209	PO-000420	10/07/2021	402423	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	292.62
220209	PO-000420	10/11/2021	402442	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	89.43
220209	PO-000420	10/14/2021	402500	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	233.00
220209	PO-000420	10/18/2021	402486	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	176.12
220209	PO-000420	10/21/2021	406539	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	292.62
220209	PO-000420	10/25/2021	402465	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	116.50
220209	PO-000420	10/28/2021	406579	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	176.12
220209	PO-000420	11/01/2021	406600	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	241.08
220209	PO-000420	11/04/2021	405537	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	241.08
220209	PO-000420	11/08/2021	405544	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	123.12
220209	PO-000420	11/11/2021	405576	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	241.08
220209	PO-000420	11/18/2021	406050	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	151.32
220209	PO-000420	11/29/2021	406072	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	304.64
220209	PO-000420	12/02/2021	406622	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	73.57
220209	PO-000420	12/06/2021	406652	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	255.28
220209	PO-000420	12/09/2021	406690	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	255.28
220209	PO-000420	12/13/2021	406694	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	192.52
220209	PO-000420	12/26/2021	406340	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	127.64
220209	PO-000420	10/04/2021	401383	2	13-5320-0-0000-3700-4700-000-049-00000	NN	P			0.00	116.08
220209	PO-000420	10/07/2021	402423	2	13-5320-0-0000-3700-4700-000-049-00000	NN	P			0.00	146.31
220209	PO-000420	10/11/2021	402442	2	13-5320-0-0000-3700-4700-000-049-00000	NN	P			0.00	29.81
220209	PO-000420	10/14/2021	402500	2	13-5320-0-0000-3700-4700-000-049-00000	NN	P			0.00	116.50
220209	PO-000420	10/18/2021	402486	2	13-5320-0-0000-3700-4700-000-049-00000	NN	P			0.00	88.06
220209	PO-000420	10/21/2021	406539	2	13-5320-0-0000-3700-4700-000-049-00000	NN	P			0.00	146.31
220209	PO-000420	10/25/2021	402465	2	13-5320-0-0000-3700-4700-000-049-00000	NN	P			0.00	58.25
220209	PO-000420	10/28/2021	406579	2	13-5320-0-0000-3700-4700-000-049-00000	NN	P			0.00	88.06
220209	PO-000420	11/01/2021	406600	2	13-5320-0-0000-3700-4700-000-049-00000	NN	P			0.00	120.54
220209	PO-000420	11/04/2021	405537	2	13-5320-0-0000-3700-4700-000-049-00000	NN	P			0.00	120.54
220209	PO-000420	11/08/2021	405544	2	13-5320-0-0000-3700-4700-000-049-00000	NN	P			0.00	61.56
220209	PO-000420	11/11/2021	405576	2	13-5320-0-0000-3700-4700-000-049-00000	NN	P			0.00	120.54
220209	PO-000420	11/18/2021	406050	2	13-5320-0-0000-3700-4700-000-049-00000	NN	P			0.00	75.66
220209	PO-000420	11/29/2021	406072	2	13-5320-0-0000-3700-4700-000-049-00000	NN	P			0.00	152.32
220209	PO-000420	12/02/2021	406622	2	13-5320-0-0000-3700-4700-000-049-00000	NN	P			0.00	36.78
220209	PO-000420	12/06/2021	406652	2	13-5320-0-0000-3700-4700-000-049-00000	NN	P			0.00	127.64
220209	PO-000420	12/09/2021	406690	2	13-5320-0-0000-3700-4700-000-049-00000	NN	P			0.00	127.64
220209	PO-000420	12/13/2021	406694	2	13-5320-0-0000-3700-4700-000-049-00000	NN	P			0.00	96.26
220209	PO-000420	12/21/2021	406340	2	13-5320-0-0000-3700-4700-000-049-00000	NN	P			0.00	63.82
TOTAL PAYMENT AMOUNT										5,707.86 *	5,707.86

*S/B 5962*

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	Fd Res Y Goal Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net	Amount
000764/00	DANIELSON CO							
PO-000425	12/06/2021	265517	1 13-5310-0-0000-3700-4300-000-000-00000	NN P		0.00	283.19	
PO-000425	12/06/2021	265517	2 13-5310-0-0000-3700-4700-000-000-00000	NN P		0.00	1,633.44	
PO-000425	12/06/2021	265517	3 13-5320-0-0000-3700-4300-000-049-00000	NN P		0.00	38.67	
PO-000425	12/06/2021	265517	4 13-5320-0-0000-3700-4700-000-049-00000	NN P		0.00	233.81	
PO-000425	12/06/2021	265517	6 13-5310-0-0000-3700-5890-000-000-00000	NN P		0.00	8.00	
PO-000425	12/06/2021	265521	6 13-5310-0-0000-3700-5890-000-000-00000	NN P		0.00	8.00	
PO-000425	12/06/2021	265521	1 13-5310-0-0000-3700-4300-000-000-00000	NN P		0.00	153.76	
PO-000425	12/06/2021	265521	2 13-5310-0-0000-3700-4700-000-000-00000	NN P		0.00	1,378.09	
PO-000425	12/13/2021	266157	1 13-5310-0-0000-3700-4300-000-000-00000	NN P		0.00	77.34	
PO-000425	12/13/2021	266157	2 13-5310-0-0000-3700-4700-000-000-00000	NN P		0.00	1,223.43	
PO-000425	12/13/2021	266154	2 13-5310-0-0000-3700-4700-000-000-00000	NN P		0.00	1,414.56	
PO-000425	12/13/2021	266154	4 13-5320-0-0000-3700-4700-000-049-00000	NN P		0.00	226.25	
PO-000425	12/13/2021	266154	6 13-5310-0-0000-3700-5890-000-000-00000	NN P		0.00	8.00	
PO-000425	12/13/2021	266157	6 13-5310-0-0000-3700-5890-000-000-00000	NN P		0.00	8.00	
TOTAL PAYMENT AMOUNT						6,694.54 *	6,694.54	
000424/00	DELL MARKETING	742616805						
220103	PO-021594	12/29/2021	10548380933:8-65" MONITORS	1 01-3212-0-1110-1000-4400-800-000-00000	NN F	22,022.16	25,871.17	
TOTAL PAYMENT AMOUNT						25,871.17 *	25,871.17	
001086/00	DIANNA CAMARENA							
PV-000054	12/08/2021	MILEAGE 12/2/21	01-0000-0-1110-1000-5200-800-000-00000	NN			29.80	
TOTAL PAYMENT AMOUNT						29.80 *	29.80	
002022/00	EWELL EDUCATIONAL SERVICES INC	000000000						
220283	PO-022350	02/12/2022	INV#103-13715:CHICOFIELDDAY	1 01-7010-0-3800-1000-5200-100-000-00000	NN P	242.00	242.00	
220283	PO-022350	03/04/2022	INV#103-13710:UCDAVISFIELDDAY	1 01-7010-0-3800-1000-5200-100-000-00000	NN F	93.00	93.00	
TOTAL PAYMENT AMOUNT						335.00 *	335.00	
000338/00	GLENN COUNTY OFFICE OF ED	946002753						
220192	PO-022269	01/03/2022	6817:DEC ELEM NEWSLETTER	1 01-3010-0-1110-1000-5890-800-000-00000	NN P	250.97	250.97	
TOTAL PAYMENT AMOUNT						250.97 *	250.97	

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef			
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit	BdR	DD	T9MPS	Liq Amt	Net Amount	
000727/00	GOLDEN STATE RISK											
220276	PO-022343	12/29/2021	GS2007100015T:TRUE	UP 21-22	1	01-0000-0-0000-7600-5450-000-000-00000	NN	F		7,143.90	7,334.00	
220276	PO-022343	12/29/2021	GS2007100015T:TRUE	UP 21-22	2	01-0000-0-0000-2700-3601-000-000-00000	NN	F		8,334.55	8,239.50	
220276	PO-022343	12/29/2021	GS2007100015T:TRUE	UP 21-22	3	01-0000-0-0000-2700-3602-000-000-00000	NN	F		8,334.55	8,239.50	
TOTAL PAYMENT AMOUNT										23,813.00	*	23,813.00
000162/00	GRAINGER											
	PO-000409	12/13/2021	9149492184		1	01-8150-0-0000-8100-4300-000-000-00000	NN	P		0.00	97.51	
	PO-000409	12/14/2021	9150045939		1	01-8150-0-0000-8100-4300-000-000-00000	NN	P		0.00	7.71	
	PO-000409	12/15/2021	9152916673		1	01-8150-0-0000-8100-4300-000-000-00000	NN	P		0.00	97.03	
TOTAL PAYMENT AMOUNT										202.25	*	202.25
000114/00	HAMILTON UNIFIED REVOLVING FND											
	PV-000050	12/17/2021	CK#1686:EDUCREATIONS CORRECTIO		01-4127-0-1110-1000-5890-100-000-00000	NN					99.00	
	PV-000055	12/08/2021	CK#1687:AD ED POSTAGE/SURVEY		11-6391-0-4110-1000-5890-000-000-00000	NN					493.00	
TOTAL PAYMENT AMOUNT										592.00	*	592.00
000071/00	HAYDEN FIRE PROTECTION 481302858											
	PV-000052	12/08/2021	93389 & 93390		01-8150-0-0000-8100-5630-000-000-00000	NY					163.99	
	PV-000052	12/08/2021	93389 & 93390		01-8150-0-0000-8100-5630-000-000-00000	NY					350.00	
TOTAL PAYMENT AMOUNT										513.99	*	513.99
000072/00	HILLYARD INC 000000000											
	PO-000412	12/08/2021	604563794		1	01-8150-0-0000-8100-4300-000-000-00000	NN	P		0.00	1,508.69	
	PO-000412	12/08/2021	604563795		1	01-8150-0-0000-8100-4300-000-000-00000	NN	P		0.00	1,048.58	
TOTAL PAYMENT AMOUNT										2,557.27	*	2,557.27
000801/00	HUNT & SONS INC 942209320											
	PO-000400	12/14/2021	242639		1	01-0000-0-0000-3600-4392-000-000-00000	NN	P		0.00	2,862.79	
TOTAL PAYMENT AMOUNT										2,862.79	*	2,862.79

012 HAMILTON UNIFIED SCHOOL DIST. J58890  
 BATCH 29:JANUARY 22 2022

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0029 BATCH 29:DECEMBER 21 2021

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Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type Fd Res	ABA num Y Goal	Account num Func Obj	Sit Bdr DD	T9MPS	EE ES Liq Amt	E-Term Net	E-ExtRef Amount
000118/00		INDUSTRIAL POWER PRODUCTS									
220038	PO-000430	12/20/2021 341624		1	01-8150-0-0000-8100-4300-000-000-00000	NN P			0.00		996.37
				TOTAL PAYMENT AMOUNT							996.37
000445/00		IT SAVVY									
220264	PO-022334	12/10/2021 01313605;VMWARE RENEW		1	01-9150-0-0000-2420-5890-000-000-00000	NN P			4,224.54		4,224.54
220264	PO-022334	12/28/2021 01317106;VMWARE RENEW		1	01-9150-0-0000-2420-5890-000-000-00000	NN F			778.00		778.00
				TOTAL PAYMENT AMOUNT							5,002.54
001138/00		JOHNNY ON THE SPOT	464458679								
220210	PO-022285	12/21/2021 JAN 2022 DIST:I29005		1	01-3212-0-1110-1000-5890-000-000-00000	N1 P			77.16		77.16
220210	PO-022285	12/21/2021 JAN 2022 HS:I29005		2	01-3212-0-1110-1000-5890-100-000-00000	N1 P			115.74		115.74
220210	PO-022285	12/21/2021 JAN 2022 ELEM:I29007		3	01-3212-0-1110-1000-5890-800-000-00000	N1 P			0.00		379.35
				TOTAL PAYMENT AMOUNT							572.25
000349/00		LARKIN AUTO ELECTRIC	564958031								
	PO-000401	12/10/2021 2844;AG TRUCK SERVICE		1	01-8150-0-0000-8100-5630-000-000-00000	NY P			0.00		330.14
				TOTAL PAYMENT AMOUNT							330.14
001388/00		LARRY'S PEST & WEED CONTROL	141953612								
	PO-000440	12/08/2021 DEC ALL SITES:W14595		1	01-0000-0-0000-8100-5590-000-000-00000	NY P			0.00		560.00
				TOTAL PAYMENT AMOUNT							560.00
000096/00		MILLER GLASS INC									
	PO-000434	12/20/2021 3-352353:GYM DOOR/SOUTH SIDE		1	01-8150-0-0000-8100-5630-000-000-00000	NN P			0.00		317.11
				TOTAL PAYMENT AMOUNT							317.11
000592/00		MISSION UNIFORM & LINEN									
	PO-000405	12/02/2021 516059508		1	13-5310-0-0000-3700-4300-000-000-00000	NN P			0.00		64.91
	PO-000405	01/06/2022 516247166		1	13-5310-0-0000-3700-4300-000-000-00000	NN P			0.00		103.37
	PO-000405	01/06/2022 516247165		1	13-5310-0-0000-3700-4300-000-000-00000	NN P			0.00		75.40
				TOTAL PAYMENT AMOUNT							243.68

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef		
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit	BdR	DD	T9MPS	Liq Amt	Net Amount
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000524/00	MJB WELDING SUPPLY										
220042	PO-022135	01/04/2022	01369766	1	01-0350-0-6000-1000-4300-100-053-00000	NN	P			123.17	123.17
220042	PO-022135	12/31/2021	01369072	2	01-0350-0-6000-1000-5890-100-053-00000	NN	P			21.70	21.70
TOTAL PAYMENT AMOUNT										144.87 *	144.87
000012/00	NAPA AUTO PARTS										
	PO-000418	12/10/2021	782407	1	01-8150-0-0000-8100-4300-000-000-00000	NN	P			0.00	43.06
	PO-000418	12/14/2021	782805	1	01-8150-0-0000-8100-4300-000-000-00000	NN	P			0.00	102.93
TOTAL PAYMENT AMOUNT										145.99 *	145.99
001459/00	NATIONAL SCHOOL FORMS										
220232	PO-022322	12/17/2021	22649-TARDY FORMS ELEM	1	01-0000-0-1110-1000-4300-800-000-00000	NN	F			110.02	102.58
TOTAL PAYMENT AMOUNT										102.58 *	102.58
001059/00	NORCAL FOOD EQUIPMENT INC										
220109	PO-022193	12/15/2021	SEE PV20	1	11-6391-0-4110-1000-4300-000-023-00000	NN	C			1,500.00	0.00
TOTAL PAYMENT AMOUNT										0.00 *	0.00
001035/00	NUSCO LLC 000000000										
220121	PO-000451	01/22/2022	JAN 2022 DIST:130608354	1	01-0000-0-0000-2700-5990-000-000-00000	NN	P			0.00	75.40
220121	PO-000451	01/22/2022	JAN 2022 HS:130608354	2	01-0000-0-0000-2700-5990-100-000-00000	NN	P			0.00	113.09
220121	PO-000451	01/22/2022	JAN 2022 ELEM:130608354	3	01-0000-0-0000-2700-5990-800-000-00000	NN	P			0.00	188.48
TOTAL PAYMENT AMOUNT										376.97 *	376.97
000309/00	OFFICE DEPOT INC										
220001	PO-022100	12/09/2021	214316172001-HS MSG BOARD	1	01-0000-0-0000-2700-4300-000-000-00000	NN	P			0.00	256.02
220180	PO-022267	12/15/2021	PAID/CLOSE	1	01-0001-0-1110-1000-4300-800-000-00000	NN	C			0.00	0.00
220253	PO-022326	12/06/2021	213719741001	1	01-0000-0-1110-1000-4300-100-000-00000	NN	P			7.79	7.79
220253	PO-022326	12/06/2021	213710612001	1	01-0000-0-1110-1000-4300-100-000-00000	NN	F			57.21	136.59
TOTAL PAYMENT AMOUNT										400.40 *	400.40

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef					
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit	BdR	DD	T9MPS	Liq	Amt	Net	Amount	
000027/00	ORLAND HARDWARE													
	PO-000417	12/03/2021	485142	1	01-8150-0-0000-8100-4300-000-000-00000	NN	P				0.00	143.33		
	PO-000417	12/14/2021	486083	1	01-8150-0-0000-8100-4300-000-000-00000	NN	P				0.00	232.57		
	PO-000417	12/14/2021	486214	1	01-8150-0-0000-8100-4300-000-000-00000	NN	P				0.00	83.38		
	PO-000417	12/21/2021	486530	1	01-8150-0-0000-8100-4300-000-000-00000	NN	P				0.00	43.20		
	PO-000417	12/21/2021	486673	1	01-8150-0-0000-8100-4300-000-000-00000	NN	P				0.00	51.04		
220061	PO-022155	12/02/2021	485099	1	01-0350-0-6000-1000-4300-100-053-00000	NN	P				63.93	63.93		
220061	PO-022155	12/17/2021	486291	1	01-0350-0-6000-1000-4300-100-053-00000	NN	P				99.47	99.47		
													TOTAL PAYMENT AMOUNT	716.92 *
001407/00	PARAMEX SCREENING SERVICE		680179882											
	PO-000431	01/06/2021	CORE0016311	1	01-0000-0-0000-3600-5890-000-000-00000	N6	P				0.00	75.00		
													TOTAL PAYMENT AMOUNT	75.00 *
000084/00	PG&E													
	PO-000416	12/17/2021	DEC 3699672995-4 ELEM	3	01-0000-0-0000-8100-5590-800-000-00000	NN	P				0.00	5,691.00		
													TOTAL PAYMENT AMOUNT	5,691.00 *
000436/00	PIERCE HIGH SCHOOL													
	220282	PO-022349	12/06/2021	202152:ARBUCKLE FIELD DAY	1	01-7010-0-3800-1000-5200-100-000-00000	NN	F			80.00	80.00		
													TOTAL PAYMENT AMOUNT	80.00 *
000507/00	PITNEY BOWES-RESERVE ACCT INC		841386389											
	220272	PO-022339	12/12/2021	43272814 POSTAGE REFILL	1	01-0000-0-0000-2700-5990-800-000-00000	NN	F			2,000.00	2,000.00		
	220272	PO-022339	12/12/2021	43272814 POSTAGE REFILL	2	01-0000-0-1110-1000-5990-800-000-00000	NN	F			3,000.00	3,000.00		
													TOTAL PAYMENT AMOUNT	5,000.00 *
000512/00	PLATT ELECTRIC SUPPLY INC													
	PO-000432	12/21/2021	2190327	1	01-8150-0-0000-8100-4300-000-000-00000	NN	P				0.00	605.81		
	PO-000432	12/21/2021	2178041	1	01-8150-0-0000-8100-4300-000-000-00000	NN	P				0.00	46.92		
													TOTAL PAYMENT AMOUNT	652.73 *



Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef				
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit	Bdr	DD	T9MPS	Liq	Net	Amount	
000763/00	PROPACIFIC FRESH												
	PO-000407	12/06/2021	6903669	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	700.85		
	PO-000407	12/06/2021	6903669	3	13-5320-0-0000-3700-4700-000-049-00000	NN	P			0.00	86.16		
	PO-000407	12/08/2021	6904242	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	467.51		
	PO-000407	12/13/2021	6904984	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	700.93		
	PO-000407	12/13/2021	6904984	3	13-5320-0-0000-3700-4700-000-049-00000	NN	P			0.00	126.10		
	TOTAL PAYMENT AMOUNT										2,081.55	*	2,081.55
000134/00	QUILL CORPORATION												
	220051	PO-022145	12/07/2021	21480676;PALLET PAPER	1	01-0000-0-0000-2700-4300-800-000-00000	NN	P		450.00	591.85		
	220051	PO-022145	12/07/2021	21480676;PALLET PAPER	2	01-0000-0-1110-1000-4300-800-000-00000	NN	P		887.77	887.77		
	220056	PO-022150	12/07/2021	21520769	1	01-0000-0-0000-2700-4300-000-000-00000	NN	P		0.00	392.23		
	220056	PO-022150	12/09/2021	21529467	1	01-0000-0-0000-2700-4300-000-000-00000	NN	P		0.00	16.01		
	TOTAL PAYMENT AMOUNT										1,887.86	*	1,887.86
000087/00	SACRAMENTO VALLEY MIRROR 533423142												
	220258	PO-022328	12/22/2021	568:BIDDERS LEGAL AD	1	01-0000-0-0000-2700-5890-000-000-00000	NY	P		246.00	246.00		
	TOTAL PAYMENT AMOUNT										246.00	*	246.00
000169/00	U LINE												
	220157	PO-022238	12/15/2021	CLOSE;REPL W/ 22-258 CAROBIO	1	01-3212-0-1110-1000-4300-800-000-00000	NN	C		8,463.86	0.00		
	TOTAL PAYMENT AMOUNT										0.00	*	0.00
001382/00	U S BANK CORPORATE												
		PO-000447	12/12/2021	CRAIGSLIST ADS	1	01-0000-0-0000-7400-5830-000-000-00000	NN	P		0.00	80.00		
	220046	PO-022140	12/21/2021	AG FUEL	1	01-7010-0-3800-1000-5200-100-000-00000	NN	P		349.38	349.38		
	220058	PO-022165	12/21/2021	SUPER ZOOM	1	01-0000-0-0000-7150-4300-000-000-00000	NN	P		0.00	14.99		
	220058	PO-022165	12/21/2021	BOARD MTG LUNCHES	5	01-0000-0-0000-7110-4300-000-000-00000	NN	P		0.00	116.25		
	220089	PO-022176	12/15/2021	SEE 22-231; PAID W/ HOTELS	1	01-7010-0-3800-1000-5200-100-000-00000	NN	C		2,400.00	0.00		
	220111	PO-022195	12/21/2021	MAINT SUPPLIES	1	01-8150-0-0000-8100-4300-000-000-00000	NN	P		146.26	146.26		
	220133	PO-022215	12/21/2021	FLORAL ART SUPPLIES	1	01-0350-0-6000-1000-4300-100-052-00000	NN	P		171.70	171.70		
	220161	PO-022246	12/15/2021	no longer needed	1	01-0000-0-1110-1000-4300-100-000-00000	NN	C		250.00	0.00		
	220262	PO-022332	12/21/2021	IPAD/PEN A CHARLON	1	01-0801-0-1110-1000-4300-000-505-00000	NN	F		465.15	465.15		
	220273	PO-022340	12/21/2021	IVES FORKLIFT CLASS SUPPLIES	1	11-6391-0-4110-1000-4300-000-021-00000	NN	F		313.71	313.71		
	220274	PO-022341	12/21/2021	KEYBOARDS 4/12	2	01-0000-0-1110-1000-4300-100-000-00000	NN	P		332.15	332.15		
	220274	PO-022341	12/21/2021	KEYBOARDS 4/12	3	01-0000-0-1110-1000-4300-800-000-00000	NN	P		110.72	110.72		
	220274	PO-022341	12/21/2021	HEADSETS TECH	1	01-9150-0-0000-2420-4300-000-000-00000	NN	P		1,769.55	1,769.55		
	PV-000057	12/08/2021	DEC 2021:4246 0445 5562 8555	01-0000-0-0000-8100-4392-000-000-00000	NN						823.80		

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	Fd Res Y Goal Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net	Amount

001382 (CONTINUED)

PV-000057	12/08/2021	DEC 2021:4246 0445 5562 8555	13-5310-0-0000-3700-4700-000-000-00000	NN				147.64
TOTAL PAYMENT AMOUNT								4,841.30 *

000172/00 U S POSTMASTER

PV-000053	12/08/2021	ANNUAL BOX 488 FEES	01-0000-0-0000-2700-5890-000-000-00000	NN				160.00
PV-000053	12/08/2021	PERMIT#1 RENEWAL FEE	01-0000-0-0000-2700-5890-000-000-00000	NN				265.00
TOTAL PAYMENT AMOUNT								425.00 *

000743/00 WEST COAST PAPER

PO-000429	12/13/2021	12563815	1 01-8150-0-0000-8100-4300-000-000-00000	NN P		0.00		383.61
TOTAL PAYMENT AMOUNT								383.61 *

001078/00 WILGUS FIRE INC

942412079

PV-000051	12/08/2021	37533:SEMI ANNUAL FIRE EQUIP	01-8150-0-0000-8100-5630-000-000-00000	NN				228.48
TOTAL PAYMENT AMOUNT								228.48 *

001040/00 WILSON PRINTING

680030544

220260	PO-022330	12/23/2021	20886:DIST/HS ENVE	1 01-0000-0-1110-1000-4300-000-000-00000	NY P	402.18		402.18
220260	PO-022330	12/23/2021	20886:DIST/HS ENVE	2 01-0000-0-1110-1000-4300-100-000-00000	NY P	603.27		603.27
TOTAL PAYMENT AMOUNT								1,005.45 *

000141/00 ZOHO CORPORATION

800722734

220259	PO-022329	12/08/2021	2320060:RENEW ADSELSRV	1 01-9150-0-0000-2420-5890-000-000-00000	NN F	270.00		270.00
TOTAL PAYMENT AMOUNT								270.00 *

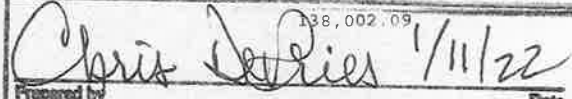
TOTAL BATCH PAYMENT 138,002.09 \*\*\* 0.00 138,002.09

TOTAL DISTRICT PAYMENT 138,002.09 \*\*\*\* 0.00 138,002.09

TOTAL FOR ALL DISTRICTS: 138,002.09 \*\*\*\* 0.00 138,002.09

Number of checks to be printed: 52, not counting voids due to stub overflows.  
 Number of zero dollar checks: 3, will be skipped.

Printed: 01/11/2022 15:22:32

	
Prepared by	Date
Authorized by	Date

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net Amount

001488/00	CONTINENTAL ATHLETIC SUPPLY								
220245	PO-022318	01/03/2022	0106328-IN	1	01-0000-0-1110-1000-4300-100-006-00000	NN	F	5,653.79	7,384.49
TOTAL PAYMENT AMOUNT								7,384.49 *	7,384.49

000028/00 CORNELL DISTRIBUTING 000000000

220209	PO-000420	10/04/2021	401383	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	232.16
220209	PO-000420	10/07/2021	402423	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	292.62
220209	PO-000420	10/11/2021	402442	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	89.43
220209	PO-000420	10/14/2021	402500	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	233.00
220209	PO-000420	10/18/2021	402486	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	176.12
220209	PO-000420	10/21/2021	406539	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	292.62
220209	PO-000420	10/25/2021	402465	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	116.50
220209	PO-000420	10/28/2021	406579	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	176.12
220209	PO-000420	11/01/2021	406600	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	241.08
220209	PO-000420	11/04/2021	405537	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	241.08
220209	PO-000420	11/08/2021	405544	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	123.12
220209	PO-000420	11/11/2021	405576	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	241.08
220209	PO-000420	11/18/2021	406050	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	151.32
220209	PO-000420	11/29/2021	406072	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	304.64
220209	PO-000420	12/02/2021	406622	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	73.57
220209	PO-000420	12/06/2021	406652	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	255.28
220209	PO-000420	12/09/2021	406690	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	255.28
220209	PO-000420	12/13/2021	406694	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	192.52
220209	PO-000420	12/26/2021	406340	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	127.64
220209	PO-000420	10/04/2021	401383	2	13-5320-0-0000-3700-4700-000-049-00000	NN	P	0.00	116.08
220209	PO-000420	10/07/2021	402423	2	13-5320-0-0000-3700-4700-000-049-00000	NN	P	0.00	146.31
220209	PO-000420	10/11/2021	402442	2	13-5320-0-0000-3700-4700-000-049-00000	NN	P	0.00	29.81
220209	PO-000420	10/14/2021	402500	2	13-5320-0-0000-3700-4700-000-049-00000	NN	P	0.00	116.50
220209	PO-000420	10/18/2021	402486	2	13-5320-0-0000-3700-4700-000-049-00000	NN	P	0.00	88.06
220209	PO-000420	10/21/2021	406539	2	13-5320-0-0000-3700-4700-000-049-00000	NN	P	0.00	146.31
220209	PO-000420	10/25/2021	402465	2	13-5320-0-0000-3700-4700-000-049-00000	NN	P	0.00	58.25
220209	PO-000420	10/28/2021	406579	2	13-5320-0-0000-3700-4700-000-049-00000	NN	P	0.00	88.06
220209	PO-000420	11/01/2021	406600	2	13-5320-0-0000-3700-4700-000-049-00000	NN	P	0.00	120.54
220209	PO-000420	11/04/2021	405537	2	13-5320-0-0000-3700-4700-000-049-00000	NN	P	0.00	120.54
220209	PO-000420	11/08/2021	405544	2	13-5320-0-0000-3700-4700-000-049-00000	NN	P	0.00	61.56
220209	PO-000420	11/11/2021	405576	2	13-5320-0-0000-3700-4700-000-049-00000	NN	P	0.00	120.54
220209	PO-000420	11/18/2021	406050	2	13-5320-0-0000-3700-4700-000-049-00000	NN	P	0.00	75.66
220209	PO-000420	11/29/2021	406072	2	13-5320-0-0000-3700-4700-000-049-00000	NN	P	0.00	152.32
220209	PO-000420	12/02/2021	406622	2	13-5320-0-0000-3700-4700-000-049-00000	NN	P	0.00	36.78
220209	PO-000420	12/06/2021	406652	2	13-5320-0-0000-3700-4700-000-049-00000	NN	P	0.00	127.64
220209	PO-000420	12/09/2021	406690	2	13-5320-0-0000-3700-4700-000-049-00000	NN	P	0.00	127.64
220209	PO-000420	12/13/2021	406694	2	13-5320-0-0000-3700-4700-000-049-00000	NN	P	0.00	96.26
220209	PO-000420	12/21/2021	406340	2	13-5320-0-0000-3700-4700-000-049-00000	NN	P	0.00	63.82
TOTAL PAYMENT AMOUNT								5,707.86 *	5,707.86

*Added to Batch 29 in Error*

*KOH 1/11/22*

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	Fd Res	Y Goal Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net Amount

001382 (CONTINUED)

PV-000057	12/08/2021	DEC 2021:4246	0445	5562 8555	13-5310-0-0000-3700-4700-000-000-00000	NN		147.64
TOTAL PAYMENT AMOUNT								4,841.30 *

000172/00 U S POSTMASTER

PV-000053	12/08/2021	ANNUAL BOX 488 FEES			01-0000-0-0000-2700-5890-000-000-00000	NN		160.00
PV-000053	12/08/2021	PERMIT#1 RENEWAL FEE			01-0000-0-0000-2700-5890-000-000-00000	NN		265.00
TOTAL PAYMENT AMOUNT								425.00 *

000743/00 WEST COAST PAPER

PO-000429	12/13/2021	12563815			1 01-8150-0-0000-8100-4300-000-000-00000	NN P	0.00	383.61
TOTAL PAYMENT AMOUNT								383.61 *

001078/00 WILGUS FIRE INC

942412079

PV-000051	12/08/2021	37533:SEMI ANNUAL FIRE EQUIP			01-8150-0-0000-8100-5630-000-000-00000	NN		228.48
TOTAL PAYMENT AMOUNT								228.48 *

001040/00 WILSON PRINTING

680030544

220260	PO-022330	12/23/2021	20886:DIST/HS ENVE		1 01-0000-0-1110-1000-4300-000-000-00000	NY P	402.18	402.18
220260	PO-022330	12/23/2021	20886:DIST/HS ENVE		2 01-0000-0-1110-1000-4300-100-000-00000	NY P	603.27	603.27
TOTAL PAYMENT AMOUNT								1,005.45 *

000141/00 ZOH0 CORPORATION

800722734

220259	PO-022329	12/08/2021	2320060:RENEW ADSELPFRV		1 01-9150-0-0000-2420-5890-000-000-00000	NN F	270.00	270.00
TOTAL PAYMENT AMOUNT								270.00 *

TOTAL BATCH PAYMENT 138,002.09 \*\*\* 0.00 138,002.09

TOTAL DISTRICT PAYMENT 138,002.09 \*\*\*\* 0.00 138,002.09

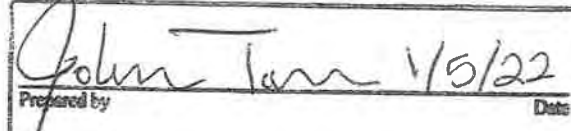
TOTAL FOR ALL DISTRICTS: 138,002.09 \*\*\*\* 0.00 138,002.09

Number of checks to be printed: 52, not counting voids due to stub overflows.  
 Number of zero dollar checks: 3, will be skipped.

Printed: 01/11/2022 15:22:36

Prepared by	Chris LeVries	Date	1/11/22
Authorized by	Kenton Hamman	Date	1/11/22

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net Amount
000008/00	CALIFORNIA'S VALUED TRUST H/W								
PO-000444	01/04/2022	JANUARY 2022	1	01-0000-0-0000-0000-9571-000-000-000000	NN P		0.00	35,066.13	
PO-000444	01/04/2022	JANUARY 2022	2	01-0000-0-0000-0000-9572-000-000-000000	NN P		0.00	64,085.28	
PO-000444	01/04/2022	JANUARY 2022	3	01-0000-0-0000-0000-9573-000-000-000000	NN P		0.00	2,934.11	
TOTAL PAYMENT AMOUNT				102,085.52	*			102,085.52	
002047/00	DANNIS WOLIVER KELLEY	943172834							
PO-000423	01/04/2022	OCTOBER 2021 ATTORNEY BILL	1	01-0000-0-0000-7110-5815-000-000-000000	NE P		0.00	2,257.50	
TOTAL PAYMENT AMOUNT				2,257.50	*			2,257.50	
000522/00	LESLIE ANDERSON-MILLS	573472011							
PO-000433	01/04/2022	JANUARY 2022 - CASH IN LIEU	1	01-0000-0-1110-1000-3701-000-000-000000	NY P		0.00	791.67	
TOTAL PAYMENT AMOUNT				791.67	*			791.67	
000584/00	STANDARD								
PO-000408	01/04/2022	DECEMBER 2021	1	01-0000-0-0000-0000-9573-000-000-000000	NN P		0.00	296.48	
PO-000408	01/05/2022	JANUARY 2022	1	01-0000-0-0000-0000-9573-000-000-000000	NN P		0.00	296.48	
TOTAL PAYMENT AMOUNT				592.96	*			592.96	
TOTAL BATCH PAYMENT				105,727.65	***		0.00	105,727.65	
TOTAL DISTRICT PAYMENT				105,727.65	****		0.00	105,727.65	
TOTAL FOR ALL DISTRICTS:				105,727.65	****		0.00	105,727.65	
Number of checks to be printed:			4,	not counting voids due to stub overflows.				105,727.65	

  
 Prepared by \_\_\_\_\_ Date 1/5/22  
 Authorized by \_\_\_\_\_ Date \_\_\_\_\_

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net Amount
000010/00	ALHAMBRA & SIERRA SPRINGS								
CM-000014	01/12/2022	0958589 122721	WATER CREDITS	01-0000-0-0000-2700-4300-000-000-00000	N				-5.98
CM-000015	01/12/2022	0958589 122721	WATER CREDITS	01-0000-0-0000-2700-4300-100-000-00000	N				-8.97
CM-000016	08/27/2021	9858589 122721	WATER CREDITS	01-0000-0-0000-2700-4300-800-000-00000	N				-14.95
CM-000017	08/27/2021	9858589 122721	WATER CREDITS	01-8150-0-0000-8100-4300-000-000-00000	N				-11.96
CM-000018	08/27/2021	9858589 122721	WATER CREDITS	11-6391-0-4110-1000-4300-000-000-00000	N				-8.97
PO-000406	08/27/2021	DEC DIST:9858589 122721		1 01-0000-0-0000-2700-4300-000-000-00000	NN P		0.00		27.00
PO-000406	08/27/2021	DEC HS:9858589 122721		2 01-0000-0-0000-2700-4300-100-000-00000	NN P		0.00		40.48
PO-000406	08/27/2021	DEC ELEM:9858589 122721		3 01-0000-0-0000-2700-4300-800-000-00000	NN P		0.00		75.00
PO-000406	08/27/2021	DEC ELLAB:9858589 122721		4 01-0000-0-3200-1000-4300-300-000-00000	NN P		0.00		34.47
PO-000406	08/27/2021	DEC MAINT:9858589 122721		5 01-8150-0-0000-8100-4300-000-000-00000	NN P		0.00		32.50
PO-000406	08/27/2021	DEC ADULT ED:9858589 122721		6 11-6391-0-4110-1000-4300-000-000-00000	NN P		0.00		29.00
TOTAL PAYMENT AMOUNT									187.62 *
001075/00	AT&T								
PO-000403	01/12/2022	JAN 17597324	ELEM	1 01-0000-0-0000-2700-5990-000-000-00000	NN P		0.00		111.23
PO-000403	01/12/2022	JAN 17595880:	HS/DIST	1 01-0000-0-0000-2700-5990-000-000-00000	NN P		0.00		185.83
TOTAL PAYMENT AMOUNT									297.06 *
001253/00	BASIC EMERGENCY SAFETY TRAININ								
220292	PO-022363	01/08/2022	MARIESA FITZGERALD-ADAMS	1 12-6105-0-1110-1000-5200-000-000-00000	NN F		105.00		105.00
TOTAL PAYMENT AMOUNT									105.00 *
000272/00	BETTY MERCADO								
PV-000059	12/06/2021	CLTA CONF MEALS:2/24-27 2022		01-4035-0-1110-1000-5200-100-000-00000	NN				171.00
TOTAL PAYMENT AMOUNT									171.00 *
000332/00	BOARD OF EQUALIZATION								
PV-000058	12/21/2021	QTR 4 FUEL TAX:OCT-DEC 2021		01-0000-0-0000-3600-4392-000-000-00000	NN				228.00
TOTAL PAYMENT AMOUNT									228.00 *
000053/00	CALIFORNIA WATER SERVICE CO 000000000								
PO-000422	12/30/2021	JAN DIST:4141117777		1 01-0000-0-0000-8100-5590-000-000-00000	NN P		0.00		59.82
PO-000422	12/30/2021	JAN DIST:3141117777		1 01-0000-0-0000-8100-5590-000-000-00000	NN P		0.00		59.82
TOTAL PAYMENT AMOUNT									119.64 *

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef		
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit	Bdr	DD	T9MPS	Liq Amt	Net Amount
001023/00	FP MAILING SOLUTIONS										
PO-000424	01/03/2022	RI105167534:1/1-3/31/22	1	01-0000-0-0000-2700-5620-000-000-00000	NN	P				0.00	70.28
PO-000424	01/03/2022	RI105167534:1/1-3/31/22	2	01-0000-0-1110-1000-5620-100-000-00000	NN	P			0.00	105.40	
TOTAL PAYMENT AMOUNT											175.68 *
000024/00	GAYNOR TELESYSTEMS INC	942330370									
220296	PO-022368	08/27/2021	SWA3462	21-22	1	01-9150-0-0000-2420-5890-000-000-00000	NN	F		620.00	620.00
TOTAL PAYMENT AMOUNT											620.00 *
000338/00	GLENN COUNTY OFFICE OF ED	946002753									
220192	PO-022269	11/16/2021	6763-NOV ELEM NEWSLETTER	1	01-3010-0-1110-1000-5890-800-000-00000	NN	P			111.54	111.54
TOTAL PAYMENT AMOUNT											111.54 *
000770/00	GOPHER SPORT										
220256	PO-022367	01/12/2022	IN131316	1	01-0000-0-1110-1000-4300-800-000-00000	NN	F			144.02	144.02
TOTAL PAYMENT AMOUNT											144.02 *
000072/00	HILLYARD INC	000000000									
PO-000412	01/05/2022	604591016	1	01-8150-0-0000-8100-4300-000-000-00000	NN	P				0.00	134.11
PO-000412	01/05/2022	604591018	1	01-8150-0-0000-8100-4300-000-000-00000	NN	P				0.00	373.69
PO-000412	01/05/2022	604591017	1	01-8150-0-0000-8100-4300-000-000-00000	NN	P				0.00	139.81
PO-000412	01/05/2022	700488942	1	01-8150-0-0000-8100-4300-000-000-00000	NN	P				0.00	69.06
TOTAL PAYMENT AMOUNT											716.67 *
000801/00	HUNT & SONS INC	942209320									
CM-000012	12/21/2021	240200-240203	CREDIT/REBILL	01-0000-0-0000-3600-4392-000-000-00000	NN						-3,124.59
CM-000013	12/21/2021	240116-240117	CREDIT/REBILL	01-0000-0-0000-3600-4392-000-000-00000	NN						-3,676.14
PO-000400	12/01/2021	240117-196672	CM#13	1	01-0000-0-0000-3600-4392-000-000-00000	NN	P			0.00	2,984.45
PO-000400	12/01/2021	240203-133204	CM#12	1	01-0000-0-0000-3600-4392-000-000-00000	NN	P			0.00	2,462.24
PO-000400	12/28/2021	255081		1	01-0000-0-0000-3600-4392-000-000-00000	NN	P			0.00	1,640.21
TOTAL PAYMENT AMOUNT											286.17 *

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net Amount
001208/00	INKWELL	000000000							
220290	PO-022360	01/11/2022	29417-ARMLESS CHAIR	RGONZA	1 01-1400-0-1110-1000-4200-100-000-00000	NN F		320.68	320.68
			TOTAL PAYMENT AMOUNT						320.68
									320.68 *
000084/00	PG&E								
	PO-000416	12/15/2021	DEC DIST:9921774729-6		1 01-0000-0-0000-8100-5590-000-000-00000	NN P		0.00	3,120.63
	PO-000416	12/15/2021	DEC HS:9921774729-6		2 01-0000-0-0000-8100-5590-100-000-00000	NN P		0.00	4,680.94
			TOTAL PAYMENT AMOUNT						7,801.57
									7,801.57 *
000763/00	PROPACIFIC FRESH								
	PO-000407	11/09/2021	6899364		1 13-5310-0-0000-3700-4700-000-000-00000	NN P		0.00	77.97
	PO-000407	11/16/2021	6900418		1 13-5310-0-0000-3700-4700-000-000-00000	NN P		0.00	77.97
	PO-000407	11/16/2021	6900416		1 13-5310-0-0000-3700-4700-000-000-00000	NN P		0.00	77.97
	PO-000407	12/06/2021	6903658		1 13-5310-0-0000-3700-4700-000-000-00000	NN P		0.00	78.35
			TOTAL PAYMENT AMOUNT						312.26
									312.26 *
001510/00	RAY MORGAN COMPANY								
	PO-000413	01/05/2022	JAN 2022:3563241	DIST	1 01-0000-0-0000-2700-5620-000-000-00000	NN P		0.00	166.44
	PO-000413	01/05/2022	JAN 2022:3563241	HS	2 01-0000-0-1110-1000-5620-100-000-00000	NN P		0.00	370.12
	PO-000413	01/05/2022	JAN 2022:3563241	ELEM	3 01-0000-0-1110-1000-5620-800-000-00000	NN P		0.00	995.19
	PO-000413	01/05/2022	JAN 2022:3563241	ELLAB	4 01-0000-0-3200-1000-5620-300-000-00000	NN P		0.00	104.03
	PO-000413	01/05/2022	JAN 2022:3563241	DIST COLOR	7 01-0000-0-0000-2700-4300-000-000-00000	NN P		0.00	19.58
	PO-000413	01/05/2022	JAN 2022:3563241	DIST B&W USE	7 01-0000-0-0000-2700-4300-000-000-00000	NN P		0.00	33.05
	PO-000413	01/05/2022	JAN 2022:3563241	HS B&W USE	8 01-0000-0-1110-1000-4300-100-000-00000	NN P		0.00	207.51
	PO-000413	01/05/2022	JAN 2022:3563241	ELEM B&W USE	9 01-0000-0-1110-1000-4300-800-000-00000	NN P		0.00	239.69
	PO-000413	01/05/2022	JAN 2022:3563241	ELLAB B&W USE	10 01-0000-0-3200-1000-4300-300-000-00000	NN P		0.00	3.65
	PO-000413	01/05/2022	JAN 2022:3563241	ADULT ED	5 11-6391-0-4110-1000-5620-000-000-00000	NN P		0.00	202.58
	PO-000413	01/05/2022	JAN 2022:3563241	ADULT B&W USE	11 11-6391-0-4110-1000-4300-000-000-00000	NN P		0.00	10.67
	PO-000413	01/05/2022	JAN 2022:3563241	PRESCH	6 12-6105-0-1110-1000-5620-000-000-00000	NN P		0.00	104.03
	PO-000413	01/05/2022	JAN 2022:3563241	PRESCH B&W USE	12 12-6105-0-1110-1000-4300-000-000-00000	NN P		0.00	3.65
			TOTAL PAYMENT AMOUNT						2,460.19
									2,460.19 *
000137/00	SCHOOL SERVICES OF CALIF INC								
	PO-000426	01/01/2022	JAN 2022:0132308-IN		1 01-0000-0-1110-1000-5890-000-000-00000	NN P		0.00	340.00
			TOTAL PAYMENT AMOUNT						340.00
									340.00 *



Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net Amount
001184/00	TEHAMA COUNTY DEPT OF ED								
220293	PO-022364	11/17/2021	INV22-00213	1	01-4035-0-1110-1000-5200-100-000-00000	NN F		4,536.00	4,536.00
220293	PO-022364	11/17/2021	INV22-00213	2	01-4035-0-1110-1000-5200-800-000-00000	NN F		20,664.00	20,664.00
TOTAL PAYMENT AMOUNT									25,200.00 *

000743/00	WEST COAST PAPER								
	PO-000429	01/12/2022	12601283	1	01-8150-0-0000-8100-4300-000-000-00000	NN P		0.00	250.15
	PO-000429	01/12/2022	12601284	1	01-8150-0-0000-8100-4300-000-000-00000	NN P		0.00	111.60
TOTAL PAYMENT AMOUNT									361.75 *

001040/00	WILSON PRINTING		680030544						
220260	PO-022330	12/23/2021	20934-SURVEY SEND/RET ENVEL	3	11-6391-0-4110-1000-4300-000-000-00000	NY P		299.67	299.67
220260	PO-022330	12/24/2021	20936-A/E SPRING SCHEDULE	3	11-6391-0-4110-1000-4300-000-000-00000	NY F		1,450.33	1,300.91
TOTAL PAYMENT AMOUNT									1,600.58 *

TOTAL BATCH PAYMENT	41,559.43 ***	0.00	41,559.43
TOTAL DISTRICT PAYMENT	41,559.43 ****	0.00	41,559.43
TOTAL FOR ALL DISTRICTS:	41,559.43 ****	0.00	41,559.43

Number of checks to be printed: 20, not counting voids due to stub overflows.

41,559.43

Printed: 01/14/2022 15:05:24

<i>Chris Davies</i>	1/14/22
Prepared by	Date
Authorized by	Date