

**HAMILTON UNIFIED SCHOOL DISTRICT  
REGULAR BOARD MEETING AGENDA  
Hamilton High School Library/Zoom/Facebook Live  
620 Canal Street, Hamilton City, CA 95951  
Wednesday, January 25, 2023  
[www.husdschools.org](http://www.husdschools.org)**

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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 Group page or through the below Zoom link or dial by phone as listed below:*

Join Zoom Meeting

<https://us02web.zoom.us/j/4968739639?pwd=RUw1Qk5hZFVNTDh3RVFuMm9tVDBCQT09>

Meeting ID: 496 873 9639

Passcode: 123456789



Dial by phone:

+1 669 900 6833 US

Meeting ID: 496 873 9639

Passcode: 123456789

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**1.0 OPENING BUSINESS:**

- 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.

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

- a. Government Code Section 54957, Personnel Issue. To consider public employee, evaluation, reassignment, resignation, release, dismissal, or discipline of a classified and/or certificated employee.
- b. Government Code Section 54957.6, Labor Negotiations. To confer with the District's Labor Negotiator, Superintendent Jeremy Powell regarding HTA and CSEA negotiations.
- c. Conference with labor Negotiator Gov. Code sec. 54957.6, subd. (a). Agency designated representative: Dr. Jeremy Powell; Employee Organization: Hamilton Teachers Association.

*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 and Student Council President Reports
  - i. Hamilton High School – Alyssa Fox
  - ii. Hamilton Elementary School
- c. District Reports (written)
  - i. Technology Report by Frank James (p. 5)
  - ii. Nutrition Services Report by Erendida Moreno (p. 6)
  - iii. Operations Report by Alan Joksch (p. 7)
- d. Principal and Dean of Student Reports (written)
  - i. Ulises Tellechea, Hamilton Elementary School Principal (p. 8)
  - ii. Maria Reyes, District Dean of Students (handout)
  - iii. Cris Oseguera, Hamilton High School Principal (handout)
  - iv. Silvia Robles, Adult School (p. 10)
- e. Chief Business Official Report by Kristen Hamman (written) (p. 11)
- f. Superintendent Report by Jeremy Powell (written) (p.12)

## 8.0 PRESENTATIONS:

- a. Dual Immersion by Maggie Sawyer (p. 13)

## 9.0 CORRESPONDENCE:

- a. None

## 10.0 INFORMATION ITEMS:

- a. HUSD Enrollment History for 5 years (p. 30)
- b. Bond Status: Fund 21 Update (p. 32)
- c. Hamilton Elementary Restroom Renovation, Trash Enclosure & Solar Array Projects Updates
- d. CDE Extension Approval of HUSD 2021-22 Audit Report (p. 37)
- e. Form 700 – annual statement of Economic interests – File Electronically with the Board of Supervisors by April 1, 2023 (p. 38)

## 11.0 DISCUSSION ITEMS:

- a. Consider developing a plan that includes building a gym on the current property
- b. Consider increasing annual transfer from the General Fund (01) to Deferred Maintenance Fund (14) from \$53,000 to \$75,000
- c. Consider starting an annual transfer from the General Fund (01) to a Special Reserve Fund for future projects
- d. CSBA Policy Guide Sheet (for below **first readings**) (p. 46)
  - i. Board Policy 6146.1: High School Graduation Requirements
  - ii. Board Policy 6178: Career Technical Education
  - iii. Board Policy 0430: Comprehensive Local Plan for Special Education
    1. Recommend Option 3
  - iv. Administrative Regulation 0430: Comprehensive Local Plan for Special Education
  - v. Board Policy 0450: Comprehensive Safety Plan
    1. Recommend Option 2
  - vi. Administrative Regulation 0450: Comprehensive Safety Plan
  - vii. Board Policy 0460: Local Control and Accountability Plan
  - viii. Administrative Regulation 0460: Local Control and Accountability Plan
  - ix. **Recommend Rescinding Board Policy 3250: Transportation Fees**
  - x. **Recommend Rescinding Administrative Regulation 3250: Transportation Fees**
  - xi. Administrative Regulation 3260: Fees and Charges
  - xii. Board Policy 3460: Financial Reports and Accountability
  - xiii. Administrative Regulation: 3460: Financial Reports and Accountability
  - xiv. Board Policy 3515: Campus Security
  - xv. Administrative Regulation 3515: Campus Security
  - xvi. Administrative Regulation 3516.2 Bomb Threats
  - xvii. Board Policy 3540: Transportation
  - xviii. Board Policy 5131.7: Weapons and Dangerous Instrument

- 1. Recommend Option 2
- xix. Administrative Regulation 5142.2: Safe Routes to School Program
- xx. Board Policy 5148.2: Before/After School Programs
  - 1. Recommend Option 1
- xxi. Administrative Regulation 5148.2: Before/After School Programs
  - 1. Recommend Option 1
- xxii. Board Policy 5148.3: Preschool/Early Childhood Education
- xxiii. Administrative Regulation 5148.3: Preschool/Early Childhood Education
- xxiv. Administrative Regulation 6164.4: Identification and Evaluation of Individuals for Special Education
- xxv. Board Bylaw 9320: Governing Board Elections
  - 1. Recommend Option 2 and
  - 2. Option \_\_ and
  - 3. Option \_\_ and
  - 4. Option \_\_
- xxvi. Board Bylaw: 9323: Meeting Conduct

**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 HUSD contract with ITSavvy LLC for our E-Rate Category 2 Project to be initiated during Summer 2023 (p. 283)
- b. Approve David Hurd, DSA Inspector, Additional Cost Change Order (p. 290)
- c. Approve \$47,125.00 quote from Accularm for District-wide alarm system (p. 292)

**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 14, 2022 (p. 298)
- b. Approve 2021-22 School Accountability Report Cards (SARC) for:
  - i. Hamilton High School (p. 304)
  - ii. Ella Barkley High School (p. 328)
  - iii. Hamilton Elementary School (p. 349)
- c. Approve 2021-22 Signed Safety Plans for:
  - i. Hamilton Elementary School (handout)
  - ii. Hamilton High School (handout)
- d. Approve 2022-23 Certificated and Classified Seniority Lists (p. 371 & 372)
- e. Warrants and Expenditures (p. 373)
- f. Interdistrict Transfers (new only; elementary students reapply annually).

*\*Note: The California Department of Education (CDE) is working the release of all available data. They anticipate that some data will be delayed until after the February 1<sup>st</sup> due date to post our SARC’s. CDE encourages schools/LEAs to post their Board Approved (2022) SARC’s by the February 1<sup>st</sup> due date without the data tables populated. A second board review/approval of the missing data once populated is not required.*

- 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

g. Personnel Actions as Presented:

i. New hires:

Deana Medina	Temporary Preschool Teacher	Preschool
Tabetha O'Quinn	Floral-Wreath & Applied Arts Instructor	Adult Ed
Ivan Barbontin	Long Term Substitute Teacher (start 1/9/2023, end 6/2/2023)	HUSD

ii. Resignations/Retirement:

1. None

**15.0 ADJOURNMENT:**



## Technology Report

Board Meeting on January 25, 2023

Frank James, Director of Technology

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### Completed and in Progress Tasks

- Installed new computers and devices.
- Completed HHS Library Floor, HHS Room #9, and HHS AG Office PC upgrade installs.
- Prepared Dell Precision PC's for HHS Library Lab PC upgrade, awaiting final parts to complete installation.
- LaserFiche training and preparation for utilization moving forward for document scanning.
- Completed E-Rate category 2 project bidding and have submitted it for Board review.
- Continued working with Mosaic for Cafeteria P.O.S. systems for HHS & HES. Equipment ready for Mosaic software install and to pick a Go Live date.
- Worked with Aeries on Mosaic launch to integrate student information.

**HUSD Food Service Report**  
**Board Meeting on January 25, 2023**  
**Erendida Moreno, Interim Director of Nutrition**

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During the Holiday Break workdays, I was able to catch up on some Administrative work. I had the time to process claims for reimbursement of meals for October and November.

- October had 20 days of service. The department with both sites included served and claimed:
  - Breakfast: 6,909
  - Lunches: 9,042
  - Supper: 2,098
  - Snacks:325
- October 2022 reimbursement Total is \$82,247.09
- November 2022 had 16 days of service. Both sites claimed:
  - Breakfast: 6,111
  - Lunch: 7,390
  - Supper: 1,758
  - Snacks: 257
- November 2022 reimbursement total is \$69,052.87

I will have the December report ready for the next Board meeting.

## HUSD Maintenance Report

Board Meeting on January 25, 2023

Alan Joksch, Director of Maintenance and Transportation

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### Maintenance:

- TreeWorx has been contracted to trim back trees around Boys' Soccer Field
- We pruned the roses at Ella Barkley
- We cleaned up leaves at all school sites
- We cleared any storm damage/debris
- We cleaned classrooms in anticipating of students returning to school from break
- Our staff was each able to take a few needed days off over the break in order to return fresh for our long Spring stretch

### Transportation:

- School cars and trucks were taken in for yearly service and smog checks
- School busses were all serviced, inspected and smoke tested
  - Bus No. 1 had its exhaust burner system repaired, cleaned and tested to remain CARB compliant
- Jonathan Romano passed his bus testing with CHP and is our new bus driver for the District!
  - He is driving students home on the afternoon bus run
- Vans and busses were used over the break for winter sports

### Operations:

- We are unloading and storing replacement HVAC units as they continue to arrive
  - Several units were installed over the break as weather permitted
  - We continuing planning for the balance to be installed
- Pathway lighting at the High School was reviewed by an electrician, but due to wet field conditions, we were unable to get a lift out to check the top of the light pole
- Our team assisted, as needed, with solar installation

# HAMILTON ELEMENTARY SCHOOL

Wednesday, January 25, 2023

Submitted by

Ulises Tellechea, Principal

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Grade	Percentage	Grade	Percentage
TK	TK – 90.00%	5	5 – 89.00%
K	K – 90.81%	6	6 – 95.79%
1	1 – 93.49%	7	7 – 96.61%
2	2 – 95.65%	8	8 – 93.81%
3	3 – 92.44%	<b>Enrollment: 397</b>  Updated 01/13/23	
4	4 – 96.91%		

## Hamilton Elementary:

Thus far, we've had a seamless start to our second semester. Students seemed happy to be back on campus and our teachers appeared rested and ready. HES is excited about the progress on the different construction projects around our site. We are aware of the delays due to the weather and are very grateful that we have not had any major interruptions to the instructional day. Learning and extracurricular activities are occurring as planned and we are gearing up for the upcoming state testing in a couple of months.

## Campus News:

- **Safety:** A campus vulnerability assessment was conducted by Mr. Greg Felton from GCOE. He provided a thorough report which included several items that are feasible to address in the next year. Findings from the report will be shared with staff and our School Site Council.
- **Athletics:** The boys basketball season has begun. We have two teams this year. Mr. Nall is coaching the "A" team and Mrs. Nall is coaching the "B" team. Both teams performed very well against Bidwell Jr. on Wednesday, January 11th.
- **ASB:** ASB will be hosting a dance in February. They also are planning a Spirit Week on February 6-10.
- **PBIS:** On Tuesday the 17th and Thursday the 19th all students reviewed the campus routines and expectations. Students were asked to tell us what it means to be Safe, Respectful and Responsible at the different locations around campus. (cafeteria, playground, bathrooms, hallways).

## Construction Projects:

### **Bathrooms**

- Partitions and accessories to be installed today
- Doors and exterior walls/frames will be painted 1/17 (weather pending)
- Sinks are set to be installed 1/18
- Thursday, 1/19 at 7am there will be a fire alarm test. Fire department has been notified, will be there. Alan will also be there. This will be completed before students arrive.
- Wednesday, 1/25 there will be a punch list walk
- Restrooms due to be completed by end of month
- Looking into a ribbon cutting ceremony to officially open them – details to come

### **Solar Array**

- Progress on the solar has been postponed until the field dries enough to safely get the heavy equipment back on it
- Climatec will repair the ruts and re-seed the field once the solar construction has been completed and weather allows

### **Trash Enclosure**

- Has gone out to bid through our CUPCCAA Bidders List to qualified bidders this week
- Pre-bid conference at HES Thursday, 1/19 at 3pm (mandatory attendance for anyone who wants to bid)
- Thursday, 1/26 at 2pm all bids are due to the District office and they will be opened and read publicly

## Instructional news:

- **Interventions:** The After School Intervention Program started the week of January 17th. We have many teachers providing intervention. We will be sharing pre and post data at the end of the program.
- **Awards Assembly:** On Friday, January 20th we held our 2nd quarter Awards Assembly. Students earned awards for: Attendance, Following the school Expectations, meeting their Accelerated Reader goal, and GPA.

**Hamilton Adult Education**  
**Board Meeting Report-January, 2023**  
**Silvia Robles/Director**

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**Completed and in Progress Tasks – January, 2023**

1. Enrollment and students served to date for all programs:
  - Citizenship..... 06
  - Computer Basics ..... 09
  - CPR/First Aid .....
  - ESL..... 24
  - Fine Arts/ Applied Art cake decorating.....29
  - Floral Design ..... 17
  - Forklift Training..... 20
  - High School Diploma ..... 23
  - Wreath Design.....12
  - TOTAL:.....140**
2. Adult Ed. Committee Volunteers helped to plan board presentation in December 2022.
3. Agency Professional Development Implementation Completed
4. Employment and Earnings Survey in progress for Second Quarter Report
5. Processing new enrollees for High School Diploma class.
6. Working on Second Quarter Data Report to CDE due January 31, 2022.

**Hamilton Unified School District  
General Fund - Unrestricted and Restricted  
January 25, 2023 Board Report**

	<b>2022-23 Revised Budget First Interim</b>	<b>2022-23 Year To Date As of 1/17/23</b>	<b>2021-22 Revised Budget First Interim</b>	<b>2021-22 Year To Date As of 1/17/22</b>
<b>Revenues</b>				
LCFF Sources	\$ 9,681,706	\$ 3,648,579	\$ 8,403,022	\$ 3,215,620
All Other Federal Revenue	\$ 1,230,881	\$ 184,337	\$ 781,230	\$ 444,791
Other State Revenue	\$ 2,876,242	\$ 1,309,011	\$ 581,755	\$ 607,156
Other Local Revenue	\$ 104,545	\$ 71,321	\$ 104,826	\$ 65,136
Other Financing Sources	\$ 31,017	\$ 62,931	\$ -	\$ -
<b>Total Revenues</b>	<b>\$ 13,924,391</b>	<b>\$ 5,276,179</b>	<b>\$ 9,870,833</b>	<b>\$ 4,332,703</b>
<b>Expenditures</b>				
Certificated Personnel Salaries	\$ 3,811,032	\$ 1,771,441	\$ 3,477,318	\$ 1,651,245
Classified Personnel Salaries	\$ 1,417,099	\$ 691,927	\$ 1,165,772	\$ 611,786
Employee Benefits	\$ 2,210,508	\$ 1,058,498	\$ 2,013,427	\$ 957,827
Books and Supplies	\$ 777,770	\$ 299,240	\$ 867,010	\$ 291,672
Travel and Conferences	\$ 149,050	\$ 54,293	\$ 90,844	\$ 24,313
Dues and Memberships	\$ 13,650	\$ 15,865	\$ 14,850	\$ 11,884
Other Insurance	\$ 112,347	\$ 112,347	\$ 97,584	\$ 99,236
All Other Utilities	\$ 273,000	\$ 180,204	\$ 273,000	\$ 160,575
Rents/Leases/Repairs	\$ 79,100	\$ 37,363	\$ 68,825	\$ 48,788
Other Operating Expenditures	\$ 433,464	\$ 250,736	\$ 582,461	\$ 252,484
Capital Outlay	\$ 407,475	\$ 85,837	\$ 299,691	\$ 189,812
Other Outgo	\$ 1,539,503	\$ 81,002	\$ 896,147	\$ 25,612
<b>Total Expenditures</b>	<b>\$ 11,223,998</b>	<b>\$ 4,638,753</b>	<b>\$ 9,846,929</b>	<b>\$ 4,325,234</b>
<b>Net Increase (Decrease) in Fund</b>	<b>\$ 2,700,393</b>	<b>\$ 637,426</b>	<b>\$ 23,904</b>	<b>\$ 7,469</b>
Beg. Fund Balance at 7/1/22 (21-22 Unaudited Actuals)	\$ 2,453,356			
Projected Ending Fund Balance	\$ 5,153,749			

**HUSD Superintendent's Report**  
**Board Meeting on January 25, 2023**  
**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. Although it was a wet start to the new year, our teachers, students, and community are excited to return! There are multiple facility projects we are continuing to complete and I am excited for what the upcoming year will hold for HUSD!

**District Highlights for December & January:**

- The Maintenance Department spent their winter break focusing on cleaning our campuses and completing some much needed maintenance.
- 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 continues on schedule and on budget. Tiles have been laid and fixtures are getting ready to be installed!
- Our solar Project is continuing with a slight delay due to a contractor error. We are confident that the installation will be completed by the end of January.
- Our Trash Enclosure Project has gone out to bid and we are hopeful to have this project underway soon!

**Make sure to Follow us on:**

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

**Upcoming Events:**

- February 6th: Citizens Bond Oversight Committee Meeting @ 5:30 in HHS Cafeteria
- February 15<sup>th</sup>: HULC @ 3:30 in the HHS Library
- February 13<sup>th</sup>: Lincoln's Birthday Observed—No School
- February 20<sup>th</sup>: President's Day Observed-No School
- February 22nd: HUSD Board Meeting @ 5:30 in HHS Library



# DUAL LANGUAGE IMMERSION

Board Meeting on January 25, 2023

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. Expanding into middle school, two periods will be offered in Spanish.

## Language Allocation

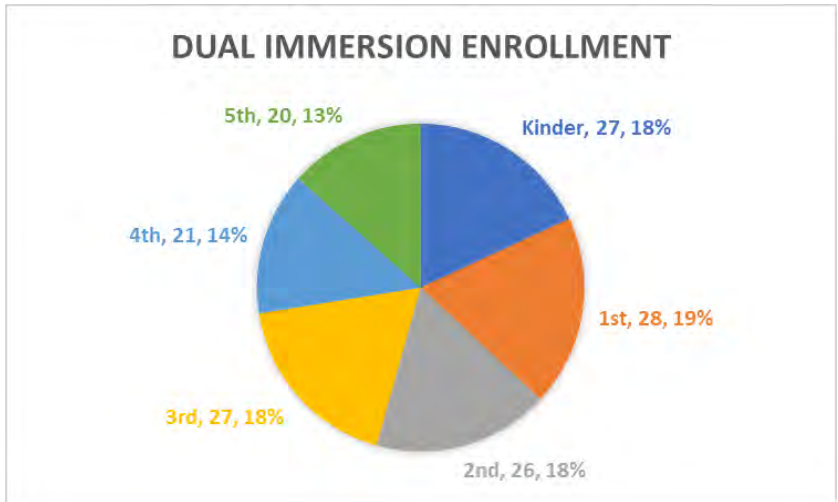
Gr	Time	Spanish	Time	English
K	90% 285 min	Reading/Spanish Language Arts Math Social Science Science PE	10% 30 min	English Language Development (ELD) or Literacy Extension SEL
1	90% 285 min	Reading/Spanish Language Arts Math Social Science Science PE	10% 30 min	ELD/Literacy Extension SEL
2	80% 255 min	Reading/Spanish Language Arts Math Social Science Science	20% 60 min	ELD/Literacy Extension PE SEL
3	70% 220 min	Reading/Spanish Language Arts Math Social Science Science	30% 95 min	Reading/English Language Arts ELD/Literacy Extension PE SEL

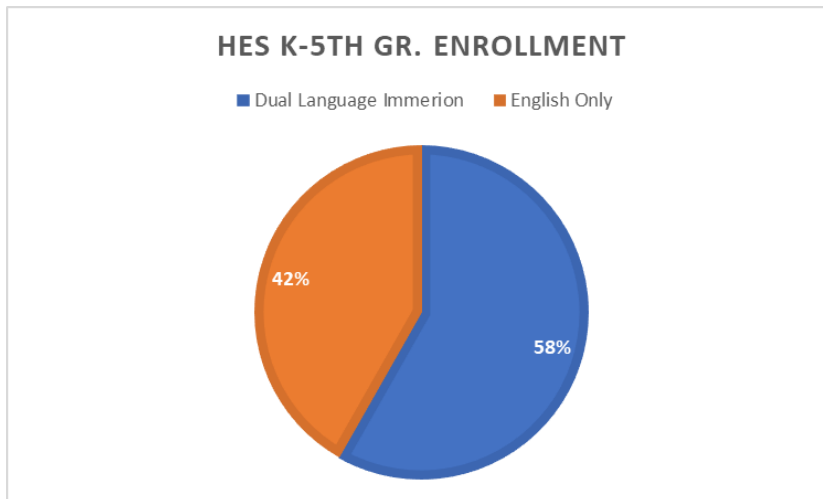
4	60% 190 min	Reading/Spanish Language Arts Math Social Science Science	40% 130 min	Reading/English Language Arts ELD/Literacy Extension PE SEL
5	50%	Reading/Spanish Language Arts Math Science	50%	Reading/English Language Arts ELD/Literacy Extension Social Science PE SEL
6	2 periods	<i>Spanish Language Arts</i> <i>Social Science</i>	5 periods	<i>English</i> <i>Math</i> <i>Science</i> <i>PE</i> <i>Elective</i>

**Instruction** - All curriculum in the English neighborhood program and the Dual Language Immersion(DLI) program are the same since publishers now offer state approved curriculum in English and Spanish. In addition, grade level teachers in the English and DLI program collaborate and follow similar pacing guides.

**Enrollment**

Total Dual Language Immersion K-5th grade enrollment - 149





- **Background** - Year one of implementation, we started with 24 students in Kindergarten and first grade in the 2018-19 school year. Since then, we have expanded our cap to 28 students in the DLI program in order to meet the parent request/interest in the program.

## Updates

- **DLIG** - Dual Language Immersion Grant - The California Department of Education (CDE) established the DLIG to expand current or establish new DLI programs in California and allocated \$10 million. HUSD applied for this competitive grant and was awarded \$380,000 over three years. Funds will be used to expand our DLI program into middle and high school grades, provide professional development opportunities, purchase curriculum, and recruit/maintain BCLAD teachers to teach in the DLI program. (For more information see the Dual Language Immersion Grant Application attached).
- **Pathways to Biliteracy** - HES is currently developing the Biliteracy Pathway Recognition to award students who are on the path toward developing biliteracy in preschool through middle school.
  - Biliteracy Program Participation Recognition - Available to students enrolled in a program that will lead to biliteracy and not based on proficiency levels. This is designed as an entry on the path to biliteracy.
  - Home Language Development Recognition - Available to emergent bilingual students who demonstrate they are continuing to develop their home language. This is designed as an entry on the path to biliteracy.
  - Biliteracy Attainment Recognition - Available to students at the end of elementary school (5th grade) and middle school (8th grade). This is awarded to students that meet specific proficiency criteria in English and Spanish and is an indication that if a student continues on this path in high school they will be prepared to meet the requirements to earn the State Seal of Biliteracy.

## Professional Development

- **BRILLA** - Biliteracy as a Right: Investing in Literacy Across Languages for All Students. CSU, Chico grant for DI and ELD teachers. Focusing on literacy, biliteracy, community engagement and parent-community involvement. TK-2nd grade teachers participated in the Spanish/ELD Summer Institute with follow-up lesson studies as well as implementing a parent and community outreach program. 3rd-6th grade teachers will be invited to attend the summer institute in June 2023 with the follow up lesson studies.
- **MCAP** - Multilingual California Project. Grant in partnership with CAFE, Butte County office of Education and several other county offices of education in California. HUSD was selected to participate due to our Dual Immersion program as well as our percentage of EL students. We are currently in the third and final year of this grant that has offered different professional development opportunities to all HUSD teachers. Several of our DLI teachers are participating in the Dual Language Teacher Academy (DLTA) presented by CAFE and a few ELD teachers are participating in Project GLAD (Guided Language Acquisition Design) presented by the Orange County Department of Education. The MCAP grant is also paying for two teachers to attend the California Association of Bilingual Educators (CAEBE) conference this year scheduled for March 22-25, 2023.
- **Dr. Claudia Rodriguez-Mojica** - Professional Development provided by Dr. Claudia Rodriguez-Mojica this school year includes a Dual Language Implementation workshop, renewing our school-wide commitment to bilingualism, coaching, observations, and new DLI teacher support. (Funded by DLIG)

# Dual Language Immersion Grant Application

Application Number: **42-Hamilton USD**

## Application Check:

- Submitted Intent to Apply Form**
- Eligible Entity**
- Expanding** a current program (new grades or classrooms) or **establishing** a new program
- Projected Demographic Data:** meets at least one-third for each student group
- Current Classroom Ratios Data** (*if applicable*): meets at least one-third for each student group **At some grade levels**
- Electronic Signature**

**Attachment:** ref:0000001426:Q8

### Notes:

- Application is ready for Readers Conference**
- Application is incomplete**

## A. Applicant information and Data

**Project Director Name:** Maggie Sawyer

**Project Director Title:** Dual Immersion Coordinator

**Project Director's Office:** Assistant Principal

**Type of Entity Applying:** District

**Name of Entity:** Hamilton Unified School District

**Project Director Address:** P.O. Box 488, ,  
Hamilton City, CA 95951

**Project Director Telephone:** 530-826-3474 ext. 5023

**Project Director Email Address:** MSawyer@hudschools.org

**Fiscal Agent Name:** Kristen Hamman

**Fiscal Agent Title:** Chief Business Official

**Fiscal Agent Telephone:** 530-826-3261 ext. 530-826-3261

**Fiscal Agent Email Address:** khamman@hudschools.org

### Target Schools and DLI Program Status:

Hamilton Elementary School and Hamilton High School will be the schools served. Currently, Hamilton USD has an existing 90-10 DLI Program in the elementary school serving K-4 students. The implementation plan for expansion is into the middle grades, 5th, 6th, and 7th over the next 3 years and continue expansion to high school aged students. Also, the expansion plan includes increasing the number of authorized bilingual teachers to provide more opportunities for additional students.

### Consortium Members:

N/A

### Student Language Profile Data:

The following are the potential demographics for Hamilton USD DLI Program for the three Expansion grades funded during this cycle.

IFEP	RFEP	EO	5th grade	5(28%)	EL
2(11%)	10(56%)				1(5%)
5(28%)	1(5%)	2(11%)	10(56%)	7th grade	6th grade
5(28%)	1(5%)	2(11%)	10(56%)		

## Current Classroom Language Profile Ratios:

Current dual Language Immersion classroom language ratios. Grade

EL	IFEP	RFEP	EO	
Kindergarten	12(43%)	7(25%)	0(0%)	9(32%)
1st grade	14(54%)	2(8%)	0(0%)	10(38%)
2nd grade	18(64%)	4(14%)	6(21%)	0(0%)
3rd grade	18(82%)	2(9%)	0(0%)	2(9%)
4th grade	5(28%)	1(5%)	2(11%)	10(56%)

## B: Application Narrative

### 1: The Context

- Describe the applicant's location and local demographics.
- Describe how the applicant has already assessed community interest in DLI programs and how the needs assessment was conducted. Describe why the applicant is applying for the DLIG.

*(Used 1499 of 1,500 characters maximum)*

Hamilton Unified School District is located in Hamilton City, a small, rural, and low socioeconomic with fewer than 2,000 people, of which 85.4% are Hispanic. Nearly 21% of residents are socio-economically disadvantaged (city data 2019). This Glenn County community in the north central part of California just northwest of Chico, has a younger population (median of 30.8 years old versus 37 in the state) who have a median income 25% lower than the rest of the state and median home values 40% lower than the state. Nearly 35% of residents work in agriculture, forestry, fishing, and hunting. Only about 55% of the population 25 years or older has a high school diploma or higher and 10.5% have a bachelor's degree. School district demographics show 79% of students are socio-economically disadvantaged and 33% of students are English Learners. A needs assessment was conducted in 2016-17 to gauge interest prior to the program's initial design. Language needs were determined to be significant based on the types of students and parent's desire for bilingualism. The Hispanic student population is significant, and one-third are English Learners. The parents have embraced DLIP to ensure children learn their cultural and historic language. Approximately 50% of the students in K-4 (122) are in the program and there's a waiting list, proving continued need for expansion and improvement. These efforts require additional funding for training, certification, and materials currently not available.

- Describe the available resources (funding, staff support for DLI, family and community support for DLI, the current number of bilingual teachers by grade level that are authorized to teach in a DLI program, etc.)
- Describe related programs in and beyond the school (i.e. preschool with primary language instruction/home language support, expanded learning opportunities to

*support dual language development, etc.) and how these are articulated with the proposed DLI program.*

*(Used 1495 of 1,500 characters maximum)*

The district has used about \$81,000 to fund the curriculum and outreach needs of its K-4 90/10 immersion program, which is supported by all key stakeholders. This support, advocacy, and engagement has been critical to devoting the resources and promoting acceptance of dual language. However, this grant funding will allow for program improvement and more comprehensive expansion into additional grade levels and by certifying more bilingual teachers for authorization in each grade level. There are 9 total bilingual teachers in grades K-4 (1 in 1st grade and 2 in all other grades) who are authorized to teach the DLIP courses. However, a total of six more are needed to meet the grade expansion. When developed, the intent was to run the program for all grades in the district (K-12), and to be one of the few schools in the area to have these opportunities for its small, rural-based student base. Through all funding sources, the existing program will be supplemented by providing training, programs, and activities beyond the in-school efforts, utilizing inclusive learning opportunities to help students and families support dual language development. This additional programming shall include 2- or 4-week summer language camps, dual language family days, a bridge program for incoming students, and inclusion of hands-on learning during after school opportunities that are part of the curriculum development from the dual language teachers and align with regular school day lessons.

## 2: Goals and Expected Outcomes

- *Describe the theory of action for expanding or establishing a DLI program that integrates the EL Roadmap Policy Principles and the cycle of continuous improvement.*
- *Describe the research that supports the theory of action and the program design.*

*(Used 1996 of 2,000 characters maximum)*

1. By expanding to additional grade levels at Hamilton USD (1 each year – 5th grade in 2022-23, 6th in 2023-24, and 7th in 2024-25), students will have more opportunities for full dual language immersion throughout their school career, thus improving bilingual abilities, determined to be most effective when offering these DLI programs for at least 6 years (grades) with more being best practice. This requires expansion of dual immersion authorized teachers and integration into EL Roadmap's principles of intellectual quality of instruction and meaningful access, and conditions for educators to support its effectiveness. According to research in an article in *School Psychology Review* (2014), "Developing literacy in English language learners," sustained and consistent dual language instruction benefits both English Learners and native English speakers and leads to achievement measured in English that is similar to or higher than that of groups in English mainstream programs. 2. By building quality and specialized professional development training of DLIP staff that aligns and articulates curriculum and experiences across grades, languages and schools, EL Principles of supporting bilingual instructional effectiveness will be integrated. This training will cover educational



pedagogy, equity pedagogy, standards-based teaching, literacy, critical thinking, reflective practices, and parental and community involvement. Teachers must be able to provide authentic primary literacy instruction in the partner language. These teachers must also have a deep understanding of how to teach primary English literacy to students not yet proficient in English. Based on 2016 research in “Multilingual Educator,” equity is at the core of social justice in the dual language classroom and provides a lens for teachers to “exert their ideological clarity for safe democratic spaces, examining group membership, and balancing language status.” These themes must be addressed in PD opportunities.

- *Describe the program implementation goals and measurable student outcomes in detail for the overall project and for each fiscal year. Include details about how the program implementation and measurable student outcomes advance the applicant’s attainment of the three DLI program goals.*

*(Used 995 of 1,000 characters maximum)*

Hamilton USD leadership understands high quality dual language programs have a cohesive school-wide shared vision, a set of goals that define expectations for achievement, commitment to achievement and high expectations, commitment to additive bilingualism, quality leadership, and ongoing planning. These aspects and Hamilton’s theories of action are the conduits to achieving the three goals of DLI. 1. Through expanding grade levels to 7th grade by 2024-25, at least 75% of students in the program for at least 6 years will reach native-like proficiency and grade-level achievement. This will occur by 2025 with the students who started in kindergarten and 1st grade. 2. Through PD efforts held multiple times during the 3 years of the grant program, 90% of DLI program educators and 50% of districtwide teachers will support student’s strengths, needs and identities, valuing cultural and linguistic assets, while fostering highly effective teaching practices and sociocultural competence.

### 3: DLI Program Implementation Plan

- *Describe the implementation plan, including the actions to be taken to reach the DLI program goals and the expected student outcomes. Include a timeline of activities.*
- *Describe the additional resources that are needed to expand or establish the DLI program.*
- *Describe how the program will be inclusive for all enrolled students, including different typologies of English learners, students with disabilities, etc.*

*(Used 1999 of 2,000 characters maximum)*

With the children's K-4 programs successful outcomes, expansion implementation efforts are: Year 1 - July and August 2022, add 5th grade - 2 credentialed teachers. Purchase curriculum items to reach all types of learners and expand multicultural opportunities. Develop Community of Practice learning model. September - Build CoP membership and hold meetings weekly. October, January, March and May - Hold full day staff PD training sessions Year 2 - August 2023, add 6th grade - 2 credentialed teachers - Quarterly PD training sessions and weekly CoP. Year 3 - August 2024, add

7th grade - 2 credentialed teachers - Quarterly PD training sessions and weekly CoP. Overall - Native-like proficiency will be reached by a majority of students, while English achievement scores for DLI students will exceed those in mainstream classes. Funding and resources to meet expansion plan. They are: 1. Provide additional multicultural literature, audio, video and other materials 2. Planning, organization and implementation for quality Professional Development and assist in creating a Professional Learning Community of Practice 3. Assistance with recruitment (stipends) and authorization for additional DLIP teachers for grade and capacity expansion. 4. Assistance with family engagement activities. As it currently exists, the program involves approximately 32% English speakers, 32% Spanish speakers and 36% bilingual students. The DLIP is inclusive to all students, with a lottery application for admission and a waiting list for entry. Once in the program, efforts are made to address each student's learning styles, including those with various special needs. Through training and research-based best practices (UDL) this program utilizes different teaching styles at various points of the lessons to ensure all students' educational needs are met. An appropriate type and level of differentiation also is used to ensure success among students who are at various knowledge and understanding levels.

- *Describe support for the socio-emotional development of participating students so that all students have full access to the program goals for proficiency and academic achievement in each language.*
- *Describe how the program will be evaluated regularly to ensure implementation in classrooms, student progress toward program goals, and attainment of the desired student language proficiency and academic achievement outcomes.*

*(Used 1984 of 2,000 characters maximum)*

Socio-emotional development is imperative for students, especially English Learners, to meet goals of biliteracy and be successful at home, school and in life. There are various social emotional activities and strategies Hamilton supports in the classroom that can impact academically as well as in this dual model. Teachers are using journaling to help students build social-emotional skills. Teachers also encourage students to read aloud and talk about how characters in books might think or feel. Cultural art activities, giving responsibilities and creating team activities in the dual classroom all are part of the socio-emotional skill development efforts. In order to ensure desired student outcomes for proficiency and achievement are being met, Hamilton USD will collect data and information on achievement outcomes throughout the course of the program. In addition, the district will contract with a skilled external evaluator to analyze the success of the program for each year of the grant. By the end of 2022-2023, students who started in kindergarten will have gone through 6 years of dual language immersion, providing a great opportunity to evaluate the program's success and request from the evaluator suggestions for improvements. The goals of academic achievement, second language proficiency and cross-cultural proficiencies will be determined using specific standardized testing, including STAR and CAASPP in English for both sets of students, language arts and math benchmarks, writing assessments, and quizzes, and performance-based assessments. Various outcomes of students in the DLI Program tracked on quarterly basis, such as grades, achievement on tests, student self-

assessments, attitudinal data, and self-ratings of academic achievement and language proficiency also measures progress and achievement. Demographics also should be part of the analysis to determine whether any one of the 3 groups of students are making better progress than the others.

- *Describe how and what implementation data will be collected and analyzed to determine whether both the program goals are met and the students are successful in each of the DLI program areas.*
- *Describe the intended plan for student assessment, including possible processes or tools for assessment in the Language Other Than English (LOTE) and English.*

*(Used 1988 of 2,000 characters maximum)*

To determine whether the program expansion goals are met, data will be collected on the number of teachers authorized/certified to teach in the DLI Program each year, and survey information will be gathered on the quality of the curriculum and materials purchased for each grade and to meet different learning styles. Teachers will advise administrators regarding which materials are used most and enjoyed by students. Teachers will also be surveyed and interviewed to make sure the research-based curriculum is in use for all grades. Also, to measure the implementation of the Community of Practice Professional Learning model, data such as interviews, attendance, surveys, and administrative observation will be used. To measure the success and quality of family engagement programming, those involved will be asked to fill out surveys and sign in for attendance. The continued student assessment plan revolves around regular STAR testing and annual CAASPP. Due to the difficulty of distinguishing between language proficiency and content knowledge, teachers in the Hamilton program have been developing both content and language objectives for each lesson. Assessments then can measure progress toward both content learning and language learning. Along with the standardized tests, Hamilton leadership understands that combining multiple measures in multiple languages, including standardized tests, and teacher-developed assessments is the only way to truly gauge student achievement to meet the desired goals. The student assessment plan involves oral proficiency rubrics that assess progress made throughout the year. Informal assessments of students through anecdotal records, interviews, writing samples, projects, hands-on experiments, portfolios and questioning techniques will be monitored and used for assessment. Benchmark Adelante and other district assessments that determine language dominance and incoming skills are part of the extensive data collection and evaluation.

- *Describe plans for strengthening the applicant's system for sustaining a cohesive program over time, including staff and student recruitment and retention, professional development, and the purchase of and/or development of program materials and curriculum.*
- *Describe how the funds in the Local Control and Accountability Plan (LCAP) and LCAP Federal Addenda, as well as any other plans for funds, further support the implementation of the DLI program for long-term sustainability.*

*(Used 1995 of 2,000 characters maximum)*

While grant funding would support program expansion and capacity in the coming three years, through materials, PD training, assisting in certification of teachers, locally the district has committed to funding the program for the coming years. Administration has deemed the DLIP as an emerging and important learning program which contributes to the school, community and district. An expansion plan of 1 grade per year was already part of the implementation planning and while funding is tight, the commitment is strong through K-8. Grant funds that can be used for curriculum, materials, PD, stipends, and assistance to have more teachers certified/authorized, will put Hamilton USD in a position where they can sustain the program at current capacity levels for years to come. The district also will develop a long-term retention plan to keep teachers in the program, especially those more experienced and who show an ability to impact programming and other younger teachers. Looking for additional funding through Title 1 and ESSA to provide stipends will be key to this endeavor. Also, using teacher mentors, other strategies, and a train-the-trainer model for PD, especially in Year 2 and Year 3 of the grant will support long-term teacher training. Local Control Accountability Plan funds will be used to develop and grow a K-12 program that supports the dual language students through personnel/staffing, curriculum and PD. Stakeholder input helped to guide slight changes from past LCAPs. One of the specific examples is the change from a focus on "developing a Dual Immersion Program in HUSD to now growing the established program" and developing more significant opportunities to support dual language students. The district will utilize the crosswalk between EL Roadmap principles to determine the funds use focus, specifically LCAP Goal #1 and EL Roadmap Principals 1A, 1B, and 4C elements to include, but not limited to personnel costs and recruitment of bilingual teachers/staff.

#### 4: Professional Learning

- *Describe the model (e.g. coaching, community of practice, coursework, etc.) that will be used during professional learning for teachers and administrators.*
- *Describe the amount and/or intensity of the professional learning for participants, and the application and implementation of the professional learning.*

*(Used 1995 of 2,000 characters maximum)*

At the heart of any Dual Language Immersion Program are the teachers and staff. They must have training and certification in bilingualism and meet the cultural proficiency, importance of using multiethnic curriculum, integrate students' cultural values into the classroom, celebrate value by encouraging use of all home languages, invite students to think critically and guide engagement in learning activities that promote social justice. These are among the main goals of this Hamilton expansion along with more community involvement and integration. Currently, once a month, there is a vertical articulation day where DLI teachers meet to discuss needs during PLC. English mainstream English teachers also meet with this group. To add to this, Hamilton will build a formal district-wide community of practice (CoP) for its professional development model, but also will integrate formal training, coaching, and classroom learning. This will

lead to new strategies and thinking among teachers. This is an ongoing collaborative effort, providing participatory connections for shared ideas, practice and tools among all staff leading to alignment between grade levels and schools as this program expands to Middle School and beyond. Once a month during the school year, DLIP staff and leadership personnel meet for at least one hour to collaborate and focus on instructional strategies, technology, and assessment in the dual program. Coaching from knowledgeable dual language leaders using bi-annual staff evaluations and the Observation Protocol for Academic Literacies (OPAL) tool to validate classroom observations will also be a key learning pieces. On a monthly basis, and during in-service time, all staff are provided opportunities to develop dual language advocacy skills to improve supportive engagement and outreach efforts. Quarterly, there will be at least one (1) full day for DLIP teacher/staff training sessions provided by the district's dual language preparation program partner

## 5: Language Allocation and Development

- *Describe the program language allocation model and grade levels of implementation.*
- *Describe how the program design promotes equal status of both the LOTE and English.*
- *Describe how designated and integrated English language development will be delivered to English learners.*

*(Used 2982 of 3,000 characters maximum)*

Hamilton USD utilizes a 90-10 dual immersion model, starting in kindergarten with the languages being Spanish (90%) and English (10%). In each year after kindergarten, the percentage of English increases to where by fourth grade and beyond, the model is 50-50. As additional grades are implemented, those will remain at 50-50. Due to the nature of the community (lower educational attainment) and importance of learning Spanish as displayed by the Hispanic parents and English native speaking parents, this model best meets the needs of the school and community. Each day, students in the DLI program are exposed to both languages and at the percentages as noted depending on their grade level as research suggests daily use is important to promoting higher levels of second language development. The DLI program involves deliberate planning and coordination of curriculum, instruction, and assessments across both English and Spanish. The district's program design involves systems that help teachers to coordinate this instruction including curriculum planning software, weekly teacher planning time, shared resources, and team leaders. Through assessments, including classroom observations, DLIP administration ensures teachers adhere to the language of instruction and to meet the model's objective. Bridging also is an aspect of the program design that supports the skill transfer from one language to another through intentional and cross linguistic analysis ensuring that one language supports and extends instruction in the other language. Teachers are trained to modify their language and use socio-cultural pedagogy and scaffolding strategies for comprehensive input for language learners. This provides challenging academic content for native speakers as well as language learners. In addition, at a district level, both languages are treated with

equal value as proof through regular school activities and community engagement efforts (literacy programs for adults) where both languages are used, with a particular effort to elevate the Spanish language to all as a resource for instruction, education, and cultural experience. In this program at Hamilton, literacy instruction is taught in Spanish first and English literacy is added in 2nd grade. This framework means teachers encourage students to practice speaking by developing clear structures and expectations for language use in the classroom. English language development in ELs is obtained through designated ELD involving delivery strategies such as scaffolding. Due to the nature of the 90-10 model, building background and integrating academic concepts involving students' personal experience and emphasizing use of English vocabulary is part of careful lesson planning. English development lessons are developed with appropriate pacing, focused on interaction, and developed hands-on activities that provide opportunities to practice English skills while making meaning within content of academic tasks.

## 6: Cross-Cultural Understanding

- *Describe how cross-cultural understanding is addressed in the implementation plan.*
- *Identify the skills to be taught (i.e. respect, acceptance, empathy, knowledge of other cultures, etc.) and how they will be implemented within the DLI program and schoolwide.*

*(Used 1992 of 2,000 characters maximum)*

One of the key pillars of this DLI Program is to promote multicultural competence by valuing students' cultures. This continues to be emphasized and must be expanded upon in this two-way district model through various aspects, including having students share their own experiences, work in groups so they gain collaborative skills, and providing ethnically and linguistically diverse reading materials and curriculum items. While these efforts currently exist in the implementation of this current program, there is a need to enhance them, specifically to increase the amount of ethnically diverse literature, audio and video opportunities for students in the partner language of Spanish. This is also part of the expansion plan. Grant funding will be used to purchase materials for multiple grades with the expectation the items can be used for years. As this K-4 program expands (more numbers and grade levels), the intent is to evolve from cross-cultural understanding to sociocultural competence. This concept of sociocultural competence will expand the current characteristics and activities in the classroom for inclusion of culturally focused art, sports, holiday traditions, geography, family life, and more. Teachers will receive PD so they can properly utilize skills in the classroom to meet these goals. Cooperative learning activities foster bilingualism and multicultural competence. Hamilton identifies the need for family and community engagement to create this bilingual social change. Skills such as respect, acceptance and empathy aren't necessarily taught, they are learned from the actions and behaviors of peers and adults within the school and DLI program, at home, and in the community. Included in the implementation plan for culturally responsive teaching involves practices such as collaborative teaching, coaching, modeling, instructional scaffolding, problem-solving,

and child-centered instruction, which are consistent with the CA EL Roadmap's Principle One.

## 7: Project Leadership and Staff

- *Describe the selection of project leadership and personnel, their roles and responsibilities in the project, their professional development and/or learning, and the time commitment to the project (supporting documents may be included in the attachment upload).*
- *Attach a curriculum vitae (CV) or résumé (one page maximum) for each of the DLIG Leadership team members. Include the bilingual authorizations for all personnel involved with this grant, as applicable.*
- *Provide letters of commitment from:*
  - *The applicant's executive-level leadership committing to the terms of the DLIG to expand or establish a DLI program and sustain the program over time.*
  - *If applying as a consortium, provide letters of commitment from the executive-level leadership for each consortium member.*

*(See attachments)*

*(Used 746 of 750 characters maximum)*

For more than 4 years, this DLI Program has existed at Hamilton USD and a leadership team that was created to build and implement the plan. Assistant Principal Maggie Sawyer leads the program in her daily role as the Dual Immersion Coordinator. She spends 35% of her time on these duties for the DLIP. Her role involves model development, planning and coordination. Kathryn Thomas is the principal and serves alongside Sawyer. Vanessa Ortiz is a parent in the program who serves as the advocate and liaison for the school community. Maria Alvarez is a longtime bilingual teacher whose role it is to facilitate staff cohesion, collegiality and development. Because this is a small program, staff are engaged in planning, coordination and training.



## C: Application Budget

*The applicant must provide a thorough and detailed justification for each identified cost associated with implementing the proposed goals and activities, including why the costs are reasonable and necessary to support the proposal's goals and activities. A projected budget for each year of the entire grant period (July 1, 2022, through June 30, 2025) is required for the application. The budget will be reviewed and scored. Provide expenditure amounts for the following areas:*

- *Amount to be allocated to activities in each of the selected areas allowed:*
  - *Instructional materials and resources*
  - *Professional development for teachers and school administrators*
  - *Teacher recruitment*
  - *Development of instructional materials*
  - *Development of curriculum*
  - *Family and student outreach*
- *Indirect charges, capped at eight percent*

*Applicants use the DLIG Proposed Budget Template available on the CDE DLIG RFA web page at <https://www.cde.ca.gov/fq/fo/r28/dliq21rfa.asp>. The Proposed Budget Detail includes a detailed budget narrative (description) for each line item in the three-year in period. For each allowable category, the application includes how the proposed costs are necessary, reasonable, and proportionate in terms of grant activities and outcomes. Provide sufficient detail and a calculation that justifies each line item. Group the line items by the object code series and provide lines for object code totals.*

*The Proposed Budget Summary should provide totals for each Object Code and should align with the Proposed Budget Detail. The Budget Summary includes three project years:*

- **Project Year 1:** July 1, 2022, through June 30, 2023
- **Project Year 2:** July 1, 2023, through June 30, 2024
- **Project Year 3:** July 1, 2024, through June 30, 2025

*(See Budget Attachment)*



## **Electronic Signature**

I have reviewed the DLIG Project Statement of Assurances and the General Assurances and Certifications for 2021–22 and hereby certify that each of the requirements contained therein will be met. I hereby certify that, to the best of my knowledge, the information in this application is correct and complete and agree to the submission of this application. As (insert title below) of the (insert name of agency below), I declare support of the application for the DLIG and commit my organization to completing all of the tasks and activities that are described in this application.

**Title:** Superintendent

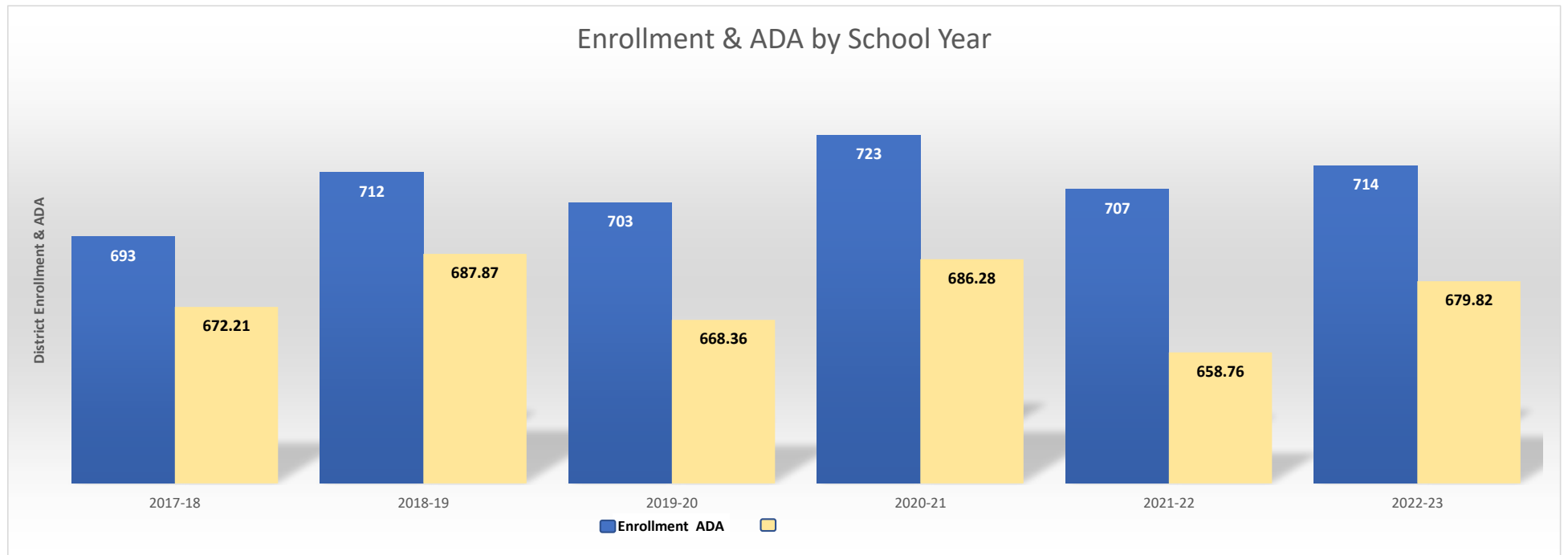
**Name of Agency:** Hamilton Unified School District

**Authorizing Official:** Jeremy Powell

# HUSD ENROLLMENT OVER SIX YEARS 2017-2023

1	2	3	4	5	6
2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
269 HHS	286 HHS	265 HHS	295 HHS	288 HHS	296 HHS
12 EBHS	9 EBHS	13 EBHS	11 EBHS	10 EBHS	18 EBHS
279 K-5	292 K-5	272 K-5	269 K-5	260 K-5	270 K-5
133 6-8	125 6-8	153 6-8	146 6-8	149 6-8	130 6-8
693 ENROLLMENT	712 ENROLLMENT	703 ENROLLMENT	723 ENROLLMENT	707 ENROLLMENT	714 ENROLLMENT
672.21 ADA	687.87 ADA	668.36 ADA	686.28 ADA	658.76 ADA	679.82 ADA

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



# HUSD ENROLLMENT OVER SIX YEARS

## 2017-2023

2022-23 8/16/2022		
#STU	GRADE	
12	TK	
37	K	
42	1	
47	2	
45	3	
46	4	
40	5	
39	6	
47	7	
45	8	
96	9	
64	10	
82	11	
77	12	
719 TOTAL		

2022-23 8/1-8/26/22		
#STU	GRADE	
12	TK	11.29
38	K	29.86
43	1	40.93
47	2	45.14
44	3	44.00
46	4	44.64
40	5	38.57
38	6	38.07
47	7	45.57
43	8	42.71
97	9	93.93
64	10	62.43
80	11	78.57
76	12	74.5
715 TOTAL		690.21

2022-23 8/29-9/23		ADA
#STU	GRADE	
12	TK	11.15
37	K	35.61
43	1	41.61
47	2	45.55
45	3	43.55
45	4	44.06
40	5	38.58
38	6	37.52
47	7	45.85
43	8	42.76
96	9	92.88
63	10	61.06
80	11	77.85
76	12	73.42
712 TOTAL		691.45

2022-23 10/24-11/18		ADA
#STU	GRADE	
12	TK	11.15
37	K	35.51
43	1	41.14
47	2	45.06
45	3	43.24
45	4	43.92
40	5	38.34
38	6	37.07
47	7	45.44
43	8	42.16
96	9	92.01
63	10	60.60
80	11	77.24
75	12	71.84
711 TOTAL		684.72

2022-23 11/21-12/16		ADA
#STU	GRADE	
13	TK	11.02
37	K	35.14
43	1	41.22
47	2	44.95
45	3	42.90
45	4	43.65
40	5	38.44
39	6	37.14
48	7	45.38
43	8	41.85
96	9	91.40
63	10	59.88
80	11	76.16
75	12	70.69
714 TOTAL		679.82

2022-23		ADA
#STU	GRADE	
	TK	
	K	
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
	12	
0 TOTAL		0.00

2022-23		ADA
#STU	GRADE	
	TK	
	K	
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
	12	
0 TOTAL		0.00

2022-23		ADA
#STU	GRADE	
	TK	
	K	
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
	12	
0 TOTAL		0.00

2022-23		ADA
#STU	GRADE	
	TK	
	K	
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
	12	
0 TOTAL		0.00

2022-23		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 2022-23  
For January 25, 2023 HUSD Board Meeting  
Total Expenditures through January 17, 2023**

<b>PO #/Pymt ID</b>	<b>Date</b>	<b>Vendor</b>	<b>Description</b>	<b>Amount</b>	<b>Reimbursable*</b>
252-2475134	7/12/2022	Bank of New York Mellon	Paying Agent Fee; Election of 2018, GO Bonds, Series A 2022-23	\$ 750.00	
PO23-00161	8/17/2022	Division of the State Architect (DSA)	Filing fees for Elem Trash Project	\$ 500.00	
PO23-00066	9/21/2022	Robertson Erickson Inc.	Elem Trash Project - civil engineering services for design	\$ 2,000.00	
PO23-00023	10/5/2022	Dannis Woliver Kelley	Legal fees related to expansion property	\$ 357.50	
PO23-00066	11/9/2022	Robertson Erickson Inc.	Elem Trash Project - civil engineering services for design	\$ 40.50	
PO23-00067	11/15/2022	Eagle Architects	Elem Trash area project	\$ 7,954.98	
PO23-00066	11/29/2022	Robertson Erickson Inc.	Elem Trash Project - civil engineering services for design	\$ 375.00	
PO23-00296	12/7/2022	David Hurd	DSA Inspector fees - various projects	\$ 1,200.00	
PO23-00067	12/7/2022	Eagle Architects	Elem Trash area project	\$ 898.98	
PO23-00244	12/7/2022	Alliance Environmental	Asbestos Sampling for Elem Restroom project	\$ 2,698.00	
PO23-00351	12/7/2022	Unided Building	Elem Restroom project	\$ 41,859.85	
<b>Total expenditures through 1/17/23</b>				<b>\$ 58,634.81</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 2021-22  
For August 24, 2022 HUSD Board Meeting  
Total Expenditures through June 30, 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
22-105	3/16/2022	Educational Facilities Program Management LLC	Program Management Services	\$ 3,080.00	Yes
22-105	5/27/2022	Educational Facilities Program Management LLC	Program Management Services	\$ 3,500.00	Yes
22-105	6/22/2022	Educational Facilities Program Management LLC	Program Management Services	\$ 2,520.00	Yes
20-495	10/20/2021	Integrated Educational Planning & Programming	Building/Expansion Project	\$ 22,740.00	
22-287	12/1/2021	Robertson Erickson	Surveying/civil engineering for HES trash area	\$ 1,150.00	n/a
22-287	3/2/2022	Robertson Erickson	Surveying/civil engineering for HES trash area	\$ 447.50	n/a
22-287	5/27/2022	Robertson Erickson	Surveying/civil engineering for HES trash area	\$ 447.50	n/a
22-287	6/22/2022	Robertson Erickson	Surveying/civil engineering for HES trash area	\$ 1,342.50	n/a
22-287	6/30/2022	Robertson Erickson	Surveying/civil engineering for HES trash area	\$ 2,237.50	n/a
<b>Total expenditures through 6/30/2022</b>				<b>\$ 41,295.00</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





**BETTY T. YEE**

**California State Controller**

December 8, 2022

Tracey Quarne, Superintendent of Schools  
Glenn County Office of Education  
311 South Villa Avenue  
Willows, CA 95988

Re: Extension Request Approval – Fiscal Year 2021-22 Hamilton Unified Audit Report

Dear Ms. Quarne:

The State Controller's Office agrees to grant your November 30, 2022 request for an extension of the December 15, 2022, filing deadline for the Hamilton Unified annual audit report.

We expect to receive the fiscal year 2021-22 audit report by March 31, 2023. Please notify us promptly if additional delays are anticipated in filing the report.

If you have any questions regarding this letter or any other local education agency (LEA) audit issue, please contact a member of my LEA staff by telephone at (916) 324-6442 or by email at [leaaudits@sco.ca.gov](mailto:leaaudits@sco.ca.gov).

Sincerely,

A handwritten signature in black ink, appearing to read "Joel James".

Joel James, Chief  
Financial Audits Bureau  
Division of Audits

cc: Superintendent, Hamilton Unified  
Christy White, A Professional Accountancy Corp.  
Raquel Tucker, Education Fiscal Services Consultant  
California Department of Education

MAILING ADDRESS P.O. Box 942850, Sacramento, CA 94250-5874  
SACRAMENTO 3301 C Street, Suite 700, Sacramento, CA 95816 (916) 324-8907  
LOS ANGELES 901 Corporate Center Drive, Suite 200, Monterey Park, CA 91754-7619 (323) 981-6802

# 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

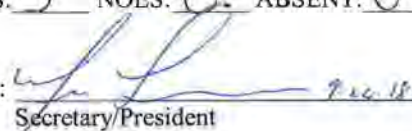
WHEREAS, the Hamilton Unified School District has recently reviewed its positions, and the duties of each position, and has determined that (changes/no changes) to the current conflict of interest code are necessary; and

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)

## CSBA UPDATE CHECKLIST – October & December 2022

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 6146.1 <b>New Law</b>	High School Graduation Requirements	<b>Fill in Blanks:</b> Senior project and 20 hours of community service during senior year.	
BP 6178 <b>New Law</b> Conditional Mandate	Career Technical Education		
BP 0430 <b>New Law</b> Conditional Mandate	Comprehensive Local Plan for Special Education	<b>OPTION 3:</b> ■	
AR 0430 <b>New Law</b>	Comprehensive Local Plan for Special Education		
BP 0450	Comprehensive Safety Plan	<b>OPTION 2:</b> ■	
AR 0450 <b>New Law</b>	Comprehensive Safety Plan		
BP 0460 <b>New Law</b>	Local Control and Accountability Plan		
AR 0460 <b>New Law</b>	Local Control and Accountability Plan		
BP 3250	<del>Transportation Fees</del>	Request to Rescind Policy	
AR 3250	<del>Transportation Fees</del>	Request to Rescind Regulation	
AR 3260 <b>New Law</b>	Fees and Charges		
BP 3460	Financial Reports and Accountability		
AR 3460	Financial Reports and Accountability		
BP 3515 <b>New Law</b>	Campus Security		
AR 3515 <b>New Law</b>	Campus Security		
AR 3516.2 <b>New Law</b>	Bomb Threats		

## CSBA UPDATE CHECKLIST – October & December 2022

BP 3540 New Law	Transportation		
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## CSBA UPDATE CHECKLIST – October & December 2022

District Name: Hamilton Unified School District

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
BP 5131.7 <b>New Law</b> Mandate	Weapons and Dangerous Instrument	<b>OPTION 2:</b> ■	
AR 5131.7	Weapons and Dangerous Instrument		
BP 5148.2 <b>New Law</b>	Before/After School Programs	<b>OPTION 1:</b> ■	
AR 5148.2 <b>New Law</b> Conditional Mandate	Before/After School Programs	<b>OPTION 1:</b> ■	
BP 5148.3 <b>New Law</b> Conditional Mandate	Preschool/Early Childhood Education		
AR 5148.3 <b>New Law</b> Conditional Mandate	Preschool/Early Childhood Education		
AR 6164.4 <b>New Law</b>	Identification and Evaluation of Individuals for Special Education	<b>Fill in Blanks:</b> Asst. Superintendent of Student Services/SELPA Director Glenn County Office of Education 530-934-6575 676 E. Walker Street Orland, CA 95963	

## CSBA UPDATE CHECKLIST – October & December 2022

District Name: Hamilton Unified School District

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
BB 9220 New Law  Options to be discussed by Board	Governing Board Elections	OPTION 1: <input type="checkbox"/> OPTION 2: <input checked="" type="checkbox"/> OPTION 3: <input type="checkbox"/>  AND  OPTION 1: <input type="checkbox"/> OPTION 2: <input type="checkbox"/>  AND  OPTION 1: <input type="checkbox"/> OPTION 2: <input type="checkbox"/>  AND  OPTION 1: <input type="checkbox"/> OPTION 2: <input type="checkbox"/> OPTION 3: <input type="checkbox"/>	
BB 9323 New Law Mandate	Meeting Conduct		

**CSBA POLICY GUIDE SHEET**  
**October 2022**

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 6146.1 – High School Graduation Requirements**

Policy updated to reflect **NEW LAW (AB 185, 2022)** which restores the option to authorize the completion of a course in career technical education in lieu of the visual or performing arts or world language course requirement for high school, which authority was deleted by prior legislation.

**MINOR REVISION:**

**Board Policy 6178 – Career Technical Education**

Policy updated to make a minor revision to the note to reflect **NEW LAW (AB 185, 2022)** which restores the option to authorize the completion of a course in career technical education in lieu of the visual or performing arts or world language course requirement for high school, which authority was deleted by prior legislation.

**CSBA POLICY GUIDE SHEET**  
**December 2022**

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 0430 - Comprehensive Local Plan for Special Education**

Policy updated to reflect **NEW LAW (AB 181, 2022)** requiring the State Superintendent of Public Instruction to make publicly available the special education funding each local educational agency (LEA) generates for their Special Education Local Plan Area (SELPA), and for the SELPA, to report to member LEA's the amount of funding each LEA generates for the SELPA.

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

Regulation updated to reflect **NEW LAW (AB 181, 2022)** which extends the timeline for developing an annual assurances support plan to July 1, 2027. A template for the annual assurances support plan will be developed by CDE by July 1, 2026. Additional minor revisions as necessary for clarity.

**Board Policy 0450 - Comprehensive Safety Plan**

Policy updated to clarify language related to approval of the tactical response plan and add material regarding the district's requirement to provide data to the California Department of Education pertaining to lockdown or multi-option response drills conducted at district schools.

**Administrative Regulation 0450 - Comprehensive Safety Plan**

Regulation updated to reflect **NEW LAW (SB 906, 2022)** which requires, starting with the 2023-24 school year, districts to include in the annual notification to parents/guardians information related to the safe storage of firearms, and for certificated and classified employees of the district, and other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement. Regulation also updated to reflect **NEW LAW (AB 1352, 2021)** which authorizes districts to request the Military Department, in consultation with the California Cybersecurity Integration Center (Cal-CSIC), to perform an independent security assessment of the district or an individual district school and **NEW LAW (AB 2355, 2022)** which requires districts that experience a cyberattack, which impacts more than 500 students or personnel, to report the cyberattack to Cal-CSIC. Additionally, regulation updated to include in the optional list of comprehensive safety plan components (1) strategies aimed at preventing potential incidents involving crime and violence on school campuses, (2) provision of safety materials and emergency communications in language(s) understandable to parents/guardians, (3) procedures for the early identification and threat assessment of, and appropriate response to, suspicious and/or threatening digital media content, (4) district policy and/or plan related to pandemics, (5) communication with parents/guardians regarding unification plans and necessity of cooperating with first responders, and (6) continuity of operations procedures to ensure that the district's essential functions are not disrupted during an emergency, to the extent possible.

**Board Policy 0460 - Local Control and Accountability Plan**

Policy updated to reflect **NEW LAW (AB 181, 2022)** which states, by January 31, 2025, an Individuals with Disabilities Education Act (IDEA) Addendum adopted by the State Board of Education (SBE) shall be completed by districts which are identified by the California Department of Education (CDE) as needing an improvement plan. Additionally, policy is updated to reflect **NEW LAW (AB 181, 2022)** requiring the LCAP parent advisory committee to include at least a parent/guardian of currently enrolled students with disabilities. Policy also updated to reflect **NEW LAW (SB 997, 2022)** which requires, beginning July 1, 2024, districts serving middle or high school students to include two students as full members of the existing parent advisory committee or establish a student advisory committee to provide advice to the Board and the Superintendent or designee.

### **Administrative Regulation 0460 - Local Control and Accountability Plan**

Regulation updated to reflect **NEW LAW (AB 181, 2022)**, which states Beginning July 1, 2025, if the district is identified by State Board of Education (SBE) as needing an improvement plan related to improvements in services for students with disabilities, the Board shall adopt, and update on an annual basis, an Individual with Disabilities Education Act (IDEA) Addendum, based on the template adopted by SBE.

### **~~Board Policy 3250—Transportation Fees~~**

~~Policy updated to reflect **NEW LAW (AB 181, 2022)** which exempts a student classified as unduplicated from paying a fee for transportation. The policy is also updated to include an optional waiver of transportation fees for any group of district students, at the recommendation of the Superintendent. Also, the provision regarding privacy moved from AR to BP.~~

### **~~Administrative Regulation 3250—Transportation Fees~~**

~~Regulation updated to add that bus passes shall be sold electronically, if available, and removed language related to income eligibility that is no longer relevant. Moved provision regarding privacy to the Board Policy and deleted it from Administrative Regulation.~~

### **Administrative Regulation 3260 - Fees and Charges**

Regulation updated to reflect **NEW LAW (AB 181, 2022)** which prohibits charging the parent of an unduplicated student a fee for transportation, removed policy related to the sale or lease of personal computers or internet appliances because of the increased use of technology in the modern classroom, changed terminology from "homemaking" to "family and consumer sciences," and reflect **NEW LAW (AB 130, 2021)** which requires a district to provide a free breakfast and lunch daily to any student who requests a meal.

### **Board Policy 3460 - Financial Reports and Accountability**

Policy updated to reflect the predictors of fiscal distress as identified by FCMAT in its 2019 "Indicators of Risk or Potential Insolvency." Updated policy also revised to reflect the law more clearly with respect to studies, reports, evaluations, and audits, that the County Superintendent of Schools is required or authorized to consider when reviewing a district's budget.

### **Administrative Regulation 3460 - Financial Reports and Accountability**

Regulation updated to add a new section - "Lease Accounting," to reflect GASB Statement 87 which, starting June 15, 2021, changed the rules for the financial reporting of governmental entities' leases, including the rules for the recognition, measurement, and disclosure of such leases in financial statements.

### **Board Policy 3515 - Campus Security**

Policy updated to include that the district regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure and the monitoring and response to suspicious and/or threatening digital media content. Policy also updated to reflect **NEW LAW (SB 906, 2022)** which requires certificated and classified employees of the district, and other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement. Additionally, policy also updated to include that anyone who receives or learns of a health or safety threat related to school or a school activity is encouraged to report the threat to a school or district administrator, and that school site council's be included with other stakeholders when identifying appropriate locations for the placement of surveillance cameras.

### **Administrative Regulation 3515 - Campus Security**

Regulation updated to reflect **NEW LAW (AB 1352, 2021)** which authorizes districts to request the Military Department, in consultation with the California Cybersecurity Integration Center (Cal-CSIC), to perform an independent security assessment of the district or an individual district school, **NEW LAW (AB 2355, 2022)** which requires districts that experience a cyberattack, which impacts more than 500 students or personnel, to report the cyberattack to Cal-CSIC, and **NEW LAW (SB 906, 2022)** which requires certificated and classified employees of the district, and other school officials such as Governing Board members, whose



duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement. Regulation also updated to provide that monitoring suspicious and/or threatening digital media content be part of the campus security plan and included in strategies to detect and intervene with school crime.

#### **Administrative Regulation 3516.2 - Bomb Threats**

Regulation updated to reflect **NEW LAW (P.L. 117-159)** which requires the creation of a Federal Clearinghouse on School Safety Evidence-Based Practices to serve as a federal resource to identify and publish online practices and recommendations to improve school safety, and include that the district regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure and the monitoring and response to suspicious and/or threatening digital media content. Regulation also updated to move and amend material regarding staff training, include and align language with information provided by the U.S. Department of Homeland Security, and reflect **NEW LAW (SB 906, 2022)** which requires certificated and classified employees of the district, and other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement.

#### **Board Policy 3540 - Transportation**

Policy updated to reflect **NEW LAW (AB 181, 2022)** which authorizes a district to provide transportation services by way of a joint powers agreement, a cooperative student transportation program, or a consortium, and which requires, as a condition of apportionment, a district to adopt a transportation plan that describes the transportation services to be provided to certain student groups, as specified, by April 1, 2023 and update the plan annually by April 1.

#### **Board Policy 5131.7 - Weapons and Dangerous Instruments**

Policy updated to (1) expand the concept of district provided transportation, (2) reflect **NEW LAW (SB 906, 2022)** which requires certificated and classified employees of the district, and other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement, (3) move language regarding student suspension and expulsion in order to keep related content together, and (4) add language regarding staff training to align with staff responsibilities to report potential homicidal acts. Regulation also updated to add headings for the Options regarding tear gas or tear gas weapons, and to emphasize that for districts that allow students to bring tear gas or tear gas weapons to school, the student needs to either be accompanied by, or have the written consent, of a parent/guardian.

#### **Administrative Regulation 5131.7 - Weapons and Dangerous Instruments**

Regulation updated to expand the list of prohibited weapons and dangerous instruments to include additional items that are listed in law.

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

Policy updated to clarify that it applies to expanded learning opportunities beyond the regular school day, including before-school, after-school, summer, vacation, and/or intersessional programs and to reflect **NEW LAWS (AB 181, 2022 and AB 185, 2022)** which updates the Expanded Learning Opportunities (ELO) program requirements for the 2022-23 school year and forward. Detailed information regarding various program collaboration requirements moved to AR.

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

Regulation updated to include definitions of "offer access" and "provide access" in regard to Expanded Learning Opportunities (ELO) programs. Detailed information regarding program collaboration requirements moved to Regulation from BP. Regulation updated to reflect **NEW LAWS (AB 181, 2022 and AB 185, 2022)** which updates the ELO program requirements for the 2022-23 school year and forward, including requirements for the district to offer access to ELO programs based on the district's prior fiscal year local control funding formula unduplicated pupil percentage. Regulation also updated to clarify that district that receive funds for classroom-based instructional programs that serve grades TK-6 cannot opt out of the ELO program funding, pursuant to California Department of Education's "Expanded Learning Opportunities Program FAQs." Regulation also updated to reflect requirement that ELO programs are required to offer a

nutritional snack, meal, or both and to reflect California Department of Education guidance that ELO programs do not have an attendance requirement and to reflect **NEW LAW (SB 1380, 2022)** which renumbered The California Prekindergarten Planning and Implementation Grant Program, Education Code 8251.5 to 8322.

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

Policy updated to reflect **NEW LAWS (AB 210, 2022, AB 185, 2022 and SB 1047, 2022)** to revise and update requirements for California State Preschool Programs (CSPP), including requirements related to dual language learners, children with exceptional needs, and enrollment data collection and reporting. Policy also updated to reflect CSPP-specific **NEW STATE REGULATIONS (Register 2022, No. 26)**.

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

Regulation updated to reflect **NEW LAWS (AB 210, 2022, AB 185, 2022, AB 321, 2022, and SB 1047, 2022)** which revised enrollment criteria, priorities, and requirements for California State Preschool Programs (CSPP). Sections of the regulation affected include "Eligibility and Enrollment Priorities for Part-Day CSPP Programs" and "Eligibility and Enrollment Priorities for Full-Day CSPP Programs," which were reorganized and revised to comply with law. Other updated sections are "Minimum Hours/Days of Operation" and "Staffing." Regulation was also updated to reflect **NEW LAW (AB 2806, 2022)** with new requirements related to expulsion/unenrollment and/or suspension from a CSPP Program based on behavior. Regulation also updated with CSPP-specific **NEW STATE REGULATIONS (Register 2022, No. 26)**.

**Administrative Regulation 6164.4 - Identification and Evaluation of Individuals for Special Education**

Regulation updated to reflect **NEW LAW (SB 188, 2022)**, requiring each district to designate a main point of contact for coordinating and completing the transition of a child and family from Part C (Early Intervention Program for Infants and Toddlers with Disabilities) to Part B (Assistance for Children with Disabilities) of IDEA.

**Board Bylaw 9220 - Governing Board Elections**

Bylaw updated to reflect **NEW LAW (AB 2584, 2022)**, by adding a new section - "Recalling a Board Member." Updated Bylaw also revised "Election Process and Procedure" section to reflect **NEW LAW (SB 1061, 2022)** regarding the requirement that any petition for a special election to fill a Board vacancy include the county election official's estimate of the cost of conducting the special election.

**Board Bylaw 9323 - Meeting Conduct**

Bylaw Updated to reflect **NEW LAW (SB 1100, 2022)** which authorizes the Board President to remove an individual for disrupting a Board meeting, establishes a procedure for warning the individual prior to their removal, and defines "disrupting" and "true threat of force."

**MINOR REVISION:**

**Board Policy 3260 - Fees and Charges**

Policy updated to include reference to CDE Fiscal Management Advisory 22-01, Summer School, Third Parties, Tuition Fees, and updates reference to CDE FMA 20-01, Pupil Fees, Deposits, and Other Charges.

**Policy 6146.1: High School Graduation Requirements**

**Status: ADOPTED**

Original Adopted Date: 12/01/2017 | Last Revised Date: 09/01/10/31/2022 | Last Reviewed Date: 09/01/10/31/2022

CSBA NOTE: The following policy is for use by districts that maintain grades 9-12.

The Governing Board desires to prepare all students to successfully complete the high school course of study and obtain a diploma that represents their educational achievement and increases their opportunities for postsecondary education and employment.

District students shall complete graduation course requirements as specified in Education Code 51225.3 and those adopted by the Board, except for students who are exempted as provided in "Exemptions from District-Adopted Graduation Requirements," below. Students who are exempted from district-adopted graduation requirements shall be eligible to participate in any graduation ceremony and school activity related to graduation in which other students are eligible to participate.

**Course Requirements**

CSBA NOTE: Education Code 51225.3 specifies the courses that a student is required to complete in order to graduate from high school as listed in Items #1-7 below.

Pursuant to Education Code 66204, each district that maintains a high school is required to develop a process for submitting courses to the University of California (UC) to review and certify that they align with the "A-G" course requirements for college admission.

To obtain a high school diploma, students shall complete the following courses in grades 9-12, with each course being one year unless otherwise specified:

1. Three courses in English (Education Code 51225.3)
2. Two courses in mathematics (Education Code 51225.3)

Students shall complete at least one mathematics course that meets the state academic content standards for Algebra I or Mathematics I. Students may complete such coursework prior to grade 9 provided that they also complete two mathematics courses in grades 9-12. (Education Code 51224.5)

CSBA NOTE: The following paragraph is for districts that require more than two mathematics courses for high school graduation. Pursuant to Education Code 51225.3 and 51225.35, a district that requires more than two courses in mathematics may award up to one mathematics course credit for an approved computer science course. Any such course must have been approved by UC as a "category C" (mathematics) course in the university's "A-G" course admission criteria; see BP 6143 - Courses of Study.

3. Successful completion of an approved computer science course that is classified as a "category C" course based on the University of California (UC) and California State University (CSU) "A-G" admission requirements shall be counted toward the satisfaction of additional graduation requirements in mathematics. (Education Code 51225.3, 51225.35)
4. Two courses in science, including biological and physical sciences (Education Code 51225.3)
5. Three courses in social studies, including United States (U.S.) history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics (Education Code 51225.3)

CSBA NOTE: Pursuant to Education Code 51225.3, as amended by AB 101~~185~~ (Ch. 661~~571~~, Statutes of 2021), no longer authorizes~~2022~~, the option to authorize the completion of a course in career technical education (CTE) to serve as an alternative to in lieu of the visual or performing arts or world language course requirement for high school graduation. However, if a student completed a CTE course prior to, which authority was deleted by AB 101 (Ch. 661, Statutes of 2021), has been restored until July 1, 2022 that met the requirements of Education Code 51225.3, such course will fulfill the visual or performing arts or world language graduation requirement.~~2027~~.

6. One course in visual or performing arts ~~or~~, world language, or career technical education (CTE). For purposes of this requirement, a course in American Sign Language shall be deemed a course in world language. (Education Code 51225.3)

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To be counted towards meeting graduation requirements, a student completed a career technical education CTE course prior shall be aligned to July 1, 2022 that met the requirements CTE model curriculum standards and framework adopted by the State Board of Education Code 51225.3, such course will fulfill the visual or performing arts or world language requirement. (Education Code 51225.3)

7. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)

CSBA NOTE: Pursuant to Education Code 51225.3, as amended by AB 101, beginning with the 2029-30 school year, a student is required to complete a one-semester course in ethnic studies, as specified, in order to graduate from high school. At its discretion, a district may require a full-year course. Districts that require a full-year course should revise Item #7 accordingly.

8. Beginning with the 2029-30 school year, a one-semester course in ethnic studies (Education Code 51225.3)

CSBA NOTE: Pursuant to Education Code 51225.3, the Governing Board may prescribe additional coursework (e.g., health education or service learning) or other requirements (e.g., portfolios or senior projects) that district students must complete in order to obtain a diploma. If the Board does so, such courses or projects should be listed below.

If the district requires a course in health education for graduation, Education Code 51225.36 requires that the district include instruction in sexual harassment and violence, including, but not limited to, information on the affirmative consent standard pursuant to Education Code 67386. See BP 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction. In addition, pursuant to Education Code 51225.6, a district that requires a course in health education for graduation is required to include instruction in compression-only cardiopulmonary resuscitation (CPR). See AR 6143 - Courses of Study.

Pursuant to Education Code 51230, if the district requires the completion of community service hours for high school graduation, the district may provide a student with credit towards that requirement for completion of a course in community emergency response training. However, if the district chooses to offer credit for the completion of such a course, the Board is still obligated to notify parents/guardians, students, and the public of information specified in Education Code 51225.3.

9. 

CSBA NOTE: Education Code 51225.3 requires the Board to adopt alternative means for students to complete the prescribed course of study. See BP/AR 6146.11 - Alternative Credits Toward Graduation.

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

## Exemptions from District-Adopted Graduation Requirements

CSBA NOTE: Pursuant to Education Code 51225.31, as added by AB 181 (Ch. 52, Statutes of 2022), districts are required to exempt an eligible student with disabilities from all coursework and other requirements adopted by the Board that are in addition to the statewide course requirements specified in Education Code 51225.3, and award such student a high school diploma, as reflected below. Awarding a diploma pursuant to this exception does not change the district's obligation to provide a free appropriate public education or otherwise constitute a change in placement.

Prior to the beginning of grade 10, the individualized education program (IEP) team for each student with disabilities shall determine whether the student is eligible for exemption from all coursework and other requirements adopted by the Board in addition to the statewide course requirements for high school graduation, and if so, shall notify the student's parent/guardian of the exemption. A student with disabilities shall be eligible for the exemption, if the student's IEP provides for both of the following requirements: (Education Code 51225.31)

1. That the student take the alternate assessment aligned to alternate achievement standards in grade 11 as described in Education Code 60640
2. That the student complete state standards aligned coursework to meet the statewide coursework specified in Education Code 51225.3

CSBA NOTE: Education Code 51225.1 requires the district to exempt from any district-adopted graduation requirements that are in addition to the state requirements specified in Education Code 51225.3 a foster youth, homeless student, former juvenile court school student, child of a military family, or migrant student who transfers into the district or between district high schools any time after completing the second year of high school, or an immigrant student who is in the third or fourth year of high school and is participating in a newcomer program (i.e., a program designed to meet the academic and transitional needs of newly arrived immigrant students that has as a primary objective the development of English language proficiency). This exemption does not apply if the Superintendent or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of the fourth year of high school. Also see AR 6173 - Education for Homeless Children, AR 6173.1 - Education for Foster Youth, AR 6173.2 - Education of Children of Military Families, AR 6173.3 - Education for Juvenile Court School Students, and AR 6175 - Migrant Education Program.

Pursuant to Education Code 51225.1, within 30 calendar days of the transfer into a school by a foster youth, homeless student, former juvenile court school student, child of a military family, migrant student, or newly arrived immigrant student, or of the commencement of participation in a newcomer program, as applicable, the district is required to notify any eligible student and/or the student's parent/guardian, the person holding the right to make education decisions for the student, the district's liaison for homeless children, and the student's social worker or probation officer, as applicable, of the availability of the exemption from local graduation requirements and whether the student qualifies for it. If the district fails to provide that notification, the student will be eligible for the exemption once notified, even if the notification is received after the termination of the court's jurisdiction over the foster youth or former juvenile court school student, after the homeless student ceases to be homeless, or after the student no longer meets the definition of a child of a military family, a migrant student, or a student participating in a newcomer program, as applicable.

Education Code 51225.1 also provides that, if an exempted student completes the statewide coursework requirements before the end of the fourth year of high school, the district or a district school must not require or request that the student graduate before the end of the fourth year of high school.

Any complaint alleging the district's failure to comply with the requirements of Education Code 51225.1 may be filed using the district's uniform complaint procedures pursuant to 5 CCR 4600-4670. See BP/AR 1312.3 - Uniform Complaint Procedures.

In addition, a foster youth, homeless student, former juvenile court school student, child of a military family, or migrant student who transfers into the district or between district schools any time after completing the second year of high school, or a newly arrived immigrant student who is in the third or fourth year of high school and is participating in a newcomer program, shall be exempted from any graduation requirements adopted by the Board that are in addition to statewide course requirements. This exemption shall not apply if the Superintendent or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of the fourth year of high school.

Within 30 days of the transfer into a school by a foster youth, homeless student, former juvenile court school student, child of a military family, migrant student, or a newly arrived immigrant student, or of the commencement of participation in a newcomer program, as applicable, the Superintendent or designee shall notify any eligible student, and others as required by law, of the availability of the exemption from local graduation requirements and whether the student qualifies for it. (Education Code 51225.1)

### **Retroactive Diplomas**

Any student who completed grade 12 in the 2003-04 through 2014-15 school year and met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma. (Education Code 51413)

CSBA NOTE: Items #1-4 below are optional and may be revised to reflect district practice.

In addition, the district may retroactively grant high school diplomas to former students who: (Education Code 48204.4, 51430, 51440)

1. Departed California against their will while in grade 12 and did not receive a diploma because the departure interrupted their education, provided that they were in good academic standing at the time of the departure

Persons may be considered to have departed California against their will if they were in custody of a government agency and were transferred to another state, were subject to a lawful order from a court or government agency that authorized their removal from California, were subject to a lawful order and were permitted to depart California before being removed from California pursuant to the lawful order, were removed or were permitted to depart voluntarily pursuant to the federal Immigration and Nationality Act, or departed due to other circumstances determined by the district that are consistent with the purposes of Education Code 48204.4.

In determining whether to award a diploma under these circumstances, the Superintendent or designee shall consider any coursework that may have been completed outside of the U.S. or through online or virtual courses.

2. Were interned by order of the federal government during World War II or are honorably discharged veterans of World War II, the Korean War, or the Vietnam War, provided that they were enrolled in a district high school immediately preceding the internment or military service and did not receive a diploma because their education was interrupted due to the internment or military service in those wars

Deceased former students who satisfy these conditions may be granted a retroactive diploma to be received by their next of kin.

3. Are veterans who entered the military service of the U.S. while in grade 12 and who had satisfactorily completed the first half of the work required for grade 12 in a district school

4. Were in their senior year of high school during the 2019-20 school year, were in good academic standing and on track to graduate at the end of the 2019-20 school year as of March 1, 2020, and were unable to complete the statewide graduation requirements as a result of the COVID-19 crisis

## Honorary Diplomas

CSBA NOTE: The following optional section reflects the Board's authority to confer honorary high school diplomas pursuant to Education Code 51225.5 and may be revised to reflect district practice.

The Board may grant an honorary high school diploma to: (Education Code 51225.5)

1. An international exchange student who has not completed the course of study ordinarily required for graduation and who is returning to the student's home country following the completion of one academic school year in the district
2. A student who is terminally ill

The honorary diploma shall be clearly distinguishable from the regular diploma of graduation awarded by the district. (Education Code 51225.5)

### Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 1600-1651	Graduation of students from grade 12 and credit toward graduation
5 CCR 4600-4670	Uniform complaint procedures
Ed. Code 220	Prohibition of discrimination
Ed. Code 47612	Average daily attendance in charter school
Ed. Code 48200	Compulsory attendance
Ed. Code 48204.4	Parents/guardians departing California against their will
Ed. Code 48412	Certificate of proficiency
Ed. Code 48430	Continuation education schools and classes
Ed. Code 48645.5	Former juvenile court school students; enrollment
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 49701	Provisions of the Interstate Compact on Educational Opportunities for Military Children
Ed. Code 51224	Skills and knowledge required for adult life
Ed. Code 51224.5	Algebra in course of study for grades 7-12
Ed. Code 51225.1	Exemption from district graduation requirements
Ed. Code 51225.2	Course credits
Ed. Code 51225.3	High school graduation requirements
Ed. Code 51225.31	Exemption for students with disabilities
Ed. Code 51225.35	Mathematics course requirements; computer science



Ed. Code 51225.36	Instruction in sexual harassment and violence; districts that require health education for graduation
Ed. Code 51225.5	Honorary diplomas; foreign exchange and terminally ill students
Ed. Code 51225.6	Instruction in cardiopulmonary resuscitation; districts that require health education for graduation
<a href="#"><u>Ed. Code 51225.9</u></a>	<a href="#"><u>Courses of Study, Grades 7 to 12; Career Technical Education</u></a>
Ed. Code 51226.7	Model Curriculum in Ethnic Studies
Ed. Code 51228	Course of study; offerings and timely opportunity
Ed. Code 51230	Credit for community emergency response training
Ed. Code 51240-51246	Exemptions from requirements
Ed. Code 51250-51251	Assistance to military dependents
Ed. Code 51410-51413	Diplomas
Ed. Code 51420-51427	High school equivalency certificates
Ed. Code 51430	Retroactive high school diplomas
Ed. Code 51440	Credit and granting of diploma to veterans and members of the military service
Ed. Code 51450-51455	Golden State Seal Merit Diploma
Ed. Code 51744-51749.6	Independent study
Ed. Code 56390-56392	Recognition for educational achievement; special education
Ed. Code 60640	California Assessment of Student Performance and Progress
Ed. Code 66204	Certification of high school courses as meeting university admission criteria
Ed. Code 67386	Student safety; affirmative consent standard
<b>Management Resources</b>	<b>Description</b>
Court Decision	O'Connell v. Superior Court (Valenzuela) (2006) 141 Cal.App.4th 1452
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education, High School
Website	University of California, List of Approved A-G Courses
Website	CSBA

### Cross References

Code	Description
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0470	COVID-19 Mitigation Plan



1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
4112.2	Certification
4112.2	Certification
5113.2	Work Permits
5113.2	Work Permits
5126	Awards For Achievement
5126	Awards For Achievement
5127	Graduation Ceremonies And Activities
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5147	Dropout Prevention
6000	Concepts And Roles
6011	Academic Standards
6141	Curriculum Development And Evaluation
6141	Curriculum Development And Evaluation
6142.1	Sexual Health And HIV/AIDS Prevention Instruction
6142.1	Sexual Health And HIV/AIDS Prevention Instruction
6142.2	World Language Instruction
6142.2	World Language Instruction
6142.3	Civic Education
6142.4	Service Learning/Community Service Classes
6142.6	Visual And Performing Arts Education
6142.7	Physical Education And Activity
6142.7	Physical Education And Activity
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6142.91	Reading/Language Arts Instruction
6142.92	Mathematics Instruction
6142.93	Science Instruction
6142.94	History-Social Science Instruction
6143	Courses Of Study
6143	Courses Of Study

6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6145.2	Athletic Competition
6145.2	Athletic Competition
6145.6	International Exchange
6145.6	International Exchange
6146.11	Alternative Credits Toward Graduation
6146.11	Alternative Credits Toward Graduation
6146.2	Certificate Of Proficiency/High School Equivalency
6146.2	Certificate Of Proficiency/High School Equivalency
6146.2-E(1)	Certificate Of Proficiency/High School Equivalency
6146.3	Reciprocity Of Academic Credit
6146.3	Reciprocity Of Academic Credit
6146.4	Differential Graduation And Competency Standards For Students With Disabilities
6151	Class Size
6152.1	Placement In Mathematics Courses
6152.1	Placement In Mathematics Courses
6155	Challenging Courses By Examination
6155	Challenging Courses By Examination
6158	Independent Study
6158	Independent Study
6159	Individualized Education Program
6159	Individualized Education Program
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6161.1-E(1)	Selection And Evaluation Of Instructional Materials
6162.5	Student Assessment
6172.1	Concurrent Enrollment In College Classes
6172.1	Concurrent Enrollment In College Classes
6173	Education For Homeless Children
6173	Education For Homeless Children

6173-E(1)	Education For Homeless Children
6173-E(2)	Education For Homeless Children
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6173.2	Education Of Children Of Military Families
6173.2	Education Of Children Of Military Families
6173.3	Education For Juvenile Court School Students
6175	Migrant Education Program
6175	Migrant Education Program
6176	Weekend/Saturday Classes
6177	Summer Learning Programs
6178	Career Technical Education
6178	Career Technical Education
6178.1	Work-Based Learning
6178.1	Work-Based Learning
6178.2	Regional Occupational Center/Program
6179	Supplemental Instruction
6181	Alternative Schools/Programs Of Choice
6181	Alternative Schools/Programs Of Choice
6184	Continuation Education
6184	Continuation Education
6200	Adult Education
6200	Adult Education
9000	Role Of The Board

Policy 0430: Comprehensive Local Plan For Special Education

Status: ADOPTED

Original Adopted Date: 02/01/1998 | Last Revised Date: ~~05/12/01/2020~~2022 | Last Reviewed Date:  
~~05/12/01/2020~~2022

CSBA NOTE: Pursuant to Education Code 56195.1, school districts and county offices of education (COE) are required to form geographical regions, known as Special Education Local Plan Areas (SELPA), of sufficient size and scope to administer a local plan and the allocation of funds for all the special education service needs of the children residing within the boundaries of the region. Districts may join together or with a COE to form a SELPA, or a single district may form its own SELPA. ~~As amended by SB 98 (Ch. 24, Statutes of 2020)~~, Education Code 56195.1 prohibits a district from creating a single-district SELPA until July 1, 2024.

Each SELPA is required to develop and administer a local plan describing how it will provide special education services. Pursuant to Education Code 56195.5, the Governing Board has authority, consistent with the SELPA plan, over the programs it directly maintains.

The following policy and accompanying administrative regulation should be revised to reflect requirements for the type of SELPA in which the district participates.

The Governing Board recognizes its obligation to provide a free appropriate public education to all individuals with disabilities, aged 3 to 21 years, who reside in the district.

CSBA NOTE: Option 1 below is for use by districts that have their own single-district SELPA. Option 2 below is for use by districts that join with other districts to form a SELPA. Option 3 below is for use by districts that join with a COE to form a SELPA.

#### OPTION 1: (Single-district SELPA)

In order to meet the needs of individuals with disabilities, the district shall serve as a Special Education Local Plan Area (SELPA) pursuant to Education Code 56195.1.

The Superintendent or designee shall develop a local plan for the education of individuals with disabilities residing in the district. The plan shall be approved by the Board and submitted to the county office of education and the Superintendent of Public Instruction. ~~(SPI)~~. (Education Code 56195.1, 56195.3)

#### OPTION 1 ENDS HERE

#### OPTION 2: (Districts that participate in a multi-district SELPA)

In order to meet the needs of individuals with disabilities, the district shall participate as a member of a multi-district Special Education Local Plan Area (SELPA) pursuant to Education Code 56195.1.

CSBA NOTE: Education Code 56195.8 mandates each entity providing special education that is participating in a multi-district SELPA to adopt policies for the programs and services it operates, including, but not limited to, policies on nonpublic, nonsectarian services, review of the class assignment of a student with disabilities, procedural safeguards, resource specialists, transportation of students with disabilities, information on the number of individuals with disabilities who are being provided special education and related services, and caseloads for speech and language specialists providing services to

children with disabilities ages 3-5 years. District policies on these topics should be consistent with policies adopted by the SELPA.

The district shall enter into agreements with other members of the SELPA in accordance with Education Code 56195.1 and 56195.7. Consistent with these agreements, the district shall adopt policies governing the programs and services it operates. (Education Code 56195.8)

The Superintendent or designee shall work with the other members of the SELPA to develop a local plan for the education of individuals with disabilities. The plan shall be approved by the Board and the other members of the SELPA, and shall be submitted to the county office of education and the ~~Superintendent of Public Instruction-SPI.~~ (Education Code 56195.1, 56195.3)

**OPTION 2 ENDS HERE**

**OPTION 3: (Districts that participate in a multi-district SELPA with the county office of education)**

In order to meet the needs of individuals with disabilities, the district shall participate as a member of a Special Education Local Plan Area (SELPA) with other districts and the county office of education pursuant to Education Code 56195.1.

The district shall enter into agreements with other members of the SELPA in accordance with Education Code 56195.1 and 56195.7. Consistent with these agreements, the district shall adopt policies governing the programs and services it operates. (Education Code 56195.8)

The Superintendent or designee shall work with the other members of the SELPA to develop a local plan for the education of individuals with disabilities. The plan shall be approved by the Board and the other members of the SELPA, and shall be submitted to the ~~Superintendent of Public Instruction-SPI.~~ (Education Code 56195.1)

**OPTION 3 ENDS HERE**

CSBA NOTE: Education Code 56836.148, as amended by AB 181 (Chapter 52, Statutes of 2022), requires the SPI to make publicly available the special education funding each local educational agency (LEA) generates for their SELPA, and for the SELPA, within thirty days of receiving their apportionment to report the amount of funding each LEA generates to member LEAs.

Each year, the Superintendent or designee shall provide to the Board any data and/or information regarding the special education funding generated by the district as supplied by the SPI and the SELPA in accordance with Education Code 56836.148.

CSBA NOTE: The remainder of this policy applies to all districts.

Pursuant to Education Code 56195.9, ~~beginning July 1, 2020,~~ the local plan must be reviewed by the SELPA at least once every three years. The budget plan, service plan, and annual assurances support plan must ~~still~~ be reviewed annually, pursuant to Education Code 56205; see the accompanying administrative regulation.

The local plan shall be reviewed at least once every three years and updated as needed to ensure the information contained in the plan remains relevant and accurate. The local plan shall be updated cooperatively by a committee of representatives of special and regular education teachers and administrators selected by the groups they represent and with participation by parent/guardian members of the community advisory committee, or parents/guardians selected by the community advisory

committee, to ensure adequate and effective participation and communication. (Education Code 56195.9)

CSBA NOTE: Pursuant to Education Code 56195.7, a single-district SELPA is mandated to adopt a written procedure for the ongoing review of programs and a mechanism for correcting any identified problem. For districts participating in a multi-district SELPA with or without a COE pursuant to Option 2 or 3 above, these requirements are contained in the written agreement entered into by members of the SELPA. The following paragraph may be revised to reflect district and/or SELPA practice.

Special education programs and services shall be reviewed on an ongoing basis. The results of such evaluations shall be used to identify and correct any program deficiencies.

Policy Reference UPDATE Service

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Policy Reference Disclaimer:

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State	Description
5 CCR 3000-3089	Regulations governing special education
Ed. Code 56000-56001	Education for individuals with exceptional needs
Ed. Code 56020-56035	Definitions
Ed. Code 56040-56046	General provisions
Ed. Code 56048-56050	Surrogate parents
Ed. Code 56055	Foster parents
Ed. Code 56060-56063	Substitute teachers in special education
Ed. Code 56170-56177	Children enrolled in private schools
Ed. Code 56190-56194	Community advisory committees
Ed. Code 56195-56195.10	Local plans
Ed. Code 56205-56208	Local plan requirements
<del>Ed. Code 56213</del>	<del>Special education local plan</del>
Ed. Code <del>56213</del> <a href="#">56211-56214</a>	Special education local plan areas with small or sparse populations
Ed. Code 56240-56245	Staff development
Ed. Code 56300-56385	Identification and referral; assessment, instructional planning
Ed. Code 56440-56447.1	Programs for individuals between the ages of three and five years
Ed. Code 56500-56508	Procedural safeguards, including due process rights
Ed. Code <del>56520-56525</del> <a href="#">56524</a>	Behavioral interventions

Ed. Code 56600-56606	Evaluation, audits and information
Ed. Code 56836-56836.05	Administration of local plan
Gov. Code 7579.5	Surrogate parent; appointment, <del>qualifications</del> , <u>qualification</u> and liability
Gov. Code 95000-95004	California Early Intervention Services Act
W&I Code 361	Limitations on parental control
W&I Code 726	Limitations on parental control
Federal	Description
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1400-1482	Individuals with Disabilities Education Act
29 USC 794	Rehabilitation Act of 1973; Section 504
34 CFR 104.1-104.39	Section 504 of the Rehabilitation Act of 1973
34 CFR 300.1-300.818	Assistance to states for the education of students with disabilities
34 CFR 300.500-300.520	Procedural safeguards and due process for parents and students
34 CFR 303.1-303.654	Early intervention program for infants and toddlers with disabilities
34 CFR 99.10-99.22	Inspection, review and procedures for amending education records
42 USC 12101-12213	Americans with Disabilities Act
Management Resources	Description
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education, Special Education
Website	U.S. Department of Education, Office of Special Education Programs

Cross References

Code	Description
0400	Comprehensive Plans
0420.4	Charter School Authorization
0420.4	Charter School Authorization
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees

1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E (1)	Uniform Complaint Procedures
1312.3-E (2)	Uniform Complaint Procedures
3541.2	Transportation For Students With Disabilities
3542	School Bus Drivers
4112.23	Special Education Staff
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
6020	Parent Involvement
6020	Parent Involvement
6146.4	Differential Graduation And Competency Standards For Students With Disabilities
6159	Individualized Education Program
6159	Individualized Education Program
6159.1	Procedural Safeguards And Complaints For Special Education
6159.1	Procedural Safeguards And Complaints For Special Education
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.3	Appointment Of Surrogate Parent For Special Education Students
6159.3	Appointment Of Surrogate Parent For Special Education Students
6159.4	Behavioral Interventions For Special Education Students
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.41	Children With Disabilities Enrolled By Their Parents In Private School
6164.41	Children With Disabilities Enrolled By Their Parents In Private School
6164.6	Identification And Education Under Section 504
6164.6	Identification And Education Under Section 504



Regulation 0430: Comprehensive Local Plan For Special Education

Status: ADOPTED

Original Adopted Date: 04/01/2003 | Last Revised Date: 12/01/~~2020~~2022 | Last Reviewed Date:  
12/01/~~2020~~2022

## Definitions

*Free appropriate public education (FAPE)* means special education and related services that are provided at public expense, under public supervision and direction, and without charge; meet the standards of the California Department of Education, including the requirements of 34 CFR 300.1-300.818; include appropriate preschool, elementary school, or secondary school education for individuals between the ages of 3 and 21; and are provided in conformity with an individualized education program (IEP) that meets the requirements of 34 CFR 300.320-300.324. (Education Code 56040; 34 CFR 300.17, 300.101, 300.104)

*Least restrictive environment* means that, to the maximum extent appropriate, students with disabilities, including individuals in public or private institutions or other care facilities, be educated with individuals who are nondisabled, including the provision of nonacademic and extracurricular services and activities. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (Education Code 56040.1; 34 CFR 300.107, 300.114, 300.117)

## Elements of the Local Plan

CSBA NOTE: Education Code 56205 and 56206 detail the elements that must be included in the local plan developed by the Special Education Local Plan Area (SELPA), including a requirement that the plan contain assurances of general compliance with Section 504 of the Rehabilitation Act of 1973 (29 USC 794), the Individuals with Disabilities Education Act (IDEA) (20 USC 1400-1482), and the Americans with Disabilities Act (42 USC 12101-12213).

Pursuant to Education Code 56122, the California Department of Education (CDE) has developed templates for plan development, which are available on its web site.

The local plan developed by the Special Education Local Plan Area (SELPA) shall include, but not be limited to: (Education Code 56122, 56205, 56206)

1. Policies, procedures, and programs, that are consistent with state laws, regulations, and policies and 20 USC 1412(a), 20 USC 1413(a)(1), and 34 CFR 300.201 governing the following:
  - a. Free appropriate public education
  - b. Full educational opportunity
  - c. Child find and referral
  - d. Individualized education programs, including development, implementation, review, and revision

- e. Least restrictive environment
  - f. Procedural safeguards
  - g. Annual and triennial assessments
  - h. Confidentiality
  - i. Transition from the Infants and Toddlers with Disabilities programs pursuant to 20 USC 1431 to the preschool program
  - j. Children in private schools
  - k. Compliance assurances, including general compliance with the federal Individuals with Disabilities Education Act (20 USC 1400-1482), Section 504 of the federal Rehabilitation Act of 1973 (29 USC 794), the federal Americans with Disabilities Act of 1990 (42 USC 12101-12213), related federal regulations, and Education Code 56000-56865
  - l. A description of the governance and administration of the local plan in accordance with Education Code 56205(a)(12)
  - m. Personnel qualification to ensure that personnel, including special education teachers and personnel and paraprofessionals are appropriately and adequately prepared and trained in accordance with Education Code 56058 and 56070 and 20 USC 1412(a)(14) and 1413(a)(3)
  - n. Performance goals and indicators
  - o. Participation in state and districtwide assessments, including assessments described in 20 USC 6301 et seq. and alternate assessments in accordance with 20 USC 1412(a)(16), and reports relating to assessments
  - p. Supplementation of state, local, and other federal funds, including nonsupplantation of funds
  - q. Maintenance of financial effort
  - r. Opportunities for public participation before adoption of policies and procedures
  - s. Suspension and expulsion rates
  - t. Access to instructional materials by blind individuals with exceptional needs and others with print disabilities in accordance with 20 USC 1412(a)(23)
  - u. Overidentification and disproportionate representation by race and ethnicity of children as individuals with exceptional needs, including children with disabilities with a particular impairment described in 20 USC 1401 and 1412(a)(24)
  - v. Prohibition of mandatory medication use pursuant to Education Code 56040.5 and 20 USC 1412(a)(25)
2. An annual budget plan, including descriptions of the SELPA's allocation plan in accordance with Education Code 56836-56845, all revenues by revenue source received by the SELPA specifically for the purpose of special education, a breakdown of the distribution of funds to each local educational agency (LEA) LEA within the SELPA, projected total special education expenditures by each LEA, projected total expenditures by the SELPA and the LEAs within the SELPA, projected

funding to be received specifically for regionalized operations, and a breakdown of projected SELPA operating expenditures

3. An annual service plan, describing the services to be provided by each LEA, regardless of whether the LEA participates in the local plan, including the nature of the services and the physical location at which the services will be provided. This description shall demonstrate that all individuals with exceptional needs shall have access to services and instruction appropriate to meet their needs as specified in their individualized education programs.

CSBA NOTE: Pursuant to Education Code 56205 and 56122, the local plan must include an annual assurances support plan to demonstrate how the SELPA and its participating agencies are coordinating to assure effective outcomes for students with disabilities. As amended by ~~SB 98~~ [AB 181](#) (Ch. ~~24~~ [52](#), Statutes of ~~2020~~ [2022](#)), Education Code 56122 extends the timeline for developing an annual assurances support plan to July 1, ~~2023~~ [2027](#). A template for the annual assurances support plan will be developed by CDE by July 1, ~~2022~~ [2026](#).

4. Beginning July 1, ~~2023~~ [2027](#), an annual assurances support plan to demonstrate how the SELPA and its participating agencies are coordinating for purposes of assuring effective outcomes for students with disabilities, including a description of:
  - a. ~~How~~ [Support](#) the governing board of the SELPA will ~~support~~ [provide to](#) participating agencies in achieving the goals, actions, and services identified in their local control and accountability plans
  - b. ~~How~~ [The ways in which](#) the governing board of the SELPA will connect participating agencies in need of technical assistance to the statewide system of support
  - c. The services, technical assistance, and support the governing board of the SELPA will provide to meet the required policies, procedures, and programs specified in Education Code 56205
5. A description of programs for early childhood special education from birth through five years of age
6. A description of the method by which members of the public, including parents/guardians of individuals with ~~disabilities~~ [exceptional needs](#) who are receiving services under the plan, may address questions or concerns pursuant to Education Code 56205
7. A description of a dispute resolution process, including mediation and arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan
8. Verification that the plan has been reviewed by the community advisory committee in accordance with Education Code 56205 and that the committee had at least 30 days to conduct this review before submission of the local plan to CDE
9. A description of the process being utilized to refer students for special education instruction pursuant to Education Code 56303
10. A description of the process being utilized to oversee and evaluate placements in nonpublic, nonsectarian schools, the method of ensuring that all requirements of each student's IEP are being met, and a method for evaluating whether the student is making appropriate educational progress
11. A description of how specialized equipment and services will be distributed within the local plan area in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environment

The local plan, annual budget plan, annual service plan, and annual assurances support plan shall be written in language that is understandable to the general public. They shall be adopted at a public hearing of the SELPA, for which notice of the hearing shall be posted in each school in the SELPA at least 15 days before the hearing. (Education Code 56205)

#### Availability of the Plan

The Superintendent or designee shall post on the district's web site the approved local plan, annual budget plan, annual service plan, and annual assurances support plan and any updates or revisions to the plans. A complete copy of the local plan, annual budget plan, annual service plan, annual assurances support plan, and policies and procedures shall be held on file in the district office and shall be accessible to any interested party. (Education Code 56205.5)

Policy Reference UPDATE Service

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Ed. Code 56055	Foster parents
Ed. Code 56060-56063	Substitute teachers in special education
Ed. Code 56170-56177	Children enrolled in private schools
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Ed. Code 56195-56195.10	Local plans
Ed. Code 56205-56208	Local plan requirements 56213 Special education local plan
Ed. Code 56213	Special education local plan areas with small or sparse populations
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Ed. Code 56440-56447.1	Programs for individuals between the ages of three and five years
Ed. Code 56500-56508	Procedural safeguards, including due process rights
Ed. Code 56520- <del>56525</del> <a href="#">56524</a>	Behavioral interventions

Ed. Code 56600-56606	Evaluation, audits and information
Ed. Code 56836-56836.05	Administration of local plan
Gov. Code 7579.5	Surrogate parent; appointment, qualifications, liability
Gov. Code 95000-95004	California Early Intervention Services Act
W&I Code 361	Limitations on parental control
W&I Code 726	Limitations on parental control
Federal	Description
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1400-1482	Individuals with Disabilities Education Act
29 USC 794	Rehabilitation Act of 1973; Section 504
34 CFR 104.1-104.39	Section 504 of the Rehabilitation Act of 1973
34 CFR 300.1-300.818	Assistance to states for the education of students with disabilities
34 CFR 300.500-300.520	Procedural safeguards and due process for parents and students
34 CFR 303.1-303.654	Early intervention program for infants and toddlers with disabilities
34 CFR 99.10-99.22	Inspection, review and procedures for amending education records
42 USC 12101-12213	Americans with Disabilities Act
Management Resources	Description
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education, Special Education
Website	U.S. Department of Education, Office of Special Education Programs

#### Cross References

Code	Description
0400	Comprehensive Plans
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0420.4	Charter School Authorization
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
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1312.3-E (1)	Uniform Complaint Procedures
1312.3-E (2)	Uniform Complaint Procedures
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6020	Parent Involvement
6146.4	Differential Graduation And Competency Standards For Students With Disabilities
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6159	Individualized Education Program
6159.1	Procedural Safeguards And Complaints For Special Education
6159.1	Procedural Safeguards And Complaints For Special Education
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.3	Appointment Of Surrogate Parent For Special Education Students
6159.3	Appointment Of Surrogate Parent For Special Education Students
6159.4	Behavioral Interventions For Special Education Students
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.41	Children With Disabilities Enrolled By Their Parents In Private School
6164.41	Children With Disabilities Enrolled By Their Parents In Private School
6164.6	Identification And Education Under Section 504
6164.6	Identification And Education Under Section 504

Policy 0450: Comprehensive Safety Plan

Status: ADOPTED

Original Adopted Date: 11/01/2011 | Last Revised Date: 12/01/2019 ~~2022~~ | Last Reviewed Date: 12/01/2019 ~~2022~~

CSBA NOTE: Pursuant to Education Code 32280-32289.5, districts are responsible for ensuring that a comprehensive safety plan with specified components is in place for each district school. As amended required by AB 1747 (Ch. 806, Statutes of 2018), Education Code 32282 requires and 32288, the California Department of Education (CDE) ~~to post~~ has posted on its web site a compliance checklist for developing comprehensive safety plans, and Education Code 32288 requires CDE to post and best practices for reviewing and approving the plans. ~~Beginning in the 2018-19 school year,~~ Comprehensive comprehensive safety plans ~~will be audited~~ are reviewed through the annual audits required by Education Code 41020 to ensure that they are updated and approved by March 1 of each year.

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

CSBA NOTE: Pursuant to Education Code 32281 and 32286, each school is required to adopt a comprehensive safety plan (Option 1 below). However, districts with an average daily attendance (ADA) of 2,500 or less are authorized by Education Code 32281 to develop a districtwide safety plan in lieu of developing school plans; thus, those districts may select either Option 1 or 2 to reflect district practice. Any district may choose to develop both district and school plans.

**OPTION 1: (Districts with more than 2,500 ADA, and districts with 2,500 or less ADA that choose to develop school site plans)**

The school site council at each district school shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32281, 32286)

The school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

**OPTION 1 ENDS HERE**

**OPTION 2: (Districts with 2,500 or less ADA that choose to develop a districtwide plan)**

The Superintendent or designee shall oversee the development of a districtwide comprehensive safety plan that is applicable to each school site. (Education Code 32281)

**OPTION 2 ENDS HERE**

CSBA NOTE: The following two paragraphs apply to all districts. Education Code 32286 requires that the school site council review and update the comprehensive safety plan by March 1 of each year. In districts with ADA of 2,500 or less that choose to develop a districtwide plan in accordance with Option 2 above, the Superintendent or designee may conduct the annual review.

Pursuant to Education Code 32288, the updated plan(s) must be submitted to the district for approval. The Governing Board may choose to delegate to the Superintendent or designee the responsibility to review and approve the updated plans, but the Board remains responsible for ensuring compliance with the law.

The comprehensive safety plan(s) shall be reviewed and updated by March 1 of each year and forwarded to the Board for approval. (Education Code 32286, 32288)

The Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

CSBA NOTE: Education Code 32288 requires that districts notify CDE if a school has not complied with the safety plan requirements. In the event that the Superintendent of Public Instruction determines that there has been a willful failure by a district to make any report required by Education Code 32280-32289, Education Code 32287 provides that the district may be fined up to \$2,000.

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education ([CDE](#)) of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

#### Tactical Response Plan

CSBA NOTE: The following section is optional. Pursuant to Education Code 32281, the Board may, after consulting with law enforcement officials, elect to have the district, rather than the school site council, develop those portions of the comprehensive safety plan that include tactical responses to criminal incidents that may result in death or serious bodily injury.

Notwithstanding the process described above, any portion of a comprehensive safety plan that addresses tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to ~~be taken to~~ safeguard students and staff, secure ~~the~~ affected school premises, and apprehend ~~the~~ criminal perpetrator(s), shall be developed by district administrators in accordance with Education Code 32281. In developing such strategies, district administrators shall consult with law enforcement officials and with representative(s) of employee bargaining unit(s), if they choose to participate.

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials [and approve the tactical response plan](#), provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

~~Access to~~ Safety Plan(s) [Access and Reporting](#)

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

CSBA NOTE: The following paragraph is optional. Pursuant to Education Code 32281, the Board may choose to prohibit disclosure of those portions of the comprehensive safety plan that include tactical responses to criminal incidents.

However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

CSBA NOTE: Education Code 32281, as amended by AB-1747, adds a requirement to share the comprehensive safety plans with the following entities:



The Superintendent or designee shall share the comprehensive safety plans and any updates to the plans with local law enforcement, the local fire department, and other first responder entities. (Education Code 32281)

CSBA NOTE: Pursuant to Education Code 32289.5, the district is required to provide data to CDE pertaining to lockdown or multi-option response drills conducted at district schools, as specified.

The Superintendent or designee shall also provide data to CDE pertaining to lockdown or multi-option response drills conducted at district schools in accordance with Education Code 32289.5. (Education Code 32289.5)

Policy Reference UPDATE Service  
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Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 11987-11987.7	School Community Violence Prevention Program requirements
5 CCR 11992-11993	Definition; persistently dangerous schools
CA Constitution Article 1, Section 28	Right to Safe Schools
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code <del>32261</del> <u>32260-32262</u>	Interagency School Safety Demonstration Act of 1985
Ed. Code 32270	School safety cadre
Ed. Code 32280-32289.5	School safety plans
Ed. Code 32290	Safety devices
Ed. Code 35147	School site councils and advisory committees
Ed. Code 35183	School dress code; uniforms
<u>Ed. Code 35266</u>	<u>Reporting of cyber attacks</u>
Ed. Code <del>35291-35291.5</del>	Rules
Ed. Code 35291.5	School-adopted discipline rules
Ed. Code 41020	Requirement for annual audit
Ed. Code 48900-48927	Suspension and expulsion
Ed. Code 48950	Speech and other communication
<u>Ed. Code 48980</u>	<u>Annual notifications</u>
Ed. Code 49079	Notification to teacher; student act constituting grounds for suspension or expulsion
<u>Ed. Code 49390-49395</u>	<u>Homicide threats</u>

Ed. Code 67381	<del>Violent crime</del> <a href="#">Availability of information regarding crimes</a>
<a href="#">Gov. Code 11549.3</a>	<a href="#">Independent security assessment</a>
Gov. Code 54957	Closed session meetings for threats to security
Pen. Code 11164-11174.3	Child Abuse and Neglect Reporting Act
Pen. Code 422.55	Definition of hate crime
Pen. Code 626.8	Disruptions
Federal <a href="#">6 USC 665k</a>	Description <a href="#">Federal Clearinghouse on School Safety Evidence-Based Practices</a>
20 USC 7111-7122	Student Support <a href="#">support</a> and Academic Enrichment Grants <a href="#">academic enrichment grants</a>
20 USC 7912	Transfers from persistently dangerous schools
42 USC 12101-12213	Americans with Disabilities Act
Management Resources CSBA Publication	Description Community Schools: Partnerships Supporting Students, Families and Communities, Policy Brief, October 2010
CSBA Publication	Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010
CSBA Publication	Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
CSBA Publication	Safe Schools: A Planning Guide for Action Workbook, 2002
CSBA Publication	Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
CSBA Publication	Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, March 2017
Federal Bureau of Investigation Publication	Uniform Crime Reporting Handbook, 2004
U.S. DOE Publication	Practical Information on Crisis Planning: A Guide for Schools and Communities, January 2007
U.S. <del>SS</del> <a href="#">Secret Service</a> & DOE Publication	Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates, 2004
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Secret Service, National Threat Assessment Center
Website	Centers for Disease Control and Prevention
Website	Federal Bureau of Investigation
Website	National Center for Crisis Management
Website	National School Safety Center
Website	California Department of Education, Safe Schools

<a href="#">Website</a>	<a href="https://cdt.ca.gov/security/independent-security-assessments-services/">California Department of Technology, Independent Security Assessment (https://cdt.ca.gov/security/independent-security-assessments-services/)</a>
Website	California Governor's Office of Emergency Services
<a href="#">Website</a>	<a href="https://calguard.ca.gov/">California Military Department (https://calguard.ca.gov/)</a>
<a href="#">Website</a>	<a href="https://calstas.org/">California State Threat Assessment System (https://calstas.org/)</a>
Website	California Healthy Kids Survey
Website	U.S. Department of Education
<a href="#">Website</a>	<a href="https://www.dhs.gov/fusion-centers">U.S. Department of Homeland Security, Fusion Centers (https://www.dhs.gov/fusion-centers)</a>
Website	CSBA

#### Cross References

Code	Description
0400	Comprehensive Plans
0410	Nondiscrimination In District Programs And Activities
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0470	COVID-19 Mitigation Plan
0500	Accountability
0510	School Accountability Report Card
1100	Communication With The Public
1112	Media Relations
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E (1)	Uniform Complaint Procedures
1312.3-E (2)	Uniform Complaint Procedures
1313	Civility
1330	Use Of School Facilities
1330	Use Of School Facilities
1330-E(1)	Use Of School Facilities
1330.1	Joint Use Agreements

1340	Access To District Records
1340	Access To District Records
1400	Relations Between Other Governmental Agencies And The Schools
2210	Administrative Discretion Regarding Board Policy
3510	Green School Operations
3511	Energy And Water Management
3511	Energy And Water Management
3513.3	Tobacco-Free Schools
3513.3	Tobacco-Free Schools
3514	Environmental Safety
3514	Environmental Safety
3514.1	Hazardous Substances
3514.1	Hazardous Substances
3514.2	Integrated Pest Management
3515	Campus Security
3515	Campus Security
3515.2	Disruptions
3515.2	Disruptions
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3515.31	School Resource Officers
3515.4	Recovery For Property Loss Or Damage
3515.4	Recovery For Property Loss Or Damage
3515.5	Sex Offender Notification
3515.5	Sex Offender Notification
3515.7	Firearms On School Grounds
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3516.1	Fire Drills and Fires
3516.2	Bomb Threats
3516.3	Earthquake Emergency Procedure System
3516.5	Emergency Schedules
3530	Risk Management/Insurance
3530	Risk Management/Insurance

3543	Transportation Safety And Emergencies
4112.41	Employee Drug Testing
4112.41	Employee Drug Testing
4119.11	Sexual Harassment
4119.11	Sexual Harassment
4119.23	Unauthorized Release Of Confidential/Privileged Information
4131	Staff Development
4140	Bargaining Units
4141.6	Concerted Action/Work Stoppage
4141.6	Concerted Action/Work Stoppage
4157	Employee Safety
4157	Employee Safety
4158	Employee Security
4158	Employee Security
4212.41	Employee Drug Testing
4212.41	Employee Drug Testing
4219.11	Sexual Harassment
4219.11	Sexual Harassment
4219.23	Unauthorized Release Of Confidential/Privileged Information
4231	Staff Development
4240	Bargaining Units
4241.6	Concerted Action/Work Stoppage
4241.6	Concerted Action/Work Stoppage
4257	Employee Safety
4257	Employee Safety
4258	Employee Security
4258	Employee Security
4312.41	Employee Drug Testing
4312.41	Employee Drug Testing
4319.11	Sexual Harassment
4319.11	Sexual Harassment
4319.21	Professional Standards
4319.21-E(1)	Professional Standards
4319.23	Unauthorized Release Of Confidential/Privileged Information
4331	Staff Development

4340	Bargaining Units
4357	Employee Safety
4357	Employee Safety
4358	Employee Security
4358	Employee Security
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5112.5	Open/Closed Campus
5113	Absences And Excuses
5113	Absences And Excuses
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5116.1	Intradistrict Open Enrollment
5116.1	Intradistrict Open Enrollment
5131	Conduct
5131.2	Bullying
5131.2	Bullying
5131.4	Student Disturbances
5131.4	Student Disturbances
5131.41	Use Of Seclusion And Restraint
5131.5	Vandalism And Graffiti
5131.6	Alcohol And Other Drugs
5131.6	Alcohol And Other Drugs
5131.61	Drug Testing
5131.62	Tobacco
5131.62	Tobacco
5131.63	Steroids
5131.63	Steroids
5131.7	Weapons And Dangerous Instruments
5131.7	Weapons And Dangerous Instruments
5131.8	Mobile Communication Devices
5132	Dress And Grooming
5132	Dress And Grooming
5136	Gangs
5136	Gangs

5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5142	Safety
5142	Safety
5142.2	Safe Routes To School Program
5142.2	Safe Routes To School Program
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.3	Nondiscrimination/Harassment
5145.3	<u>Nondiscrimination/Harassment</u>
<u>5145.6</u>	<u>Parent/Guardian Notifications</u>
5145.7	Sexual Harassment
5145.7	Sexual Harassment
5145.9	Hate-Motivated Behavior
5148.2	Before/After School Programs
5148.2	Before/After School Programs
6020	Parent Involvement
6020	Parent Involvement
6141.2	Recognition Of Religious Beliefs And Customs
6141.2	Recognition Of Religious Beliefs And Customs
6142.3	Civic Education
6142.4	Service Learning/Community Service Classes
6142.8	Comprehensive Health Education

6142.8	Comprehensive Health Education
6153	School-Sponsored Trips
6153	School-Sponsored Trips
6159	Individualized Education Program
6159	Individualized Education Program
6164.2	Guidance/Counseling Services
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6184	Continuation Education
6184	Continuation Education
7214	General Obligation Bonds
7214	General Obligation Bonds
9010	Public Statements
9011	Disclosure Of Confidential/Privileged Information
9320	Meetings And Notices
9321	Closed Session
9321-E (1)	Closed Session
9321-E (2)	Closed Session



Regulation 0450: Comprehensive Safety Plan

Status: ADOPTED

Original Adopted Date: 11/01/2011 | Last Revised Date: 12/01/2019 ~~2022~~ | Last Reviewed Date:  
12/01/2019 ~~2022~~

CSBA NOTE: The following optional administrative regulation should be revised to reflect district practice.

Pursuant to Education Code 234.5, the California Department of Education (CDE) has posted on its web site a list of statewide resources for youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying, and youth affected by gangs, gun violence, and psychological trauma caused by violence at home, at school, and in the community.

[Additionally, 6 USC 665k, as added by the Luke and Alex School Safety Act of 2022 \(P.L. 117-159\), requires the creation of a Federal Clearinghouse on School Safety Evidence-Based Practices to serve as a federal resource to identify and publish online evidence-based practices and recommendations to improve school safety.](#)

#### Development and Review of Comprehensive School Safety Plan

CSBA NOTE: The following section reflects requirements for the development of site-level comprehensive safety plans pursuant to Education Code 32280-32289 and is for use by districts that selected Option 1 in the accompanying Board policy. Districts with an average daily attendance (~~ADA~~) of 2,500 or less that selected Option 2 in the accompanying Board policy (i.e., that have developed a districtwide comprehensive safety plan applicable to all school sites in lieu of individual site plans, as authorized by Education Code 32281) should omit this section.

~~As amended by AB 1747 (Ch. 806, Statutes of 2018), Education Code 32281 requires school site councils to consult with the fire department and other first responders, in addition to local law enforcement, in the writing and development of comprehensive safety plans.~~

The school site council shall consult with local law enforcement, the local fire department, and other first responders in the writing and development of the comprehensive school safety plan. When practical, the school site council shall also consult with other school site councils and safety planning committees. (Education Code 32281, 32282)

The school site council may delegate the responsibility for developing a comprehensive safety plan to a school safety planning committee composed of the following members: (Education Code 32281)

1. The principal or designee
2. One teacher who is a representative of the recognized certificated employee organization
3. One parent/guardian whose child attends the school
4. One classified employee who is a representative of the recognized classified employee organization

CSBA NOTE: Item #5 below may be modified to specify other groups or individuals who will be represented on the committee. For example, the committee might include representatives of social service agencies, other city or county agencies, health care and emergency service providers, community-based organizations, and/or students.

5. Other members, if desired

Before adopting the comprehensive safety plan, the school site council or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the plan. (Education Code 32288)

The school site council or safety planning committee shall notify, in writing, the following persons and entities of the public meeting: (Education Code 32288)

1. The local mayor
2. A representative of the local school employee organization
3. A representative of each parent/guardian organization at the school, including the parent teacher association and parent teacher clubs
4. A representative of each teacher organization at the school
5. A representative of the school's student body government
6. All persons who have indicated that they want to be notified

In addition, the school site council or safety planning committee may notify, in writing, the following entities of the public meeting: (Education Code 32288)

1. Representatives of local religious organizations
2. Local civic leaders
3. Local business organizations

#### Content of the Safety Plan

Each comprehensive safety plan shall include an assessment of the current status of any crime committed on campus and at school-related functions. (Education Code 32282)

CSBA NOTE: The following optional paragraph may be revised to reflect district practice. In assessing the current status of school crime as required by Education Code 32282, districts may contract with a consultant, work with local law enforcement, develop their own local assessment, and/or use available instruments such as the "California Healthy Kids Survey," or the Centers for Disease Control and Prevention's "Youth Risk Behavior Survey."

The assessment may include, but not be limited to, reports of crime, suspension and expulsion rates, and surveys of students, parents/guardians, and staff regarding their perceptions of school safety.

CSBA NOTE: Education Code 32282 requires that the following components be included in the districtwide and/or school site safety plan. The district may expand this list to require other components at its discretion.

The plan shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including all of the following: (Education Code 32282)

1. Child abuse reporting procedures consistent with Penal Code 11164-11174.3
2. Routine and emergency disaster procedures including, but not limited to:
  - a. Adaptations for students with disabilities in accordance with the Americans with Disabilities Act

CSBA NOTE: Education Code 32282 requires districts to incorporate earthquake emergency procedures into the comprehensive safety plan, as specified in ~~items~~ Items #2b and #2c below. See BP/AR 3516 - Emergencies and Disaster Preparedness Plan and AR 3516.3 - Earthquake Emergency Procedure System for further details about required components of these procedures. ~~As amended by AB 1747, Education Code 32282 requires CDE to provide guidance to districts in regard to the contents of school building disaster plans.~~

- b. An earthquake emergency procedure system in accordance with Education Code 32282
  - c. A procedure to allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare
3. Policies pursuant to Education Code 48915(d) for students who commit an act listed in Education Code 48915(c) and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations
4. Procedures to notify teachers of dangerous students pursuant to Education Code 49079

CSBA NOTE: Education Code 234.1 requires the Board to adopt policy prohibiting discrimination, harassment, intimidation, and bullying based on specified characteristics and requires school personnel who witness such acts to take immediate steps to intervene when safe to do so; see BP 0410 - Nondiscrimination in District Programs and Activities and BP 5145.3 - Nondiscrimination/Harassment. In addition, the district's complaint process must include a timeline for investigating and resolving complaints and an appeals process; see BP/AR 1312.3 - Uniform Complaint Procedures.

Education Code 234.4, as amended by AB 2291 (Ch. 491, Statutes of 2018), requires districts to adopt, by December 31, 2019, procedures for preventing acts of bullying, including cyberbullying. See BP 5131.2 --.

5. A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying pursuant to Education Code 200-262.4
6. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel"
7. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school
8. A safe and orderly school environment conducive to learning
9. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5

CSBA NOTE: Pursuant to Education Code 32282, ~~as amended by AB 1747~~, schools are required to include in their comprehensive safety plans procedures for conducting tactical responses to criminal incidents, as specified in ~~item~~ Item #10. Such procedures must be based on the specific needs and context of each school and community.

Pursuant to Education Code 32281, the Governing Board may elect to have district administrators, rather than the school site council, develop those portions of the comprehensive safety plan that include tactical responses to criminal incidents that may result in death or serious bodily injury; see the accompanying Board policy.

10. Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on campus and at school-related functions

CSBA NOTE: The following components are optional and should be revised to reflect district practice.

Among the strategies for providing a safe environment, the comprehensive safety plan may also include:

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution

CSBA NOTE: Education Code 32261 and 32282 ~~and 32261~~ encourage, but do not require, all comprehensive safety plans to include policies and procedures aimed at the prevention of bullying, as defined in Education Code 48900(r).

2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing, and cyberbullying, as well as behavioral expectations and consequences for violations

CSBA NOTE: Education Code 32261 encourages, but does not require, comprehensive safety plans to include Item #3, below.

3. Strategies aimed at preventing potential incidents involving crime and violence on school campuses, including vandalism, drug and alcohol abuse, gang membership and violence, hate crimes, bullying, including bullying committed personally or by means of an electronic act, teen relationship violence, and discrimination and harassment, including sexual harassment
4. 4. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education and literacy, character/values education, social and emotional learning, media analysis skills, conflict resolution, community service learning, and education related to the prevention of dating violence
5. 5. Parent/guardian involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus

CSBA NOTE: When providing parents/guardians with school safety materials and emergency communications, CSBA encourages districts to do so in language(s) understandable to parents/guardians, as appropriate for the school site.

6. Provision of safety materials and emergency communications in language(s) understandable to parents/guardians

CSBA NOTE: Education Code 49392, as added by SB 906 (Ch. 144, Statutes of 2022), requires districts, starting with the 2023-24 school year, to include in the annual notification to parents/guardians pursuant to Education Code 48980 information related to the safe storage of firearms, as specified.

7. Annual notification to parents/guardians related to the safe storage of firearms

8. 8. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students
9. 9. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system, and the schools that lead to the development of a set of common goals and community strategies for violence prevention instruction
10. 10. District policy related to prohibiting the possession of firearms and ammunition on school grounds
11. 11. Measures to prevent or minimize the influence of gangs on campus

CSBA NOTE: Education Code 32281 authorizes the principal, upon receiving verification from law enforcement, to notify parents/guardians and employees in writing that a violent crime has occurred on the school site. A "violent crime" is any act for which a student could be expelled and which meets the definition listed in Education Code 67381, including willful homicide, forcible rape, robbery, and aggravated assault, as defined in the "Federal Bureau of Investigation's Uniform Crime Reporting Handbook." Education Code 32281 encourages that the notice be sent no later than the second workday after receiving verification from law enforcement.

20 USC 7912 requires that all students attending a "persistently dangerous" school be provided notice of the designation and an option to transfer to a different school within the district. See BP/AR 5116.1 - Intradistrict Open Enrollment.

12. 12. Procedures for receiving verification from law enforcement when a violent crime has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime

13. Procedures for the early identification and threat assessment of, and appropriate response to, suspicious and/or threatening digital media content

8. 14. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for closing campuses to outsiders, installing surveillance systems, securing the campus perimeter, protecting buildings against vandalism, and providing for a law enforcement presence on campus

CSBA NOTE: Government Code 11549.3, as amended by AB 1352 (Ch. 593, Statutes of 2021), authorizes districts, at district expense, to request the Military Department, in consultation with the California Cybersecurity Integration Center, to perform an independent security assessment of the district or individual district school. Districts are encouraged to consult with the California Office of Emergency Services (OES) and utilize resources such as the State Threat Assessment System and Regional Fusion Centers to help assess potential threats. For more information see OES' web site.

Pursuant to Education Code 35266, as added by AB 2355 (Ch. 498, Statutes of 2022), districts that experience a cyberattack, as defined, which impacts more than 500 students or personnel, are required to report such cyberattack to the California Cybersecurity Integration Center.

15. Independent security assessment of the school's network infrastructure and selected web applications to identify vulnerabilities and provide recommendations to improve cybersecurity

CSBA NOTE: Education Code 32282.1 does not require, but encourages, that comprehensive safety plans include the strategies described in ~~item #11~~ Item #16 below, to the extent the district uses the listed professionals. CDE's, "The Comprehensive School Safety Plan: Recommended Components," available on its web site, includes athletic coaches in the list of professionals and specifies that community intervention professionals include those who speak languages other than English.

9. 16. Guidelines for the roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, school counselors, school resource officers, and police officers on school campuses. Guidelines may include, but are not limited to, the following:
- a. Strategies to create and maintain a positive school climate, promote school safety, and increase student achievement
  - b. Strategies to prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support
  - c. Protocols to address the mental health care of students who have witnessed a violent act at any time, including, but not limited to, while on school grounds, while coming or going from school, during a lunch period whether on or off campus, or during or while going to or coming from a school-sponsored activity

10. 17. Strategies for suicide prevention and intervention

CSBA NOTE: Policies and/or plans for maintaining a safe school environment during a pandemic, as described in Item #18 below, may be included in the district's comprehensive safety plan. Such policies may include BP 0470 – COVID-19 Mitigation Plan, BP 3516.5 – Emergency Schedules, BP 4113.5 – Working Remotely, BP 4119.41 – Employees with Infectious Disease, BP/AR 5141.22 – Infectious Diseases, and BP/AR 6158 – Independent Study.

18. District policy and/or plan related to pandemics

CSBA NOTE: Penal Code 626.8 provides that a person may be guilty of a misdemeanor for infringing with or disrupting a school activity, remaining on campus after having been asked to leave, reentering within seven days of being asked to leave, establishing a continued pattern of unauthorized entry, or willfully or knowingly creating a disruption with the intent to threaten the immediate physical safety of a student in preschool or grades K-8 who is arriving at, attending, or leaving school; see BP/AR 3515.2 - Disruptions.

11- 19. Procedures to implement when a person interferes with or disrupts a school activity, remains on campus after having been asked to leave, or creates a disruption with the intent to threaten the immediate physical safety of students or staff

12- 20. Crisis prevention and intervention strategies, which may include the following:

a. Identification of possible crises that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate

b. Threat assessment strategies to determine the credibility and seriousness of a threat and provide appropriate interventions for the potential offender(s)

c. Assignment of staff members responsible for each identified task and procedure

d. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for students and staff to practice the evacuation plan

e. Coordination of communication to schools, Governing Board members, parents/guardians, and the media

f. Communication with parents/guardians of reunification plans and the necessity of cooperating with first responders

f. g. Development of a method for the reporting of violent incidents

g. h. Development of follow-up procedures that may be required after a crisis has occurred, such as counseling

13- Staff development in violence prevention and intervention techniques, including preparation to implement the elements of the safety plan

CSBA NOTE: Education Code 49390 and 49393, as added by SB 906, require certificated and classified employees of the district, or other school officials such as Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, as defined, to immediately report the threat or perceived threat to law enforcement in accordance with Education Code 49393. "Threat or perceived threat" means any writing or action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in association



with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the student. It may also include a warning by a parent, student, or other individual.

21. Training on assessment and reporting of potential threats, violence prevention, and intervention techniques. Such training shall include preparation to implement the elements of the safety plan

CSBA NOTE: Pursuant to Education Code 32284, the comprehensive safety plan may, at the discretion of the Board, include procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school. No state funds may be used for this purpose.

14- 22. Environmental safety strategies, including, but not limited to, procedures for preventing and mitigating exposure to toxic pesticides, lead, asbestos, vehicle emissions, and other hazardous substances and contaminants

23. Continuity of operations procedures to ensure that the **district's** essential functions are not disrupted during an emergency, to the extent possible

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Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 11987-11987.7	School Community Violence Prevention Program requirements
5 CCR 11992-11993	Definition; persistently dangerous schools
CA Constitution Article 1, Section 28	Right to Safe Schools
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code <del>32261</del> <u>32260-32262</u>	Interagency School Safety Demonstration Act of 1985
Ed. Code 32270	School safety cadre
Ed. Code 32280-32289.5	School safety plans
Ed. Code 32290	Safety devices
Ed. Code 35147	School site councils and advisory committees
Ed. Code 35183	School dress code; uniforms
Ed. Code <del>35291-35291.5</del>	Rules
Ed. Code 35291.5	School-adopted discipline rules
Ed. Code 41020	Requirement for annual audit
Ed. Code 48900-48927	Suspension and expulsion
Ed. Code 48950	Speech and other communication



Ed. Code 49079	Notification to teacher; student act constituting grounds for suspension or expulsion
Ed. Code 67381	Violent crime
Gov. Code 54957	Closed session meetings for threats to security
Pen. Code 11164-11174.3	Child Abuse and Neglect Reporting Act
Pen. Code 422.55	Definition of hate crime
Pen. Code 626.8	Disruptions
Federal	Description
20 USC 7111-7122	Student Support and Academic Enrichment Grants
20 USC 7912	Transfers from persistently dangerous schools
42 USC 12101-12213	Americans with Disabilities Act
Management Resources	Description
CSBA Publication	Community Schools: Partnerships Supporting Students, Families and Communities, Policy Brief, October 2010
CSBA Publication	Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010
CSBA Publication	Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
CSBA Publication	Safe Schools: A Planning Guide for Action, 2002
CSBA Publication	Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
CSBA Publication	Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, March 2017
Federal Bureau of Investigation Publication	Uniform Crime Reporting Handbook, 2004
U.S. DOE Publication	Practical Information on Crisis Planning: A Guide for Schools and Communities, January 2007
U.S. SS & DOE Publication	Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates, 2004
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Secret Service, National Threat Assessment Center
Website	Centers for Disease Control and Prevention
Website	Federal Bureau of Investigation
Website	National Center for Crisis Management
Website	National School Safety Center
Website	California Department of Education, Safe Schools
Website	California Governor's Office of Emergency Services

Website	California Healthy Kids Survey
Website	U.S. Department of Education
Website	CSBA

Cross References

Code	Description
0400	Comprehensive Plans
0410	Nondiscrimination In District Programs And Activities
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0470	COVID-19 Mitigation Plan
0500	Accountability
0510	School Accountability Report Card
1100	Communication With The Public
1112	Media Relations
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E (1)	Uniform Complaint Procedures
1312.3-E (2)	Uniform Complaint Procedures
1313	Civility
1330	Use Of School Facilities
1330	Use Of School Facilities
1330-E (1)	Use Of School Facilities
1330.1	Joint Use Agreements
1340	Access To District Records
1340	Access To District Records
1400	Relations Between Other Governmental Agencies And The Schools
2210	Administrative Discretion Regarding Board Policy
3510	Green School Operations
3511	Energy And Water Management
3511	Energy And Water Management

3513.3	Tobacco-Free Schools
3513.3	Tobacco-Free Schools
3514	Environmental Safety
3514	Environmental Safety
3514.1	Hazardous Substances
3514.1	Hazardous Substances
3514.2	Integrated Pest Management
3515	Campus Security
3515	Campus Security
3515.2	Disruptions
3515.2	Disruptions
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3515.31	School Resource Officers
3515.4	Recovery For Property Loss Or Damage
3515.4	Recovery For Property Loss Or Damage
3515.5	Sex Offender Notification
3515.5	Sex Offender Notification
3515.7	Firearms On School Grounds
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3516.1	Fire Drills and Fires
3516.2	Bomb Threats
3516.3	Earthquake Emergency Procedure System
3516.5	Emergency Schedules
3530	Risk Management/Insurance
3530	Risk Management/Insurance
3543	Transportation Safety And Emergencies
4112.41	Employee Drug Testing
4112.41	Employee Drug Testing
4119.11	Sexual Harassment
4119.11	Sexual Harassment
4119.23	Unauthorized Release Of Confidential/Privileged Information
4131	Staff Development
4140	Bargaining Units

4141.6	Concerted Action/Work Stoppage
4141.6	Concerted Action/Work Stoppage
4157	Employee Safety
4157	Employee Safety
4158	Employee Security
4158	Employee Security
4212.41	Employee Drug Testing
4212.41	Employee Drug Testing
4219.11	Sexual Harassment
4219.11	Sexual Harassment
4219.23	Unauthorized Release Of Confidential/Privileged Information
4231	Staff Development
4240	Bargaining Units
4241.6	Concerted Action/Work Stoppage
4241.6	Concerted Action/Work Stoppage
4257	Employee Safety
4257	Employee Safety
4258	Employee Security
4258	Employee Security
4312.41	Employee Drug Testing
4312.41	Employee Drug Testing
4319.11	Sexual Harassment
4319.11	Sexual Harassment
4319.21	Professional Standards
4319.21-E(1)	Professional Standards
4319.23	Unauthorized Release Of Confidential/Privileged Information
4331	Staff Development
4340	Bargaining Units
4357	Employee Safety
4357	Employee Safety
4358	Employee Security
4358	Employee Security
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5112.5	Open/Closed Campus

5113	Absences And Excuses
5113	Absences And Excuses
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5116.1	Intradistrict Open Enrollment
5116.1	Intradistrict Open Enrollment
5131	Conduct
5131.2	Bullying
5131.2	Bullying
5131.4	Student Disturbances
5131.4	Student Disturbances
5131.41	Use Of Seclusion And Restraint
5131.5	Vandalism And Graffiti
5131.6	Alcohol And Other Drugs
5131.6	Alcohol And Other Drugs
5131.61	Drug Testing
5131.62	Tobacco
5131.62	Tobacco
5131.63	Steroids
5131.63	Steroids
5131.7	Weapons And Dangerous Instruments
5131.7	Weapons And Dangerous Instruments
5131.8	Mobile Communication Devices
5132	Dress And Grooming
5132	Dress And Grooming
5136	Gangs
5136	Gangs
5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5141.52	Suicide Prevention
5141.52	Suicide Prevention

5142	Safety
5142	Safety
5142.2	Safe Routes To School Program
5142.2	Safe Routes To School Program
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.7	Sexual Harassment
5145.7	Sexual Harassment
5145.9	Hate-Motivated Behavior
5148.2	Before/After School Programs
5148.2	Before/After School Programs
6020	Parent Involvement
6020	Parent Involvement
6141.2	Recognition Of Religious Beliefs And Customs
6141.2	Recognition Of Religious Beliefs And Customs
6142.3	Civic Education
6142.4	Service Learning/Community Service Classes
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6153	School-Sponsored Trips
6153	School-Sponsored Trips
6159	Individualized Education Program
6159	Individualized Education Program
6164.2	Guidance/Counseling Services
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6184	Continuation Education

6184	Continuation Education
7214	General Obligation Bonds
7214	General Obligation Bonds
9010	Public Statements
9011	Disclosure Of Confidential/Privileged Information
9320	Meetings And Notices
9321	Closed Session
9321-E 1)	Closed Session
9321-E (2)	Closed Session

Policy 0460: Local Control And Accountability Plan

Status: ADOPTED

Original Adopted Date: 10/01/2017 | Last Revised Date: ~~12/01/2019~~ 2022 | Last Reviewed Date: 12/01/2022

CSBA NOTE: Education Code ~~Code~~ Codes 52060-52077 require the Governing Board to adopt and annually update, on or before July 1, a local control and accountability plan (LCAP). Pursuant to Education Code 52060, the LCAP must include goals and actions aligned with eight state priorities related to (1) the degree to which teachers are appropriately assigned and fully credentialed, students have sufficient access to standards-based instructional materials, and facilities are maintained in good repair; (2) implementation of and student access to state academic content and performance standards; (3) parent/guardian involvement and family engagement; (4) student achievement; (5) student engagement; (6) school climate; (7) student access to and enrollment in a broad course of study, including programs and services provided to benefit low-income students, English learners, and/or foster youth (i.e., "unduplicated students" for purposes of supplemental and concentration grants under the local control funding formula (LCFF)); and (8) student outcomes in the specified course of study. Education Code 52060 provides that, in addition to addressing the state priorities in the LCAP, the district may establish and address local priorities and goals. Examples include priorities for student wellness and other conditions of children, professional development, community involvement, ~~and~~ effective governance and leadership, and environmental literacy. See the accompanying administrative regulation for further information about the required content of the LCAP.

The Governing Board desires to ensure the most effective use of available funding to improve outcomes for all students. A comprehensive, data-driven planning process shall be used to identify annual goals and specific actions which are aligned with the district budget and facilitate continuous improvement of district practices.

CSBA NOTE: Pursuant to Education Code 52064, the State Board of Education (SBE) has adopted a template that districts must use to complete the LCAP. An electronic version of the template is available on the California Department of Education's (CDE) web site.

The Board shall adopt a districtwide local control and accountability plan (LCAP), based on the template adopted by the State Board of Education (SBE), that addresses the state priorities in Education Code 52060 and any local priorities adopted by the Board. The LCAP shall be updated on or before July 1 of each year and, like the district budget, shall cover the next fiscal year and two subsequent fiscal years. (Education Code 52060, 52064; 5 CCR 15494-15497)

CSBA NOTE: Education Code 52060 requires that the LCAP include annual goals to be achieved for all students and for each numerically significant student subgroup as defined in Education Code 52052. In addition, several state priorities address programs and services for "unduplicated students," as defined in Education Code 42238.01-42238.02.

The LCAP shall focus on improving outcomes for all students, particularly those who are "unduplicated students" or are part of any numerically significant student subgroup that is at risk of or is underperforming.

Unduplicated students include students who are eligible for free or reduced-price meals, English learners,



and foster youth, as defined in Education Code 42238.01 for purposes of the local control funding formula (LCFF). (Education Code 42238.02)

Numerically significant student subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when there are at least 30 students in the subgroup or at least 15 foster youth or homeless students. (Education Code 52052)

CSBA NOTE: Pursuant to Education Code 52064.3, as added by AB 181 (Ch. 52, Statutes of 2022), by January 31, 2025, an Individuals with Disabilities Education Act (IDEA) Addendum adopted by SBE relating to improvements in services for students with disabilities is required to be completed by districts that are identified by CDE as needing an improvement plan pursuant to 34 CFR 300.600-300.647. Such identified districts must comply with the requirements specified in the following paragraph.

Beginning July 1, 2025, if the district is identified by the California Department of Education (CDE) as needing an improvement plan pursuant to 34 CFR 300.600-300.647, the Board shall adopt, and update on an annual basis, an Individual with Disabilities Education Act (IDEA) Addendum, based on the template adopted by SBE. However, if the district adopts an improvement plan after being identified, but before July 1, 2025, the IDEA Addendum shall be developed upon expiration of the adopted improvement plan, but no later than July 1, 2028, whichever occurs first. The IDEA addendum shall be developed, reviewed, and approved in conjunction with and in the same manner as the LCAP and the annual update to the LCAP, and shall be submitted to CDE within 15 days of adoption by the Board. (Education Code 52064.3)

The Superintendent or designee shall review the school plan for student achievement (SPSA) submitted by each district school pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP are consistent with strategies included in the SPSA. (Education Code 52062)

The LCAP shall also be aligned with other district and school plans, to the extent possible, in order to minimize duplication of effort and provide clear direction for program implementation.

CSBA NOTE: Pursuant to Education Code 52064.1, districts are required to develop an LCFF budget overview for parents/guardians in conjunction with, and attached as a cover to, the LCAP and annual update to the LCAP. The budget overview is subject to the requirements of Education Code 52062 and 52070 pertaining to the adoption, review, and approval of the LCAP.

As part of the LCAP adoption and annual update to the LCAP, the Board shall separately adopt an LCFF budget overview for parents/guardians, based on the template developed by ~~the~~ SBE, which includes specified information relating to the district's budget. The budget overview shall be adopted, reviewed, and approved in the same manner as the LCAP and the annual update. (Education Code 52064.1)

Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to AR 1312.3 - Uniform Complaint Procedures. (Education Code 52075)

## Plan Development

The Superintendent or designee shall gather data and information needed for effective and meaningful plan development and present it to the Board and community. Such data and information shall include, but not be limited to, data regarding the number of students in student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

CSBA NOTE: Education Code 52060 requires consultation on plan development with all of the groups listed below. The Board may delegate responsibility for arranging meetings and other input opportunities to the Superintendent or designee.

5 CCR 15495 defines what it means to consult with students, including unduplicated students and other numerically significant student subgroups, and gives examples of methods that may be used for this consultation. State regulations do not provide examples of consultation with groups other than students, but consultations might include surveys, the establishment of an advisory committee consisting of representatives of all the specified groups, solicitation of feedback from the groups after a draft plan is available, discussion of the LCAP at staff meetings, and communication with parent organizations, student councils, school site councils, or other established committees or organizations. The district may expand the following paragraph to reflect district practice.

The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP. Consultation with students shall enable unduplicated students and other numerically significant student subgroups to review and comment on LCAP development and may include surveys of students, student forums, student advisory committees, and/or meetings with student government bodies or other groups representing students. (Education Code 52060; 5 CCR 15495)

#### Public Review and Input

CSBA NOTE: Pursuant to Education Code 52063 and 5 CCR 15495, the Board is required to establish a parent advisory committee and, if district enrollment includes at least 15 percent English learners, an English learner parent advisory committee to review and comment on the LCAP. The district may use existing parent advisory committees for these purposes if the committee composition complies with Education Code 52063 and 5 CCR 15495. However, the district should consider whether such opportunities need to be expanded to achieve significant levels of stakeholder involvement in the planning process as intended by law.

Education Code 52063, as amended by AB 181, requires the LCAP parent advisory committee to include parents/guardians of currently enrolled students with disabilities.

The Board shall establish a parent advisory committee to ~~review and comment~~ provide advice on the LCAP. The committee shall be composed of a majority of parents/guardians and shall include parents/guardians of unduplicated students as defined above; ~~and parents/guardians of students with disabilities.~~ (Education Code 52063; 5 CCR 15495)

CSBA NOTE: The following paragraph is for districts serving middle and/or high school students. Education Code 52063, as amended by SB 997 (Ch. 922, Statutes of 2022), requires, beginning July 1, 2024, districts serving middle or high school students to include two students as full members of the existing parent advisory committee or establish a student advisory committee to provide advice to the Board and the Superintendent or designee. Student members of the parent advisory committee or the student advisory committee shall represent the diversity of the district's students, as described below. Districts that do not serve middle or high school students may delete the following paragraphs relating to student advisory members.

Beginning July 1, 2024, unless a student advisory committee is established to provide advice to the Board and Superintendent, two students shall be included as full members of the parent advisory committee. The students shall serve for a renewable term of one full school year. (Education Code 52063)

Student members of the parent advisory committee or the student advisory committee shall represent the diversity of the district's students, including geographical, socioeconomic, cultural, physical, and educational diversity, and particular effort shall be made to reach out to at-risk or disadvantaged students to serve as members of such committees. (Education Code 52063)

Whenever district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, the Board shall establish an English learner parent advisory committee composed of a majority of parents/guardians of English learners to review and comment on the LCAP. (Education Code 52063; 5 CCR 15495)

CSBA NOTE: The following paragraph is required in relation to parent advisory committees, pursuant to Education Code 52062. For consistency, it is recommended that the same treatment be afforded a student advisory committee established to advise the Board and Superintendent.

The Superintendent or designee shall present the LCAP to the committee(s) before it is submitted to the Board for adoption, and shall respond in writing to comments received from the committee(s). (~~Education Code 52062~~)

CSBA NOTE: Education Code 52062 requires notification to the public of the opportunity to submit written comments on the proposed LCAP, including notification in the primary language of parents/guardians when required by Education Code 48985. Pursuant to Education Code 48985, whenever 15 percent or more of the students in a school speak a single primary language other than English, notifications sent to parents/guardians of such students must be written in the primary language as well as in English; see BP 5145.6 - Parental Notifications.

The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to the LCAP shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

CSBA NOTE: Pursuant to Education Code 305, the LCAP parent/guardian and community engagement process must include solicitation of input on language acquisition programs. See BP/AR 6174 - Education for English Learners for further information regarding the types of language acquisition programs that may be offered.

As part of the parent/guardian and community engagement process, the district shall solicit input on effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs to enable all students, including English learners and native English speakers, to have access to the core academic content standards and to become proficient in English. (Education Code 305-306)

The Superintendent or designee shall consult with the administrator(s) of the special education local plan area of which the district is a member to ensure that specific actions for students with disabilities are included in the LCAP and are consistent with strategies included in the annual assurances support plan for the education of students with disabilities. (Education Code 52062)

CSBA NOTE: Pursuant to Education Code 42127, the Board must not adopt a district budget until the LCAP is in place for the budget year; see BP 3100 - Budget. The budget must include the expenditures

necessary to implement the plan that will be effective during the subsequent fiscal year. If it does not, the County Superintendent of Schools will disapprove the district's budget.

The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. The public hearing shall be held at the same meeting as the budget hearing required pursuant to Education Code 42127 and AR 3100 - Budget. (Education Code 42127, 52062)

#### Adoption of the Plan

The Board shall adopt the LCAP prior to adopting the district budget, but at the same public meeting. This meeting shall be held after the public hearing described above, but not on the same day as the hearing. (Education Code 52062)

The Board may adopt revisions to the LCAP at any time during the period in which the plan is in effect, provided the Board follows the process to adopt the LCAP pursuant to Education Code 52062 and the revisions are adopted in a public meeting. (Education Code 52062)

#### Submission of Plan to County Superintendent of Schools

CSBA NOTE: Education Code 52070 requires the district to submit the LCAP to the County Superintendent, who may seek written clarification of the contents of the plan and may submit recommendations for amendments as provided below. The County Superintendent is required to approve the LCAP on or before October 8 if it is determined that (1) the LCAP adheres to the template adopted by the SBE and follows any SBE instructions or directions for completing the template; (2) the district budget includes expenditures sufficient to implement the specific actions and strategies in the LCAP; and (3) the LCAP adheres to supplemental and concentration grant expenditure requirements specified in Education Code 42238.07 for unduplicated students. In determining whether the district has fully demonstrated that it will use supplemental and concentration funds to increase or improve services for unduplicated students, 5 CCR 15497 requires the County Superintendent to review any descriptions of districtwide or schoolwide services provided.

Education Code 52064.1 requires the district to file the LCFF budget overview for parents/guardians with the County Superintendent to be reviewed for adherence with the template adopted by the SPI. If the budget overview is not approved, the County Superintendent will withhold approval of the LCAP and will provide technical assistance pursuant to Education Code 52071.

Not later than five days after adoption of the LCAP, the district budget, and the budget overview for parents/guardians, the Board shall file the LCAP, the budget, and the budget overview with the County Superintendent of Schools. (Education Code 42127, 52064.1, 52070)

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP, the Board shall respond in writing within 15 days of the request. If the County Superintendent then submits recommendations for amendments to the LCAP within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. (Education Code 52070)

If the County Superintendent does not approve the district's LCAP, the Board shall accept technical assistance from the County Superintendent focused on revising the plan so that it can be approved. (Education Code 52071)

## Monitoring Progress

CSBA NOTE: The following optional paragraph may be revised to reflect the district's timeline for reviewing the progress and effectiveness of strategies included in the LCAP. Reports should be provided to the Board in sufficient time to allow for any necessary changes in the annual update to the LCAP by July 1 of each year, as required by Education Code 52060-52061. The Dashboard provides a tool to assist in evaluation of district and school performance and includes all of the state priorities for the LCAP described in Education Code 52060.

The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by the Superintendent and the Board, regarding the district's progress toward attaining each goal identified in the LCAP. Evaluation shall include, but not be limited to, an assessment of district and school performance reported on the California School Dashboard. Evaluation data shall be used to recommend any necessary revisions to the LCAP.

CSBA NOTE: Pursuant to Education Code 52071, when a school or a numerically significant student subgroup is not making sufficient progress toward its LCAP goals, the County Superintendent may be required to provide technical assistance or the Board may request technical assistance. In addition, the Superintendent of Public Instruction may intervene in any school which has been identified as in need of intervention based on criteria specified in Education Code 52072. Pursuant to Education Code 52059.5, CDE has established a unified system of support for districts and schools that meets state requirements as well as federal Title I requirements and ensures consistency between technical assistance provided under both sets of requirements. For more information, see BP 0520 - Intervention for Underperforming Schools.

The Superintendent or designee shall seek and/or accept technical assistance or other intervention that may be required pursuant to Education Code 52071 or 52072 when a school or a numerically significant student subgroup is not making sufficient progress toward the goals in the LCAP.

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### Policy Reference Disclaimer:

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State	Description
5 CCR 15494-15497	Local control and accountability plan and spending requirements
Ed. Code 17002	State School Building Lease-Purchase Law, including definition of good repair
Ed. Code 305-306	English language education
Ed. Code 33430-33436	Learning Communities for School Success Program; grants for LCAP implementation
Ed. Code 41020	Requirement for annual audit

Ed. Code 41320-41322	Emergency apportionments
Ed. Code 42127	Public hearing on budget adoption
Ed. Code 42238.01-42238.07	Local control funding formula
Ed. Code 44258.9	County superintendent review of teacher assignment
Ed. Code 47604.33	Submission of reports by charter schools
Ed. Code 47606.5	Charter schools; local control and accountability plan
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 51210	Course of study for grades 1-6
Ed. Code 51220	Course of study for grades 7-12
Ed. Code 52052	Numerically significant student subgroups
Ed. Code 52059.5	Statewide system of support
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 52302	Regional occupational centers and programs
Ed. Code 52372.5	Linked learning program
Ed. Code 54692	Partnership academies
Ed. Code 60119	Sufficiency of textbooks and instructional materials; hearing and resolution
Ed. Code 60605.8	California Assessment of Academic Achievement; Academic Content Standards Commission
Ed. Code 64001	School plan for student achievement; consolidated application programs
Ed. Code 99300-99301	Early Assessment Program
W&I Code 300	Dependent child of the court
Federal	Description
20 USC 6311	State plan
20 USC 6312	Local educational agency plan
20 USC 6826	Title III funds; local plans
<a href="#"><u>34 CFR 300.600-300.647</u></a>	<a href="#"><u>Education of students with disabilities: monitoring, enforcement, confidentiality, and program information</u></a>
Management Resources	Description
CA Department of Education Publication	California School Accounting Manual
California Department of Education Publication	California Career Technical Education Model Curriculum Standards, 2013
California Department of Education Publication	LCFF Frequently Asked Questions
California Department of Education Publication	Local Control and Accountability Plan and Annual Update (LCAP) Template

California Department of Education Publication	California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, rev. 2013
California Department of Education Publication	California Common Core State Standards: Mathematics, rev. 2013
California Department of Education Publication	California English Language Development Standards, 2012
California Department of Education Publication	California School Dashboard
California Department of Education Publication	Family Engagement Framework: A Tool for California School Districts, 2014
CSBA Publication	The California School Dashboard and Small Districts, October 2018
CSBA Publication	Promising Practices for Developing and Implementing LCAPs, Governance Brief, November 2016
CSBA Publication	LCFF Rubrics, Issue 1: What Boards Need to Know About the New Rubrics, Governance Brief, rev. October 2016
Website	CSBA District and County Office of Education Legal Services
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Website	CSBA
Website	California Department of Education

#### Cross References

Code	Description
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0415	Equity
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0420.4	Charter School Authorization
0420.4	Charter School Authorization
0420.41	Charter School Oversight
0420.41-E(1)	Charter School Oversight
0430	Comprehensive Local Plan For Special Education
0430	Comprehensive Local Plan For Special Education
0440	District Technology Plan
0440	District Technology Plan

0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0500	Accountability
0520	Intervention in Underperforming Schools
0520.1	Comprehensive and Targeted School Improvement
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1113	District And School Web Sites
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1312.3-E (2)	Uniform Complaint Procedures
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2210	Administrative Discretion Regarding Board Policy
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3231	Impact Aid
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3460	Financial Reports And Accountability
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3517-E(1)	Facilities Inspection
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3553	Free And Reduced Price Meals
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4112.2	Certification
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5144	Discipline
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5144.1	Suspension And Expulsion/Due Process
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5145.6-E(1)	Parent/Guardian Notifications
5145.9	Hate-Motivated Behavior
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Regulation 0460: Local Control And Accountability Plan

Status: ADOPTED

Original Adopted Date: 10/01/2017 | Last Revised Date: ~~12/01/2019~~ 2022 | Last Reviewed Date:  
12/01/2022

CSBA NOTE: Education Codes 52060-52077 require the Governing Board to adopt and annually update, on or before July 1, a three-year local control and accountability plan (LCAP). See the accompanying Board policy for information about plan development and monitoring.

Goals and Actions Addressing State and Local Priorities

CSBA NOTE: Education Code 52060 requires that the LCAP include annual goals, aligned with specified state priorities, to be achieved for all students and for each numerically significant subgroup as defined in Education Code 52052. Pursuant to Education Code 52052, a numerically significant subgroup includes ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when there are at least 30 students in the subgroup (or at least 15 foster youth or homeless students) in the school or district.

In addition, several state priorities address programs and services for "unduplicated students." For purposes of supplemental and concentration grants allocated through the local control funding formula (LCFF), "unduplicated students" are defined by Education Code 42238.02 as students eligible for free or reduced-price meals, English learners, and foster youth; see the accompanying Board policy.

The district's local control and accountability plan (LCAP) and annual updates shall include, for the district and each district school: (Education Code 52060)

1. A description of the annual goals established for all students and for each numerically significant subgroup as defined in Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. The LCAP shall identify goals for each of the following state priorities:
  - a. The degree to which district teachers are appropriately assigned in accordance with Education Code 44258.9 and fully credentialed in the subject areas and for the students they are teaching; every district student has sufficient access to standards-aligned instructional materials as determined pursuant to Education Code 60119; and school facilities are maintained in good repair as specified in Education Code 17002
  - b. Implementation of the academic content and performance standards adopted by the State Board of Education (SBE), including how the programs and services will enable English learners to access the Common Core State Standards and the English language development standards for purposes of gaining academic content knowledge and English language proficiency

CSBA NOTE: Education Code 52060 provides that family engagement may include, but not be limited to, efforts by the district and schools to apply research-based practices, such as welcoming all families into the school community, engaging in effective two-way communication, supporting student success, and empowering families to advocate for equity and access. It may also include partnering with families to inform, influence, and create practices and programs that support student success and collaboration with families and the broader community, expand student learning opportunities, and promote civic participation.

- c. Parent/guardian involvement and family engagement, including efforts the district makes to seek parent/guardian input in district and school site decision making and how the district will promote parent/guardian participation in programs for unduplicated students, as defined in Education Code 42238.02 and Board policy, and students with disabilities
- d. Student achievement, as measured by all of the following as applicable:
  - i. Statewide assessments of student achievement
  - ii. 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; have successfully completed career technical education (CTE) sequences or programs of study that align with SBE-approved career technical education standards and frameworks, including, but not limited to, those described in Education Code 52302, 52372.5, or 54692; and have successfully completed both college entrance courses and CTE sequences or programs
  - iii. The percentage of English learners who make progress toward English proficiency as measured by the SBE-certified assessment of English proficiency
  - iv. The English learner reclassification rate
  - v. The percentage of students who have passed an Advanced Placement examination with a score of 3 or higher
  - vi. The percentage of students who demonstrate college preparedness in the Early Assessment Program pursuant to Education Code 99300-99301
- e. Student engagement, as measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates, as applicable
- f. School climate, as measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school connectedness, as applicable
- g. The extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas described in Education Code 51210 and 51220, as applicable, including the programs and services developed and provided to unduplicated students and students with disabilities, and the programs and services that are provided to benefit these students as a result of supplemental and concentration grant funding pursuant to Education Code 42238.02 and 42238.03
- h. Student outcomes, if available, in the subject areas described in Education Code 51210 and 51220, as applicable

CSBA NOTE: In addition to goals aligned with the state priorities described in Item #1 above, Education Code 52060 provides that the LCAP may include goals for local priorities established by the Board; see the accompanying Board policy. Optional Item #2 below may be revised to reflect local priorities.

- 2. Any goals identified for any local priorities established by the Board.

3. A description of the specific actions the district will take during each year of the LCAP to achieve the identified goals, including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state and local priorities specified in ~~items~~Items #1-2 above. Such actions shall not supersede provisions of existing collective bargaining agreements within the district.

CSBA NOTE: Pursuant to Education Code 52060, in developing goals and actions for the LCAP, the Board may consider qualitative information, including, but not limited to, the results of school quality reviews conducted pursuant to Education Code 52052. Education Code 52052 authorizes the Superintendent of Public Instruction (SPI), with approval of the State Board of Education (SBE) and conditional upon an appropriation in the state budget, to develop and implement a program of school quality reviews that features locally convened panels to visit schools, observe teachers, interview students, and examine student work.

For purposes of the descriptions required by ~~items~~Items #1-3 above, the Board may consider qualitative information, including, but not limited to, findings that result from any school quality review conducted pursuant to Education Code 52052 or any other reviews. (Education Code 52060)

For any local priorities addressed in the LCAP, the Board and Superintendent or designee shall identify and include in the LCAP the method for measuring the district's progress toward achieving those goals. (Education Code 52060)

To the extent practicable, data reported in the LCAP shall be reported in a manner consistent with how information is reported on the California School Dashboard. (Education Code 52060)

Increase or Improvement in Services for Unduplicated Students

CSBA NOTE: The following section is for use by districts that receive LCFF supplemental and/or concentration grant funds. Such districts are required to increase or improve services for unduplicated students in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students: see BP 3100 - Budget. 5 CCR 15494-15496 specify the method for determining the percentage by which services for unduplicated students must be increased or improved above services provided to all students in the fiscal year.

The LCAP shall demonstrate how the district will increase or improve services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students. (5 CCR 15494-15496)

When the district expends supplemental and/or concentration grant funds on a districtwide or schoolwide basis during the year for which the LCAP is adopted, the district's LCAP shall: (5 CCR 15496)

1. Identify those services that are being funded and provided on a districtwide or schoolwide basis
2. Describe how such services are principally directed towards, and are effective in, meeting the district's goals for unduplicated students in the state priority areas and any local priority areas
3. If the enrollment of unduplicated students is less than 55 percent of district enrollment or less than 40 percent of school enrollment, describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated students in the state priority areas and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experiences, or educational theory.

## Availability of the Plan

CSBA NOTE: Education Code 52065 requires the district to prominently post its LCAP, any annual update or revisions to the LCAP, and LCFF budget overview for parents/guardians on the homepage of its web site. In addition, the County Superintendent of Schools is required to post all district LCAPs, or links to those plans, on the county office of education web site and to transmit all such plans to the SPI, who will then post links to all plans on the California Department of Education web site.

Beginning July 1, 2025, if the district is identified by SBE as needing an improvement plan pursuant to 34 CFR 300.600-300.647, the Board shall adopt, and update on an annual basis, an Individual with Disabilities Education Act (IDEA) Addendum, based on the template adopted by SBE. However, if the district adopts an improvement plan after being identified, but before July 1, 2025, the IDEA Addendum shall be developed upon expiration of the adopted improvement plan, but no later than July 1, 2028.

The Superintendent or designee shall prominently post the LCAP, any updates or revisions to the LCAP, including the IDEA Addendum as applicable, and the LCFF budget overview for parents/guardians on the homepage of the district's web site. (Education Code 52064.1, 52064.3, 52065)

Policy Reference UPDATE Service

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### Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 15494-15497	Local control and accountability plan and spending requirements
Ed. Code 17002	State School Building Lease-Purchase Law, including definition of good repair
Ed. Code 305-306	English language education
Ed. Code 33430-33436	Learning Communities for School Success Program; grants for LCAP implementation
Ed. Code 41020	Requirement for annual audit
Ed. Code 41320-41322	Emergency apportionments
Ed. Code 42127	Public hearing on budget adoption
Ed. Code 42238.01-42238.07	Local control funding formula
Ed. Code 44258.9	County superintendent review of teacher assignment
Ed. Code 47604.33	Submission of reports by charter schools
Ed. Code 47606.5	Charter schools; local control and accountability plan
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 51210	Course of study for grades 1-6

Ed. Code 51220	Course of study for grades 7-12
Ed. Code 52052	Numerically significant student subgroups
Ed. Code 52059.5	Statewide system of support
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 52302	Regional occupational centers and programs
Ed. Code 52372.5	Linked learning program
Ed. Code 54692	Partnership academies
Ed. Code 60119	Sufficiency of textbooks and instructional materials; hearing and resolution
Ed. Code 60605.8	California Assessment of Academic Achievement; Academic Content Standards Commission
Ed. Code 64001	School plan for student achievement; consolidated application programs
Ed. Code 99300-99301	Early Assessment Program
W&I Code 300	Dependent child of the court
Federal	Description
20 USC 6311	State plan
20 USC 6312	Local educational agency plan
20 USC 6826	Title III funds; local plans
<a href="#"><u>34 USC 300.600</u></a>	<a href="#"><u>State monitoring and enforcement</u></a>
Management Resources	Description
CA Department of Education Publication	California School Accounting Manual
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Regulation 3260: Fees And Charges

Status: ADOPTED

Original Adopted Date: 03/01/2019 | Last Reviewed Date: ~~03/12/2019~~ 2022

CSBA NOTE: Pursuant to 5 CCR 350, districts may charge fees only when specifically authorized by law. The following list specifies fees currently authorized by law and should be revised to reflect the types of fees that have been approved by the Governing Board; see the accompanying Board policy. Other permissible fees may exist and be identified in the future. For further information about fees and charges, see the California Department of Education's (CDE) ["Fiscal Management Advisory 1720-01, Pupil Fees, Deposits and Other Charges."](#)

Pursuant to Education Code 49011, a district is prohibited from requiring a student to pay fees or charges in order to participate in an educational activity. A complaint alleging the unauthorized charging of student fees should be filed in accordance with the uniform complaint procedures; see the accompanying Board policy and BP/AR 1312.3 - Uniform Complaint Procedures. Districts with questions as to whether a particular fee may be charged should consult with [CSBA District and County Office of Education Legal Services or district](#) legal counsel.

When approved by the Governing Board, the Superintendent or designee may impose a fee for the following: (5 CCR 350)

1. Insurance for athletic team members, with an exemption providing for the district to pay the cost of the insurance for any team member who is financially unable to pay (Education Code 32221)
2. Insurance for medical or hospital service for students participating in field trips and excursions (Education Code 35331)

CSBA NOTE: In its ["Fiscal Management Advisory 1720-01,"](#) CDE interprets Education Code 35330 as permitting the district, at its discretion, to charge fees for any field trip, provided that no student is prevented from participating in a field trip due to a lack of funds.

3. Expenses of students' participation in a field trip or excursion within the state or to another state, the District of Columbia, or a foreign country, as long as no student is prohibited from making the field trip due to lack of funds (Education Code 35330)
4. Student fingerprinting program, as long as the fee does not exceed the actual costs associated with the program (Education Code 32390)
5. School camp programs in outdoor science education, conservation education, or forestry operated pursuant to Education Code 8760-8774, provided that the fee is not mandatory and no student is denied the opportunity to participate for nonpayment of the fee (Education Code 35335)

CSBA NOTE: Education Code 17551 permits the district to sell to a student any property of the district which has been fabricated by the student, as provided in ~~item~~Item #6 below. ~~CDE CDE's,~~ "Fiscal Management Advisory ~~1720-01,~~" clarifies that this cost applies to materials students will take home for their own possession and use, such as wood shop, art, or sewing projects.

6. Reimbursement to the district for the direct cost of materials used by students to fabricate property they will take home for their own possession and use, such as wood shop, art, or sewing projects kept by students (Education Code 17551)

CSBA NOTE: Education Code 39807.5, as amended by AB 181 (Ch. 52, Statutes of 2022), prohibits charging a fee for transportation to the parent/guardian of an unduplicated student as defined in Education Code 42238.02, which includes a student who is eligible for free or reduced-price meals, who is an English learner, or who is a foster youth.

7. Home-to-school transportation and transportation between regular, full-time day schools and regional occupational centers, programs, or classes, as long as the fee does not exceed the statewide average nonsubsidized cost per student, ~~the district provides a waiver based on financial need,~~ and an exemption is made for any student with a disability ~~whose individualized education program includes transportation as a related service necessary to receive a~~, or any student who is eligible for free appropriate public education or reduced-price meals, any student who is an English learner, or any student who is a foster youth. (Education Code 39807.5)
8. Transportation for students to and from their places of employment in connection with any summer employment program for youth (Education Code 39837)
9. Deposit for school band instruments, music, uniforms, and other regalia which school band members take on excursions to foreign countries (Education Code 38120)
10. ~~Sale or lease of personal computers or of Internet appliances that allow a person to connect to or access the district's educational network, provided that the items are sold or leased to parents/guardians at no more than cost and the district provides network access for families who cannot afford it (Education Code 17453.1)~~
- ~~11.~~ 10. An adult education or secondary school community service class in civic, vocational, literacy, health, ~~homemaking,~~ family and consumer sciences, technical, and general education, not to exceed the cost of maintaining the class (Education Code 51810-51815)

CSBA NOTE: In its, "Fiscal Management Advisory 20-01," CDE interprets Education Code 32030-32033 as permitting the district to charge fees for safety glasses that a student keeps, if the school provides them free of charge for use in specified courses or activities involving the use of hazardous substances likely to cause injury to the eyes.

- ~~12.~~ 11. Eye safety devices worn in courses or activities involving the use of hazardous substances likely to cause injury to the eyes, when being sold to students and/or teachers or instructors to keep and at a price not to exceed the district's actual costs (Education Code 32033)
- ~~13.~~ 12. Actual cost of furnishing copies of any student's records, except that no charge shall be made for furnishing up to two transcripts or two verifications of a former student's records or for reproducing records of a student with a disability when the cost would

effectively prevent the parent/guardian from exercising the right to receive the copies (Education Code 49065, 56504)

~~14-~~13. Actual cost of duplication for reproduction of the prospectus of school curriculum or for copies of public records (Education Code 49091.14; Government Code 6253)

CSBA NOTE: Pursuant to the California Universal Meals Program established by Education Code 49501.5, as added by AB 130 (Ch. 44, Statutes of 2021), a district is required to provide a free, nutritionally adequate breakfast and lunch each school day, to any student who requests a meal, without consideration of the student's eligibility for a federally funded free or reduced-price meal. For more information regarding the California Universal Meals Program see BP/AR 3550 – Food Service/Child Nutrition Program, BP/AR 3551 – Food Service Operations/Cafeteria Fund, and BP/AR 3553 – Free and Reduced Price Meals.

~~15-~~14. Food sold at school, subject to the California Universal Meals Program, free and reduced-price meal program eligibility, and other restrictions specified in law (Education Code 38084), 49501.5)

CSBA NOTE: According to CDE's, "Fiscal Management Advisory 20-01," a blanket policy that charges fees for any damage caused to district property would be inconsistent with Education Code 19911 and 48904. Therefore, a district should analyze, on a case-by-case basis, whether property has been willfully damaged.

~~16-~~15. In accordance with law, replacement cost or reimbursement for lost or willfully damaged district books, supplies, or property, or for district property loaned to a student that the student fails to return (Education Code 19910-19911, 48904)

~~17-~~16. Tuition for district school attendance by an out-of-state or out-of-country resident (Education Code 48050, 48052, 52613; 8 USC 1184)

~~18-~~17. Adult education books, materials, transportation, and classes, except that no fee may be charged for classes in elementary subjects, classes for which high school credit is granted when taken by a person who does not hold a high school diploma, or classes in English and citizenship (Education Code 39801.5, 52612, 60410)

~~19-~~18. Preschool and child care and development services, in accordance with the fee schedule established by the Superintendent of Public Instruction, unless the family qualifies for subsidized services or the program is exempted from fees by law (Education Code ~~8239, 8250, 8263~~) 8211, 8213, 8252-8254)

CBSA NOTE: Districts are prohibited from charging a fee for summer school programs. However, it is permissible for third parties that offer a summer school program to charge a fee for such program. CDE's, "Fiscal Management Advisory 22-01, Summer School, Third Parties, and Tuition Fees," provides that if a third party that is affiliated with a district charges tuition for a summer program, the district should make an individualized inquiry as to the relationship between the district and the third party to determine whether the educational activities are being offered by the district. In making this determination, districts may consider factors listed in Fiscal Management Advisory 22-01. Districts with questions as to whether a fee may be charged for summer school should consult CSBA District and County Office of Education Legal Services or district legal counsel.



20. ~~19.~~ Participation in a before-school ~~or~~ after-school, or intersession program that is funded as an After School Education and Safety (ASES) program, 21st Century Community Learning Center (21st CCLC), ~~or~~ 21st Century High School After School Safety and Enrichment for Teens (ASSETs) program, or Expanded Learning Opportunity (ELO) program, provided that fees are waived or reduced for families with students who are eligible for free or reduced-price meals and, in regard to ASES and 21st CCLC programs, fees are not charged if the district knows the student is a homeless or foster youth (Education Code 8422, 8482.6, 46120)

CSBA NOTE: In ~~its~~ "Fiscal Management Advisory 1720-01," CDE lists Advanced Placement and International Baccalaureate examination fees as permissible. Some districts choose to reduce the cost of the fees for low-income students through the use of district funds or other funding sources; see BP 6141.4 - International Baccalaureate Program and BP 6141.5 - Advanced Placement.

- ~~21.~~ 20. Advanced Placement and International Baccalaureate Diploma examinations for college credits, as long as the examination is not a course requirement and the results have no impact on student grades or credits in the course

CSBA NOTE: In its ~~its~~ "Fiscal Management Advisory 1720-01," CDE advises that a district that requires its students to wear a cap and gown as a condition for their participation in the high school graduation ceremony may not require such students to purchase the cap and gown. CDE recommends that such districts provide the graduates with a cap and gown for their use at the graduation ceremony and inform them that those interested may purchase a cap and gown from a vendor.

#### Collection of Debt

CSBA NOTE: Education Code 49014 (the Public School Fair Debt Collection Act), ~~as added by AB 1974 (Ch. 577, Statutes of 2018),~~ establishes requirements for districts to follow when seeking to recover a debt owed by students and/or parents/guardians, including a requirement to provide the parent/guardian with an itemized invoice that references the district's policies relating to debt collection and the rights established pursuant to Education Code 49014 and 49557.5 (unpaid meal fees). It is recommended that districts include references to this administrative regulation and the accompanying Board policy, ~~as well as BP/AR 3551 - Food Service Operations/Cafeteria Fund.~~ For additional rights established by Education Code 49014, including prohibitions against directly billing a student or former student or imposing any negative action on a student, see the accompanying Board policy. Before pursuing payment of any debt that has accumulated from unpaid permissible fees, the Superintendent or designee shall provide an itemized invoice for any amount owed by the parent/guardian on behalf of a student or former student. The invoice shall reference district policies related to debt collection and the rights established pursuant to Education Code 49014 and 49557.5. For each payment received, the district shall provide a receipt to the parent/guardian. (Education Code 49014)

The Superintendent or designee shall not sell debt owed by a parent/guardian of a student or former student. (Education Code 49014)

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 350	Fees not permitted
5 CCR 4600-4687	Uniform complaint procedures
CA Constitution Article 9, Section 5	Common school system
Ed. Code 17453.1	District sale or lease of Internet appliances or personal computers to parents of students
Ed. Code 17551	Property fabricated by students
Ed. Code 19910-19911	Offenses against libraries
Ed. Code 32033	Eye protective devices
Ed. Code 32221	Insurance for athletic team member
Ed. Code 32390	Voluntary program for fingerprinting students
Ed. Code 35330-35332	Field trips
Ed. Code 35335	School camp programs
Ed. Code 38080-38086.1	Cafeteria establishment and use
Ed. Code 38120	Use of school band equipment on excursions to foreign countries
Ed. Code 39801.5	Transportation for adults
Ed. Code 39807.5	Payment of transportation costs by parents
Ed. Code 39837	Transportation to summer employment program
<a href="#">Ed. Code 42238.02</a>	<a href="#">Local Control Funding Formula</a>
<a href="#">Ed. Code 46120</a>	<a href="#">Expanded learning opportunities</a>
Ed. Code 48050	Residents of adjoining states
Ed. Code 48052	Tuition for foreign residents
Ed. Code 48904	Liability of parent or guardian; withholding of grades, diplomas, transcripts
Ed. Code 49010-49013	Student fees
Ed. Code 49014	Public School Fair Debt Collection Act
Ed. Code 49065	Reasonable charge for transcripts
Ed. Code 49066	Grades; effect of physical education class apparel
Ed. Code 49091.14	Parental review of curriculum

<a href="#">Ed. Code 49501.5</a>	<a href="#">California Universal Meals Program</a>
Ed. Code 49557.5	Child Hunger Prevention and Fair Treatment Act of 2017
Ed. Code 51810-51815	Community service classes
Ed. Code 52612	Tuition for adult classes
Ed. Code 52613	Nonimmigrant foreign nationals
Ed. Code 56504	School records; students with disabilities
Ed. Code 60410	Books for adult classes
Ed. Code <del>8239</del> <a href="#">8211</a>	<del>Preschool and wraparound child care services</del> <a href="#">Priority for full-day early childhood education programs</a>
Ed. Code <del>8250</del> <a href="#">8213</a>	<del>Child care and development services for children with disabilities</del> <a href="#">Income eligible: definition</a>
Ed. Code <del>8263</del> <a href="#">8252-8254</a>	<del>Eligibility and priorities for subsidized child development services</del> <a href="#">Early childhood education family fees</a>
Ed. Code <del>8422</del> <a href="#">8420-8428</a>	21st Century High School After School Safety and Enrichment for Teens programs
Ed. Code 8760-8774	Outdoor science, conservation, and forestry programs
Gov. Code 6253	Request for copy; fee
Federal	Description
8 USC 1184	Foreign students
Management Resources	Description
California Department of Education Publication	Pupil Fees, Deposits, and Other Charges, Fiscal Management Advisory <del>17</del> <a href="#">20-01</a> , July <del>28</del> , <del>2017</del> <a href="#">23, 2020</a>
<a href="#">California Department of Education Publication</a>	<a href="#">Summer School, Third Parties, and Tuition Fees, Fiscal Management Advisory <del>22-01</del>, September 1, 2022</a>
Court Decision	CTA v. Glendale School District Board of Education (1980) 109 Cal. App. 3d 738
Court Decision	Driving School Assn of CA v. San Mateo Union HSD (1992) 11 Cal. App. 4th 1513
Court Decision	Hartzell v. Connell (1984) 35 Cal. 3d 899
Court Decision	Steffes v. California Interscholastic Federation (1986) 176 Cal. App. 3d 739
Court Decision	Arcadia Unified School District v. California Department of Education, (1992) 2 Cal. 4th 251
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education

## Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
0415	Equity
0440	District Technology Plan
0440	District Technology Plan
1230	School-Connected Organizations
1230	School-Connected Organizations
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1321	Solicitation Of Funds From And By Students
1321	Solicitation Of Funds From And By Students
3100	Budget
3100	Budget
3250	Transportation Fees
3250	Transportation Fees
3290	Gifts, Grants And Bequests
3452	Student Activity Funds
3514.1	Hazardous Substances
3514.1	Hazardous Substances
3515.4	Recovery For Property Loss Or Damage
3515.4	Recovery For Property Loss Or Damage
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
3551	Food Service Operations/Cafeteria Fund
3551	Food Service Operations/Cafeteria Fund
3552	Summer Meal Program

3552	Summer Meal Program
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
3554	Other Food Sales
3554	Other Food Sales
4112.9	Employee Notifications
4112.9-E(1)	Employee Notifications
4131	Staff Development
4212.9	Employee Notifications
4212.9-E(1)	Employee Notifications
4231	Staff Development
4312.9	Employee Notifications
4312.9-E(1)	Employee Notifications
4331	Staff Development
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5111.1	District Residency
5111.1	District Residency
5111.2	Nonresident Foreign Students
5125	Student Records
5125	Student Records
5142	Safety
5142	Safety
5142.1	Identification And Reporting Of Missing Children
5143	Insurance
5143	Insurance
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5148	Child Care And Development
5148	Child Care And Development
5148.2	Before/After School Programs

5148.2	Before/After School Programs
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6141.4	International Baccalaureate Program
6141.5	Advanced Placement
6142.4	Service Learning/Community Service Classes
6142.5	Environmental Education
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6145.2	Athletic Competition
6145.2	Athletic Competition
6153	School-Sponsored Trips
6153	School-Sponsored Trips
6158	Independent Study
6158	Independent Study
6161.2	Damaged Or Lost Instructional Materials
6163.1	Library Media Centers
6163.4	Student Use Of Technology
6163.4-E(1)	Student Use Of Technology
6173	Education For Homeless Children
6173	Education For Homeless Children
6173-E(1)	Education For Homeless Children
6173-E(2)	Education For Homeless Children
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6177	Summer Learning Programs
6178.2	Regional Occupational Center/Program
6200	Adult Education
6200	Adult Education
9323.2	Actions By The Board
9323.2-E(1)	Actions By The Board



Policy 3460: Financial Reports And Accountability

Status: ADOPTED

Original Adopted Date: 11/01/2004 | Last Revised Date: ~~04/12/2013~~ 2022 | Last Reviewed Date:  
~~04/12/2013~~ 2022

CSBA NOTE: The following policy is optional and should be revised to reflect district practice.

The Governing Board is committed to ensuring public accountability and the fiscal health of the district. The Board shall adopt sound fiscal management policies and practices, oversee the district's financial condition, and continually evaluate whether the district's budget and financial operations support the district's goals for student achievement.

CSBA NOTE: The following optional paragraph sets the Governing Board's expectation that the district's financial reports will adhere to generally accepted financial and accounting standards. The Governmental Accounting Standards Board (GASB) is a nonprofit agency that establishes financial and accounting standards for state and local government agencies, including school districts. By using the California Department of Education's (CDE) standardized account code structure (SACS) software to develop financial reports, the district will be assured of complying with generally accepted accounting principles prescribed by GASB and meeting other state and federal reporting guidelines.

The Superintendent or designee shall ensure that ~~all~~ district financial reports are prepared in accordance with law and in conformity with generally accepted accounting principles and financial reporting standards stipulated by the Governmental Accounting Standards Board and the California Department of Education (CDE). ~~He/she~~ The Superintendent or designee shall establish a system of ongoing internal controls to ensure the reliability of financial reporting.

When required by law or the Board, the Superintendent or designee shall submit to the Board reports of the district's financial status, including, but not limited to, any report specified in this Board policy or accompanying administrative regulation. When submission of any such report ~~must be approved by the Board prior to its submission~~ to a local, state, and/or federal agency requires prior Board approval, the Superintendent or designee shall provide the report to the Board in sufficient time to enable the Board to carefully review the report ~~and meet any applicable submission deadline~~.

~~The Board shall regularly communicate the district's financial position to the public and shall use financial reports to determine what actions and budget amendments, if any, are needed to ensure the district's financial stability~~ without breaking any applicable submission deadline.

CSBA NOTE: The Fiscal Crisis and Management Assistance Team (FCMAT), ~~which advises~~ is an independent entity created to help districts ~~on~~ avert fiscal insolvency and to provide districts with fiscal management ~~and works with insolvent districts, has~~ assistance. In August 2019, FCMAT revised the 15 identified ~~15~~ predictors of fiscal distress common in districts needing state intervention. ~~These conditions include a governance crisis; absence~~ According to FCMAT's "Indicators of communication to educational community; ~~lack~~ Risk or Potential Insolvency," the indicators of interagency cooperation; failure to recognize year-to-year trends (e.g., declining enrollment or deficit spending); flawed projections for average daily attendance; failure to maintain reserves; insufficient consideration of long-term bargaining agreement effects; flawed multi-year projections; inaccurate revenue and expenditure estimations; poor cash flow analysis and reconciliation; bargaining agreements beyond state cost-of-living adjustment; no integration of employee position control with payroll; risk or potential insolvency



include, but are not limited access to, conditions related to timely personnel, payroll, and unreliable budget control data and reports; escalating general fund encroachment; and lack of regular development, insufficient budget monitoring of categorical programs. See FCMAT's Fiscal Oversight Guide for further information.

When the County Superintendent of Schools reviews or updates, inadequate cash management, mismanaged collective bargaining agreements, increasing and/or unplanned contributions and transfers, continuing deficit spending, mismanaged employee benefits, and inattention to enrollment and attendance reporting.

In reviewing the district's budget (see AR 3100 - Budget), he/she the County Superintendent of Schools is required by Education Code 42127 and 42127.6 to consider whether more than three of these predictors are present. If so any studies, reports, evaluations, or audits of the district that contain evidence of fiscal distress based on the standards and criteria specified in Education Code 33127 or a finding that the district is in moderate or high risk of intervention based on the most common FCMAT indicators of a district needing intervention. In the event of any such evidence or finding, or if the district is showing fiscal distress under state criteria and standards for budgets or interim reports, as specified in 5 CCR 15440-15451 and 15453-15464, the County Superintendent must is required to investigate whether the district may be unable to meet its financial obligations for the current year's or two subsequent fiscal years years' financial obligations.

The Board shall regularly assess the district's financial position and communicate the results to the public, and shall use financial reports to determine the actions and budget amendments, if any, that are needed to ensure the district's financial stability. If district conditions predict fiscal distress or indicate that the district might not be able to meet its fiscal obligations, the Board and Superintendent or designee shall act quickly take action to identify and resolve these conditions- without delay. The Board shall work cooperatively with the County Superintendent of Schools to improve the district's fiscal health and may contract with an external individual or organization to advise provide the district on with needed advice or fiscal matters management or training.

CSBA NOTE: When a district is fiscally insolvent and is considering applying to the state for an emergency apportionment that exceeds 200 percent of the recommended reserve for that district, Education Code 41326 requires the Board to first discuss the need for that apportionment at a regular or special meeting. At that meeting, the Board must receive testimony from parents/guardians, exclusive representatives of employees, and other community members. If the Any district that receives such an apportionment, it is subject to the conditions set forth in Education Code 41326, including assumption of all the Board's legal rights, duties, and powers by a state-appointed administrator.

#### Unaudited Actual Receipts and Expenditures

On or before September 15, the Board shall approve and file with the County Superintendent a statement of the district's unaudited actual receipts and expenditures for the preceding fiscal year. The Superintendent or designee shall prepare this statement using the state's standardized account code structure (SACS) as prescribed by the Superintendent of Public Instruction (SPI). (Education Code 42100)

#### Gann Appropriations Limit Resolution

On or before September 15, the Board shall, at a regular or special meeting, adopt a resolution identifying, pursuant to Government Code 7900-7914, the district's estimated appropriations limit for the current fiscal year and the actual appropriations limit for the preceding fiscal year. Documentation used to identify these limits shall be made available to the public on the day of the Board meeting. (Education

Interim Reports/Certification of Ability to Meet Fiscal Obligations

CSBA NOTE: Education Code 42130 requires that the district issue two interim ~~fiscal~~ reports, as described below, based on the criteria and standards adopted by the State Board of Education (SBE) pursuant to Education Code 33127. These criteria and standards are delineated in 5 CCR 15453-15464. See the accompanying administrative regulation for further information about the contents of the interim reports.

~~The~~ Each fiscal year, the Superintendent or designee shall submit two interim ~~fiscal~~ reports to the Board, ~~the~~ The first report ~~covering~~ shall cover the district's financial and budgetary status for the period ending October 31 and the second report ~~covering~~ shall cover the period ending January 31. ~~The~~ These reports and supporting data shall be made available by the district for public review. (Education Code 42130)

Within 45 days after the close of the period reported, the Board shall approve the interim report and ~~certify~~, on the basis of the interim report and any additional financial information known by the Board, shall certify in writing whether the district will be able to meet its fiscal obligations for the remainder of the fiscal year and, based on current forecasts, for the two subsequent fiscal years. The certification shall be classified as one of the following: (Education Code 42130, 42131)

1. "Positive certification" indicating that the district will meet its financial obligations for the current fiscal year and two subsequent fiscal years
2. "Qualified certification" indicating that the district may not meet its financial obligations for the current fiscal year or two subsequent fiscal years
3. "Negative certification" indicating that the district will be unable to meet its financial obligations for the remainder of the fiscal year or the subsequent fiscal year

CSBA NOTE: Education Code 42130 and 42131 require that the interim report and certification be submitted to the County Superintendent in a format or on forms prescribed by the Superintendent of Public Instruction (SPI). ~~The~~ CDE requires that these be reported using the SACS software. Pursuant to Education Code 42131, upon receiving the certification, the County Superintendent is required to send any qualified or negative certification, along with the interim report, to the State Controller and the SPI.

The Superintendent or designee shall submit a copy of each interim report and certification to the County Superintendent using the state's SACS software, as prescribed by the SPI. (Education Code 42130, 42131)

CSBA NOTE: Education Code 42131 gives the County Superintendent 75 days after the close of the reporting period to ~~change~~ downgrade the district's positive certification to qualified or negative or, ~~as amended by AB 2662 (Ch. 589, Statutes of 2012), to change the district's a~~ qualified certification to negative. Districts may appeal the County Superintendent's determination to the SPI, who will then determine the certification to be given to the district.

If the district's certification is subsequently changed by the County Superintendent from a positive to a qualified or negative certification, or from a qualified to a negative certification, the Board may appeal the decision to the SPI within five days of receiving the notice of change. (Education Code 42131)

CSBA NOTE: Whenever the district receives a qualified or negative certification, Education Code 42131 requires the County Superintendent, within 75 days after the close of the reporting period, to submit ~~his/her~~ comments on the certification to the State Controller and the SPI and report any remedial action proposed or taken under the authority granted ~~to the County Superintendent~~ by Education Code 42127.6. Pursuant to Education Code 42127.6, the County Superintendent is required to take one or more of the following actions: (1) assign a fiscal expert to advise the district on ~~its~~the financial problems; (2) conduct a study of the district's financial and budgetary conditions ~~of the district~~ including, but not limited to, a review of internal controls; (3) direct the district to submit a financial projection of all fund and cash balances as of June 30 of the current year and subsequent fiscal years; (4) require the district to encumber all contracts and other obligations, prepare appropriate cash flow analyses and monthly or quarterly budget revisions, and appropriately record all receivables and payables; (5) direct the district to submit a proposal for addressing the fiscal conditions that caused the negative or qualified certification; (6) withhold ~~the~~ Board stipend and Superintendent compensation if requested financial information is not provided; and/or (7) assign FCMAT to review and provide recommendations to improve the district's teacher hiring process, teacher retention rate, extent of teacher misassignment, and provision of highly qualified teachers. Education Code 42131 also authorizes the State Controller to conduct an audit or review of the financial condition of any district having a negative or qualified certification.

Pursuant to Education Code 42652, a district that receives a qualified or negative certification also may lose the County Superintendent's or SPI's approval to draw warrants on the county treasury. Furthermore, pursuant to Education Code 42133, a district that receives a qualified or negative certification must have the County Superintendent's approval before issuing any certificates of participation, tax anticipation notes, revenue bonds, or other non-voter-approved debt (see the section ~~entitled~~ "Non-Voter-Approved Debt Report" in the accompanying administrative regulation).

Whenever a district with a qualified or negative certification is negotiating a collective bargaining agreement, it must allow the County Superintendent 10 working days to review and comment on the proposed collective bargaining agreement pursuant to Government Code 3540.2; see BP 4143/4243 - Negotiations/Consultation.

Whenever the district receives a qualified or negative certification from the Board or the County Superintendent, the Superintendent or designee shall cooperate in the implementation of any remedial actions taken or prescribed by the County Superintendent ~~under the authority granted to him/her pursuant to~~ . (Education Code 42131-)

CSBA NOTE: Whenever the district's second interim report is accompanied by a qualified or negative certification, the district must submit another financial statement by June 1 as described below; this report is sometimes referred to as the "third interim report."

If the second interim report is accompanied by a qualified or negative certification, the Board shall, no later than June 1, provide to the County Superintendent, the State Controller, and the SPI a financial statement as of April 30 ("third interim report") that projects the district's fund and cash balances through June 30. (Education Code 42131)

CSBA NOTE: Education Code 42637 authorizes the County Superintendent, upon concluding at any time during the fiscal year ~~if he/she concludes~~, that the district's budget does not comply with criteria and standards adopted by the SBE, to conduct a comprehensive review of the district's financial and budgetary conditions ~~of the district~~ and to report ~~his/her~~the findings to the Board at a public meeting. According to FCMAT's Fiscal Oversight Guide, ~~this provision of the law requires~~ the County Superintendent ~~to~~must exercise this authority when the district receives a negative certification and ~~authorizes him/her~~is authorized to do so when the district receives a qualified certification. After

receiving ~~such a~~the report, the Board ~~must~~is required to respond to the recommendations within 15 days.

~~At~~If at any time during the fiscal year ~~when~~, the County Superintendent concludes that the district's budget does not comply with the standards and criteria for financial stability and conducts a comprehensive review of the ~~district's~~district's financial and budgetary conditions ~~after he/she has determined that the district's budget does not comply with state criteria and standards for fiscal stability,~~ the Board shall review any report of the County Superintendent's Superintendent's findings and recommendations at a public Board meeting. Within 15 days of receiving the report, the district shall notify the County Superintendent and the SPI of ~~its~~the Board's proposed actions on the recommendation. (Education Code 42637)

## Audit Report

CSBA NOTE: Pursuant to Education Code 41020, the Board must, no later than May 1 of each year, arrange for an audit of all the district's funds. However, if the Board has not provided for an audit by April 1, the County Superintendent must do so at the district's cost. Thus, the paragraph below reflects the April 1 deadline.

Pursuant to Education Code 41020, any district contract for auditing services must be approved by the County Superintendent if the district has a disapproved budget, has received a negative certification on any budget or interim ~~fiscal~~ report during the current fiscal year or either of the two preceding fiscal years, or has otherwise been determined by the County Superintendent to have a lack of going concern, ~~any contract the district enters into for auditing services must be approved by the County Superintendent.~~

By April 1 of each year, the Board shall provide for an annual audit of the district's books and accounts. (Education Code 41020)

CSBA NOTE: Education Code 41020 requires the Board to select an auditor from a directory of certified public accountants and public accountants deemed by the State Controller as qualified to conduct audits of local education agencies. The State Controller is required to publish this directory by December 31 of each year.

In addition, Education Code 41020.5 prohibits the Board from employing any accountant identified by the State Controller as ineligible based on failure of past audits to comply with provisions of the K-12 annual audit guide. The State Controller will annually notify districts of ineligible accountants by March 1.

To conduct the audit, the Board shall select a certified public accountant or public accountant licensed by the State Board of Accountancy from among those deemed qualified by the State Controller. (Education Code 41020, 41020.5)

CSBA NOTE: Education Code 41020 requires that districts rotate auditors as specified below. However, the district may request that the Education Audit Appeals Panel waive this requirement if no otherwise eligible auditor is available to perform the audit.

~~The Board shall not select any~~Except when, as determined by the Education Audits Appeal Panel, no otherwise eligible auditor is available, a public accounting firm ~~to provide audit services if the~~whose lead or coordinating audit partner having primary responsibility for the audit, or ~~the~~whose audit partner

responsible for reviewing the audit, has performed audit services for the district in each of the six previous fiscal years shall not be selected to perform a district audit. (Education Code 41020)

CSBA NOTE: Education Code 41020.3 requires the Board to review the audit report at an open meeting by January 31 of each year. However, Education Code 41020 requires that the audit report be filed with the County Superintendent, CDE, and State Controller no later than December 15. Thus, it is recommended that the Board conduct its review of the audit prior to December 15 whenever possible.

No later than December 15, the report of the audit for the preceding fiscal year shall be filed with the County Superintendent, the CDE, and the State Controller. (Education Code 41020)

Prior to December 15 whenever possible, but in no case later than January 31, the Board shall review, at an open meeting, the annual district audit for the prior year, any audit exceptions identified in that audit, the recommendations or findings of any management letter issued by the auditor, and any description of correction or plans to correct any exceptions or any issue raised in a management letter. (Education Code 41020.3)

The Board shall have an opportunity at the meeting to ask questions of the auditor and request further information about the audit findings.

#### Audit Committee

CSBA NOTE: The following optional section may be revised to reflect district practice. Although it is the responsibility of district staff to prepare financial statements and the responsibility of the independent auditor to assure that the information in the statements is reliable and fairly presented, establishment of an audit committee provides an additional mechanism to ensure fiscal responsibility, as well as providing an opportunity for community participation. Committees established by Board action are subject to the Brown Act; see BP/AR 1220 - Citizen Advisory Committees and BB 9130 - Board Committees.

The Board may appoint an audit committee composed of staff knowledgeable about fiscal matters, other staff, and representatives of the community.

The committee shall serve in an advisory capacity and may:

1. Make recommendations regarding the selection of the external independent auditor in accordance with Education Code 41020 and 41020.5
2. Review the plan for the audit process with the independent auditor to determine the adequacy of the nature, scope, and timetable of the audit
3. Review the results of the audit and participate with the independent auditor and management in preparing final recommendations and responses
4. Participate with the independent auditor in presenting the audit report to the Board
5. Review Board policies and administrative regulations to recommend any revisions needed to ensure effective financial reporting
6. Provide input on the effectiveness of the independent auditor
7. Periodically report to the Board regarding the status of previous audit recommendations for improving the accounting and internal control systems

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
2 CCR 1859.104	Leroy F. Greene School Facilities Program, <del>specifically</del> , reporting requirements
5 CCR 15060	Standardized account code structure
5 CCR 15070	Submission of reports using standardized account code structure
5 CCR 15440-15451	Criteria and standards for school district budgets
5 CCR 15453-15464	Criteria and standards for school district interim reports
5 CCR 19810-19816.1	Audits
Ed. Code 1240	County superintendent of schools; duties
Ed. Code 14500-14508	Financial and compliance audits
Ed. Code 17070.10-17079.30	Leroy F. Greene School Facilities Act
Ed. Code 17150-17150.1	Public disclosure of non-voter-approved debt
Ed. Code 17170-17199.5	California School Finance Authority
Ed. Code 33127	Standards and criteria for local budgets and expenditures
Ed. Code 33128	Standards and criteria; inclusions
Ed. Code 33129	Standards and criteria; use by local agencies
Ed. Code 35035	Powers and duties of the superintendent; transfer authority
Ed. Code 41010-41024	Accounting system and audits
Ed. Code 41326	Emergency apportionment
Ed. Code 41344	Repayment of apportionment significant audit exceptions
Ed. Code 41344.1	Appeals of audit findings
Ed. Code 41455	Examination of financial problems of local districts
Ed. Code 42100-42105	Requirement to prepare and file annual statement
Ed. Code <del>42122</del> <u>42120</u> -42129	Budget requirements
Ed. Code 42130-42134	Financial reports and certifications
Ed. Code 42140-42142	Public disclosure of fiscal obligations
Ed. Code 42637	County superintendent review of district's financial and budgetary conditions

Ed. Code 42652	Revocation or suspension of warrant authority
Ed. Code 48300-48316	Student attendance alternatives; school district of choice program
Ed. Code 52060-52077	Local control and accountability plan
Gov. Code 16429.1	Local agency investment fund
Gov. Code 3540.2	Meeting and negotiating in public educational employment
Gov. Code 53646	Treasurer reports and statements of investment policy
Gov. Code 7900-7914	Appropriations limit
Federal	Description
2 CFR 200.0-200.521	Federal uniform grant guidance
31 USC 7501-7507	Single audits of federal program funds
Management Resources	Description
California Department of Education Communication	New Financial Reporting Requirements for Postemployment Benefits Other than Pensions, February 26, 2007
California Department of Education Communication	Audit Resolution Process: Repayment Plans, December 8, 2000
Fiscal Crisis & Management Assistance Team Pub.	Fiscal Oversight Guide for AB 1200, AB 2756 and Subsequent Related Legislation, September 2006
Governmental Accounting Standards Board Statement	Statement 54, Fund Balance Reporting and Governmental Fund Type Definitions, March 2009
Governmental Accounting Standards Board Statement	Statement 75, Accounting and Financial Reporting by Employers for Post-employment Benefits Other Than Pensions, June 2015
Governmental Accounting Standards Board Statement	Statement 34, Basic Financial Statements and Management's Discussion and Analysis - For State and Local Governments, June 1999
Governmental Accounting Standards Board Statement	Statement 75, Accounting and Financial Reporting for Post-employment Benefits Other Than Pensions, June 2015
State Controller Publication	Standards and Procedures for Audits of California K-12 Local Educational Agencies <del>(annual publication)</del>
U.S. Gov. Accountability Office & PCIE Publication	Financial Audit Manual, revised 2008
U.S. Gov. Accountability Office & PCIE Publication	Government Auditing Standards, 2011
Website	CSBA District and County Office of Education Legal Services
Website	Governmental Accounting Standards Board
Website	California State Controller
Website	U.S. Government Accountability Office

Website	California County Superintendents Educational Services Association
Website	California Department of Education, Finance and Grants
Website	Education Audit Appeals Panel
Website	Fiscal Crisis and Management Assistance Team
Website	CSBA
Website	California Association of School Business Officials
Website	Office of Management and Budget
Website	School Services of California, Inc.

#### Cross References

Code	Description
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0500	Accountability
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1340	Access To District Records
1340	Access To District Records
3000	Concepts And Roles
3100	Budget
3100	Budget
3110	Transfer Of Funds
3220.1	Lottery Funds
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3280	Sale Or Lease Of District-Owned Real Property
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3290	Gifts, Grants And Bequests
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3580	District Records
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4143	Negotiations/Consultation
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4312.1	Contracts
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Regulation 3460: Financial Reports And Accountability

Status: ADOPTED

Original Adopted Date: 04/01/2014 | Last Revised Date: ~~10/12/2018~~ 2022 | Last Review ed Date:  
~~10/12/2018~~ 2022

### Interim Reports

CSBA NOTE: Education Code 42130 requires that the district issue two interim-fiscal reports; see the accompanying Board policy for information about the use of these reports to certify whether the district will be able to meet its fiscal obligations for the remainder of the fiscal year and, based on current forecasts, for the two subsequent fiscal years.

Each interim-fiscal report developed pursuant to Education Code 42130 shall include an assessment of the district budget as revised to reflect current information regarding the adopted state budget, district property tax revenues, if any, and ending balances for the preceding fiscal year. (Education Code 42130, 42131)

CSBA NOTE: Interim reports must be based on the criteria and standards adopted by the State Board of Education (SBE) pursuant to Education Code 33127. These criteria and standards are specified in 5 CCR 15453-15464 and address the areas listed below.

~~The interim~~ Interim reports shall be based on State Board of Education (SBE) criteria and standards which address fund and cash balances, reserves, deficit spending, estimation of average daily attendance (ADA), projected enrollment, ratio of ADA to enrollment, projected local control funding formula (LCFF) revenue, salaries and benefits, other revenues and expenditures, and facilities maintenance. For purposes of assessing projections of LCFF revenue, the first interim report shall be compared to the adopted district budget, and the second interim report shall be compared to the projections in the first interim report. (Education Code 42130; 5 CCR 15453-15464)

~~The~~ An interim report shall also provide supplemental information regarding contingent liabilities, use of one-time revenues for ongoing expenditures, contingent revenues, contributions (i.e., projected contributions from unrestricted general fund resources to restricted general fund resources, projected transfers to or from the general fund to cover operating deficits in the general fund or any other fund, and capital project cost overruns that may impact the general fund budget), long-term commitments, unfunded liabilities, temporary interfund borrowings, the status of labor agreements, and the status of other funds. (Education Code 42130; 5 CCR 15453, 15464)

### Audit Report

CSBA NOTE: Pursuant to Education Code 41020, each year the district is required to arrange for an independent audit of all the district's funds. The audit must be approved by the Governing Board and submitted to the County Superintendent of Schools, California Department of Education (CDE), and State Controller within specified timelines. See the accompanying Board policy.

The Superintendent or designee shall establish a timetable for the completion and review of the annual audit within the deadlines established by law.

CSBA NOTE: The following paragraph is optional. Governmental Accounting Standards Board (GASB) Statement 34 contains requirements for the contents of the district's annual audited financial reports.

The Superintendent or designee shall provide the necessary financial records and cooperate with the independent auditor selected by the Governing Board to ensure that the audit report contains all information required by law and the Governmental Accounting Standards Board (GASB).

CSBA NOTE: Pursuant to Education Code 41020, the audit must include an audit of income and expenditures for all district funds, as provided below. Additionally, Education Code 41020 requires that the audit include a determination of whether funds were expended in accordance with the district's local control and accountability plan (LCAP). Pursuant to Education Code 52061, the annual update to the LCAP must list expenditures for specific actions to be taken to achieve the goals in the LCAP, including expenditures for services to English learners, foster youth, and students eligible for free and reduced-price meals. See BP/AR 0460 - Local Control and Accountability Plan for requirements pertaining to the LCAP.

The district audit shall include ~~an audit of all~~ income and expenditures by source of funds ~~for all funds of the district~~, including the student body and cafeteria funds and accounts, state and federal grant funds, and any other funds under the district's control or jurisdiction ~~of the district~~, as well as an audit of student attendance procedures. The audit shall also include a determination of whether LCFF funds were expended in accordance with the district's local control and accountability plan or an approved annual update of the plan. (Education Code 41020)

CSBA NOTE: The following optional paragraph is for use by districts that elect to participate in the school district of choice program (Education Code 48300-48316); see BP/AR 5117 - Interdistrict Attendance. Pursuant to Education Code 48301, any district that elects to participate in the school district of choice program must ensure that its annual financial audit includes a review of the district's compliance with program requirements to establish a random, unbiased process for student admittance and to provide appropriate and factually accurate parent/guardian communications.

If the district participates in the school district of choice program to accept interdistrict transfers, the Superintendent or designee shall notify the auditor, prior to the commencement of the audit, that the audit must include a review of the district's compliance with specified program requirements. (Education Code 48301)

CSBA NOTE: Pursuant to Education Code 41344 and 41344.1, the district may appeal to the Education Audit Appeals Panel (EAAP) when an audit finding requires the district to repay an apportionment or pay a penalty. If the EAAP finds that there has been substantial compliance with the law, it may waive or reduce repayments or order other remedial measures to induce future compliance.

If an audit finding results in the district being required to repay an apportionment or pay a penalty, the district may appeal the finding to the Education Audit Appeals Panel by making an informal summary appeal within 30 days of receiving the final audit report or initiating a formal appeal within 60 days of receiving the report. (Education Code 41344, 41344.1)

While a public accounting firm is performing the audit of the district, it shall not provide any nonauditing, management, or other consulting services for the district except as provided in Government Auditing Standards, Amendment #3, published by the U.S. Government Accountability Office. (Education Code 41020)

#### Report on Expenditures of State Facilities Funds

CSBA NOTE: Pursuant to Education Code 41024, ~~as added by AB 99 (Ch. 15, Statutes of 2017) and amended by AB 1808 (Ch. 32, Statutes of 2018)~~, districts that receive state facilities funding pursuant to the Leroy F. Greene School Facilities Act (Education Code 17070.10-17079.30) must annually report a detailed list of all expenditures of state funds, including interest, and of the district's matching funds for

completed projects. Education Code 41024 requires that an audit of completed facilities projects be submitted within one year of project completion.

Education Code 41024 requires CDE to provide the Office of Public School Construction with a copy of the audit identifying any adjustments to be made in grant funding as a result of the audit findings. the auditor to file the audit of state facilities funds with the State Controller within 60 days of completion of the audit. The State Controller, within 60 days of the receipt of the certified audit and after determining that the audit conforms with reporting standards in the audit guide, is then required to provide a copy of the audit to CDE and the Office of Public School Construction (OPSC), and to notify OPSC of any audit findings required pursuant to Education Code 41024 and of any amounts or adjustments identified on the basis of district's failure to expend the funds in accordance with the School Facilities Act or any accompanying grant agreement signed by district. The district may appeal any finding in accordance with the timelines and process specified in Education Code 41344. However, certain adjustments specified in Education Code 41024 (b)(1)(C)-(G) are not appealable to the Education Audit Appeals Panel.

When the district participates in the school facilities program pursuant to Education Code 17070.10-17079.30, the Superintendent or designee shall annually report a detailed list of all expenditures of state facilities funds, including interest, and of the district's matching funds for completed projects until all such funds are expended. The report shall identify expenditures on a project-by-project basis, reflect completed projects that were reimbursed within that fiscal year, and clearly indicate the list of projects that have been completed. (Education Code 41024; 2 CCR 1859.104)

Audits of facilities projects shall be concluded within one year of project completion, and shall be included as part of the district's audit for the fiscal year in which the project is reported as completed. A project shall be deemed completed when any of the following conditions is met: (Education Code 41024; 2 CCR 1859.104)

1. When the notice of completion for the project has been filed, all outstanding invoices, claims, and change orders have been satisfied, and the facility is currently in use by the district
2. Three years from the date of the final fund release for an elementary school project
3. Four years from the date of the final fund release for a middle or high school project

## Fund Balance

CSBA NOTE: The following optional section reflects GASB Statement 54, which addresses the manner in which fund balances in the general fund must be reported in external financial reports. Pursuant to GASB 54, the Board has sole authority to specify purposes of committed funds (Item Item #3 below) and also must express, or delegate the authority to express, intended purposes of resources resulting in the assigned fund balance (Item Item #4 below); see BP 3100 - Budget.

In accordance with GASB Statement 54, external financial reports shall report fund balances in the general fund within the following classifications based on the relative strength of constraints placed on the purposes for which resources can be used:

1. Nonspendable fund balance, including amounts that are not expected to be converted to cash, such as resources that are not in a spendable form or are legally or contractually required to be maintained intact

2. Restricted fund balance, including amounts constrained to specific purposes by their providers or by law
3. Committed fund balance, including amounts constrained to specific purposes by the Board
4. Assigned fund balance, including amounts which the Board or its designee intends to use for a specific purpose
5. Unassigned fund balance, including amounts that are available for any purpose

#### Negative Balance Report

CSBA NOTE: When applicable, Education Code 42127.5 requires districts to report the reasons for a negative unrestricted fund balance or negative cash balance. "Unrestricted funds" are any funds that are not constrained by law to be spent on specific purposes and which therefore may be spent as the Board deems appropriate. Such funds may be reported in the committed fund balance, assigned fund balance, or unassigned fund balance as provided in ~~Items~~ Items #3-5 in the section "Fund Balance" above.

Whenever the district reports a negative unrestricted fund balance or a negative cash balance in its annual budget or annual audit report, it shall include in the budget a statement that identifies the reasons for the negative unrestricted fund balance or negative cash balance and the steps that have been taken to ensure that the negative balance will not occur at the end of the current fiscal year. (Education Code 42127.5)

#### Lease Accounting

CSBA NOTE: To increase the usefulness of government financial statements, the Governmental Accounting Standards Board has issued GASB Statement 87, which defines a lease as a "contract that conveys control of the right to use another entity's nonfinancial asset as specified in the contract for a period of time in an exchange or exchange-like transaction," and changes the rules related to the recognition, measurement, and related disclosures of leases involving governmental entities. Examples of "nonfinancial assets" include buildings, land, vehicles, and equipment. GASB 87 provisions became effective for the reporting periods beginning after June 15, 2021.

Any lease agreement involving the district, whether as lessor or lessee, shall be classified as a short-term lease, a contract that transfers ownership, or a lease other than short-term lease and contract that transfers ownership. District financial statement disclosures and schedules related to any lease shall comply with the standards specified in GASB 87.

#### Non-Voter-Approved Debt Report

CSBA NOTE: The following section addresses notices regarding the issuance of revenue bonds, certificates of participation, and other non-voter-approved debts. Pursuant to Education Code 17150 and 17150.1, the County Superintendent and county auditor may, within 15 days of receiving these notices from the district, comment publicly to the Board regarding the capability of the district to repay the debt obligation.

Pursuant to Education Code 42133, a district that has a qualified or negative certification in any fiscal year cannot issue non-voter-approved debt in that fiscal year or in the next fiscal year unless the County Superintendent determines that the ~~district's~~ district's repayment of the debt is probable.

Upon approval by the Board to proceed with the issuance of revenue bonds or any agreement for financing school construction pursuant to Education Code 17170-17199.5, the Superintendent or designee shall notify the County Superintendent of Schools and the county auditor. The Superintendent

or designee shall provide the Board, the county auditor, the County Superintendent, and the public with related repayment schedules and evidence of the ~~district's~~district's ability to repay the obligation. (Education Code 17150)

When the Board is considering the issuance of certificates of participation and other debt instruments that are secured by real property and do not require the approval of the voters of the district, the Superintendent or designee shall provide notice to the County Superintendent and county auditor no later than 30 days before the ~~Board's~~Board's approval to proceed with issuance. The Superintendent or designee shall provide the Board, the county auditor, the County Superintendent, and the public with information necessary to assess the anticipated effect of the debt issuance, including related repayment schedules, evidence of the ~~district's~~district's ability to repay the obligation, and the issuance costs. (Education Code 17150.1)

#### Other Postemployment Benefits Report

CSBA NOTE: The following section reflects GASB Statement 75, which contains reporting requirements pertaining to "other postemployment benefits" (OPEBs) (i.e., medical, dental, vision, hearing, life insurance, long-term care, long-term disability, and other nonpension benefits for retired employees). Under GASB 75, districts that do not provide OPEB through a trust are required to report the total unfunded liability (i.e., OPEBs that are not prefunded), as calculated in the most recent actuary report, in the ~~district's~~district's financial statements. The decision of whether to prefund the benefits, and by how much, is at the ~~Board's~~Board's discretion; see BP 3100 ~~—~~ Budget.

The ~~SBE's~~SBE's criteria and standards for budget adoption (5 CCR 15440-15451) require districts to estimate unfunded OPEBs as well as the unfunded portion of any self-insured benefits program. Changes to the unfunded liabilities are disclosed at interim reporting periods pursuant to 5 CCR 15453 and 15464. These reports are included in the ~~state's~~state's standardized account code structure software used to develop budget and interim reports.

~~CSBA's~~CSBA's OPEB Solutions Program provides access to qualified actuaries and consultants and a GASB 75-compliant trust to prefund future obligations. See ~~CSBA's~~CSBA's web site for further information.

The following optional section may be revised to reflect district practice and should be deleted by districts that do not provide OPEBs.

In accordance with GASB Statement 75, the ~~district's~~district's financial statements shall report the expense of nonpension other postemployment benefits (OPEBs) on an accrual basis over ~~retirees'~~retirees' active working lifetime, as determined by a qualified actuary procured by the Superintendent or designee. To the extent that these OPEBs are not prefunded, the district shall report a liability on its financial statements.

The Superintendent or designee shall annually present the estimated accrued but unfunded cost of OPEBs and the actuarial report upon which those costs are based at a ~~public~~public open meeting of the Board. (Education Code 42140)

CSBA NOTE: Pursuant to GASB 75, the district must arrange for an actuary to update the valuation of its OPEB obligations every two years. However, GASB 75 includes an option for the use of a specified alternative method in lieu of an actuarial valuation for purposes of determining the total OPEB liability for benefits provided through an OPEB plan with fewer than 100 members. Such districts may modify the following paragraph to reflect district practice.

The district's financial obligation for OPEBs shall be reevaluated every two years in accordance with GASB 75.

~~Workers'~~**Workers'** Compensation Claims Report

CSBA NOTE: The following optional section is for use by districts that are self-insured for ~~workers'~~**workers'** compensation claims, either individually or as part of a joint powers agency. See BP 3100 ~~—~~ Budget for provisions related to funding the estimated accrued cost of ~~workers'~~**workers'** compensation claims.

The Superintendent or designee shall annually provide the Board, at a public meeting, information and related actuarial reports showing the estimated accrued but unfunded cost of ~~workers'~~**workers'** compensation claims. The estimate of costs shall be based on an actuarial report completed at least every three years by a qualified actuary. (Education Code 42141)

Policy Reference UPDATE Service

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Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
2 CCR 1859.104	Leroy F. Greene School Facilities Program, <del>specifically</del> reporting requirements
5 CCR 15060	Standardized account code structure
5 CCR 15070	Submission of reports using standardized account code structure
5 CCR 15440-15451	Criteria and standards for school district budgets
5 CCR 15453-15464	Criteria and standards for school district interim reports
5 CCR 19810-19816.1	Audits
Ed. Code 1240	County superintendent of schools, duties
Ed. Code 14500-14508	Financial and compliance audits
Ed. Code 17070.10-17079.30	Leroy F. Greene School Facilities Act
Ed. Code 17150-17150.1	Public disclosure of non-voter-approved debt
Ed. Code 17170-17199.5	California School Finance Authority
Ed. Code 33127	Standards and criteria for local budgets and expenditures
Ed. Code 33128	Standards and criteria; inclusions
Ed. Code 33129	Standards and criteria; use by local agencies
Ed. Code 35035	Powers and duties of the superintendent; transfer authority
Ed. Code 41010-41024	Accounting system and audits
Ed. Code 41326	Emergency apportionment



Ed. Code 41344	Repayment of apportionment significant audit exceptions
Ed. Code 41344.1	Appeals of audit findings
Ed. Code 41455	Examination of financial problems of local districts
Ed. Code 42100-42105	Requirement to prepare and file annual statement
Ed. Code <del>42122</del> <u>42120</u> -42129	Budget requirements
Ed. Code 42130-42134	Financial reports and certifications
Ed. Code 42140-42142	Public disclosure of fiscal obligations
Ed. Code 42637	County superintendent review of <b>district's</b> financial and budgetary conditions
Ed. Code 42652	Revocation or suspension of warrant authority
Ed. Code 48300-48316	Student attendance alternatives; school district of choice program
Ed. Code 52060-52077	Local control and accountability plan
Gov. Code 16429.1	Local agency investment fund
Gov. Code 3540.2	Meeting and negotiating in public educational employment
Gov. Code 53646	Treasurer reports and statements of investment policy
Gov. Code 7900-7914	Appropriations limit
Federal	Description
2 CFR 200.0-200.521	Federal uniform grant guidance
31 USC 7501-7507	Single audits of federal program funds
Management Resources	Description
California Department of Education Communication	New Financial Reporting Requirements for Postemployment Benefits Other than Pensions, February 26, 2007
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<u>Fiscal Crisis &amp; Management Assistance Team Pub.</u>	<u>Indicators of Risk or Potential Insolvency For K-12 Local Education Agencies</u>
Governmental Accounting Standards Board Statement	Statement 54, Fund Balance Reporting and Governmental Fund Type Definitions, March 2009
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Governmental Accounting Standards Board Statement	Statement 75, Accounting and Financial Reporting for Post-employment Benefits Other Than Pensions, June 2015
<a href="#"><u>Governmental Accounting Standards Board Statement</u></a>	<a href="#"><u>Statement 87, Leases, June 2017</u></a>
State Controller Publication	Standards and Procedures for Audits of California K-12 Local Educational Agencies (annual publication)
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Policy 3515: Campus Security

Status: ADOPTED

Original Adopted Date: 03/01/2007 | Last Revised Date: ~~12/01/2019~~ 2022

CSBA NOTE: The following optional policy should be modified to reflect district practice.

The Governing Board is committed to providing a school environment that promotes the safety of students, staff, and visitors to school grounds. The Board also recognizes the importance of protecting district property, facilities, and equipment from vandalism and theft.

The Superintendent or designee shall develop campus security procedures, which may be included in the district's comprehensive safety plan and/or site-level safety plans. Such procedures shall be regularly reviewed to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives.

Additionally, the Superintendent or designee shall regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure, and the monitoring and response to suspicious and/or threatening digital media content.

#### Reporting Threats

CSBA NOTE: Education Code 49393, as added by SB 906 (Ch. 144, Statutes of 2022), requires the reporting of potential homicidal acts related to school or a school activity, as described below.

Any certificated or classified employee, or other school official, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, as defined, shall immediately report the threat or perceived threat to law enforcement in accordance with Education Code 49393. (Education Code 49390, 49393)

Threat or perceived threat means any writing or action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in association with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the student. It may also include a warning by a parent, student, or other individual.

Additionally, anyone who receives or learns of a health or safety threat related to school or a school activity is encouraged to report the threat to a school or district administrator.

#### Surveillance Systems

CSBA NOTE: The following optional section is for use by districts that have authorized the use of surveillance systems. Generally, the use of cameras (i.e., a "search" within the meaning of the Fourth Amendment) must be reasonable and the cameras must not be used in areas where there is a "reasonable expectation of privacy" (*New Jersey v. T.L.O.*). To protect reasonable expectations of privacy, cameras should not be located in areas such as bathrooms, locker rooms, or private offices. In addition, Education Code 51512 prohibits the use of a recording device in a classroom without the prior consent of the teacher and principal. Examples of locations where cameras may generally be used include hallways, stairwells, parking lots, and cafeterias. For language about the use of cameras on school buses, see AR 5131.1 - Bus Conduct.

Penal Code 632 prohibits the recording of conversations unless the parties to the conversation may reasonably expect that the communication may be overheard or recorded. Thus, if the district's equipment has audio capability, it should be disabled so that sounds are not recorded.

In consultation with the district's [school site council](#), safety planning committee, other relevant stakeholders, and staff, the Superintendent or designee shall identify appropriate locations for the placement of surveillance cameras. Cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy. Any audio capability on the district's surveillance equipment shall be disabled so that sounds are not recorded.

CSBA NOTE: According to the National Institute of Justice publication, [“The Appropriate and Effective Use of Security Technologies in U.S. Schools: A Guide for Schools and Law Enforcement Agencies,”](#) signage is an important component of a successful surveillance system and can serve as a deterrent. The Institute recommends that the signs state that the system may or may not be actively monitored. Such language is intended to deter potential perpetrators while also not building an expectation among potential victims that a person is watching events live and will be able to provide immediate assistance.

Prior to the operation of the surveillance system, the Superintendent or designee shall ensure that signs are posted at conspicuous and targeted locations around school buildings and grounds. These signs shall state that the facility uses video surveillance equipment for security purposes and that the equipment may or may not be actively monitored at any time. The Superintendent or designee shall also provide prior written notice to students and parents/guardians about the district's surveillance system, including the locations where surveillance may occur and that the recordings may be used in disciplinary proceedings and/or referred to local law enforcement, as appropriate.

CSBA NOTE: Pursuant to 20 USC 1232(g) (Family Educational Rights and Privacy Act), 34 CFR 99.3, and Education Code 49061, any recording or image that is directly related to a student and is maintained by the district or a person acting for the district is considered a "student record" and thus is subject to those laws regarding access, disclosure, and retention. See BP/AR 5125 - Student Records. Also see the [“U.S. Department of Education's FAQs on Photos and Videos under FERPA,”](#) located on its web site.

In addition, a recording or image of a staff member that may be used in a personnel action is subject to the laws regarding personnel records, including an employee's right to comment on derogatory information placed in a personnel file. See AR 4112.6/4212.6/4312.6 - Personnel Files.

To the extent that any images from the district's surveillance system create a student or personnel record, the Superintendent or designee shall ensure that the images are accessed, retained, and disclosed in accordance with law, Board policy, administrative regulation, and any applicable collective bargaining agreements.

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State	Description
24 CCR 1010.1-112	Door operations
24 CCR 1010.1-92.8.2	Lockable doors from the inside
CA Constitution Article 1, Section 28	Right to Safe Schools
Ed. Code 17070.10-17079.30	Leroy F. Greene School Facilities Act

Ed. Code 17583	Classroom security locks; modernization projects
Ed. Code 32020	School gates; entrances for emergency vehicles
Ed. Code 32211	Threatened disruption or interference with classes
Ed. Code 32280-32289.5	School safety plans
Ed. Code 35160	Authority of governing boards
Ed. Code 35160.1	Broad authority of school districts
<a href="#">Ed. Code 35266</a>	<a href="#">Reporting of cyber attacks</a>
Ed. Code 38000-38005	Security departments
Ed. Code 49050-49051	Searches by school employees
Ed. Code 49060-49079	Student records
<a href="#">Ed. Code 49390-49395</a>	<a href="#">Homicide threats</a>
<a href="#">Gov. Code 11549.3</a>	<a href="#">Independent security assessment</a>
Pen. Code 469	Unauthorized making, duplicating or possession of key to public building
Pen. Code 626-626.11	<del>School</del> <a href="#">Weapons on school grounds and other school</a> crimes
Federal	Description
<a href="#">6 USC 665k</a>	<a href="#">Federal Clearinghouse on School Safety Evidence-Based Practices</a>
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
34 CFR 99.3	Definition of education records
<a href="#">US DOE Publication</a>	<a href="#">FAQs on Photos and Videos under FERPA</a>
Management Resources	Description
Attorney General Opinion	75 Ops.Cal.Atty.Gen. 155 (1992)
Attorney General Opinion	83 Ops.Cal.Atty.Gen. 257 (2000)
Court Decision	Brannum v. Overton County School Board (2008) 516 F. 3d 489
Court Decision	New Jersey v. T.L.O. (1985) 469 U.S. 325
<del>CSBA</del> <a href="#">California Department of Education</a> Publication	Safe Schools: A Planning Guide for Action <a href="#">Workbook</a> , 2002
National Institute of Justice Publication	The Appropriate and Effective Use of Security Technologies in U.S. Schools: A Guide for Schools and Law Enforcement Agencies, <del>rev. 2005</del> <a href="#">1999</a>
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Department of Education, Protecting Student Privacy
<a href="#">Website</a>	<a href="#">U.S. Department of Homeland Security, Fusion Centers (https://www.dhs.gov/fusion-centers)</a>
Website	National Institute of Justice
Website	National School Safety Center
Website	California Department of Education, Safe Schools

Website	<a href="https://calguard.ca.gov/">California Military Department (https://calguard.ca.gov/)</a>
Website	California State Threat Assessment System ( <a href="https://calstas.org/">https://calstas.org/</a> )
Website	CSBA

#### Cross References

Code	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1250	Visitors/Outsiders
1250	Visitors/Outsiders
1330.1	Joint Use Agreements
3000	Concepts And Roles
3440	Inventories
3515.2	Disruptions
3515.2	Disruptions
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3515.31	School Resource Officers
3515.4	Recovery For Property Loss Or Damage
3515.4	Recovery For Property Loss Or Damage
3515.5	Sex Offender Notification
3515.5	Sex Offender Notification
3515.7	Firearms On School Grounds
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3516.2	Bomb Threats
3530	Risk Management/Insurance
3530	Risk Management/Insurance
<a href="#">4112.6</a>	<a href="#">Personnel Files</a>
4119.1	Civil And Legal Rights
4131	Staff Development
4158	Employee Security
4158	Employee Security
<a href="#">4212.6</a>	<a href="#">Personnel Files</a>
4219.1	Civil And Legal Rights



4231	Staff Development
4258	Employee Security
4258	Employee Security
<a href="#"><u>4312.6</u></a>	<a href="#"><u>Personnel Files</u></a>
4319.1	Civil And Legal Rights
4331	Staff Development
4358	Employee Security
4358	Employee Security
5112.5	Open/Closed Campus
5116.2	Involuntary Student Transfers
5125	Student Records
5125	Student Records
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5125.1-E (1)	Release Of Directory Information
5131.1	Bus Conduct
5131.1	Bus Conduct
5131.2	Bullying
5131.2	Bullying
5131.5	Vandalism And Graffiti
5131.7	Weapons And Dangerous Instruments
5131.7	Weapons And Dangerous Instruments
5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5142	Safety
5142	Safety
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.9	Hate-Motivated Behavior

6142.4	Service Learning/Community Service Classes
6164.2	Guidance/Counseling Services
6184	Continuation Education
6184	Continuation Education
7111	Evaluating Existing Buildings
9321	Closed Session
9321-E (1)	Closed Session
9321-E (2)	Closed Session

Regulation 3515: Campus Security

Status: ADOPTED

Original Adopted Date: 06/01/1996 | Last Revised Date: ~~12/01/2019~~ 2022

CSBA NOTE: The following optional administrative regulation may be used as a component of a comprehensive safety plan (~~see BP/AR 0450 – Comprehensive Safety Plan~~) and should be modified to reflect district practice. [See BP/AR 0450 – Comprehensive Safety Plan](#)

[Additionally, 6 USC 665k, as added by the Luke and Alex School Safety Act of 2022 \(P.L. 117-159\), requires the creation of a Federal Clearinghouse on School Safety Evidence-Based Practices to serve as a federal resource to identify and publish online evidence-based practices and recommendations to improve school safety.](#)

The Superintendent or designee shall develop a campus security plan which contributes to a positive school climate, fosters social and emotional learning and student well-being, and includes strategies to:

1. Secure the campus perimeter and school facilities in order to prevent criminal activity

~~1.~~

These strategies include a risk management analysis of each campus' security system, lighting system, and fencing. Procedures to ensure unobstructed views and eliminate blind spots caused by doorways and landscaping shall also be considered. In addition, parking lot design may be studied, including methods to discourage through traffic.

2. 2. Secure buildings and interior spaces from outsiders and discourage trespassing

These strategies may include installing locks, requiring visitor registration, providing staff and student identification tags, and patrolling places used for congregating and loitering.

[CSBA NOTE: Government Code 11549.3, as amended by AB 1352 \(Ch. 593, Statutes of 2021\), authorizes districts, at district expense, to request the Military Department, in consultation with the California Cybersecurity Integration Center, to perform an independent security assessment of the district or individual district school. Districts are encouraged to consult with the California Office of Emergency Services \(OES\) and utilize resources such as the State Threat Assessment System and Regional Fusion Centers to help assess potential threats. For more information see OES' web site.](#)

[Pursuant to Education Code 35266, as added by AB 2355 \(Ch. 498, Statutes of 2022\), districts that experience a cyberattack, as defined, which impacts more than 500 students or personnel, are required to report such cyberattack to the California Cybersecurity Integration Center.](#)

3. [Secure the district's network infrastructure and web applications from cyberattacks](#)

[These strategies may include performing an independent security assessment of the district's network infrastructure and selected web applications.](#)

- ~~3.~~ 4. Discourage vandalism and graffiti

These strategies may include plans to immediately cover graffiti and implement campus beautification.

4- 5. Control access to keys and other school inventory

6. Detect and intervene with school crime

These strategies may include creating a school watch program, increasing adult presence and supervision, establishing an anonymous crime reporting system, monitoring suspicious and/or threatening digital media content, analyzing school crime incidents, and collaborating with local law enforcement agencies, including providing for law enforcement presence.

CSBA NOTE: Education Code 49390 and 49393, as added by SB 906 (Ch. 144, Statutes of 2022), require certificated and classified employees of the district, or other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, as defined, to immediately report the threat or perceived threat to law enforcement in accordance with Education Code 49393. "Threat or perceived threat" means any writing or action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in association with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the student. It may also include a warning by a parent, student, or other individual.

Additionally, all staff shall be made aware of their responsibilities regarding the immediate reporting of potential homicidal acts to law enforcement, and receive training in the assessment and reporting of such threats.

All staff shall receive training in building and grounds security procedures and emergency response.

#### Locks

All state-funded new construction and modernization projects shall include locks that allow doors to classrooms and any room with an occupancy of five or more persons to be locked from the inside. Student restrooms and doors that lock from the outside at all times are not required to have locks that can be locked from the inside. (Education Code 17075.50, 17583; 24 CCR 1010.1-92, 1010.1-112.8.2)

#### Keys

CSBA NOTE: The following optional section should be modified to reflect district practice.

~~All~~ The principal or designee shall be responsible for all keys used in a school ~~shall be the responsibility of the principal or designee.~~ Keys shall be issued only to authorized employees who regularly need a key in order to carry out ~~their~~ job responsibilities.

The principal or designee shall create a key control system with a record of each key assigned and room(s) or building(s) which the key opens.

Keys shall never be loaned to students, parents/guardians, or volunteers, nor shall the master key ever be loaned.

CSBA NOTE: Pursuant to Penal Code 469, a person who knowingly possesses, makes, duplicates, uses, or attempts to use, make, or duplicate a key without authorization may be guilty of a misdemeanor.

Any person issued a key shall be responsible for its safekeeping. The duplication of school keys is prohibited. If a key is lost, the person responsible shall immediately report the loss to the principal or designee and shall pay for a replacement key.

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State	Description
24 CCR 1010.1.11	Lockable doors from the inside
24 CCR 1010.1.9	Door operations
CA Constitution Article 1, Section 28(c)	Right to Safe Schools
Ed. Code 17070.10-17079.30	Leroy F. Greene School Facilities Act
Ed. Code 17583	Classroom security locks; modernization projects
Ed. Code 32020	School gates; entrances for emergency vehicles
Ed. Code 32211	Threatened disruption or interference with classes
Ed. Code 32280-32289.5	School safety plans
Ed. Code 35160	Authority of governing boards
Ed. Code 35160.1	Broad authority of school districts
Ed. Code 38000-38005	Security departments
Ed. Code 49050-49051	Searches by school employees
Ed. Code 49060-49079	Student records
Pen. Code 469	Unauthorized making, duplicating or possession of key to public building
Pen. Code 626-626.11	School crimes
Federal	Description
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
34 CFR 99.3	Definition of education records
Management Resources	Description
Attorney General Opinion	75 Ops.Cal.Atty.Gen. 155 (1992)
Attorney General Opinion	83 Ops.Cal.Atty.Gen. 257 (2000)
Court Decision	Brannum v. Overton County School Board (2008) 516 F. 3d 489
Court Decision	New Jersey v. T.L.O. (1985) 469 U.S. 325

CSBA Publication	Safe Schools: A Planning Guide for Action, 2002
National Institute of Justice Publication	The Appropriate and Effective Use of Security Technologies in U.S. Schools: A Guide for Schools and Law Enforcement Agencies, rev. 2005
US DOE Publication	FAQs on Photos and Videos under FERPA
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Department of Education, Protecting Student Privacy
Website	National Institute of Justice
Website	National School Safety Center
Website	California Department of Education, Safe Schools
Website	CSBA

### Cross References

Code	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1250	Visitors/Outsiders
1250	Visitors/Outsiders
1330.1	Joint Use Agreements
3000	Concepts And Roles
3440	Inventories
3515.2	Disruptions
3515.2	Disruptions
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3515.31	School Resource Officers
3515.4	Recovery For Property Loss Or Damage
3515.4	Recovery For Property Loss Or Damage
3515.5	Sex Offender Notification
3515.5	Sex Offender Notification
3515.7	Firearms On School Grounds
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3516.2	Bomb Threats

3530	Risk Management/Insurance
3530	Risk Management/Insurance
4119.1	Civil And Legal Rights
4131	Staff Development
4158	Employee Security
4158	Employee Security
4219.1	Civil And Legal Rights
4231	Staff Development
4258	Employee Security
4258	Employee Security
4319.1	Civil And Legal Rights
4331	Staff Development
4358	Employee Security
4358	Employee Security
5112.5	Open/Closed Campus
5116.2	Involuntary Student Transfers
5125	Student Records
5125	Student Records
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5125.1-E (1)	Release Of Directory Information
5131.1	Bus Conduct
5131.1	Bus Conduct
5131.2	Bullying
5131.2	Bullying
5131.5	Vandalism And Graffiti
5131.7	Weapons And Dangerous Instruments
5131.7	Weapons And Dangerous Instruments
5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5142	Safety

5142	Safety
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.9	Hate-Motivated Behavior
6142.4	Service Learning/Community Service Classes
6164.2	Guidance/Counseling Services
6184	Continuation Education
6184	Continuation Education
7111	Evaluating Existing Buildings
9321	Closed Session
9321-E (1)	Closed Session
9321-E (2)	Closed Session



Regulation 3516.2: Bomb Threats

Status: ADOPTED

Original Adopted Date: 09/01/1991 | Last Revised Date: ~~07/12/2010~~ 2022 | Last Reviewed Date:  
~~07/12/2010~~ 2022

CSBA NOTE: The following optional administrative regulation may be revised to reflect district practice.

6 USC 665k, as added by the Luke and Alex School Safety Act of 2022 (P.L. 117-159), requires the creation of a Federal Clearinghouse on School Safety Evidence-Based Practices to serve as a federal resource to identify and publish online evidence-based practices and recommendations to improve school safety.

To maintain a safe and secure environment for district students and staff, the Superintendent or designee shall ensure that the district's emergency and disaster preparedness plan and/or each school's comprehensive safety plan includes procedures for ~~dealing with bomb threats. He/she also shall provide training regarding the procedures to site administrators, safety personnel, and staff members who customarily handle mail, telephone calls, or email.~~ managing bomb threats. Additionally, the Superintendent or designee shall regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's infrastructure, and the monitoring and response to suspicious and/or threatening digital media content.

#### Receiving Threats

CSBA NOTE: The U.S. Department of Homeland Security's (DHS) web site provides a "Bomb Threat Checklist," that ~~a person who is receiving~~ can assist in preparing and reacting appropriately to a bomb threat ~~could use to gather information about the threat.~~

Any staff member receiving a ~~telephoned~~ bomb threat by telephone shall try to keep the caller on the line for as long as possible in order to gather information about the location and timing of the bomb and the person(s) responsible. To the extent possible, the staff member should also take note of the caller's gender, age, any distinctive features of voice or speech, and any background noises such as music, traffic, machinery, or voices. The staff member should not hang up, even if the caller does, and copy the number and/or letters on the telephone's display, if available.

If the bomb threat is received through ~~the regular~~ mail system or in writing, the staff member who receives it should handle the letter, note, or package as minimally as possible. If the threat is received through electronic means, such as email ~~or~~ text messaging, or social media, the staff member should not delete the message.

#### Response Procedure

CSBA NOTE: The following optional section includes recommendations from DHS', "Bomb Threat Guidance," and may be deleted if such a procedure is already provided in the district's emergency and disaster preparedness plan; see BP/AR 3516 - Emergencies and Disaster Preparedness Plan.

Education Code 49390 and 49393, as added by SB 906 (Ch. 144, Statutes of 2022), require certificated and classified employees of the district, or other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or

perceived threat of a homicidal act, as defined, to immediately report the threat or perceived threat to law enforcement in accordance with Education Code 49393. "Threat or perceived threat" means any writing or action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in association with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the student. It may also include a warning by a parent, student, or other individual.

Districts are encouraged to consult with the California Office of Emergency Services (OES) and utilize resources such as the State Threat Assessment System and Regional Fusion Centers to help assess potential threats. For more information see OES' web site.

The following procedure shall be followed ~~when~~when a bomb threat is received:

1. Any employee or other school official who receives a bomb threat shall immediately call 911 and report the threat or perceived threat to law enforcement. The employee shall also report the threat to the Superintendent or designee.

If the threat is in writing, the employee shall rewrite the threat exactly as is on another sheet of paper, including the date, time and location the document was found, any conditions surrounding the discovery or delivery of the document, and the full names of any other employees who saw the threat. The employee shall secure the document and not alter it in any way. If the document is small and/or removable, the employee shall place it in a bag or envelope.

~~4. If the threat is electronic, the employee shall leave the message in an envelope and take open, and print, photograph, or copy the message and subject line, and note of where the date and by whom it was found.~~  
time of the message.

2. Any student or employee who sees a suspicious package ~~shall promptly~~ should not touch, tamper with, or move the item, and shall immediately notify law enforcement and the Superintendent or designee.
3. The Superintendent or designee shall immediately ~~use fire drill signals~~ contact law enforcement if not yet done, assess the situation, ensure the area is secured, and initiate standard evacuation procedures as specified in the emergency plan.
4. The Superintendent or designee shall turn off any two-way radio equipment which is located in a threatened building.

Law enforcement and/or fire department staff shall conduct the bomb search. No school staff, students, parents/guardians, or others on campus shall search for or handle any explosive or incendiary device.

No one shall reenter the threatened building(s) until the Superintendent or designee declares that reentry is safe based on law enforcement and/or fire department clearance.

To the extent possible, the Superintendent or designee shall maintain communications with staff, parents/guardians, the Governing Board, other governmental agencies, and the media during the period of the incident.

Following the incident, the Superintendent or designee shall provide crisis counseling for students and/or staff as needed.

Any employee or student found to have made a bomb threat shall be subject to disciplinary procedures and/or criminal prosecution.

Staff Training

The Superintendent or designee shall provide training regarding the assessment and reporting of potential threats and procedures for managing bomb threats to district and site administrators, safety personnel, teachers, and other staff members, as appropriate.

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State	Description
Ed. Code 44810	Willful interference with classroom conduct
Ed. Code 48900	Grounds for suspension or expulsion
<u>Ed. Code 49390-49395</u>	<u>Homicide Threats</u>
Ed. Code 51202	Instruction in personal and public health and safety
Pen. Code 148.1	False report of explosive or facsimile bomb
Pen. Code 17	Felony, misdemeanor, classification of offenses
Pen. Code 245	Assault with deadly weapon
<u>Federal</u>	<u>Description</u>
<u>6 USC 665k</u>	<u>Federal Clearinghouse on School Safety Evidence-Based Practices</u>
Management Resources	Description
U.S. Dept. of Homeland Security Publication	Bomb Threat Checklist
<u>U.S. Dept. of Homeland Security Publication</u>	<u>Bomb Threat Guidance</u>
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education, Safe Schools
<u>Website</u>	<u>California State Threat Assessment System (https://calstas.org/)</u>
Website	U.S. Department of Homeland Security
Website	CSBA

Cross References

Code	Description
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0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1112	Media Relations
1313	Civility
3515	Campus Security
3515	Campus Security
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3515.31	School Resource Officers
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3516.1	Fire Drills and Fires
3516.5	Emergency Schedules
4040	Employee Use Of Technology
4040-E(1)	Employee Use Of Technology
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4131	Staff Development
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4231	Staff Development
4331	Staff Development
5131	Conduct
5131.7	Weapons And Dangerous Instruments
5131.7	Weapons And Dangerous Instruments
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
6164.2	Guidance/Counseling Services

Policy 3540: Transportation

Status: ADOPTED

Original Adopted Date: 06/01/1992 | Last Revised Date: ~~05/12/2019~~ 2022 | Last Reviewed Date: ~~05/12/2019~~ 2022

CSBA NOTE: Pursuant to Education Code 39800, the Governing Board may provide transportation for students to and from school whenever such transportation is advisable and good reasons exist to provide these services. The following optional policy is for use by districts that choose to provide transportation services through their own transportation system, contracting out, or other methods, and should be revised to reflect district practice.

The Governing Board desires to provide for the safe and efficient transportation of students to and from school as necessary to ensure student access to the educational program, promote regular attendance, and reduce tardiness. In determining the extent to which the district will provide transportation services, the Board shall weigh student and community needs against the cost of providing such services.

CSBA NOTE: AB 181 (Ch. 52, Statutes of 2022) provides funding for zero-emission school buses and related infrastructure, such as charging or fueling stations, equipment, site design, and construction, with priority for such funding given to districts serving a high percentage of unduplicated students, districts operating the oldest internal combustion buses, small and rural districts, and those purchasing zero-emission buses with bidirectional charging. More information will become available through the State Air Resources Board and the Energy Commission.

A district is authorized to provide transportation services in an economical and efficient way, as long as the arrangement complies with law. For example, Education Code 39800.1, as added by AB 181, permits partnering with a municipally-owned transit system, in order to provide transportation services to middle and high school students.

The Superintendent or designee shall recommend to the Board economical, environmentally sustainable, and appropriate means of providing transportation services. The district's transportation services may be provided by means of a joint powers agreement, a cooperative student transportation program, or a consortium, as permitted by law.

No student shall be required to be transported for any reason without the written permission of the student's parent/guardian, except in emergency situations involving illness or injury to the student pursuant to Education Code 35350 or the evacuation of students as necessary for their safety.

Transportation Plan

CSBA NOTE: The following section may be revised to reflect district practice. Education Code 39800.1, as added by AB 181, requires, as a condition of apportionment, a district to adopt a transportation plan in consultation with classified staff, teachers, school administrators, and other stakeholders by April 1, 2023, and to update the plan annually, by April 1. The plan is required to include descriptions of the transportation services to be provided to certain student groups as specified below.

The Superintendent or designee shall develop a transportation plan in consultation with classified staff, teachers, school administrators, regional local transit authorities, local air pollution control districts and air quality management districts, parents/guardians, students, and other stakeholders. (Education Code 39800.1)

The transportation plan shall be presented to and adopted by the Board at an open meeting, with the opportunity for in-person and remote public comment, and shall be updated annually by April 1. (Education Code 39800.1)

The transportation plan shall include descriptions of the following: (Education Code 39800.1)

1. The transportation services offered to students
2. How transportation services will be prioritized for low-income students, students in transitional kindergarten, kindergarten, and any of grades 1 to 6, inclusive
3. The transportation services accessible to students with disabilities and homeless children and youth, as defined pursuant to the federal McKinney-Vento Homeless Assistance Act (42 USC 11301)
4. How unduplicated students, as defined in Education Code 42238.02, will be able to access available home-to-school transportation at no cost

### Transportation Contracts

CSBA NOTE: The following paragraph may be revised to reflect district practice. Pursuant to Education Code 39800 and 39802, the district may use one or more means to provide transportation, as indicated below. For example, the district may use school buses for its regular home-to-school program and contract with private parties to provide transportation for field trips.

The Board may purchase, rent, or lease vehicles; contract with a common carrier or municipally owned transit system; contract with responsible private parties including the parent/guardian of the student being transported; and/or contract with the County Superintendent of Schools. (Education Code 35330, 39800, 39801)

In contracting for transportation services, the district shall comply with all applicable laws related to bids and contracts. (Education Code 39802-39803)

### Expenses and Fees

CSBA NOTE: The following paragraph is optional. If a district that has been providing transportation decides instead to have alternative transportation provided through an outside

company or volunteers, this action may constitute "contracting out" and be subject to negotiation pursuant to the Educational Employment Relations Act ( Government Code 3540-3549.3).

In lieu of providing transportation in whole or in part, the district may pay the student's parents/guardians either their actual and necessary expenses in transporting the student or the cost of the student's food and lodging at a place convenient to the school. In either case, the amount of the payment shall not exceed the cost that would be incurred by the district to provide for the transportation of the student to and from school. (Education Code 39806-39807)

CSBA NOTE: The following optional paragraph is for use by districts that choose to require parents/guardians of transported students to pay a portion of the cost of transportation as authorized by Education Code 39807.5. Pursuant to Education Code 39807.5, as amended by AB 181, the district must waive the fee for ~~students~~ a student with ~~financial need~~ a disability and ~~students with disabilities whose individualized education program~~ an unduplicated student, as defined in Education Code 42238.02, which includes ~~transportation as a related service necessary~~ a student who is eligible for the student to receive a free appropriate public education ~~or reduced-price meals, who is an English learner, or who is a foster youth~~. See BP/AR 3250 - Transportation Fees.

The Board may charge a transportation fee to parents/guardians of transported students in accordance with Education Code 39807.5 and BP/AR 3250 - Transportation Fees.

### Safety and Monitoring

The Superintendent or designee shall develop procedures to promote safety for students traveling on school buses.

CSBA NOTE: The following optional paragraph is for use by districts that maintain their own transportation system and may be revised to reflect district practice. Pursuant to Penal Code 637.7, the district is authorized, as the registered owner of the school bus, to use electronic tracking systems to determine the location or movement of the vehicle. It is recommended that school bus drivers be notified when a bus is so equipped.

In addition to using a global positioning system (GPS) to locate a bus in an emergency or to track delays, the district may choose to authorize parents/guardians to access the location data so that they may determine when their child has been picked up or dropped off at a bus stop.

The district may install a global positioning system (GPS) on school buses and/or student activity buses in order to enhance student safety and provide real-time location data to district and school administrators, and parents/guardians.

CSBA NOTE: The following optional paragraph is for use by districts that maintain their own transportation system.

The Superintendent or designee shall ensure the qualifications of bus drivers and related staff employed by the district, provide for the maintenance and operation of district-owned school buses and other equipment, and ensure adequate facilities for equipment storage and maintenance.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
13 CCR 2025	Retrofitting of diesel school buses
5 CCR 14100-14103	Use of school buses and school pupil activity buses
5 CCR 15240-15343	Allowances for student transportation
5 CCR 15253-15272	District records related to transportation
Ed. Code 35330	Field trips and excursions; student fees
Ed. Code 35350	Authority to transport pupils
Ed. Code 39800	Powers of governing board to provide transportation to and from school
Ed. Code 39800-39860	Transportation
Ed. Code 39801	Contract with County Superintendent of Schools to provide transportation
Ed. Code 39802-39803	Bids and contracts for transportation services
Ed. Code 39806	Payments to parents in lieu of transportation
Ed. Code 39807	Food and lodging payments in lieu of transportation
Ed. Code 39807.5	Payment of transportation costs by parents
Ed. Code 39808	Transportation for private school students
<a href="#">Ed. Code 42238.02</a>	<a href="#">Local Control Funding Formula</a>
Ed. Code 41850-41854	Allowances for transportation
Ed. Code 41860-41862	Supplemental allowances for transportation
Ed. Code 45125.1	Criminal records summary; employees of contracting entity
Ed. Code 52311	Regional occupational centers; transportation
Gov. Code 3540-3549.3	Educational Employment Relations Act
Pen. Code 637.7	Electronic tracking devices
Veh. Code 2807	School bus inspection
Management Resources	Description



Court Decision	Arcadia Unified School District et. al. v. State Department of Education; <a href="#">(1992)</a> 2 Cal. 4th 251 <del>(1992)</del>
Website	CSBA District and County Office of Education Legal Services
<a href="#">Website</a>	<a href="#">California Air Resources Board</a>
<a href="#">Website</a>	<a href="#">California Energy Commission</a>
Website	CSBA

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
0470	COVID-19 Mitigation Plan
3000	Concepts And Roles
3100	Budget
3100	Budget
3250	Transportation Fees
3250	Transportation Fees
3311	Bids
3311	Bids
3312	Contracts
3510	Green School Operations
3511	Energy And Water Management
3511	Energy And Water Management
3512	Equipment
3512-E(1)	Equipment
3514	Environmental Safety
3514	Environmental Safety
3515.6	Criminal Background Checks For Contractors
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3541	Transportation Routes And Services
3541.1	Transportation For School-Related Trips

3541.1-E(1)	Transportation For School-Related Trips
3541.1-E(2)	Transportation For School-Related Trips
3541.2	Transportation For Students With Disabilities
3542	School Bus Drivers
3543	Transportation Safety And Emergencies
4112.4	Health Examinations
4112.42	Drug And Alcohol Testing For School Bus Drivers
4112.42	Drug And Alcohol Testing For School Bus Drivers
4212.4	Health Examinations
4212.42	Drug And Alcohol Testing For School Bus Drivers
4212.42	Drug And Alcohol Testing For School Bus Drivers
4231	Staff Development
4312.4	Health Examinations
4312.42	Drug And Alcohol Testing For School Bus Drivers
4312.42	Drug And Alcohol Testing For School Bus Drivers
5116.1	Intradistrict Open Enrollment
5116.1	Intradistrict Open Enrollment
5117	Interdistrict Attendance
5117	Interdistrict Attendance
5131.1	Bus Conduct
5131.1	Bus Conduct
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5142.2	Safe Routes To School Program
5142.2	Safe Routes To School Program
5148	Child Care And Development
5148	Child Care And Development
5148.2	Before/After School Programs
5148.2	Before/After School Programs
6142.4	Service Learning/Community Service Classes
6173.1	Education For Foster Youth

6173.1	Education For Foster Youth
6178.2	Regional Occupational Center/Program
6181	Alternative Schools/Programs Of Choice
6181	Alternative Schools/Programs Of Choice

Policy 5131.7: Weapons And Dangerous Instruments

Status: ADOPTED

Original Adopted Date: 03/01/2008 | Last Revised Date: ~~11/12/2011~~ 2022 | Last Reviewed Date:  
~~11/12/2011~~ 2022

The Governing Board recognizes that students and staff have the right to a safe and secure campus free from physical and psychological harm and desires to protect them from the dangers presented by firearms and other weapons.

#### Possession of Weapons

The Board prohibits any student from possessing weapons, imitation firearms, or other dangerous instruments, as defined in law and administrative regulation, in school buildings, on school grounds ~~or buses~~, when using district provided transportation, at school-related or school-sponsored activities away from school, or while going to or coming from school.

CSBA NOTE: Education Code 49390 and 49393, as added by SB 906 (Ch. 144, Statutes of 2022), require certificated and classified employees of the district, or other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, as defined, to immediately report the threat or **perceived threat to law enforcement in accordance with Education Code 49393. "Threat or perceived threat"** means any writing or action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in association with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the student. It may also include a warning by a parent, student, or other individual. While the law is specific to district staff, the concept also applies to students and anyone else in the school community.

Districts are encouraged to consult with the California Office of Emergency Services (OES) and utilize resources such as the State Threat Assessment System and Regional Fusion Centers to help assess potential threats. For more information see OES' web site.

If a student is in possession of a prohibited weapon, imitation firearm, or dangerous instrument which creates a threat or perceived threat of a homicidal act, any employee or other school official who is alerted to or observes such threat shall immediately report the threat to law enforcement.

Under the power granted to the Board to protect the safety of students, staff, and others on district property and to maintain order and discipline in the schools, any school employee is authorized to confiscate any prohibited weapon, imitation firearm, or dangerous instrument from any student on school grounds.

CSBA NOTE: Pursuant to 20 USC 7961, any district receiving federal funds under the Elementary and Secondary Education Act is mandated to have a policy requiring that any student who brings a firearm to school be referred to the criminal justice or juvenile delinquency system. This mandate reinforces Education Code 48902, which requires the principal or designee to notify law enforcement authorities of violations of Education Code 48900(c) and (d) and Penal Code 245, 626.9, and 626.10. In addition, Education Code 48902 requires the principal or designee to notify law enforcement authorities when a student possesses a firearm or explosive or sells or furnishes a firearm at school. For more information see AR 5144.1 - Suspension and Expulsion/Due Process.

The principal or designee shall notify law enforcement authorities when any student possesses a firearm, explosive, or other prohibited weapon or dangerous instrument without permission, sells or furnishes a firearm, or commits any act of assault with a firearm or other weapon. (Education Code 48902; Penal Code 245, 626.9, 626.10; 20 USC 7961)

CSBA NOTE: Education Code 48915 and 20 USC 7961 require the mandatory expulsion of a student who has possessed a firearm, brandished a knife, or committed any other acts listed in Education Code 48915(c). See AR 5144.1 - Suspension and Expulsion/Due Process for grounds for suspension and expulsion and expulsion procedures.

Unless ~~he/she~~ a student has obtained prior written permission as specified below, a student possessing or threatening others with any weapon, dangerous instrument, or imitation firearm shall be subject to suspension and/or expulsion in accordance with law, Board policy, and administrative regulations.

~~CSBA NOTE: Pursuant to 20 USC 7961, any district receiving federal funds under the Elementary and Secondary Education Act is mandated to have a policy requiring that any student who brings a firearm to school be referred to the criminal justice or juvenile delinquency system. This mandate reinforces Education Code 48902, which requires the principal or designee to notify law enforcement authorities of violations of Penal Code 245, 626.9, and 626.10 and Education Code 48900(c) and (d). In addition, Education Code 48902 requires the principal or designee to notify law enforcement authorities when a student possesses a firearm or explosive or sells or furnishes a firearm at school. See AR 5144.1 - Suspension and Expulsion/Due Process for comparable compliance statements.~~

All staff shall be made aware of their responsibilities regarding the reporting of potential homicidal acts to law enforcement, and receive training in the assessment and reporting of such threats.

#### Advance Permission for Possession of a Weapon for Educational Purposes

CSBA NOTE: 20 USC 7961 allows possession of a firearm on school grounds for educational purposes when (1) the firearm is lawfully stored in a locked vehicle ~~and/or~~ (2) the principal authorizes possession for approved activities and the district has adopted appropriate safeguards to ensure student safety. ~~Federal law is~~ Penal Code 626.10, consistent with ~~Penal Code 626.10 which~~ 20 USC 7961, authorizes students to possess certain weapons with written permission of ~~the principal~~ certificated or classified staff when necessary for a school-sponsored activity or class.

The following optional section is for use by districts that wish to allow such possession of firearms and other weapons and should be modified to reflect specific safeguards and timelines adopted by the district.

The parent/guardian of a student who desires to possess a firearm, imitation firearm, or other prohibited weapon on school grounds for an educational purpose shall submit a written request to the principal, at least five school days in advance of the planned possession, ~~submit a written request to the principal~~ which explains the planned use of the weapon and the duration. ~~The student shall also submit,~~ together with a written explanation from the staff person responsible for the school-sponsored activity or class.

The principal may grant permission for such possession when ~~he/she determines that it~~ it is determined that possession of a firearm, imitation firearm, or other prohibited weapon on school grounds is necessary for a school-sponsored activity or class or as part of the educational program. Factors that shall be considered include, but are not limited to, the planned use of the weapon, the duration and location of the planned use, whether an audience is expected, and any perceived adverse effects to the safety and well-being of students or staff. If the principal grants such permission, ~~he/she shall provide~~ the student and staff person shall be provided with a written explanation regarding any limitations and the permissible duration of the student's possession.

When the principal or designee grants permission, ~~he/she shall take~~ all necessary precautions shall be taken to ensure the safety of all persons on school grounds and the safe keeping of the weapon.

including, but not limited to, inspecting a firearm to verify that no live ammunition is present. Any permitted weapon ~~allowed~~ shall be stored in a locked vehicle or in an appropriate, locked container before and after its authorized use.

~~A~~Any student granted permission to possess a weapon may be suspended and/or expelled if ~~he/she possesses or uses~~ the weapon is possessed or used inappropriately.

#### Possession of Pepper Spray

CSBA NOTE: Penal Code 22815 allows minors age 16 or older to purchase and possess tear gas or tear gas weapons for purposes of self-defense if they are accompanied by a parent/guardian or have the written consent of ~~their~~a parent/guardian. Option 1 below, is for use by districts that allow students to bring such defensive items to school, and reflects ~~the fact~~ that a student can be disciplined under Education Code 48900 or 48915 if such an item is used for a purpose other than self-defense. Option 2 is for use by districts that prohibit students from bringing such items to school.

**OPTION 1:** ~~Students~~ **OPTION 1:** (Districts that allow students to bring tear gas or tear gas weapons)

When accompanied by a parent/guardian or with the written consent of a parent/guardian, students age 16 or older may legally possess tear gas or tear gas weapons such as pepper spray for the purpose of self-defense. However, such students shall be subject to suspension and/or expulsion if ~~they use~~ such items are used inappropriately or for any purpose other than self-defense.

**OPTION 2:** (Districts that prohibit students from bringing tear gas or tear gas weapons)

To prevent potential misuse that may harm students or staff, students are prohibited from carrying tear gas or tear gas weapons such as pepper spray on campus or at school activities.

#### Reporting of Dangerous Objects

CSBA NOTE: Education Code 49335 requires the California Department of Education (CDE) to develop a system, for use by districts, to shield the identity of and provide protection to students who report the presence of "injurious objects" on school grounds. CSBA NOTE: The following section should be modified to reflect district practice. Pursuant to Education Code 49330, an "injurious object" is an object capable of inflicting substantial bodily damage not necessary for the academic purpose of the student and those objects listed in specified sections of the Penal Code; see the accompanying administrative regulation. These weapons include, but are not limited to, firearms, knives, metal knuckles, and explosives.

~~The system developed by the CDE pursuant to Education Code 49335 was a directive for districts to ensure that district policy has been adopted which implements the student reporting protections. The following section should be modified to reflect district practice.~~

The Board encourages students to promptly report the presence of weapons, injurious objects, or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

The Superintendent or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession. The Superintendent or designee ~~also~~ shall also inform staff, students, and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

Policy Reference UPDATE Service

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Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 35291	Governing board to prescribe rules for discipline of the schools
Ed. Code 48902	<del>Notification</del> <a href="#">Mandatory notification</a> of law enforcement authorities
Ed. Code 48915	Required recommendation for expulsions
Ed. Code 48916	Readmission
<a href="#">Ed. Code 48980</a>	<a href="#">Parent/Guardian notifications</a>
Ed. Code 49330-49335	Injurious objects
<a href="#">Ed. Code 49390-49395</a>	<a href="#">Homicide threats</a>
Pen. Code 16100- <del>17350</del> <a href="#">17360</a>	Definitions
Pen. Code 22810-23025	Tear gas weapon (pepper spray)
Pen. Code 245	Assault with deadly weapon
Pen. Code 25200-25225	Firearms; access to children
Pen. Code 30310	Prohibition against ammunition on school grounds
Pen. Code 417.4	Imitation firearm; drawing or exhibiting
Pen. Code 626.10	Dirks, daggers, knives, razor or stun gun; bringing or possessing in school
Pen. Code 626.9	Gun-Free School Zone Act of 1995
<del>Pen. Code 653k</del>	<del>Switchblade knife</del>
Federal	Description
<a href="#">6 USC 665k</a>	<a href="#">Federal Clearinghouse on School Safety Evidence-Based Practices</a>
20 USC 6301- <del>7941</del> <a href="#">8961</a>	<del>No Child Left Behind Act</del> <a href="#">Strengthening and Improvement of Elementary and Secondary Schools</a>
20 USC 7961	Gun-Free Schools Act
Management Resources	Description
California Department of Education	<del>0401.01 Protecting Student Identification in Reporting Injurious Objects</del>
Communications	
CSBA Publication	Safe Schools: Strategies for Governing Boards to Ensure Student Success, Third Edition, October 2011
U.S. Department of Education	Guidance Concerning State and Local Responsibilities Under the Gun-Free Schools Act, <del>January 2004</del> <a href="#">2018</a>
Publication	
Website	CSBA District and County Office of Education Legal Services
Website	National Alliance for Safe Schools
Website	National School Safety Center

<a href="#">Website</a>	<a href="https://www2.ed.gov/about/offices/list/osers/osep/gtss.html">U.S. Department of Education, Safe Schools (https://www2.ed.gov/about/offices/list/osers/osep/gtss.html)</a>
<a href="#">Website</a>	<a href="https://www.dhs.gov/fusion-centers">U.S. Department of Homeland Security, Fusion Centers (https://www.dhs.gov/fusion-centers)</a>
Website	California Department of Education, Safe Schools
<a href="#">Website</a>	<a href="https://calstas.org/">California State Threat Assessment System (https://calstas.org/)</a>
Website	CSBA

## Cross References

Code	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1313	Civility
3515	Campus Security
3515	Campus Security
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3515.31	School Resource Officers
3515.7	Firearms On School Grounds
3516.2	Bomb Threats
4158	Employee Security
4158	Employee Security
4258	Employee Security
4258	Employee Security
4358	Employee Security
4358	Employee Security
5116.1	Intradistrict Open Enrollment
5116.1	Intradistrict Open Enrollment
5125	Student Records
5125	Student Records
5131	Conduct
5131.41	Use Of Seclusion And Restraint
5136	Gangs
5136	Gangs
5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation



5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5145.12	Search And Seizure
5145.12	Search And Seizure
6184	Continuation Education
6184	Continuation Education

Regulation 5131.7: Weapons And Dangerous Instruments

Status: ADOPTED

Original Adopted Date: 07/01/2001 | Last Revised Date: ~~11/12/01/2011~~ 12/01/2022 | Last Reviewed Date:  
~~11/12/01/2011~~ 2022

Prohibited weapons and dangerous instruments include, but are not limited to: (Education Code 48915, 49330; Penal Code 626.10, 16100-~~17350~~ 17360, 30310)

1. Firearms: pistols, revolvers, shotguns, rifles, machineguns, "zip guns," "stun guns," tasers, cane guns, camouflaging firearms, and any other device from which is expelled through a barrel and capable of propelling a projectile by the force of an explosion or other form of combustion
2. Ammunition or reloaded ammunition
3. Knives, razor blades, and box cutters: any dirks, daggers (or concealed dirks or daggers), cane swords, ice picks, or other weapons with a fixed, sharpened blade fitted primarily for stabbing, weapons with a blade fitted primarily for stabbing, weapons with a blade longer than ~~2~~ 3-1/2 inches, folding knives with a blade that locks into place, switchblade knives, and razors with an unguarded blade
4. Explosive and/or incendiary devices: pipe bombs, time bombs, rockets or rocket propelled projectile launchers, cap guns, bullets containing or carrying an explosive agent, containers of inflammable fluids, and other hazardous devices or concealed explosive substances
5. Any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, carbon dioxide pressure, or spring action, or any spot marker gun
6. Any other dangerous device, instrument, or weapon, including those defined in Penal Code ~~12020~~ 16000-34370, including a blackjack, slingshot, billy, nunchaku, sandclub, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon
7. Any imitation firearm, defined as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm

CSBA NOTE: The remainder of this administrative regulation is optional and provides a process for an employee to use when taking possession of a weapon or dangerous instrument from a student. Pursuant to Education Code 49334, a school employee who initially ~~contacts~~ notifies a law enforcement agency about any person possessing an unauthorized weapon or dangerous instrument on campus ~~cannot~~ may not be subject to any civil or administrative proceeding, including any disciplinary action, for doing so, notwithstanding any district policy or regulation to the contrary. The employee must follow any other requirements of district policy or regulation upon notifying the law enforcement agency. See BP 4158/4258/4358 - Employee Security for language regarding employee reports of adults possessing injurious objects.

Any employee may take any weapon or dangerous instrument from the personal possession of a student while the student is on school premises or under the authority of the district. (Education Code 49331, 49332)

In determining whether to take possession of the weapon or dangerous instrument, the employee shall use ~~his/her~~ **the employee's** own judgment as to the dangerousness of the situation and, based upon this analysis, shall take one of the following actions:

1. Confiscate the object and deliver it to the principal immediately
2. Immediately notify the principal, who shall take appropriate action

CSBA NOTE: Education Code 49390 and 49393, as added by SB 906 (Ch. 144, Statutes of 2022), require certificated and classified employees of the district, or other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, as defined, to immediately report the threat or perceived threat to law enforcement in accordance with Education Code 49393, and as reflected in the accompanying board policy.

3. Immediately notify the local law enforcement agency and the principal

When informing the principal about the possession of a weapon or dangerous instrument, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of the possession.

The principal shall report any possession of a weapon or dangerous instrument to the student's parents/guardians by telephone or in person, and shall follow this notification with a letter.

The employee shall retain possession of the instrument until the risk of its use as a weapon has dissipated or, upon the request of the student's parent/guardian, until the parent/guardian appears and personally takes possession. (Education Code 49331, 49332)

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Policy Reference Disclaimer:

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State	Description
Ed. Code 35291	Governing board to prescribe rules for discipline of the schools
Ed. Code 48902	Notification of law enforcement authorities
Ed. Code 48915	Required recommendation for expulsions
Ed. Code 48916	Readmission
Ed. Code 49330-49335	Injurious objects
Pen. Code 16100-17350	Definitions
Pen. Code 22810-23025	Tear gas weapon (pepper spray)

Pen. Code 245	Assault with deadly weapon
Pen. Code 25200-25225	Firearms; access to children
Pen. Code 30310	Prohibition against ammunition on school grounds
Pen. Code 417.4	Imitation firearm; drawing or exhibiting
Pen. Code 626.10	Dirks, daggers, knives, razor or stun gun; bringing or possessing in school
Pen. Code 626.9	Gun-Free School Zone Act of 1995
Pen. Code 653k	Switchblade knife
Federal	Description
20 USC 6301-7941	No Child Left Behind Act
20 USC 7961	Gun-Free Schools Act
Management Resources	Description
California Department of Education	0401.01 Protecting Student Identification in Reporting
Communications	Injurious Objects
CSBA Publication	Safe Schools: Strategies for Governing Boards to Ensure Student Success, Third Edition, October 2011
U.S. Department of Education	Guidance Concerning State and Local Responsibilities Under
Publication	the Gun-Free Schools Act, January 2004
Website	CSBA District and County Office of Education Legal Services
Website	National Alliance for Safe Schools
Website	National School Safety Center
Website	U.S. Department of Education, Office of Safe and Drug Free Schools
Website	California Department of Education, Safe Schools
Website	CSBA

#### Cross References

Code	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1313	Civility
3515	Campus Security
3515	Campus Security
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3515.31	School Resource Officers
3515.7	Firearms On School Grounds
3516.2	Bomb Threats

4158	Employee Security
4158	Employee Security
4258	Employee Security
4258	Employee Security
4358	Employee Security
4358	Employee Security
5116.1	Intradistrict Open Enrollment
5116.1	Intradistrict Open Enrollment
5125	Student Records
5125	Student Records
5131	Conduct
5131.41	Use Of Seclusion And Restraint
5136	Gangs
5136	Gangs
5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5145.12	Search And Seizure
5145.12	Search And Seizure
6184	Continuation Education
6184	Continuation Education

Policy 5148.2: Before/After School Programs

Status: ADOPTED

Original Adopted Date: 11/01/2006 | Last Revised Date: 12/01/~~2021~~2022 | Last Reviewed  
Date: 12/01/~~2021~~2022

CSBA NOTE: The following optional policy is for use by districts providing expanded learning opportunities beyond the regular school day, including before-school ~~and/or~~, after-school, summer, vacation, and/or intersessional programs, and should be revised to reflect the program(s) offered by the district. For eligible programs in grades ~~TK-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 ~~Center~~Centers 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. These programs are optional and have different requirements.

Education Code 46120, as ~~added~~amended by AB ~~130~~181 (Ch. ~~445~~2, Statutes of ~~2021~~), ~~establishes~~2022 and AB 185 (Ch. 571, Statutes of 2022), provides for the Expanded Learning Opportunities (ELO) Program and allocates funding to districts under a formula based on a district's average daily attendance and percentage of unduplicated students ~~and average daily attendance~~. defined as any student who is eligible for free or reduced-price meals, who is an English learner, or who is a foster youth. For the ~~2021-22~~2022-23 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~~with the ~~2022-23~~2023-24 school year, districts ~~receiving funds~~with a prior fiscal year local control funding formula (LCFF) unduplicated pupil percentage (UPP) of at least 75 percent are required to offer access to ELO programs to all classroom-based 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. Commencing with the 2023-24 school year, districts with a prior fiscal year LCFF UPP of less than 75 percent are required to offer access to ELO programs to all unduplicated students in grades TK-6, inclusive, and ensure that access is provided to any unduplicated 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~~intersessional programs of specified lengths of time as described below and in the accompanying administrative regulation. Student participation in an ELO program is optional; however, districts may not opt out of the ELO Program.

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-~~any programs beyond the regular school ~~and after-school program~~day, it may modify the following policy as appropriate.

The Governing Board desires to provide ~~before-~~learning opportunities for students beyond the regular school ~~and/or after-school enrichment programs~~day 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.

CSBA NOTE: The following paragraph reflects a ~~requirement for~~ requirements related to collaborative planning for ~~both~~the programs offered by the district. The ASES program (Education Code 8482.5) ~~and~~ASSETs program (Education Code 8422) ~~), 21st CCLC programs must be developed in~~program (Education Code 8484.75), and ELO program (Education Code 46120) have different collaboration ~~with the school(s) the students attend, but collaboration with other entities is at~~requirements: see the discretion of the district. Districts offering only 21st CCLC programs may revise the following paragraph to reflect district practiceaccompanying administrative regulation.

The district's Each program offered by the district 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~~as required by law enforcement, community organizations, and, if appropriate, the private sector. (Education Code 8422, 8482.5, 8484.75, 46120)

CSBA 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~~ELO 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.~~"21st CCLC & ASSETs."

To the extent feasible, the district shall give priority to establishing ~~before-~~expanded learning opportunities beyond the regular school ~~and/or after-school programs~~day in low-performing schools and/or programs that serve low-income and other at-risk students.

Any expanded learning opportunities, including but not limited to 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~~ Expanded Learning Opportunities Program (ELO) or any other program to be established pursuant to Education Code 8421, 8482.3 ~~or~~, 8484.75, or 46120, shall be approved by the Board ~~and the principal of each participating school.~~

CSBA NOTE: The following optional paragraph is applicable to all programs. Pursuant to Education Code 8483.4 (applicable to ~~both ASES and~~, 21st CCLC, and ELO programs), 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~~ expanded learning opportunity programs possess appropriate knowledge and experience. As needed, staff and volunteers shall receive ongoing training related to their job responsibilities.

~~Each~~ Each before-school, after-school, summer, vacation or intersessional expanded learning opportunity 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.

CSBA 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: (For districts that do not charge family fees)**

No fee shall be charged for participation in the program.

**OPTION 2: (For districts that charge permissible family fees)**

A family fee may be charged to participating families based on the actual cost of services.

CSBA 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.

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)



CSBA 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~~ ELOs 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)

CSBA 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)

CSBA 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~~ CDE's, "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"~~ 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.~~

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 [CSBA District and County Office of Education Legal Services or district](#) 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.

CSBA 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~~ [a district that offers](#) an ASES, 21st CCLC, and/or ELO program [is required](#) 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.

Policy Reference UPDATE Service

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Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 17260-17268	Plans and specifications for school facilities
Ed. Code 17264	New construction; accommodation of before- and after-school programs
Ed. Code 35021.3	After-school physical recreation instructors
Ed. Code 45125	Criminal record check
Ed. Code 45330	Paraprofessionals; instructional aides
Ed. Code 45340-45349	Paraprofessionals; instructional aides
Ed. Code 46120	Expanded Learning Opportunities Program
Ed. Code 49024	Activity Supervisor Clearance Certificate
Ed. Code 49430-49434	Nutrition standards

Ed. Code 49540-49546	Child care food program
Ed. Code 49553	Free or reduced-price meals
Ed. Code 69430-69460	Cal Grant program
Ed. Code 8263	Eligibility and priorities for subsidized child development services
<del>Ed. Code 8263.4</del>	<del>Enrollment of students ages 11-12 years</del>
Ed. Code 8273.1	Family fees; exemptions
Ed. Code <del>8281.5</del> <a href="#">8322</a>	California Prekindergarten Planning and Implementation Grant Program
Ed. Code 8295-8305	Child development program ; personnel qualifications
Ed. Code 8350-8359.1	Programs for CalWORKS recipients
Ed. Code 8360-8370	Personnel qualifications
Ed. Code 8420-8428	21st Century <a href="#">High School</a> After-School <a href="#">Safety and Enrichment</a> Program for Teens
Ed. Code 8482-8484.65	After School Education and Safety Program
Ed. Code 8484.7-8484.9	21st Century Community Learning Centers
Ed. Code 8490-8490.7	Distinguished After School Health Recognition Program
W&I Code 10207-10490	Child Care and Development Services Act
W&I Code 10273	Preferred placement for otherwise eligible children ages 11 or 12
Federal	Description
20 USC 6311	State plan
20 USC 6314	Title I schoolwide program
20 USC 7171-7176	21st Century Community Learning Centers
42 USC 11434a	Education for homeless children and youths
42 USC 1766-1766a	Child and Adult Care Food Program
7 CFR 226.17	Child care center nutrition standards
Management Resources	Description
California Department of Education Publication	Quality Program Improvement Plan Instructions: Instructions for Completing a Quality Program Improvement Plan for Expanded Learning Programs in California, <del>August 2020</del> <a href="#">January 2022</a>
California Department of Education Publication	21st CCLC and ASSETs FAQs, <del>September 2020</del> <a href="#">October 2022</a>

California Department of Education Publication	Request for Applications: 21st Century <del>High School</del> <a href="#">Community Learning Centers</a> and After School Safety and Enrichment for Teens, September <del>2020</del> <a href="#">2022</a>
<del>California Department of Education Publication</del>	<del>Request for Applications: 21st Century Community Learning Centers Elementary/Middle Schools, September 2020</del>
California Department of Education Publication	Expanded Learning Opportunities Program FAQs, <del>October 2021</del> <a href="#">July 2022</a>
California Department of Education Publication	A Crosswalk Between the Quality Standards for Expanded Learning and Program Quality Assessment Tools, 2014
<a href="#">California Department of Education Publication</a>	<a href="#">Early Release and Late Arrival Guidance, December 2021</a>
California Department of Education Publication	California After School Physical Activity Guidelines, 2009
California Department of Education Publication	Quality Standards for Expanded Learning in California: Creating and Implementing a Shared Vision of Quality, 2014
U.S. Department of Education Publication	21st Century Community Learning Centers, Nonregulatory Guidance, February 2003
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education, Expanded Learning
Website	U.S. Department of Agriculture
<a href="#">Website</a>	<a href="#">California Afterschool Network</a>
Website	California School-Age Consortium
Website	Partnership for Children and Youth
Website	California Healthy Kids Survey
Website	Commission on Teacher Credentialing
Website	CSBA
Website	U.S. Department of Education

#### Cross References

Code	Description
0000	Vision
0200	Goals For The School District
0410	Nondiscrimination In District Programs And Activities
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan

0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0470	COVID-19 Mitigation Plan
0500	Accountability
1240	Volunteer Assistance
1240	Volunteer Assistance
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1330	Use Of School Facilities
1330	Use Of School Facilities
1330-E(1)	Use Of School Facilities
1330.1	Joint Use Agreements
1400	Relations Between Other Governmental Agencies And The Schools
1700	Relations Between Private Industry And The Schools
3260	Fees And Charges
3260	Fees And Charges
3280	Sale Or Lease Of District-Owned Real Property
3280	Sale Or Lease Of District-Owned Real Property
3540	Transportation
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
3552	Summer Meal Program
3552	Summer Meal Program
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
3554	Other Food Sales
3554	Other Food Sales
3580	District Records

3580	District Records
4112.4	Health Examinations
4112.5	Criminal Record Check
4112.5-E(1)	Criminal Record Check
4131	Staff Development
4212.4	Health Examinations
4212.5	Criminal Record Check
4212.5-E(1)	Criminal Record Check
4222	Teacher Aides/Paraprofessionals
4222	Teacher Aides/Paraprofessionals
4231	Staff Development
4312.4	Health Examinations
4312.5	Criminal Record Check
4312.5-E(1)	Criminal Record Check
4331	Staff Development
5030	Student Wellness
5131.6	Alcohol And Other Drugs
5131.6	Alcohol And Other Drugs
5131.62	Tobacco
5131.62	Tobacco
5137	Positive School Climate
5141.21	Administering Medication And Monitoring Health Conditions
5141.21	Administering Medication And Monitoring Health Conditions
5141.23	Asthma Management
5141.23	Asthma Management
5141.27	Food Allergies/Special Dietary Needs
5141.27	Food Allergies/Special Dietary Needs
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5144	Discipline
5144	Discipline

5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5145.9	Hate-Motivated Behavior
5147	Dropout Prevention
5148	Child Care And Development
5148	Child Care And Development
6011	Academic Standards
6020	Parent Involvement
6020	Parent Involvement
6142.4	Service Learning/Community Service Classes
6142.6	Visual And Performing Arts Education
6142.7	Physical Education And Activity
6142.7	Physical Education And Activity
6142.91	Reading/Language Arts Instruction
6142.92	Mathematics Instruction
6142.93	Science Instruction
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6154	Homework/Makeup Work
6159	Individualized Education Program
6159	Individualized Education Program
6163.4	Student Use Of Technology
6163.4-E(1)	Student Use Of Technology
6170.1	Transitional Kindergarten
6171	Title I Programs
6171	Title I Programs
6173	Education For Homeless Children
6173	Education For Homeless Children
6173-E(1)	Education For Homeless Children
6173-E(2)	Education For Homeless Children
6173.1	Education For Foster Youth

6173.1	Education For Foster Youth
6175	Migrant Education Program
6175	Migrant Education Program
6176	Weekend/Saturday Classes
6177	Summer Learning Programs
6178	Career Technical Education
6178	Career Technical Education
6179	Supplemental Instruction



Regulation 5148.2: Before/After School Programs

Status: ADOPTED

Original Adopted Date: 07/01/2015 | Last Revised Date: 12/01/2021 ~~2021~~ 2022 | Last Reviewed  
Date: 12/01/2021 ~~2021~~ 2022

CSBA NOTE: The district should revise the following administrative regulation to reflect the expanded learning opportunity programs, including 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 CSBA District and County Office of Education Legal Services or district 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~~ vacation, and/or intersessional 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)

Offer access, with regard to an Expanded Learning Opportunities (ELO) program, means to recruit, advertise, publicize, or solicit through culturally and linguistically effective and appropriate communication channels. (Education Code 46120)

Provide access, with regard to an ELO program, means to register or enroll a student in an ELO program. (Education Code 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~~ TK-9

CSBA 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~~ Program (21st CCLC) (Education Code 8484.7-8484.9; 20 USC 7171-7176), or the Expanded Learning Opportunities Program (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 ~~TK~~-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)

The district's ELO program shall serve students in grades TK-6. (Education Code 46120)

CSBA NOTE: The following paragraphs reflect the extent to which a before/after school programs, including ASES, 21st CCLC and ELO programs, require collaborative planning. Districts may revise the following paragraphs to reflect programs offered by the district.]

The district's programs 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 the private sector. As appropriate, the Superintendent or designee may include other stakeholders in such collaborative process. (Education Code 8482.5, 8484.75, 46120)

CSBA NOTE: Education Code 46120, as ~~added~~amended by AB ~~130~~181 (Ch. ~~44~~52, Statutes of ~~2021~~), ~~establishes~~2022) and AB 185 (Ch. 571, Statutes of 2022), provides for the ~~Expanded Learning Opportunities (ELO) Program~~ 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~~2022-23 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~~Commencing with the ~~2022-23~~2023-24 school year, districts ~~receiving funds~~with a prior fiscal year local control funding formula (LCFF) unduplicated pupil percentage (UPP) of at least 75 percent are required to offer access to ELO programs to all classroom-based students in grades TK-6 ~~access to ELO programs~~, and to ensure that access is provided to any student whose parent/guardian requests placement in ~~an~~ ELO program. Commencing with the 2023-24 school year, districts with a prior fiscal year LCFF UPP of less than 75 percent are required to offer access to ELO programs to all unduplicated students in grades TK-6 and ensure that access is provided to any unduplicated student whose parent/guardian requests placement in an ELO 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. However, the California Department of Education's (CDE), "Expanded Learning Opportunities Program FAQs," clarifies that districts that receive funds for classroom-based instructional programs that serve grades TK-6 cannot opt-out of the ELO program funding.

The district's Expanded Learning Opportunities (ELO) program shall serve students in grades TK-6. ~~For the 2021-22~~For the 2022-23 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)

CSBA NOTE: Beginning with the 2023-24 school year, Option 1 below is for use by districts with a prior fiscal year LCFF UPP of at least 75 percent. Option 2 is for districts with a prior fiscal year LCFF UPP of less than 75 percent.

OPTION 1: (For districts with a prior fiscal year local control funding formula unduplicated pupil percentage of at least 75 percent)

Commencing with the 2023-24 school year, the district shall offer access to the ELO program to all classroom-based students in grades TK-6. The district shall provide access to any student whose parent/guardian requests placement in an ELO program.

OPTION 2: (For districts with a prior fiscal year local control funding formula unduplicated pupil percentage of less than 75 percent)

The district shall offer access to the ELO program to all classroom-based unduplicated students in grades TK-6. The district shall provide access to any unduplicated student whose parent/guardian requests placement in an ELO program.

CSBA NOTE: ~~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~~The California Prekindergarten Planning and Implementation Grant Program, established pursuant to develop a plan~~Education Code 8322, provides 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 a state preschool program, Head Start programs, and other community-based early learning and care programs.~~initiative with the goal of expanding access to classroom-based prekindergarten 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~~8322)

CSBA 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. -, collaboration, and data collection. 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.

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)

CSBA 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 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)

CSBA NOTE: Pursuant to Education Code ~~8482~~8483.3, ~~after-school~~expanded learning opportunity programs ~~may~~ are required to offer a nutritional snack, meal, or both. Education Code 8482.3 requires that such 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 the U.S. Department of Agriculture.

## 2. Nutrition

- a. ~~If snacks~~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)

CSBA 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)

- i. Fewer than 20 students participating in the program component
- ii. Extreme transportation constraints, including, but not limited to, desegregation busing, busing for magnet or open enrollment schools, or student dependence on public transportation
- iii. A reduction in the program grant of an existing school due to its merging into a new school opened by the district or the splitting of its students with a new school

In such cases, the district shall arrange for safe, supervised transportation between school sites; ensure communication among staff in the regular school program, staff in the before-school or after-school program, and parents/guardians; and ensure alignment of the educational and literacy elements with the regular school program of participating students. (Education Code 8482.8, 8484.75)

#### 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)

CSBA 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.

- 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)
- 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

~~5.~~ CSBA NOTE: Pursuant to Education Code 46120, ELO programs must provide in-person before or after school expanded learning opportunities offered on school days that, when added to daily instructional minutes, recess, and meals, meet certain hourly requirements, as specified. Item #5(a) and 5(b) below do not apply to ELO programs offered pursuant to Education Code 46120.

- 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)

CSBA 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.

- 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)

~~CSBA 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)
- 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:
  - i. 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, or student eligible for free or reduced price meals, of the right of the child to receive priority enrollment and how to request priority enrollment. (Education Code 8483, 8484.75)

CSBA NOTE: Item #(2) below is for use by districts that maintain middle or junior high schools.

- ii. 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)

CSBA NOTE: Items #(3)-(5) are optional and may be revised or expanded to include enrollment priorities established by the district.

- iii. 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.
- iv. Any remaining capacity shall be filled by students selected at random.
- v. A waiting list shall be established to accommodate additional students if space becomes available.

#### 7. Attendance/Early Release

CSBA 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. - and districts are mandated to establish a policy regarding reasonable early daily release of students from the after-school program and reasonable late arrival to a before-school program. 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 CDE's, "Early Release and Late Arrival Guidance," recommends that late arrival and early release policies be implemented by establishing codes for various reasons of early release or late arrival and includes sample codes.

In contrast, CDE's, "Expanded Learning Opportunities Program FAQ," explains that ELO Programs offered pursuant to Education Code ~~8483,46120~~ do not have an attendance requirement, but rather districts offering an after-school program are mandated encouraged 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: track student attendance for safety and continuous quality improvement purposes.

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. An ELO program offered pursuant to Education Code 46120 does not

have an attendance requirement, but the district may track student attendance for safety and continuous quality improvement purposes.

- b. When necessary, a student's parent/guardian may request, in writing, that the Superintendent or designee approve the reasonable late daily arrival for the before-school program or the reasonable early daily release from the after-school program. The Superintendent or designee shall not approve such a request if the student would be attending less than one-half of the daily program hours.

CSBA 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)

CSBA 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)

Grades 9-12

CSBA 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) \_

CSBA NOTE: The following paragraph reflects the collaborative planning requirements for the ASSETs program.

The district's ASSETs 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)

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)
  - i. Tutoring
  - ii. Career exploration, including activities that help students develop the knowledge and skills that are relevant to their career interests and reinforce academic content
  - iii. Homework assistance
  - iv. 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)

- i. Community service
- ii. Career and technical education
- iii. Job readiness
- iv. Opportunities for mentoring and tutoring younger students
- v. Service learning
- vi. Arts
- vii. Computer and technology training
- viii. Physical fitness
- ix. Recreation activities

CSBA NOTE: Education Code 8423 requires the ASSETs program to include a physical activity element. See CDE's "California After School Physical Activity Guidelines,- available on its web site."

- 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)
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

CSBA 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)

CSBA 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

CSBA NOTE: The following section applies to ASES, 21st CCLC, and ASSETs programs.

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

CSBA 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~~ Such program quality standards, can be found in CDE's, "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

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Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 17260-17268	Plans and specifications for school facilities
Ed. Code 17264	New construction; accommodation of before- and after-school programs
Ed. Code 35021.3	After-school physical recreation instructors
Ed. Code 45125	Criminal record check
Ed. Code 45330	Paraprofessionals; instructional aides
Ed. Code 45340-45349	Paraprofessionals; instructional aides
Ed. Code 46120	Expanded Learning Opportunities Program
Ed. Code 49024	Activity Supervisor Clearance Certificate
Ed. Code 49430-49434	Nutrition standards
Ed. Code 49540-49546	Child care food program
Ed. Code 49553	Free or reduced-price meals
Ed. Code 69430-69460	Cal Grant program
Ed. Code 8263	Eligibility and priorities for subsidized child development services
<del>Ed. Code 8263.4</del>	<del>Enrollment of students ages 11-12 years</del>
Ed. Code 8273.1	Family fees; exemptions
Ed. Code <del>8281.5</del> <a href="#">8322</a>	California Prekindergarten Planning and Implementation Grant Program
Ed. Code 8295-8305	Child development program; personnel qualifications
Ed. Code 8350-8359.1	Programs for CalWORKS recipients
Ed. Code 8360-8370	Personnel qualifications
Ed. Code 8420-8428	21st Century After-School Program for Teens
Ed. Code 8482-8484.65	After School Education and Safety Program
Ed. Code 8484.7-8484.9	21st Century Community Learning Centers
Ed. Code 8490-8490.7	Distinguished After School Health Recognition Program

W&I Code 10207-10490	Child Care and Development Services Act
W&I Code 10273	Preferred placement for otherwise eligible children ages 11 or 12
Federal	Description
20 USC 6311	State plan
20 USC 6314	Title I schoolwide program
20 USC 7171-7176	21st Century Community Learning Centers
42 USC 11434a	Education for homeless children and youths
42 USC 1766-1766a	Child and Adult Care Food Program
7 CFR 226.17	Child care center nutrition standards
Management Resources	Description
California Department of Education Publication	Quality Program Improvement Plan Instructions: Instructions for Completing a Quality Program Improvement Plan for Expanded Learning Programs in California, <del>August 2020</del> <a href="#">January 2022</a>
California Department of Education Publication	21st CCLC and ASSETs FAQs, <del>September 2020</del> <a href="#">October 2022</a>
California Department of Education Publication	Request for Applications: 21st Century <del>High School</del> <a href="#">Community Learning Centers</a> and After School Safety and Enrichment for Teens, September <del>2020</del> <a href="#">2022</a>
<del>California Department of Education Publication</del>	<del>Request for Applications: 21st Century Community Learning Centers Elementary/Middle Schools, September 2020</del>
California Department of Education Publication	Expanded Learning Opportunities Program FAQs, <del>October 2021</del> <a href="#">July 2022</a>
California Department of Education Publication	A Crosswalk Between the Quality Standards for Expanded Learning and Program Quality Assessment Tools, 2014
California Department of Education Publication	California After School Physical Activity Guidelines, 2009
California Department of Education Publication	Quality Standards for Expanded Learning in California: Creating and Implementing a Shared Vision of Quality, 2014
U.S. Department of Education Publication	21st Century Community Learning Centers, Nonregulatory Guidance, February 2003
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education, Expanded Learning
Website	U.S. Department of Agriculture
<a href="#">Website</a>	<a href="#">California Child and Adult Care Food Program</a>
Website	California School-Age Consortium

Website	Partnership for Children and Youth
<a href="#">Website</a>	<a href="#">California Afterschool Network</a>
Website	California Healthy Kids Survey
Website	Commission on Teacher Credentialing
Website	CSBA
Website	U.S. Department of Education

## Cross References

Code	Description
0000	Vision
0200	Goals For The School District
0410	Nondiscrimination In District Programs And Activities
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0470	COVID-19 Mitigation Plan
0500	Accountability
1240	Volunteer Assistance
1240	Volunteer Assistance
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1330	Use Of School Facilities
1330	Use Of School Facilities
1330-E(1)	Use Of School Facilities
1330.1	Joint Use Agreements
1400	Relations Between Other Governmental Agencies And The Schools
1700	Relations Between Private Industry And The Schools

3260	Fees And Charges
3260	Fees And Charges
3280	Sale Or Lease Of District-Owned Real Property
3280	Sale Or Lease Of District-Owned Real Property
3540	Transportation
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
3552	Summer Meal Program
3552	Summer Meal Program
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
3554	Other Food Sales
3554	Other Food Sales
3580	District Records
3580	District Records
4112.4	Health Examinations
4112.5	Criminal Record Check
4112.5-E(1)	Criminal Record Check
4131	Staff Development
4212.4	Health Examinations
4212.5	Criminal Record Check
4212.5-E(1)	Criminal Record Check
4222	Teacher Aides/Paraprofessionals
4222	Teacher Aides/Paraprofessionals
4231	Staff Development
4312.4	Health Examinations
4312.5	Criminal Record Check
4312.5-E(1)	Criminal Record Check
4331	Staff Development
5030	Student Wellness
5131.6	Alcohol And Other Drugs

5131.6	Alcohol And Other Drugs
5131.62	Tobacco
5131.62	Tobacco
5137	Positive School Climate
5141.21	Administering Medication And Monitoring Health Conditions
5141.21	Administering Medication And Monitoring Health Conditions
5141.23	Asthma Management
5141.23	Asthma Management
5141.27	Food Allergies/Special Dietary Needs
5141.27	Food Allergies/Special Dietary Needs
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5144	Discipline
5144	Discipline
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5145.9	Hate-Motivated Behavior
5147	Dropout Prevention
5148	Child Care And Development
5148	Child Care And Development
6011	Academic Standards
6020	Parent Involvement
6020	Parent Involvement
6142.4	Service Learning/Community Service Classes
6142.6	Visual And Performing Arts Education
6142.7	Physical Education And Activity
6142.7	Physical Education And Activity
6142.91	Reading/Language Arts Instruction
6142.92	Mathematics Instruction
6142.93	Science Instruction
6145	Extracurricular And Cocurricular Activities



6145	Extracurricular And Cocurricular Activities
6154	Homework/Makeup Work
6159	Individualized Education Program
6159	Individualized Education Program
6163.4	Student Use Of Technology
6163.4-E(1)	Student Use Of Technology
6170.1	Transitional Kindergarten
6171	Title I Programs
6171	Title I Programs
6173	Education For Homeless Children
6173	Education For Homeless Children
6173-E(1)	Education For Homeless Children
6173-E(2)	Education For Homeless Children
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6175	Migrant Education Program
6175	Migrant Education Program
6176	Weekend/Saturday Classes
6177	Summer Learning Programs
6178	Career Technical Education
6178	Career Technical Education
6179	Supplemental Instruction

Policy 5148.3: Preschool/Early Childhood Education

Status: ADOPTED

Original Adopted Date: 11/01/2012 | Last Revised Date: 12/01/~~2021~~2022 | Last Review ed Date:  
12/01/~~2021~~2022

CSBA 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 [the](#) 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)~~[Education Code 8320, as added by AB 210 \(Ch. 62, Statutes of 2022\) and amended by AB 185 \(Ch. 571, Statutes of 2022\), establishes the California Universal Preschool Planning Grant Program, with the goal of expanding access to preschool programs for 3-year old and 4-year-old children universally across the state, through a mixed-delivery system by a variety of providers, programs, and settings such as Head Start agencies and other public, private, or proprietary agencies. Under the program, grants are awarded per county, based on collaborative planning among the local child care and development planning council, school districts and other local educational agencies, public and private agencies, and other community members, to ensure that activities conducted under the grant meet community needs for universal preschool in a mixed-delivery system which are not already addressed.](#)

[Education Code 8322, as renumbered by SB 1380 \(Ch. 28, Statutes of 2022\)](#), 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~~[210](#), districts [are required](#) to waive family fees for all families receiving

subsidized child care services from CSPP programs during the ~~2021-22~~2022-23 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; and acquisition of instructional knowledge, skills, and abilities. The Board desires to provide a supervised, and cognitively rich learning environment designed to facilitate the transition to kindergarten for three- and four-year-old children.

CSBA 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.

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 the 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.

The Superintendent or designee shall provide information about preschool options in the community to parents/guardians upon request.

CSBA NOTE: Pursuant to 5 CCR 17745, as adopted in Register 2022, No. 26, in addition to other eligibility requirements, a child and the **child's** parents/guardians must live in California while the child is receiving services.

To receive preschool services, a child and the **child's** parent(s)/guardian(s) shall be required to provide evidence of residency in California. However, any person identified as experiencing homelessness shall only be required to submit a declaration that the person resides in California. (5 CCR 17745)

Preschool eligibility determinations shall be made without regard to a **child's** immigration status or that of the **child's** parent(s)/guardian(s) unless the child or the child's parent(s)/guardian(s) are under a final order of deportation from the United States Department of Homeland Security. (5 CCR 17745)

#### District Preschool Programs

CSBA 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 and should be revised to reflect district practice.

The district may contract with CDE to offer a program through the CSPP pursuant to Education Code 8200-8340. 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 (Welfare and Institutions Code 10235-10238), child care and development services for children with special needs program (Welfare and Institutions Code 10260-10263), federal Head Start program (42 USC 9831-~~9852~~9852c), Title I preschool program (20 USC 6311-6322), or other funding sources available to the district.

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.

CSBA 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~~14036, and requirements for CSPP programs specified in 5 CCR ~~18000-18308~~.

Pursuant 17700-17833.

Education Code 8207, as amended by SB 1047 (Ch. 923, Statutes of 2022), requires any CSPP program to provide early learning and care and comply with Health and Safety Code 1596.955 and all other applicable statutory and regulatory requirements, including, but not limited to, the requirement of Education Code 8205, as amended and renumbered by AB 131, that any child under four years of age shall be served only 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.

CSBA NOTE: Pursuant to 5 CCR ~~18130~~ specifies the state regulations for child care and development programs that are applicable to CSPP programs, including the requirement 17701, as adopted in 5 CCR ~~18271~~ that Register 2022, No. 26, the Board is required to approve a written philosophical statement, goals, and objectives, and requirements addressing each program component specified in 5 CCR ~~18272-18281~~ 17701-17711, as adopted in Register 2022, No. 26. 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~~17701-17711 and the accompanying administrative regulation. (5 CCR ~~18271~~17701)

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.

CSBA 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.

Because parents/guardians are essential partners in supporting the development of their children, the Superintendent or designee shall involve them in program planning.

CSBA NOTE: The following optional paragraph provides for coordination of the preschool program with the TK program and may be revised to reflect district practice. ~~Education Code 48000, as amended by AB 130 and AB 167, 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~~ Education Code 48000 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.

CSBA 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)

CSBA 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 of language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

~~CSBA NOTE: Education Code 8203, as amended by AB 1363 (Ch. 498, Statutes of 2021),~~ CSBA NOTE: Pursuant to Education Code 8241.5, as amended by AB 210 and AB 185, preschool providers are required to identify dual language learners enrolled in specified preschool programs through a family language instrument and a family language and interest interview, and to report child and program data related to dual language learners to CDE. Education Code 8203 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 Superintendent or designee shall identify dual language learners in district preschool programs, and shall collect and report related data to CDE as required by Education Code 8241.5. 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)

CSBA NOTE: The following paragraph reflects Education Code 8208, as amended by AB 210 and SB 1047, which provides that, starting July 1, 2022 – June 30, 2023, at least 5 percent of enrollment into

subsidized preschool must be reserved for children with exceptional needs and increases the number to 7.5 percent on July 1, 2023 and 10 percent from July 1, 2024.

The district's preschool program shall serve children with exceptional needs as required by Education Code 8208. Children with exceptional needs attending any CSPP program shall be educated in the least restrictive environment in accordance with 20 USC 1412.

The district's preschool program shall provide appropriate services to support the needs of at-risk children.

CSBA 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.

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.

CSBA NOTE: The Commission on Teacher Credentialing issues permits for child development program directors, site supervisors, ~~master~~and ~~teachers, associate teachers, and assistants~~ pursuant to criteria established in Education Code 8205 and 8298, ~~as renumbered and amended by AB 131~~, and 5 CCR ~~80105-80125~~. 17717-17721, as adopted in Register 2022, No. 26. 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 8205 and 5 CCR ~~48295~~17719.

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 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.

CSBA NOTE: Pursuant to 5 CCR ~~48130~~, CSPP programs are subject to the requirements of 5 CCR ~~48105~~. 5 CCR 18105.17743, as adopted in Register 2022, No. 26, mandates that districts offering a CSPP program develop written admissions policies and procedures that conform to the requirements of 22 CCR 101218.1, 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. (5 CCR 48105.17743; 22 CCR 101218.1)

CSBA NOTE: Education Code 8208, 8210, and 8211, as amended ~~and renumbered by AB 131~~210 and 185, and 5 CCR ~~48106~~establish 17746-17748 revised eligibility criteria and enrollment priorities for subsidized preschool services, as provided below and in the accompanying administrative regulation.



Eligibility is generally limited to children who reside within district boundaries. However, Education Code 8267, ~~as amended and renumbered by AB 131, and 5 CCR 18107~~ authorize authorizes 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 8208, 8210, and 8211 and 5 CCR ~~48106~~ 17746-17748.

CSBA NOTE: The following paragraph is optional. Pursuant to Education Code 8207, ~~as amended and renumbered by AB 131~~, programs operated under the CSPP may be part-day or full-day programs.

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 preschool program is offered.

CSBA 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~~ 8322)

CSBA 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. CSBA NOTE: Pursuant to 5 CCR 17709-17711, as adopted in Register 2022, No. 26, the district is required to conduct an annual 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 identified in 5 CCR 17700, as adopted in Register 2022, No. 26. In addition, pursuant to 5 CCR 17794, as adopted in Register 2022, No. 26, CDE conducts a Federal Program Monitoring/Contract Monitoring Review (FPM/CMR) of each contract agency at least once every four years. 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."](#)

~~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.~~

~~CSBA 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~~[17709-17711](#))

~~CSBA 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 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. Pursuant to 5 CCR 4610 requires that such complaints be addressed through [17781, license-exempt CSPP programs are required to comply with](#) 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 8212; 5 CCR 4610, 4611, 4690-4694, [17781](#))

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.

Policy Reference UPDATE Service  
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Policy Reference Disclaimer:



These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
22 CCR 101151- <del>101163</del> <a href="#">101191</a>	Licensing and application procedures
22 CCR 101151-101239.2	General requirements; licensed child care centers
22 CCR 101212-101231	Continuing requirements
22 CCR 101237-101239.2	Facilities and equipment
5 CCR <del>18000-18434</del> <a href="#">14001-14036</a>	<del>Child care and development programs</del> <a href="#">School housing</a>
5 CCR <del>18130-18136</del> <a href="#">17700-17833</a>	California State Preschool Program
5 CCR <del>18272-18281</del> <a href="#">17701-17711</a>	General Program Requirements
<a href="#">5 CCR 17746-17748</a>	<a href="#">Enrollment priorities</a>
5 CCR 18295	Waiver of qualifications for site supervisor
5 CCR 4600-4670	Uniform complaint procedures
5 CCR 4690-4694	Complaints regarding health and safety issues in license-exempt preschool programs
5 CCR 80105-80125	Commission on Teacher Credentialing; child care and development permits
Ed. Code 17375	California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program
Ed. Code 44065	Issuance of and functions requiring credentials
Ed. Code 44256	Authorization for teaching credentials
Ed. Code 48000	Transitional kindergarten
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 8200-8340	California State Preschool Program
Ed. Code 8203.5	Contracts to provide <del>child care and development</del> <a href="#">preschool</a> services
Ed. Code 8205	Definitions
Ed. Code 8207	California State Preschool Program administration
Ed. Code 8208	Eligibility of three- or four-year-old child for state preschool program
Ed. Code 8209	Physical examination and immunizations
Ed. Code 8210	Priority for part-day programs
Ed. Code 8211	Priority for full-day programs
Ed. Code 8212	Complaints related to preschool health and safety issues
Ed. Code 8213	Income eligibility

Ed. Code 8214	Order of disenrollment
Ed. Code 8217	Enrollment of <u>three- and</u> four-year-old children in state preschool programs
Ed. Code 8220-8221	Family literacy services
Ed. Code 8241	Staffing ratios for center-based program
Ed. Code 8252-8254	Family fees
<del>Ed. Code 8281.5</del>	<del>California Prekindergarten Planning and Implementation Grant Program</del>
Ed. Code 8298	Program director qualifications
<u>Ed. Code 8322</u>	<u>California Prekindergarten Planning and Implementation Grant Program</u>
H&S Code 120325-120380	Immunization against communicable diseases
H&S Code 1596.70-1596.895	California Child Day Care Act
H&S Code 1596.90-1597.21	Day care centers
W&I Code 10207-10215	General provisions
W&I Code 10207-10490	Child Care and Development Services Act
W&I Code 10217-10224.5	Resource and referral programs
W&I Code 10225-10234	Alternative payment programs
W&I Code 10235-10238	Migrant child care and development programs
W&I Code 10240-10243	General child care and development programs
W&I Code 10250-10252	Family child care home education networks
W&I Code 10260-10263	Child care and development services for children with special needs
W&I Code 10480-10487	Local planning councils
Federal	Description
20 USC 1400-1482	Individuals with Disabilities Education Act
20 USC 6311-6322	Title I, relative to preschool
<del>20 USC 6371-6376</del>	<del>Early Reading First</del>
<del>20 USC 6381-6381k</del>	<del>Even Start Family Literacy Program</del>
20 USC 6391-6399	Education for migrant students <u>of migratory children</u>
42 USC 9831-9852c	Head Start programs
42 USC 9857-9858r	Child Care and Development Block Grant
45 CFR 1301.1-1305.2	Head Start
Management Resources	Description
California Department of Education Publication	<del>Management Bulletin 21-11, Reopening, Reimbursement, Distance Learning Plans, and Distance Learning</del>

	Requirements for California State Preschool Program Contractors, September 17, 2021 <a href="#">First Class: A Guide for Early Primary Education, 1999</a>
California Department of Education Publication	<del>Management Bulletin 21-12, Guidance on Family Fees for Fiscal Year (FY) 2021-22, September 17, 2021</del>
California Department of Education Publication	<del>Management Bulletin 21-13, Guidance on Implementation of the California State Preschool Program Quality Requirements During the COVID-19 Pandemic, September 29, 2021</del>
California Department of Education Publication	<del>Prekindergarten Learning Development Guidelines, 2000</del>
California Department of Education Publication	<del>Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, 2nd ed., 2009</del>
California Department of Education Publication	California Preschool Learning Foundations
California Department of Education Publication	Dream Big for Our Youngest Children: Final Report of the California Early Learning Quality Improvement System Advisory Committee, 2010
<a href="#">California Department of Education Publication</a>	<a href="#">Prekindergarten Learning Development Guidelines, 2000</a>
<a href="#">California Department of Education Publication</a>	<a href="#">Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, 2nd ed., 2009</a>
CSBA Publication	What Boards of Education Can Do About Kindergarten Readiness, Governance Brief, May 2016
U.S. Department of Education Publication	Good Start, Grow Smart, April 2002
U.S. Department of Education Publication	Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings, 2016
Website	<a href="#">CSBA District and County Office of Education Legal Services</a>
Website	<a href="#">National Institute for Early Education Research</a>
Website	<a href="#">California Head Start Association</a>
Website	<a href="#">California Preschool Instructional Network</a>
Website	<a href="#">Child Development Policy Institute</a>
Website	<a href="#">California Association for the Education of Young Children</a>
Website	<a href="#">First 5 California</a>
Website	<a href="#">California Department of Social Services</a>
Website	<a href="#">California County Superintendents Educational Services Association</a>
Website	<a href="#">Cities Counties and Schools Partnership</a>
Website	<a href="#">CSBA</a>
Website	<a href="#">U.S. Department of Education</a>

## Cross References

Code	Description
0415	Equity
0470	COVID-19 Mitigation Plan
0500	Accountability
1240	Volunteer Assistance
1240	Volunteer Assistance
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E (1)	Uniform Complaint Procedures
1312.3-E (2)	Uniform Complaint Procedures
1330	Use Of School Facilities
1330	Use Of School Facilities
1330-E(1)	Use Of School Facilities
1330.1	Joint Use Agreements
1340	Access To District Records
1340	Access To District Records
1400	Relations Between Other Governmental Agencies And The Schools
1700	Relations Between Private Industry And The Schools
3260	Fees And Charges
3260	Fees And Charges
3280	Sale Or Lease Of District-Owned Real Property
3280	Sale Or Lease Of District-Owned Real Property
3523	Electronic Signatures
3523	Electronic Signatures
3541	Transportation Routes And Services
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
3580	District Records
3580	District Records
4112	Appointment And Conditions Of Employment

4112.4	Health Examinations
4112.5	Criminal Record Check
4112.5-E(1)	Criminal Record Check
4112.6	Personnel Files
4131	Staff Development
4212.4	Health Examinations
4212.5	Criminal Record Check
4212.5-E(1)	Criminal Record Check
4212.6	Personnel Files
4222	Teacher Aides/Paraprofessionals
4222	Teacher Aides/Paraprofessionals
4231	Staff Development
4312.4	Health Examinations
4312.5	Criminal Record Check
4312.5-E(1)	Criminal Record Check
4312.6	Personnel Files
4331	Staff Development
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5030	Student Wellness
5111	Admission
5111	Admission
5125	Student Records
5125	Student Records
5141.23	Asthma Management
5141.23	Asthma Management
5141.26	Tuberculosis Testing
5141.31	Immunizations
5141.31	Immunizations
5141.32	Health Screening For School Entry
5141.6	School Health Services
5141.6	School Health Services
5144.1	Suspension And Expulsion/Due Process

5144.1	Suspension And Expulsion/Due Process
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5148	Child Care And Development
5148	Child Care And Development
6011	Academic Standards
6020	Parent Involvement
6020	Parent Involvement
6159	Individualized Education Program
6159	Individualized Education Program
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.4	Identification And Evaluation Of Individuals For Special Education
6170.1	Transitional Kindergarten
6171	Title I Programs
6171	Title I Programs
6173	Education For Homeless Children
6173	Education For Homeless Children
6173-E (1)	Education For Homeless Children
6173-E (2)	Education For Homeless Children
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6173.2	Education Of Children Of Military Families
6173.2	Education Of Children Of Military Families
6174	Education For English Learners
6174	Education For English Learners
6175	Migrant Education Program
6175	Migrant Education Program
6200	Adult Education
6200	Adult Education
7110	Facilities Master Plan
7210	Facilities Financing

Regulation 5148.3: Preschool/Early Childhood Education

Status: ADOPTED

Original Adopted Date: 07/01/2015 | Last Revised Date: 12/01/2021 2022 | Last Review ed Date:  
12/01/2021 2022

CSBA NOTE: The following administrative regulation reflects the major requirements of the California State Preschool Program (CSPP) pursuant to Education Code 8200-8340, ~~as renumbered and amended by AB 131 (Ch. 116, Statutes of 2021).~~ and 5 CCR 17700-17833, as adopted in Register 2022, No. 26.

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 (Welfare and Institutions Code 10235-10238, ~~as renumbered and amended by AB 131~~), child care and development services for children with special needs program (Welfare and Institutions Code 10260-10263, ~~as renumbered and amended by AB 131~~), federal Head Start program (42 USC 9831-9852 9852c), 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 contained throughout the district's policy manual. may be applicable to preschool programs. 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 CSBA District and County Office of Education Legal Services or district legal counsel if ~~they have~~ there are 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.~~

**Children with exceptional needs** means either of the following:

1. Children under three years of age who have been determined to be eligible for early intervention services pursuant to the California Early Intervention Services Act (Government Code 95000-95029.5) and its implementing regulations. These children include an infant or toddler with a developmental delay or established risk condition, or who is at high risk of having a substantial developmental disability, as defined in Government Code 95014. These children shall have active individualized family service plans (IFSP) and shall be receiving early intervention services.
2. Children 3 to 21 years of age, inclusive, who have been determined to be eligible for special education and related services by an individualized education program team according to the special education requirements contained in Education Code 56000-56865, and who meet eligibility criteria described in Education Code 56026 and 56333-56338 and 5 CCR 3030-3031. These children shall have an active individualized education program (IEP) and shall be receiving early intervention services or appropriate special education.

**Dual language learner children** means children whose first language is a language other than English or children who are developing two or more languages, one of which may be English.

**Three-year-old children** means children who will have their third birthday on or before December 1 of the fiscal year in which they are enrolled in a program approved by the California Department of Education (CDE) under the California State Preschool Program (CSPP). Children who have their third birthday on or after December 2 of the fiscal year, may be enrolled in a CSPP program on or after their third birthday. (Education Code 8205)

**Four-year-old children** means children who will have their fourth birthday on or before December 1 of the fiscal year in which they are enrolled in a CSPP program, or a child whose fifth birthday occurs after September 1 of the fiscal year in which they are enrolled in a CSPP program and whose parent or guardian has opted to retain or enroll them in a CSPP program. (Education Code 8205)

When approved by CDE under the CSPP, the district may operate one or more part-day or full-day preschool programs in accordance with law and the terms of its contract with CDE.

CSBA 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

CSBA 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 are listed in 5 CCR 18272-18281. See AR 5148 – Child Care and Development for details regarding these required program components: 17701-17711, as adopted in Register 2022, No. 26.~~

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 for~~ satisfy all the requirements described in 5 CCR 17701-17711, including, but not limited to, those related to the program philosophy, goals, and objectives, the educational program, the creation of a developmental profile for each child, staff development, ~~parent involvement~~ family engagement and ~~education~~ strengthening, community involvement, health and social services, nutrition, and program evaluation, ~~as described in 5 CCR 18272-18281 and AR 5148 – Child Care and Development.~~



## Minimum Hours/Days of Operation

CSBA 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, and up to three hours and 59 minutes, per day, excluding time for home-to-school transportation, and for ~~a minimum of~~ at least 175 days per year unless otherwise specified in the ~~program's~~ contract with CDE. (Education Code 8207; 5 CCR ~~18136~~17727)

CSBA NOTE: The following paragraph reflects Education Code 48000, as amended by AB 185 (Ch. 571, Statutes of 2022).

However, a part-day preschool program may also offer transitional kindergarten (TK) or kindergarten children whose families meet the requirements of Education Code 8208 less than four hours of wraparound childcare services and a part-day preschool program operating on a school site may be allowed flexibility in the operational hours. (Education Code 48000)

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~~, and for the number of operational hours reasonably necessary to meet the preschool needs of the families in the community. (Education Code 8207; 5 CCR 17728)

## Staffing

CSBA 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. (Education Code 8241, 5 CCR ~~18135, 18290~~17713-17716)

CSBA 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)

In addition, preschool teachers shall present evidence of a current tuberculosis clearance and meet other requirements as specified in Health and Safety Code 1597.055.

#### Family Literacy Services

CSBA NOTE: The following paragraph is optional and may be revised to reflect district practice. Education Code 49406 requires school volunteers, with certain authorized exceptions, to submit to a tuberculosis risk assessment as developed by the California Department of Public Health. If risk factors are identified, then the volunteer is required to submit to an intradermal (skin) tuberculin test or other tuberculin test recommended by the Centers for Disease Control and Prevention.

The district may require any volunteer who is to provide care and supervision to district preschool children to provide evidence that the volunteer is free of infectious tuberculosis.

#### Family Literacy Services

CSBA NOTE: The following section is optional. Contingent upon funding in the state Budget Act, Education Code 8220 and 8221, ~~as renumbered by AB 131,~~ provide for the SPI to distribute family literacy supplemental grant funds to qualifying CSPP contractors for the purposes described below.

When any district part-day preschool program receives funding for family literacy services pursuant to Education Code 8221, the Superintendent or designee shall coordinate the provision of: (Education Code 8220)

1. Opportunities for parents/guardians to work with their children on interactive literacy activities, including activities in which parents/guardians actively participate in facilitating their children's acquisition of prereading skills through guided activities such as shared reading, learning the alphabet, and basic vocabulary development
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
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

Eligibility ~~and Enrollment Priorities~~ Criteria for Part-Day CSPP Programs

CSBA 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 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~~ 17743, as adopted in Register 2022, No. 26, mandates that a district operating a CSPP program develop written admissions policies and procedures that conform to the requirements of 22 CCR 101218.1, 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.

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

CSBA NOTE: Education Code 8208, as amended by AB 210 (Ch. 62, Statutes of 2022), has expanded eligibility for participation in CSPP to include families with a child with exceptional needs, as defined in Education Code 8205.

- 5. One who has children with exceptional needs, as defined in Education Code 8205

CSBA NOTE: Education Code 8208, as amended by SB 1047 (Ch. 923, Statutes of 2022), further expands eligibility for participation in CSPP to families specified in Item #6 below.

- 6. One with a household member who is certified to receive benefits from Medi-Cal, CalFresh, the California Food Assistance Program, the California Special Supplemental Nutrition Program for Women, Infants, and Children, the federal Food Distribution Program on Indian Reservations, Head Start, Early Head Start, or any other designated means-tested government program, as determined by CDE

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~~ exceptional needs. Such children with ~~disabilities enrolled in part-day CSPP program~~ exceptional needs shall not count towards the 10-percent limit on enrollment of families with income above the income eligibility threshold described above. (Education Code 8208)

CSBA NOTE: Education Code 8217, as amended by AB 185, further expands eligibility to part-day CSPP to three-year old children in the circumstances specified in the following paragraph.

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 three- and four-year-old children after all otherwise eligible children have been enrolled as provided in the paragraphs above. (Education Code 8208 and 8217)

CSBA NOTE: Pursuant to Education Code 8208, as amended by AB 210, at certification or recertification, a child is deemed eligible for part-day CSPP for the remainder of the program year and the following program year so long as the child continues to meet the age-eligibility requirements.

The district shall certify eligibility and enroll families into ~~their~~ the part-day preschool program within 120 calendar days prior to the first day of the beginning of the new preschool year. Subsequent to a child's enrollment, ~~a~~ the child shall be deemed eligible for ~~a~~ the part-day CSPP program for the remainder of the program year ~~and for the following program year, provided applicable age-eligibility requirements are met, as specified in Education Code 8205 and 48000.~~ (Education Code 8208)

~~The district shall give priority for part-day CSPP programs as follows: (Education Code 8210)~~

Enrollment Priorities for Part-Day CSPP Programs

CSBA NOTE: Education Code 8210, as amended by AB 210 and AB 185, revised and reordered the priority ranking for part-day CSPP, as provided in Items 1-6 below.

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.

CSBA NOTE: Education Code 8208, as amended by AB 210, requires that, starting July 1, 2022, a percentage of part-day preschool enrollment be reserved for children with exceptional needs. For the period July 1, 2022 until June 30, 2023, a minimum 5 percent is required, starting July 1, 2023, to June 30, 2024, 7.5 percent must be reserved, and from July 1, 2024, at least 10 percent must be reserved for children with exceptional needs. Education Code 8210, as amended by AB 321 (Ch. 903, Statutes of 2022), clarifies that when enrollment of children with exceptional needs has reached the number reserved, second priority must be given to three- and four-year old children with exceptional needs from families who are below the income eligibility threshold.

2. When the number of three- or four-year old children with exceptional needs required to be enrolled pursuant to Education Code 8208 have been enrolled and there are additional children with exceptional needs who are interested in enrolling, the second priority for services shall be given to ~~eligible~~ all three- and four-year- old children who are not enrolled with exceptional needs from families with incomes below the income eligibility threshold, as described in a state-funded transitional kindergarten (TK) program. Education Code 8213. Within this priority category, ~~eligible~~ children with exceptional needs from families 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~~ four-year-old children. who are not enrolled in a state-funded transitional kindergarten (TK) program. This priority shall not include children eligible for enrollment as children with exceptional needs pursuant to Education Code 8208 (a)(1)(E), who are from families with incomes above the income eligibility threshold, as described in Education Code 8213. 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~~ SPI at the time of enrollment, shall be enrolled first.

CSBA NOTE: In keeping with the legislative intent of AB 321 to prioritize access to CSPP and childcare and development services for children who reside in homes in which the primary language is not English, Education Code 8210, as amended by AB 321, provides that within the third priority category, children from such families be enrolled first when there are two or more families with the same income ranking.

If two or more families have the same income ranking according to the most recent schedule of income ceiling eligibility table, a child from a family in which the primary home language is a language other than English shall be enrolled first. If there are no children from such a family, the child that has been on the waiting list for the longest time shall be admitted first.

4. The fourth priority shall be given to eligible three-year-old children. This priority shall not include children eligible for enrollment as children with exceptional needs pursuant to Education Code 8208 (a)(1)(E), who are from families with incomes above the income eligibility threshold, as described in Education Code 8213. Enrollment determinations within this priority category shall be made in the same way as for third priority in Item #3 above.
4. ~~The fifth priority,~~ after all otherwise eligible children have been enrolled, shall be given to children from families whose income is no more than 15 percent above the eligibility income threshold, as described in Education Code 8213. Within this priority category, priority shall be given to three- and four-year-old children ~~before three-year-old children.~~
5. The fifth priority, after all otherwise eligible children have been with exceptional needs interested in enrolling beyond those already enrolled, shall be a child with disabilities whose family's income is above in the income eligibility threshold, as described in 10 percent of funded enrollment set aside pursuant to Education Code ~~8213.~~ Within this priority category, priority shall be given 8208, then to four-year- old children before three-year-old children without exceptional needs.
6. After all otherwise eligible children have been enrolled in the first through fifth priority categories, as described in Items #1-5 above, the district may enroll other children in the following order:

6. a. 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 meals as described in Education Code 8217 may enroll any three- or 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.

b. Children enrolling in a CSPP program that provides expanded learning and care to TK or kindergarten students, pursuant to Education Code 48000

CSBA NOTE: The following paragraph reflects Education Code 8210 as amended by AB 210.

Regardless of the priorities listed above, until the district attains the percent of funded enrollment set aside for children with exceptional needs pursuant to Education Code 8208, children with exceptional needs shall be enrolled without regard to the priorities listed above. Within this 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 SPI at the time of enrollment, shall be enrolled first. If two or more families have the same income ranking, the child that has been on the waiting list for the longest time shall be admitted first. (Education Code 8210)

#### Eligibility and Enrollment Priorities for Full-Day CSPP Programs

CSBA NOTE: Pursuant to the following section reflects the eligibility criteria for full-day CSPP, pursuant to Education Code 8208, as amended and renumbered by AB 131, districts may operate full-day CSPP programs. 210, and the priority ranking for enrollment, pursuant to Education Code 8211, as added amended by AB 131, sets eligibility criteria 210 and enrollment priorities for full-day CSPP programs AB 185.

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 one of the following:

a. A current aid recipient, income eligible, or homeless, or one

b. 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.

c. One who has children with exceptional needs, as defined in Education Code 8205

CSBA NOTE: Education Code 8208, as amended by SB 1047, further expands eligibility for participation in CSPP to families specified in the following paragraph.

4. d. One with a household member who is certified to receive benefits from Medi-Cal, CalFresh, the California Food Assistance Program, the California Special Supplemental Nutrition Program for Women, Infants, and Children, the federal Food Distribution Program on Indian Reservations, Head Start, Early Head Start, or any other designated means-tested government program, as determined by CDE

2. The child's family needs the childcare services because of either the following:

- a. The child is identified by a legal, medical, or social services agency, the district liaison for homeless students, a Head Start program, or an emergency or transitional shelter as being a recipient of protective services; as being or at risk of being neglected, abused, or exploited; or as being homeless
- b. The parents/guardians are participating in vocational training leading directly to a recognized trade, paraprofession, or profession; are engaged in an educational program for English language learners or to attain a high school diploma or general educational development certificate; are employed or seeking employment; are seeking permanent housing for family stability; or are incapacitated

After all families meeting the criteria specified in Items #1 and 2

CSBA NOTE: The following paragraph reflects Education Code 8208, as amended by AB 185.

After all eligible three- and four-year-old children have been enrolled as provided above, a full-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)

After all families meeting the criteria specified in the paragraphs 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~~ lunch meals as described in Education Code 8217 may enroll any four-year-old child. (Education Code 8208)

CSBA NOTE: Education Code 8211, as amended by AB 210 and AB 185, revised and reordered the priority ranking for full-day CSPP. The priority ranking is almost identical to the ranking for part-day CSPP, as provided in "Enrollment Priorities for Part-Day CSPP Programs" section above.

For full-day CSPP programs, the district shall use the same priority ranking specified in Items #1-#4 of "Enrollment Priorities for Part-Day CSPP Programs" above, and the following: (Education Code 8211)

1. After all otherwise eligible children based on Items 1-4 of "Enrollment Priorities for Part-Day CSPP Programs" have been enrolled, fifth priority shall be given to children from families whose income is no more than 15 percent above the eligibility income threshold, as described in Education Code 8213. Within this priority category, priority shall be given to three- and four-year-old children with an IFSP or IEP, then to four-year old children before three-year-old children without IFSP or IEP.
2. After all otherwise eligible children based on Items 1-4 of "Enrollment Priorities for Part-Day CSPP Programs" and Item #1 above have been enrolled, the district may enroll other children in the following order:
  - a. Three- and four-year old children from families who do not meet at least one of the need requirements in Item #2 above. Within this priority, families shall be enrolled in income ranking order, lowest to highest, and within income ranking order, four-year old children before three-year old children



- b. When a CSPP program site operates within the attendance boundary of a school where at least 80 percent of students are eligible for free and reduced-price meals as described in Education Code 8217, three- or four-year-old children whose families reside within the attendance boundary of the school may be enrolled without establishing eligibility or a need for services. Such children shall, to the extent possible, be enrolled by lowest to highest income ranking order.

CSBA NOTE: The following paragraph reflects Education Code 8211 as amended by AB 210.

Regardless of the priorities listed above, until the district attains the percent of funded enrollment set aside for children with exceptional needs pursuant to Education Code 8208, children with exceptional needs shall be enrolled without regard to the priorities listed above. Within this 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 SPI at the time of enrollment, shall be enrolled first. If two or more families have the same income ranking, the child that has been on the waiting list for the longest time shall be admitted first. (Education Code 8211)

CSBA NOTE: Pursuant to Education Code 8208, as amended by AB 210, a determination of eligibility for participation in a full-day CSPP program now lasts for 24 months, as specified in the following paragraph.

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~~24 months. Such families shall receive those services for not less than ~~12~~24 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~~24 months. If the eligibility period ends before the end of a program year, eligibility shall be extended until the end of the program year, provided age-eligibility requirements are met, as specified in Education Code 8205. 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)

### Waiting List

CSBA NOTE: The following paragraph~~section~~ may be revised to reflect district practice. Unless state funding is allocated Pursuant to support the "centralized eligibility list" established 5 CCR 17744, as adopted in each county pursuant Register 2022, No. 26, a district is required to Welfare maintain a current waiting list based on enrollment priorities for part-day and Institutions Code 10231, such lists will be maintained only if locally funded. In situations where there is no locally funded full-day preschool programs. The district may satisfy this requirement by participating in a "county child care centralized eligibility list" if one is available. When such centralized eligibility list is not available or the district elects not to participate in the local list, the district must establish its own waiting list in accordance with admission enrollment 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~~applicable enrollment priorities. As vacancies occur, ~~applicants~~applicant families shall be contacted in order of their priority ~~on the waiting list.~~ (5 CCR ~~18106~~ 17744)

### Notice of Action



## Combined Preschool/Transitional Kindergarten Classroom

~~CSBA NOTE: Pursuant to 5 CCR 18082-18083, the parent/guardian must submit an application for services which contains specified information and documentation. CSBA NOTE: Education Code 8207 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. 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.~~

~~CSBA 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. (5 CCR 18094, 18095, 18118)~~

~~CSBA 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) (5 CCR 18081, 18084, 18130, 18133)~~

~~CSBA NOTE: Education Code 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 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.

#### Fees and Charges

Fees for participation in the district's full-day CSPP program shall be assessed and collected in accordance with the fee schedule established by the SPI in conjunction with the California Department of Social Services. (Education Code 8252; ~~5 CCR 18078~~)

CSBA 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 210, 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.~~ 2022-2023 school year.

However, for the ~~2021-2022~~-2023 school year, family fees shall not be collected as specified in Education Code 8252.

In addition, no fee shall be charged to an eligible family whose child is enrolled in a part-day preschool program or a family that is receiving CalWORKs cash aid. (Education Code 8253; 5 CCR ~~18110~~ 17735)

A family may be exempt from the fees for up to 12 months ~~if the~~ for any child ~~qualifies for~~ enrolled in full-day 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)

CSBA NOTE: Education Code 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 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 child shall not be denied participation in a field trip due to the parent/guardian's inability or refusal to pay the fee, and no adverse action shall be taken against a parent/guardian for that inability or refusal. (Education Code 8254)

#### Disenrollment Based on Reduced Funding

CSBA NOTE: Education Code 8214, ~~as amended and renumbered by AB 131~~, specifies the order by which families will be disenrolled from subsidized preschool services when funding levels are reduced.

When necessary to disenroll families from subsidized preschool services, families shall be disenrolled in reverse order of the priority order for services as specified in Education Code 8210 and 8211 and as described above in the sections "Eligibility and Enrollment Priority Priorities for Part-Day CSPP Programs" and "Eligibility and Enrollment Priority Priorities for Full-Day CSPP Programs." (Education Code 8214; 5 CCR 17744)

Expulsion/Unenrollment and Suspension Based on Behavior

CSBA NOTE: AB 2806 (Ch. 915, Statutes of 2022), repealed Education Code 8222 and added Education Code 8489-8489.1. Education Code 8489.1, as added, recasts provisions relating to expulsion or unenrollment of children from a CSPP program and establishes new requirements for the use of suspensions in such programs.

A district preschool program shall not expel or unenroll a child or persuade or encourage a child's parents/guardians to voluntarily unenroll from the program based on the child's behavior, unless the district first takes the following actions to address the child's behavior: (Education Code ~~8222~~8489.1)

1. ~~Inform~~In writing, inform the parents/guardians of the child's persistent and serious challenging behaviors and consult with the parents/guardians and teacher in an effort to maintain the child's safe participation in the program
2. If the child has an ~~individualized family service plan (IFSP) or individualized education program (IEP)~~, contact, 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
3. If ~~the child does not have an IFSP or IEP~~appropriate, consider if it is appropriate to ~~complete~~completing a ~~universal~~comprehensive screening of the child, including, but not limited to, screening the child's social and emotional development, referring the parents/guardians to community resources, and implementing behavior supports within the program, ~~and considering an IEP for the child~~

If the district has taken the actions specified in ~~items~~Items #1-3 above and the ~~child's~~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 shall, to the greatest extent possible, support direct transition to a more appropriate placement. The district may then unenroll the child. The district shall have up to 180 days to complete the actions described above. (Education Code ~~8222~~8489.1)

CSBA NOTE: Pursuant to Education Code 8489.1, as added by AB 2806, a child enrolled in a CSPP program may only be suspended as a last resort in extraordinary circumstances where there is a serious safety threat that cannot be eliminated or reduced without removal of the child. To suspend a child, the district must comply with specified requirements, including, collaborating with the child's parents/guardians before determining that suspension is necessary and using appropriate community resources to determine that no other reasonable option is appropriate.

A child shall not be suspended from a CSPP program, nor shall a child's parent/guardian be encouraged or persuaded to prematurely pick up a child before the program day ends, except as a last resort in extraordinary circumstances, when a safety threat exists that cannot be eliminated or reduced without the removal of the child.

Before determining that a suspension is necessary, the district shall collaborate with the **child's** parents/guardians and, as needed, shall use appropriate community resources to determine that no other reasonable option is appropriate.

When suspension is deemed necessary, the district shall help the child return to full participation in the program as soon as possible while ensuring safety, by doing the following:

1. Continuing to engage with the **child's** parents/guardians and continuing to use appropriate community resources
2. Developing a written plan to document the action and supports needed
3. Providing referrals to appropriate community resources
4. If the child has an IFSP or IEP, contacting, with written parent/guardian consent, the agency responsible for **the child's IFSP or IEP**, to seek consultation on servicing the child

Upon enrollment, the parents/guardians of each child shall be notified, in writing, of the limitations on expulsion, suspension, or any form of disenrollment and how the parents/guardians may file an appeal to CDE in the event of expulsion or suspension. If the district suspends or expels a child from any CSPP program, the district shall, at least 24 hours before the effective date of the suspension or expulsion, issue the child's parents/guardians a written "Notice of Action, Recipient of Services," as described in 5 CCR 17783, informing the parents/guardians of the right to file an appeal of the action directly with CDE no later than 14 calendar days after receiving the notice.

CSBA 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~~ **exceptional needs** 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~~ **exceptional needs** may only be suspended or expelled in conformance with the procedures and limitations of the Individuals with Disabilities Education Act.

#### Notice of Action

CSBA NOTE: Pursuant to 5 CCR 17757, as adopted in Register 2022, No. 26, a 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. ~~CSBA 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.~~

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.

CSBA NOTE: Pursuant to 5 CCR 17782, as adopted in Register 2022, No. 26, the district is required 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 17784-17785, as adopted in Register 2022, No. 26; 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 17782)

CSBA NOTE: 5 CCR 17783, as adopted in Register 2022, No. 26, requires 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 17784; 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 17783)

1. A determination during recertification or update of the application that the need or eligibility requirements are no longer being met or the fee or amount of service needs to be modified
2. Failure of the parent/guardian to document the family's need or eligibility after the district requested such documentation in writing
3. An indication by the parent/guardian that the parent/guardian no longer wants the service
4. The death of a parent/guardian or child
5. The conclusion of a limited-term agreement, provided that the parent/guardian has been informed in writing of the date that the services would terminate

For each child enrolled in the district's preschool program, the Superintendent or designee shall maintain a family data file including, but not limited to, a completed and signed application for services, documentation of income eligibility, and a copy of all Notices of Action. For each child not receiving subsidized services, the family data file shall also include records of the specific reason(s) for enrolling each child, the child's family income, and evidence that the district has made a diligent search for children eligible for subsidized services. (5 CCR 17758)

#### Parent Hearing

CSBA NOTE: 5 CCR 17784-17786, as adopted in Register 2022, No. 26, require districts 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 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~~[17784](#))

The hearing shall be conducted in accordance with the procedures specified in 5 CCR ~~18120~~[17784](#) 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~~[17785-17786](#))

Policy Reference UPDATE Service

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Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
22 CCR 101151-101163	Licensing and application procedures
22 CCR 101151-101239.2	General requirements, licensed child care centers
22 CCR 101212-101231	Continuing requirements
22 CCR 101237-101239.2	Facilities and equipment
<del>5 CCR 18000-18434</del>	<del>Child care and development programs</del>
5 CCR <del>18130-18136</del> <a href="#">17700-17833</a>	California State Preschool Program
5 CCR <del>18272-18281</del> <a href="#">17701-17711</a>	General Program Requirements
<a href="#">5 CCR 17746-17748</a>	<a href="#">Enrollment Priorities</a>
5 CCR 18295	Waiver of qualifications for site supervisor
5 CCR 4600-4670	Uniform complaint procedures
5 CCR 4690-4694	Complaints regarding health and safety issues in license-exempt preschool programs
5 CCR 80105-80125	Commission on Teacher Credentialing; <u>child care and development permits</u>
Ed. Code 17375	California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program
Ed. Code 44065	Issuance of and functions requiring credentials
Ed. Code 44256	Authorization for teaching credentials
Ed. Code 48000	Transitional kindergarten
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 8200-8340	California State Preschool Program
Ed. Code 8203.5	Contracts to provide child care and development services

Ed. Code 8205	Definitions
Ed. Code 8207	California State Preschool Program administration
Ed. Code 8208	Eligibility of three- or four-year-old child for state preschool program
Ed. Code 8209	Physical examination and immunizations
Ed. Code 8210	Priority for part-day programs
Ed. Code 8211	Priority for full-day programs
Ed. Code 8212	Complaints related to preschool health and safety issues
Ed. Code 8213	Income eligibility
Ed. Code 8214	Order of disenrollment
Ed. Code 8217	Enrollment of four-year-old children in state preschool programs
Ed. Code 8220-8221	Family literacy services
Ed. Code 8241	Staffing ratios for center-based program
Ed. Code 8252-8254	Family fees
Ed. Code 8281.5	California Prekindergarten Planning and Implementation Grant Program
Ed. Code 8298	Program director qualifications
<a href="#"><u>Ed. Code 8489-8489.1</u></a>	<a href="#"><u>Expulsion and Suspension Procedures</u></a>
H&S Code 120325-120380	Immunization against communicable diseases
H&S Code 1596.70-1596.895	California Child Day Care Act
H&S Code 1596.90-1597.21	Day care centers
W&I Code 10207-10215	General provisions
W&I Code 10207-10490	Child Care and Development Services Act
W&I Code 10217-10224.5	Resource and referral programs
W&I Code 10225-10234	Alternative payment programs
W&I Code 10235-10238	Migrant child care and development programs
W&I Code 10240-10243	General child care and development programs
W&I Code 10250-10252	Family child care home education networks
W&I Code 10260-10263	Child care and development services for children with special needs
W&I Code 10480-10487	Local planning councils
Federal	Description
20 USC 1400-1482	Individuals with Disabilities Education Act
20 USC 6311-6322	Title I, relative to preschool



20 USC 6371-6376	Early Reading First
20 USC 6381-6381k	Even Start Family Literacy Program
20 USC 6391-6399	Education for migrant students <u>of migratory children</u>
42 USC 9831-9852c	Head Start programs
42 USC 9857-9858r	Child Care and Development Block Grant
45 CFR 1301.1-1305.2	Head Start
Management Resources California Department of Education Publication	Description <del>Management Bulletin 21-11, Reopening, Reimbursement, Distance Learning Plans, and Distance Learning Requirements for California State Preschool Program Contractors, September 17, 2021</del> <u>First Class: A Guide for Early Primary Education, 1999</u>
<del>California Department of Education Publication</del>	<del>Management Bulletin 21-12, Guidance on Family Fees for Fiscal Year (FY) 2021-22, September 17, 2021</del>
<del>California Department of Education Publication</del>	<del>Management Bulletin 21-13, Guidance on Implementation of the California State Preschool Program Quality Requirements During the COVID-19 Pandemic, September 29, 2021</del>
<del>California Department of Education Publication</del>	<del>Prekindergarten Learning Development Guidelines, 2000</del>
<del>California Department of Education Publication</del>	<del>Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, 2nd ed., 2009</del>
California Department of Education Publication	California Preschool Learning Foundations
California Department of Education Publication	Dream Big for Our Youngest Children: Final Report of the California Early Learning Quality Improvement System Advisory Committee, 2010
California Department of Education Publication	<del>First Class: A Guide for Early Primary Education, 1999</del> <u>Prekindergarten Learning Development Guidelines, 2000</u>
<u>California Department of Education Publication</u>	<u>Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, 2nd ed., 2009</u>
CSBA Publication	What Boards of Education Can Do About Kindergarten Readiness, Governance Brief, May 2016
U.S. Department of Education Publication	Good Start, Grow Smart, April 2002
U.S. Department of Education Publication	Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings, 2016
Website	CSBA District and County Office of Education Legal Services
Website	National Institute for Early Education Research
Website	California Head Start Association
Website	California Preschool Instructional Network



Website	Child Development Policy Institute
Website	California Association for the Education of Young Children
Website	First 5 California
Website	California Department of Social Services
Website	California County Superintendents Educational Services Association
Website	Cities Counties and Schools Partnership
Website	CSBA
Website	U.S. Department of Education
Website	California Department of Education

### Cross References

Code	Description
0415	Equity
0470	COVID-19 Mitigation Plan
0500	Accountability
1240	Volunteer Assistance
1240	Volunteer Assistance
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E (1)	Uniform Complaint Procedures
1312.3-E (2)	Uniform Complaint Procedures
1330	Use Of School Facilities
1330	Use Of School Facilities
1330-E(1)	Use Of School Facilities
1330.1	Joint Use Agreements
1340	Access To District Records
1340	Access To District Records
1400	Relations Between Other Governmental Agencies And The Schools
1700	Relations Between Private Industry And The Schools
3260	Fees And Charges
3260	Fees And Charges
3280	Sale Or Lease Of District-Owned Real Property

3280	Sale Or Lease Of District-Owned Real Property
3523	Electronic Signatures
3523	Electronic Signatures
3541	Transportation Routes And Services
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
3580	District Records
3580	District Records
4112	Appointment And Conditions Of Employment
4112.4	Health Examinations
4112.5	Criminal Record Check
4112.5-E(1)	Criminal Record Check
4112.6	Personnel Files
4131	Staff Development
4212.4	Health Examinations
4212.5	Criminal Record Check
4212.5-E(1)	Criminal Record Check
4212.6	Personnel Files
4222	Teacher Aides/Paraprofessionals
4222	Teacher Aides/Paraprofessionals
4231	Staff Development
4312.4	Health Examinations
4312.5	Criminal Record Check
4312.5-E(1)	Criminal Record Check
4312.6	Personnel Files
4331	Staff Development
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5030	Student Wellness
5111	Admission
5111	Admission
5125	Student Records
5125	Student Records

5141.23	Asthma Management
5141.23	Asthma Management
5141.26	Tuberculosis Testing
5141.31	Immunizations
5141.31	Immunizations
5141.32	Health Screening For School Entry
5141.6	School Health Services
5141.6	School Health Services
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5148	Child Care And Development
5148	Child Care And Development
6011	Academic Standards
6020	Parent Involvement
6020	Parent Involvement
6159	Individualized Education Program
6159	Individualized Education Program
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.4	Identification And Evaluation Of Individuals For Special Education
6170.1	Transitional Kindergarten
6171	Title I Programs
6171	Title I Programs
6173	Education For Homeless Children
6173	Education For Homeless Children
6173-E (1)	Education For Homeless Children
6173-E (2)	Education For Homeless Children
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6173.2	Education Of Children Of Military Families
6173.2	Education Of Children Of Military Families

6174	Education For English Learners
6174	Education For English Learners
6175	Migrant Education Program
6175	Migrant Education Program
6200	Adult Education
6200	Adult Education
7110	Facilities Master Plan
7210	Facilities Financing

Regulation 6164.4: Identification And Evaluation Of Individuals For Special Education

Status: ADOPTED

Original Adopted Date: 03/01/2007 | Last Revised Date: ~~09/12/01/2021~~2022 | Last Reviewed Date: ~~09/12/01/2021~~2022

CSBA NOTE: Pursuant to Education Code 56303, a student should be referred for special education instruction and services only after the resources of the regular education program such as Response to Instruction and Intervention (RtI2) strategies have been considered and, where appropriate, utilized. However, the U.S. Department of Education's Office of Special Education Programs (OSEP) Memorandum 11-07 emphasizes that districts have an obligation to ensure that evaluations of children suspected of having a disability are not delayed or denied because of the implementation of response to intervention strategies.

In the "Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act," OSEP encourages districts to reexamine the efficacy of existing child find practices and initiate new activities in light of the educational disruptions caused by the COVID-19 pandemic, including through additional screenings; efforts to increase awareness about special education supports and the effects of the COVID-19 pandemic on students' academic performance and social-emotional, behavioral, and mental health needs; public awareness campaigns about developmental screenings in settings frequented by families such as health departments, physician's offices, public parks, amusement parks, shopping malls, and children's stores; social media campaigns on multiple online platforms; partnering with stakeholders such as parent-teacher organizations; and holding screening events in the community.

Additionally, OSEP emphasizes that students who are experiencing long-term COVID-19 effects must be referred for special education evaluation if their symptoms (such as fatigue, mood changes, or difficulty concentrating) are adversely impacting their ability to participate and learn in the general curriculum.

The obligation of a district to refer a student for special education evaluation is a fact-specific determination that must be made on a case-by-case basis.

The Superintendent or designee shall ensure that the district's child find process includes the collection of data and, at reasonable intervals, the screening of such data to determine if students are making adequate progress, as appropriate.

A student shall be referred for special education instruction and services only after the resources of the regular education program have been considered and used where appropriate. (Education Code 56303)

However, the district shall ensure that evaluations of children suspected of having a disability are not delayed or denied because of the implementation of response to intervention strategies.

CSBA NOTE: Pursuant to 34 CFR 300.301, a parent/guardian or district may request an initial evaluation to determine if a student is a student with a disability. OSEP Memorandum 11-07 emphasizes that if a parent/guardian requests an evaluation, and the district agrees with the parent/guardian that the student may be eligible for special education and related services, the district must evaluate the child. If the district does not suspect that the child has a disability and denies the

request for an initial evaluation, the district must provide written notice to the parent/guardian, pursuant to 34 CFR ~~330~~300.503, explaining the basis for such decision.

A parent/guardian or the district may initiate a request for an initial evaluation to determine if the student is a student with a disability. (34 CFR 300.301)

When a verbal referral is made, staff shall offer assistance to the individual to make the request in writing and shall assist the individual if the individual requests such assistance. (5 CCR 3021)

All referrals from school staff for an initial evaluation shall include a brief reason for the referral and description of the regular program resources that were considered and/or modified for use with the student and, when appropriate, the results of intervention. This documentation shall not delay the timelines for completing the assessment plan or assessment. (5 CCR 3021)

#### Initial Evaluation for Special Education Services

Before the initial provision of special education and related services to a student with a disability, the district shall conduct ~~a full and an~~ individual initial evaluation of the student student's educational needs related to all areas of suspected disability. (Education Code 56320; 34 CFR 300.301)

Upon receipt of a referral of any student for special education and related services, a proposed evaluation plan shall be developed within 15 calendar days, not counting days between the student's regular school sessions or terms or calendar days of school vacation in excess of five school days, unless the parent/guardian agrees, in writing, to an extension. If the referral is made within 10 days or less prior to the end of the student's regular school year or term, the proposed evaluation plan shall be developed within 10 days after the beginning of the next regular school year or term. (Education Code 56043, 56321)

The proposed evaluation plan shall meet all of the following requirements: (Education Code 56321)

1. Be in a language easily understood by the general public

CSBA NOTE: 34 CFR 300.29 defines "native language" as the language normally used by the individual.

2. Be provided in the native language of the parent/guardian or other mode of communication used by the parent/guardian unless it is clearly not feasible
3. Explain the types of evaluation to be conducted
4. State that no individualized education program (IEP) will result from the evaluation without parent/guardian consent

A copy of the notice of a parent/guardian's rights and procedural safeguards shall be attached to the evaluation plan. (Education Code 56321)

The proposed written evaluation plan shall include a description of recent assessments conducted, including available independent assessments and assessment information requested by the parent/guardian to be considered, as well as information indicating the student's primary language and the student's primary language proficiency as determined by Education Code section 52164.1. (5 CCR 3022)

CSBA NOTE: 34 CFR 300.504 requires the district to provide parents/guardians with written notice prior to conducting the initial evaluation. For contents of the prior written notice, see AR 6159.1 -

Procedural Safeguards and Complaints for Special Education.

Education Code 56329 clarifies the factors to consider when making a determination of eligibility (~~reflected in~~ Item #2 below) and specifies circumstances in which a parent/guardian may be entitled to an independent educational evaluation (IEE) (~~reflected in~~ Items #4 and #5 below).

Before conducting an initial evaluation, the district shall provide the parent/guardian with prior written notice in accordance with 34 CFR 300.503. In addition, as part of the evaluation plan, the parent/guardian shall receive written notice that includes all of the following information: (Education Code 56329; 34 CFR 300.304, 300.502, 300.504)

1. Upon completion of the administration of tests and other evaluation materials, an IEP team meeting that includes the parent/guardian or the parent/guardian's representative shall be scheduled pursuant to Education Code 56341. At this meeting, the team shall determine whether or not the student is a student with disabilities, as defined in Education Code 56026, and shall discuss the evaluation, the educational recommendations, and the reasons for the recommendations.
2. When making a determination of eligibility for special education, the district shall not determine that the student is disabled if the primary factor for such determination is lack of appropriate instruction in reading, including the essential components of reading instruction as defined in 20 USC 6368, lack of appropriate instruction in mathematics, or limited English proficiency, if the student does not otherwise meet the eligibility criteria under 34 CFR 300.8.
3. A copy of the evaluation report and the documentation of determination of eligibility shall be given to the parent/guardian.
4. If the parent/guardian disagrees with an evaluation obtained by the district, the parent/guardian has the right to obtain, at public expense, an independent educational evaluation (IEE) of the student from qualified specialists, in accordance with 34 CFR 300.502. The parent/guardian is entitled to only one such evaluation at public expense each time the district conducts an assessment with which the parent/guardian disagrees.

If the district observed the student in conducting its evaluation, or if its evaluation procedures make it permissible to have in-class observation of the student, an equivalent opportunity shall apply to the IEE. This equivalent opportunity shall apply to the student's current placement and setting as well as observation of the district's proposed placement and setting, if any, regardless of whether the IEE is initiated before or after the filing of a due process hearing proceeding.

5. The district may initiate a due process hearing pursuant to Education Code 56500-56508 to show that its evaluation is appropriate. If the final decision resulting from the due process hearing is that the evaluation is appropriate, the parent/guardian maintains the right for an IEE, but not at public expense.

If the parent/guardian obtains an IEE at private expense, the results of the IEE shall be considered by the district with respect to the provision of a free appropriate public education (FAPE) to the student, and may be presented as evidence at a due process hearing regarding the student. If the district observed the student in conducting its evaluation, or if its evaluation procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to an IEE of the student in the student's current educational placement and setting and in any educational placement and setting proposed by the district, regardless of whether the IEE is initiated before or after the filing of a due process hearing.

6. If the parent/guardian proposes a publicly financed placement of the student in a nonpublic school, the district shall have an opportunity to observe the proposed placement and, if the student has already been unilaterally placed in the nonpublic school by the student's

parent/guardian, the student in that proposed placement. Any such observation shall only be of the student who is the subject of the observation and shall not include the observation or evaluation of any other student in the proposed placement unless that other student's parent/guardian consents to the observation or evaluation. The results of any observation or evaluation of another student in violation of Education Code 56329(d) shall be inadmissible in any due process or judicial proceeding regarding FAPE of that other student.

#### Parent/Guardian Consent for Evaluations

CSBA NOTE: Pursuant to Education Code 56321 and 34 CFR 300.300, the district must first obtain ~~informed~~ parent/guardian consent before conducting (1) an initial evaluation to determine if the student is a student with a disability or (2) a reevaluation to determine if the student continues to be a student with a disability. See AR 6159 - Individualized Education Program for language regarding parent/guardian consent for the provision of special education services, including the right to revoke such consent.

In *M.M. v. Lafayette School District*, the Ninth Circuit Court of Appeals concluded that the district had a procedural duty to provide the parents with their child's response to instruction (RTI) data when the district sought to obtain their ~~informed~~ consent for the initial evaluation. The district's failure to provide the parents with the RTI data as part of the initial evaluation resulted not only in a procedural violation but also a substantive violation of the Individuals with Disabilities Education Act (IDEA) since the failure prevented the parents from meaningfully participating in the IEP process.

Consent(Education Code 56321; 34 CFR 300.300)

~~Informed parental consent~~ means that the parent/guardian: (Education Code 56021.1; 34 CFR 300.9)

1. Has been fully informed, in the parent/guardian's native language or other mode of communication, of all information relevant to the activity for which consent is sought
2. Understands and agrees, in writing, to the carrying out of the activity for which parent/guardian consent is sought and the consent describes that activity and lists the records (if any) that will be released and to whom
3. Understands that the granting of consent is voluntary on the parent/guardian's part and may be revoked at any time
4. Understands that if the parent/guardian revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked). The district is not required to amend the education records of a student to remove any reference to the student's receipt of special education and services if the student's parent/guardian submits a written revocation of consent after the initial provision of special education and related services to the student.

~~The district shall make reasonable efforts to obtain the informed~~ Upon receiving the proposed evaluation plan, the parent/guardian shall have at least 15 days to decide whether to consent to the initial evaluation. The district shall not interpret parent/guardian consent for initial evaluation as consent for initial placement or initial provision of special education services. (Education Code 56321; 34 CFR 300.300)

The district shall make reasonable efforts to obtain the consent of the parent/guardian for an initial evaluation or reevaluation of a student. (Education Code 56321; 34 CFR 300.300, 300.322)



CSBA NOTE: It is recommended that the district maintain a record of its attempts to obtain consent, as provided in Items #1-3 below.

The district shall maintain a record of its attempts to obtain consent, ~~which may include:~~ such as: (Education Code 56341.5)

1. Detailed records of telephone calls made or attempted and the results of those calls
2. Copies of correspondence sent to the parent/guardian and any responses received
3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits

CSBA NOTE: Education Code 56321 and 34 CFR 300.300 provide that if a parent/guardian refuses to consent to an evaluation, the district may, but is not required to, utilize the due process procedures to pursue the evaluation. However, if the district declines to pursue the evaluation, the district does not violate its child find obligations under state and federal law.

If a parent/guardian refuses to consent to the initial evaluation or fails to respond to a request to provide consent, the district may, but is not required to, pursue an evaluation by utilizing the procedural safeguards, including the mediation and due process procedures pursuant to 20 USC 1415 and 34 CFR 300.506-300.516. (Education Code 56321; 34 CFR 300.300)

For a student who is a ward of the state and not residing with the student's parent/guardian, the district shall make reasonable efforts to obtain the ~~informed~~ consent from the parent/guardian of the student for an initial evaluation to determine whether the student is a student with a disability. The district may conduct an initial evaluation without obtaining ~~informed~~ consent if any of the following situations exists: (Education Code 56321.1; 20 USC 1414; 34 CFR 300.300)

1. Despite reasonable efforts to do so, the district cannot discover the whereabouts of the parent/guardian of the student-
2. The rights of the parent/guardian of the student have been terminated in accordance with state law-
3. The rights of the parent/guardian to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the student.

The district need not obtain parent/guardian consent before reviewing existing data as part of an evaluation or reevaluation, or before administering a test or other evaluation that is administered to all students, unless consent is required from the parents/guardians of all students. (Education Code 56321; 34 CFR 300.300)

#### Conduct of the Evaluation

Within 60 calendar days of receiving parental consent for the initial assessment of a student, not counting days between the student's regular school sessions, terms, or days of school vacation in excess of five schooldays, a determination whether the student is eligible for special education and the educational needs of the student shall be made, an IEP team meeting shall occur, and an IEP shall be developed, unless the parent/guardian agrees in writing to an extension, pursuant to Education Code 56344. If the 60-day time is interrupted by a student school vacation, the 60-day time shall recommence on the date that student schooldays reconvene and a meeting to develop an IEP for the student shall be conducted within 30 days of a determination that the student needs special education and related

services. (Education Code 56043, 56344)

However, when a referral has been made for a student 30 days or less prior to the end of the regular school year, an IEP required as a result of an assessment of the student shall be developed within 30 days after the commencement of the subsequent regular school year. (Education Code 56043, 56344; 34 CFR 300.301, 300.323)

The evaluation shall be conducted by qualified personnel who are competent to perform the assessment as determined by the district. (Education Code ~~56320~~, 56322)

In addition, evaluations and reevaluations shall be administered by qualified personnel who are competent in the oral or sign language skills and written skills of the student's primary language or mode of communication and have a knowledge and understanding of the cultural and ethnic background of the student. If it is clearly not feasible to do so, an interpreter shall be used, and the assessment report shall document this condition and note that the validity of the assessment may have been affected. The normal process of second-language acquisition, as well as manifestations of dialect and sociolinguistic variance shall not be diagnosed as a disabling condition. (5 CCR 3023)

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services. (Education Code 56321; 20 USC 1414; 34 CFR 300.302)

In conducting the evaluation, the district shall use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student. The district shall also use any information provided by the parent/guardian that may assist the district in making the determination as to whether the student is a student with a disability and, if so, the necessary components of the student's IEP when the IEP is developed, including information related to enabling the student to be involved in and to progress in the general education curriculum. (34 CFR 300.304)

The district's evaluation shall not use any single measure or assessment as the sole criterion for determining whether a student is a student with a disability and for determining the appropriate educational program for the student. The assessment shall use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors. (~~(Education Code 56320)~~; 34 CFR 300.304)

The district shall also ensure that assessments and other evaluation materials provide relevant information that assists in determining the student's educational needs and are: (Education Code 56320; 34 CFR 300.304)

1. Selected and administered so as not to be discriminatory on a racial, cultural, or sexual basis
2. Provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer
3. Used for the purposes for which the assessments or measures are valid and reliable
4. Administered by trained and knowledgeable personnel except that individually administered tests of intellectual or emotional functioning shall be administered by a credentialed school psychologist

5. Administered in accordance with any instructions provided by the producer of the assessments
6. Tailored to assess specific areas of educational need and not merely designed to provide a single general intelligence quotient
7. If administered to a student with impaired sensory, manual, or speaking skills, selected and administered to best ensure that the results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).

Students shall be assessed in all areas related to the suspected disability, including, if appropriate, health and development, vision (including low vision), hearing, motor abilities, language function, general intelligence, academic performance, communicative status, self-help, orientation and mobility skills, career and vocational abilities and interests, and social and emotional status. When appropriate, a developmental history shall be obtained. For students with residual vision, a low vision assessment shall be provided in accordance with guidelines established pursuant to Education Code 56136. The district shall ensure that the evaluation is sufficiently comprehensive to identify all of the student's special education and related service needs, whether or not commonly linked to the disability category in which the student has been classified. (Education Code 56320; 34 CFR 300.304)

As part of the initial evaluation and any reevaluation, the IEP team and other qualified professionals shall, if appropriate, review existing evaluation data on the student, including evaluations and information provided by the parents/guardians, current classroom-based local or state assessments and classroom-based observations, and observations by teachers and related services providers. On the basis of that review and input from the student's parent/guardian, the team shall identify what additional data, if any, are needed to determine: (Education Code 56381; 34 CFR 300.305)

1. Whether the student is a student with a disability, or in the case of a reevaluation, whether the student continues to have a disability, and the educational needs of the student
2. The present levels of academic achievement and related developmental needs of the student
3. Whether the student needs, or continues to need, special education and related services
4. Whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the student's IEP and to participate, as appropriate, in the general education curriculum

If a student has transferred from another district in the same school year or leaves this district, the district shall coordinate with the student's prior or subsequent district as necessary and as expeditiously as possible to ensure prompt completion of full evaluations. ~~(Education Code 56320; 34 CFR 300.304)~~

#### Evaluation Report

The personnel who evaluate the student shall prepare a written report of the results of each evaluation. The report shall include, but not be limited to, the following: (Education Code 56327)

1. Whether the student may need special education and related services
2. The basis for making the determination
3. The relevant behavior noted during the observation of the student in an appropriate setting

4. The relationship of that behavior to the student's academic and social functioning
5. The educationally relevant health, developmental, and medical findings, if any
6. For students with learning disabilities, whether there is such a discrepancy between achievement and ability that it cannot be corrected without special education and related services
7. A determination concerning the effects of environmental, cultural, or economic disadvantage, where appropriate
8. The need for specialized services, materials, and equipment for students with low incidence disabilities, consistent with Education Code 56136

#### Eligibility Determination

CSBA NOTE: The following section contains procedures for determining a student's eligibility for special education and related services. Education Code 56334-56338 and 34 CFR 300.307-300.311 provide additional procedures for conducting the evaluation and making the determination for eligibility of a student with specific learning disabilities.

Upon completion of the administration of assessments and other evaluation measures, a group of qualified professionals and the parent/guardian shall determine whether the student is a student with a disability as defined in 5 CCR 3030 and 34 CFR 300.8 and, if so, the student's educational needs. In interpreting the data, the group shall draw information from a variety of sources, including aptitude and achievement tests, parent/guardian input, and teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior. The group shall ensure that the information obtained from these sources is documented and carefully considered. (34 CFR 300.306)

CSBA NOTE: Education Code 56329 requires districts to provide notice about specific factors in making the determination of eligibility as part of the district's evaluation plan. See section above entitled "Initial Evaluation for Special Education Services."

When making a determination of eligibility for special education and related services, the district shall not determine that a student is disabled if the primary factor for such determination is a lack of appropriate instruction in reading, including the essential components of reading instruction pursuant to 20 USC 6368, lack of instruction in mathematics, limited English proficiency, or that the student does not otherwise meet the eligibility criteria. (Education Code 56329; 34 CFR 300.306)

The normal process of second-language acquisition, as well as manifestations of dialect and sociolinguistic variance, shall not be diagnosed as a disabling condition. (5 CCR 3023)

#### Independent Educational Evaluation

CSBA NOTE: 34 CFR 300.502 requires the district to provide parents/guardians, upon request for an IEE, information about where an IEE may be obtained and the district's criteria for the evaluation, including the location of the evaluation, qualifications of the examiner, and timelines for obtaining the evaluation. These criteria must be the same as the criteria that the district uses for district-initiated evaluations. In addition, Education Code 56329 requires districts to provide notice about parent/guardian rights to an IEE as part of the proposed evaluation plan; see section above entitled "Initial Evaluation for Special Education Services." Districts may wish to modify the following section to include specific criteria developed by the district or special education local plan area, as appropriate.

An *independent educational evaluation* is defined as an evaluation conducted by a qualified examiner who is not employed by the district. (34 CFR 300.502)

*Public expense* means that the district either pays for the full cost of the IEE or ensures that the evaluation is otherwise provided at no cost to the parent/guardian. (34 CFR 300.502)

The parents/guardians of a student with a disability have the right to obtain an IEE at public expense under the same criteria, including the location of the evaluation and the qualifications of the examiner, that the district uses for a district-initiated evaluation. (34 CFR 300.502)

The parent/guardian is entitled to only one IEE at public expense each time the district conducts an evaluation with which the parent/guardian disagrees. (Education Code 56329; 34 CFR 300.502)

If a parent/guardian has requested an IEE, the district may ask for the reason that the parent/guardian objects to the district's evaluation. However, the parent/guardian is not required to provide an explanation and the district may not unreasonably delay either providing the IEE at public expense or filing a due process complaint to request a due process hearing to defend the public evaluation. (34 CFR 300.502)

Upon receiving the request for an IEE, the district shall, without unnecessary delay, either: (34 CFR 300.502)

1. File a due process complaint to request a hearing to show that its evaluation is appropriate
2. Ensure that an IEE is provided at public expense, unless the district demonstrates at a hearing that the evaluation obtained by the parent/guardian did not satisfy the district's criteria

If a due process hearing decision determines that the district's evaluation is appropriate, then the parent/guardian may obtain an IEE but not at public expense. (Education Code 56329; 34 CFR 300.502)

In any decision made with respect to providing FAPE to a student with a disability, the result of any IEE obtained by the student's parent/guardian shall be considered by the district if it meets district criteria. Any such result also may be presented as evidence at a hearing on a due process complaint. (Education Code 56329; 34 CFR 300.502)

### Coordinating Transitions

CSBA NOTE: Government Code 95008, as amended by SB 188 (Ch. 49, Statutes of 2022), requires each district to designate a main point of contact for coordinating and completing, with other agencies and persons, the transition of a child and family from infant/toddler programs to preschool (Part C to Part B of IDEA), including establishing practices to educate and support families during the transition.

The district designates the individual listed below as the main point of contact for coordinating and completing, with other agencies and persons, the transition of a child and family from infant/toddler programs to preschool (Part C to Part B of the federal Individuals with Disabilities Education Act), including establishing practices to educate and support families during the transition: (Government Code 95008)

[Redacted]

(title or position)

[Redacted]

(address)

[Redacted]

(telephone number)

(email)

## Reevaluation

A reevaluation shall be conducted when the district determines that the educational or related service needs of the student, including improved academic achievement and functional performance, warrant a reevaluation or if the student's parent/guardian or teacher requests reevaluation. Such reevaluations shall occur every three years, unless the parent/guardian and district agree in writing that a reevaluation is unnecessary. A reevaluation may not occur more than once a year, unless the parent/guardian and the district agree otherwise. (Education Code 56043, 56381; 34 CFR 300.303)

The district shall ensure that any reevaluations of the student are conducted in accordance with the evaluation procedures pursuant to 34 CFR 300.304-300.311. (34 CFR 300.303)

CSBA NOTE: The following paragraph is for use by districts that offer grades K-1.

Before entering kindergarten or first grade, as the case may be, children with disabilities who are in a preschool program shall be reevaluated to determine if they still need special education and services. IEP teams shall identify a means of monitoring the continued success of children who are determined to be eligible for less intensive special education programs. (Education Code 56445)

CSBA NOTE: The **district's** point of contact, identified pursuant to Government Code 95008, as amended by SB 188, for coordinating and completing the transition of a child and family from infant/toddler programs to preschool, may coordinate the reevaluation of children with disabilities who are in a preschool program and the progress of children who are determined to be eligible for less intensive special education programs, as described below.

The **district's** point of contact for coordinating and completing the transition of a child and family from infant/toddler programs to preschool, may coordinate the reevaluation and monitoring as described above for kindergarten or first grade.

Policy Reference UPDATE Service

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### Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 3021-3029	Identification, referral and assessment
5 CCR 3030-3031	Eligibility criteria
Ed. Code 44265.5	Professional preparation for teachers of impaired students
Ed. Code 56000-56885	Special education programs
Ed. Code 56043	Special education; timelines
Ed. Code 56195.8	Adoption of policies

Ed. Code 56300-56305	Identification of individuals with disabilities
Ed. Code 56320-56330	Assessment
Ed. Code 56333-56338	Eligibility for specific learning disabilities
Ed. Code 56340-56347	Individualized education program teams
Ed. Code 56381	Reassessment of students
Ed. Code 56425-56432	Early education for individuals with disabilities
Ed. Code 56441.11	Eligibility criteria; children ages 3-5
Ed. Code 56445	Transition to grade school; reassessment
Ed. Code 56500-56509	Procedural safeguards
Gov. Code 95000-95029.5	California Early Intervention Services Act
Federal	Description
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1400-1482	Individuals with Disabilities Education Act
20 USC 1412	State eligibility
20 USC 1415	Procedural safeguards
34 CFR 104.35	Evaluation and placement
34 CFR 104.36	Procedural safeguards
34 CFR 300.1-300.818	Individuals with Disabilities Education Act
34 CFR 300.301-300.306	Evaluations and reevaluations
34 CFR 300.323	When IEPs must be in effect
34 CFR 300.502	Independent educational evaluation of student with disability
34 CFR 303.1-303.734	Early Intervention Program for Infants and Toddlers with Disabilities
Management Resources	Description
California Department of Education Publication	California Practitioners' Guide for Educating English Learners with Disabilities, 2019
Court Decision	N.B. and C.B v. Hellgate Elementary School District (9th Cir. 2008) 541 F.3d 1202
Court Decision	Compton Unified School District v. Addison, (9th Cir. 2010) 598 F.3d 1181
Court Decision	Timothy O. v. Paso Robles Unified School District (9th Cir. 2016) 822 F.3d 1105
Court Decision	M.M. v. Lafayette School District (9th Cir. 2014) 767 F.3d 842
Court Decision	Hood v. Encinitas Union School District, (2007) 486 F.3d 1099

Federal Register	Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845
U.S. Department Of Education Publication	Long COVID under Section 504 and the IDEA: A Resource to Support Children, Students, Educators, Schools, Service Providers, and Families, July 2021
U.S. Department Of Education Publication	Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act, August 2021
U.S. Department of Education Publication	A Response to Intervention (RTI) Process Cannot Be Used to Delay-Deny an Evaluation for Eligibility under the Individuals with Disabilities Education Act (IDEA): Memorandum 11-07, January 2011
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education, Special Education
Website	U.S. Department of Education, Office of Special Education Programs
Website	CSBA

#### Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
0430	Comprehensive Local Plan For Special Education
0430	Comprehensive Local Plan For Special Education
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0470	COVID-19 Mitigation Plan
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E (1)	Uniform Complaint Procedures
1312.3-E (2)	Uniform Complaint Procedures
3541.2	Transportation For Students With Disabilities
3552	Summer Meal Program
3552	Summer Meal Program
4112.23	Special Education Staff
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications



5148	Child Care And Development
5148	Child Care And Development
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6120	Response To Instruction And Intervention
6146.4	Differential Graduation And Competency Standards For Students With Disabilities
6159	Individualized Education Program
6159	Individualized Education Program
6159.1	Procedural Safeguards And Complaints For Special Education
6159.1	Procedural Safeguards And Complaints For Special Education
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.3	Appointment Of Surrogate Parent For Special Education Students
6159.3	Appointment Of Surrogate Parent For Special Education Students
6162.5	Student Assessment
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6163.2	Animals At School
6163.2	Animals At School
6164.41	Children With Disabilities Enrolled By Their Parents In Private School
6164.41	Children With Disabilities Enrolled By Their Parents In Private School
6164.5	Student Success Teams
6164.5	Student Success Teams
6164.6	Identification And Education Under Section 504
6164.6	Identification And Education Under Section 504
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6173.2	Education Of Children Of Military Families

6173.2

Education Of Children Of Military Families

6183

Home And Hospital Instruction

Bylaw 9220: Governing Board Elections

Status: ADOPTED

Original Adopted Date: 06/01/2006 | Last Revised Date: ~~07/12/01/2017~~2022 | Last Reviewed Date:  
~~07/12/01/2017~~2022

### Board Member Qualifications

CSBA NOTE: The following bylaw is optional. The filling of elective offices involves serious issues of constitutional and statutory concerns. Any district with questions related to local elections should consult CSBA District and County Office of Education Legal Services or district legal counsel.

### Board Member Qualifications

CSBA NOTE: Education Code 35107 and Elections Code 20 detail eligibility for Governing Board membership as specified below. In 81 Ops.Cal.Atty.Gen. 98 (1998), the Attorney General opined that the residency requirement in Education Code 35107 is a continuing requirement for holding the office during the entire term of the Board member.

A person is who is not registered to vote is ineligible to hold public office ~~if he/she is not registered to vote~~. Elections Code 2201 lists the causes for cancelling an individual's voter registration and making ~~him/her~~that person ineligible to hold public office, including, but not limited to, legally established mental incompetency, proof that the person is presently imprisoned or on parole for conviction of a felony, or official notification that the voter is registered to vote in another country or state.

Any person is eligible to be a member of the Governing Board, without further qualifications, if ~~he/she~~the person is 18 years of age or older, a citizen of California, a resident of the school district or, if applicable, the trustee area, a registered voter, and not legally disqualified from holding civil office. Any person who has been convicted of a felony involving the giving, accepting, or offering of a bribe, embezzlement or theft of public funds, extortion, perjury, or conspiracy to commit any such crime, under California law or the law of another state, the United States of America, or another country, is not eligible to be a candidate for office or elected as a Board member except when ~~he/she~~the person has been granted a pardon in accordance with law. (Education Code 35107; Elections Code 20)

CSBA NOTE: Pursuant to Education Code 35107, a district employee elected to serve on the district Board must resign ~~his/her~~from the employment before being sworn into office as a Board member.

Pursuant to Education Code 1006, employees of a school district are eligible to run for the county board of education seat as long as their school district employer is not within the jurisdiction of the county board.

A district employee elected to the Board shall resign ~~his/her~~from district employment before being sworn in or shall have ~~his/her~~the employment automatically terminated upon being sworn into office. (Education Code 35107)

CSBA NOTE: The following paragraph is optional. See CSBA's web site for information about school board service that may be shared with candidates.

The Board encourages all candidates to become knowledgeable about the role of board members. The Superintendent or designee shall provide all candidates with information that will enable them to understand the responsibilities and expectations of being a Board member, including information

regarding available workshops, seminars, and/or training. The Superintendent or designee shall provide all candidates with the county election official's contact information and general information about school programs, district operations, and Board responsibilities.

### Recalling a Board Member

CSBA NOTE: The following section is optional. Government Code 1770 lists events that may create a vacancy in an elective office, including removal from office, while Elections Code 11000 provides for recall as the means for effecting such removal of a Board member. Pursuant to Elections Code 11006, recall proceedings may be initiated by the service, filing, and publication or posting of a notice of intention to circulate a recall petition by proponents who must be registered voters of the board member's electoral jurisdiction. Elections Code 11020, as amended by AB 2584 (Ch. 792, Statutes of 2022), specifies the number of proponents that must be listed on the notice, depending on the number of registered voters in the electoral jurisdiction involved.

A Board member may be recalled as permitted by Elections Code 11000. Proponents of a recall are required to serve, file, and publish or post a notice of intention to circulate the recall petition and to comply with other applicable law and formalities and county elections official directives. The petition, pursuant to Elections Code 11041, is required to be in the format provided by the Secretary of State and to include an estimate of the cost of conducting the special election, as determined by the county elections official, in consultation with the district.

CSBA NOTE: Pursuant to Elections Code 11242, as amended by AB 2584 (Ch. 792, Statutes of 2022), after the Board orders an election, the recall election must be held within the period specified in the following paragraph, unless an extension beyond the specified period is necessary in order to consolidate the recall election with a regularly scheduled election.

Within 14 days after the meeting at which the Board receives a certificate of sufficiency of signatures on a recall petition from the county elections official, the Board shall order an election to be held to determine whether the Board member named in the petition shall be recalled. The election shall be held not less than 88, nor more than 125, days after the date that the Board orders the election. However, the election may be conducted **within 180 days after the issuance of the Board's order to consolidate the election with a regularly scheduled election.**

Recall elections shall be conducted in accordance with Elections Code 11381-11386.

### Consolidation of Elections

CSBA NOTE: The following optional section is for districts that currently hold their Board elections at a time that is not concurrent with municipal or statewide elections.

Education Code 5000 and Elections Code 1302 require the regular election of Board members to be held on the first Tuesday after the first Monday in November of each odd-numbered year. However, in accordance with Elections Code 1302 and 10404.5, districts are authorized to request consolidation of their Board elections with the local municipal or state primary or general election by adopting a Board resolution and submitting it to the County Board of Supervisors for approval. Within 30 days following approval by the County Board of Supervisors, the elections official will notify all registered voters in the district of the change of election date.

To reduce costs associated with conducting elections, the Board may consolidate Board elections with the local municipal or statewide primary or general election in accordance with Elections Code 1302.

CSBA NOTE: Pursuant to Elections Code 14051-14052, ~~as added by SB 415 (Ch. 235, Statutes of 2015)~~, districts are required to hold elections concurrent with statewide elections if holding nonconcurrent elections has previously resulted in a "significant decrease" in voter turnout. Pursuant to Elections Code 14051, a significant decrease has occurred when voter turnout for a regularly scheduled election held on a nonconcurrent date is at least 25 percent less than the average local turnout for the previous four statewide general elections. ~~A district that holds Board elections other than on a statewide elections date may only delay the consolidation may only delay the consolidation if, by January 1, 2018, it has adopted a plan to consolidate elections by November 8, 2022. It is recommended that districts with nonconcurrent elections review the voter turnout for their recent elections, consult with legal counsel, and, as necessary, prepare and approve a plan by January 1, 2018 to move their election to a statewide election date. For a further analysis of SB 415, see CSBA's "Legal Alert on the Impact of Senate Bill No. 415 on School Board Elections."~~

Districts consolidating their elections due to low voter turnout should follow the procedures specified in Elections Code 1302, including the adoption of a Board resolution.

In addition, if a regularly scheduled Board election held other than on a statewide election date results in a decrease in local voter turnout of 25 percent or more compared to the average local turnout for the previous four statewide general elections, the Board shall take action to consolidate Board elections with statewide elections. ~~The district shall move its election to the next state statewide election date, unless the Board has adopted a plan by January 1, 2018 to consolidate Board elections not later than the November 8, 2022 statewide general election.~~ (Elections Code 14051, 14052)

In order to consolidate elections based on either circumstance described above, the Board shall adopt a resolution and submit it to the County Board of Supervisors for approval not later than 240 days prior to the date of the currently scheduled district election. (Elections Code 10404.5)

Whenever a regularly scheduled Board election is changed due to consolidation of elections, the terms of office of incumbent Board members shall be extended to align with the next applicable election. (Elections Code 10404.5)

#### Elections Process and Procedures

CSBA NOTE: Any district that selects Option 2 or 3 should ensure that its decision is consistent with Elections Code 14025-14032 (the California Voting Rights Act (CVRA))~~))~~, which prohibits the use of the "at-large" voting method for elections within jurisdictions with a history of "racially polarized voting" (i.e., difference between voters of a protected class and voters in the rest of the jurisdiction in the choice of candidates preferred). ~~Any district seeking more information about the CVRA and its possible effects should consult legal counsel.~~

#### OPTION 1: (Election by trustee area)

The district is divided into trustee areas and each trustee area shall be represented by a Board member who resides in and is elected by voters residing within that trustee area. Trustee areas shall be balanced by population as required by state and federal law.

Prior to March 1 following the year in which the results of each decennial federal census are released, the Board shall adjust the boundaries of the district's trustee areas based on population figures as validated by the Population Research Unit of the Department of Finance. (Education Code 5019.5)

#### OPTION 1 ENDS HERE

CSBA NOTE: Any district that selects Option 2 or 3 should ensure that its decision is consistent with Elections Code 14025-14032 (the California Voting Rights Act (CVRA)) which prohibits the use of the "at-large" voting method for elections within jurisdictions with a history of "racially polarized voting" (i.e., difference between voters of a protected class and voters in the rest of the jurisdiction in the choice of candidates preferred). ~~Any district seeking more information about the CVRA and its possible effects should consult legal counsel.~~

#### OPTION 2: (Election using "at-large" voting method)

Board members may reside anywhere within the district's boundaries and shall be elected by all voters in the district.

#### OPTION 2 ENDS HERE

CSBA NOTE: The extent, if any, to which a district using the "from trustee area/hybrid" method (Option 3) is required to balance its trustee areas by population is unclear; see *Dusch v. Davis*. ~~Any district using Option 3 should consult with legal counsel regarding whether to balance its trustee areas by population.~~ *Davis*.

#### OPTION 3: (Election from trustee area/hybrid method)

Each Board member shall reside within the trustee area that ~~he/she~~ the Board member represents but shall be elected by all voters in the district.

#### OPTIONS 3 ENDS HERE

CSBA NOTE: ~~The remainder of this section~~ following paragraph is for districts using Option 2 or 3 and may be revised to reflect district practice. Such districts should periodically monitor the demographics within their geographical boundaries to ensure that no violation of the CVRA occurs. Any district found in violation of the CVRA could be held liable for attorneys' fees and legal costs. Elections Code 10010, ~~as amended by AB 350 (Ch. 737, Statutes of 2016)~~, requires that a prospective plaintiff send written notice to the district prior to filing a complaint alleging that the method of election violates the CVRA so that the district will have the chance to cure any potential violations before the commencement of litigation. Even if the district cures the alleged violations, it may be required to pay reasonable costs incurred in supporting the written notice.

To ensure ongoing compliance with the California Voting Rights Acts, the Board may review the district's Board election method to determine whether any modification is necessary due to changes in the district's population or any of its racial, color, or language minority group composition. The review shall be based on the Superintendent or designee's report to the Board after the release of each decennial federal census.

CSBA NOTE: Converting from an "at-large" (Option 2) to a "by trustee area" (Option 1) voting method involves complex issues of law regarding matters such as the redrawing of maps, required approvals, and transition dates. Elections Code 10010, ~~as amended by AB 350 (Ch. 737, Statutes of 2016)~~, requires the Board to hold hearings before and after drawing maps of the proposed district boundaries to allow for public input. If Board members will be elected at different times for staggered terms of office, hearings held after publishing the draft map(s) are required to include an opportunity for public input regarding the proposed sequence of elections. ~~Any district that is considering switching to a "by trustee area" election method should consult legal counsel as necessary.~~

~~When the district's election method is to be changed,~~ the Board ~~determines that a change is necessary,~~ shall hold public hearings in accordance with Elections Code 10100 before adopting a resolution at an

open meeting specifying the change(s), and shall, in accordance with Education Code 5019, obtain approval from the county committee on school district organization having jurisdiction over the district.

CSBA NOTE: The remainder of this section is for all districts. The Attorney General opined in 105 Ops.Cal.Atty.Gen. 182 (2022) that when the boundaries of a district's trustee areas are adjusted or the district changes from "at-large elections" to "by-trustee area elections," and a vacancy then arises in a seat held by a Board member whose term of office began prior to the change in boundaries or election method, the vacancy should be filled using the boundaries or election method by which the incumbent Board member was elected. Any district that has already adopted a "by-trustee" election method should revise the following paragraph accordingly.

The election method or trustee-area boundaries in effect at the beginning of a Board member's term shall be used when any vacancy that occurs during that term is to be filled, even if, during the term, the district has adopted "by-trustee area" election method or trustee area boundaries have been adjusted.

CSBA NOTE: Pursuant to Education Code 5091, as amended by SB 1061 (Ch. 831, Statutes of 2022), any petition for a special election must contain the county elections official's estimate of the cost of conducting the special election, expressed on a per-student basis.

Any petition for a special election ordered pursuant to Education Code 5091 shall contain the county election official's estimate of the cost of conducting the special election, expressed on a per-student basis. (Education Code 5091)

## Campaign Conduct

CSBA NOTE: Education Code 35177 has long authorized boards, by resolution, to limit campaign expenditures and/or contributions for candidates in board elections. However, in June 2006, the U.S. Supreme Court held in *Randall v. Sorrell* that limits on campaign expenditures are unconstitutional and violate a candidate's right to free speech. The court did hold that limits on contributions to candidates could be constitutional if such limits are not overly restrictive, allow candidates to compete in the race, and do not operate to protect incumbents. However, because Education Code 35177 provides no mechanism for the district to enforce any contribution limits set by the Board, such limits would be completely voluntary, and other candidates and/or the Board would have no recourse in the event of noncompliance by a candidate. It is strongly recommended that, before adopting voluntary contribution limits under the authority granted in Education Code 35177, the Board consult CSBA District and County Office of Education Legal Services or district legal counsel, in order to ensure that the district's limits satisfy legal restrictions.

All candidates, including current Board members running as incumbents, shall abide by local, county, state, and federal requirements regarding campaign donations, funding, and expenditures.

CSBA NOTE: The following paragraph is optional. Government Code 85300 generally prohibits the expenditure of public funds for the purpose of seeking elective office. However, ~~as amended by SB 1107 (Ch. 837, Statutes of 2016)~~, Government Code 85300 permits a candidate to expend or accept public funds for the purpose of seeking elective office if the Board establishes a dedicated fund for that purpose, provided that both (1) the public funds are available to all qualified, voluntarily participating candidates for the same office without regard to incumbency or political party preference, and (2) the Board has established criteria for determining a candidate's qualifications. For school board elections, candidate qualifications are specified in state law (see section "Board Member Qualifications" above), and districts should not establish additional qualification requirements. ~~It is recommended that the district consult legal counsel when establishing a dedicated fund for those seeking election to the Board.~~

A Board member shall not expend, and a candidate shall not accept, any public money for the purpose of seeking elective office. However, the district may establish a dedicated fund for those seeking election to the Board, provided that the funds are available to all candidates who are qualified pursuant to Education Code 35107 without regard to incumbency or political preference. (Government Code 85300)

CSBA NOTE: Pursuant to Elections Code 20440, county election officials are required to present each candidate running for public office with a voluntary Code of Fair Campaign Practices for the candidate to sign. The pledge states the candidate's intent to conduct his/her the campaign openly and fairly and provides that the candidate may not use or permit negative prejudice based on another candidate's race, religion, physical or mental disability, sex, gender, gender identity, gender expression, sexual orientation, or any other prohibited category of discrimination listed in Government Code 12940. Although neither the district nor opposing candidates have authority to enforce the pledge if it is violated, a candidate's signature is a matter of public record. The following optional paragraph expresses the Board's desire that candidates for Board membership sign and abide by the terms of the pledge.

In order to help protect the public's trust in the electoral process as well as the public's confidence in the Board and district, the Board encourages all candidates to sign and adhere to the principles in the Code of Fair Campaign Practices pursuant to Elections Code 20440.

#### Statement of Qualifications

On the 125th day prior to the day fixed for the general district election, the Board secretary or his/her designee shall deliver a notice, bearing the secretary's signature and district seal, to the county elections official describing both of the following: (Elections Code 10509)

1. The elective offices of the district to be filled at the general election and which offices, if any, are for the balance of an unexpired term
2. Whether the district or the candidate is to pay for the publication of a statement of qualifications pursuant to Elections Code 13307

CSBA NOTE: Pursuant to Elections Code 13307, the candidate statement is limited to 200 words (Option 1 below), unless the Board has authorized an increase to a 400-word maximum (Option 2 below).

#### OPTION 1: (200 Words Limit)

Candidates for the Board may submit a candidate statement to the elections official for inclusion in the voter's pamphlet. Candidate statements shall be limited to no more than 200 words. (Elections Code 13307)

#### OPTION 1 ENDS HERE

#### OPTION 2: (400 Words Limit)

Candidates for the Board may submit a candidate statement to the elections official for inclusion in the voter's pamphlet. ~~(Elections Code 13307)~~

#### OPTION 1 ENDS HERE

OPTION 2: ~~Candidates for the Board may submit a candidate statement to the elections official for inclusion in the voter's pamphlet.~~ Candidate statements shall be limited to no more than 400 words. (Elections Code 13307)



**OPTION 2 ENDS HERE**

CSBA NOTE: The following optional paragraph is for use by any district that authorizes electronic distribution of candidate statements in addition to or instead of the mailed voter's pamphlet. Pursuant to Elections Code 13307, a voter may receive by mail a voter's pamphlet that contains candidate statements or, when authorized by the elections official, may opt to obtain the voter's pamphlet and related materials electronically (i.e., from the elections official's web site or via email). If a candidate chooses to submit a statement for electronic distribution only, it will not appear in the mailed voter's pamphlet.

When electronic distribution is authorized by the elections official, districts may choose, pursuant to Elections Code 13307, ~~as amended by AB 2010 (Ch. 128, Statutes of 2016), whether or not~~ whether to permit Board candidates to prepare a statement for electronic distribution. The following paragraph may be revised to reflect district practice.

When the elections official allows for the electronic distribution of candidate statements, a candidate for the Board may, in addition to or instead of submitting a candidate statement for inclusion in the mailed voter's pamphlet, prepare and submit a candidate statement for electronic distribution.

CSBA NOTE: Prior to the beginning of the nominating period, Elections Code 13307, ~~as amended by AB 2010 (Ch. 128, Statutes of 2016)~~, requires the Board to determine whether to have the district assume the costs of producing candidate statements or to charge candidates for the costs, regardless of whether the statements are for hard copy or electronic distribution. In 85 Ops.Cal.Atty.Gen. 49 (2002), the Attorney General opined that Elections Code 13307, which authorizes the district to pay for the distribution of candidate statements for nonpartisan elective offices, does not conflict with Education Code 7054, which prohibits the use of district resources for campaign purposes. According to the Attorney General, distributing campaign statements cannot be considered campaigning for any particular candidate in a partisan manner so as to conflict with the Education Code prohibition.

Option 1 below is for districts that assume the costs associated with producing candidate statements, and Option 2 is for districts that charge candidates for the costs. The following options may be revised to reflect the method of distribution (i.e., electronic and/or hard copy) used by the district.

**OPTION 1:** ~~In order to help defray the costs of campaigning for the Board, the~~ (Candidate Statement Paid by District)

The district shall pay the cost of printing, handling, translating, mailing, and/or electronically distributing candidate statements filed pursuant to Elections Code 13307.

**OPTION 1 ENDS HERE**

**OPTION 2:** (Candidate Statement Paid by Candidate)

The district shall assume no part of the cost of printing, handling, translating, mailing, or electronically distributing candidate statements filed pursuant to Elections Code 13307. As a condition of having candidate statements included in the hard copy and/or electronic voter's pamphlet, the district may require candidates to pay their estimated pro rata share of these costs to the district in advance pursuant to Elections Code 13307.

**OPTION 2 ENDS HERE**

Tie Votes in Board Member Elections

CSBA NOTE: Education Code 5016 requires the Board to decide, before conducting any election, whether a potential tie will be resolved by lot or by a runoff election. Option 1 provides for the use of lots to determine the winner in case of a tie in every election, Option 2 provides for a runoff election in every election, and Option 3 is for use by districts that will make this determination prior to each election.

Education Code 5016 requires the County Superintendent of Schools to provide certification of a tie vote in an election to the district Board.

**OPTION 1: (Tie Decided by Lot)**

Whenever a tie makes it impossible to determine which of two or more candidates has been elected to the Board, the Board shall immediately notify the candidates who received the tie votes of the time and place where the candidates or their representatives should appear before the Board. The Board at that time shall determine the winner by lot. (Education Code 5016)

**OPTION 1 ENDS HERE**

**OPTION 2: (Tie Decided by Runoff Election)**

Whenever a tie makes it impossible to determine which of two or more candidates has been elected to the Board, the Board shall schedule a runoff election in accordance with law. (Education Code 5016)

**OPTION 2 ENDS HERE**

**OPTION 3: (Tie Decided Based on Board Determination Prior to Each Election)**

Before each election, the Board shall decide whether to resolve a potential tie by lot or by a runoff election. If the Board has decided to resolve a tie by lot, the Board shall, immediately after the election, notify the candidates who received the tie votes of the time and place where the candidates or their representatives should appear before the Board. The Board at that time shall determine the winner by lot. If the Board has decided to resolve a tie with a runoff election, the Board shall schedule the runoff election in accordance with law. (Education Code 5016)

**OPTION 3 ENDS HERE**

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Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
CA Constitution Article 2, Section 2	Voters; qualifications
CA Constitution Article 7, Section 7	Conflicting offices
CA Constitution Article 7, Section 8	Disqualification from office
Ed. Code 1006	Prohibition against school district employees serving on county board of education

Ed. Code 35107	School district employees
Ed. Code 35177	Campaign expenditures or contributions
Ed. Code 35239	Compensation of governing board member of districts with less than 70 ADA
Ed. Code 5000-5033	Election of school district board members
<a href="#">Ed. Code 5091</a>	<a href="#">Vacancies; petition for special election</a>
Ed. Code 5220-5231	Elections
Ed. Code 5300-5304	General provisions ( <del>of</del> ; conduct of elections)-
Ed. Code 5320-5329	Order and call of elections
Ed. Code 5340-5345	Consolidation of elections
Ed. Code 5360-5363	Election notice
Ed. Code 5380	Compensation ( <del>of</del> ; election officer)-
Ed. Code 5390	Qualifications of voters
Ed. Code 5420-5426	Cost of elections
Ed. Code 5440-5442	Miscellaneous provisions
Ed. Code 7054	Use of district property; campaign purposes
Elec. Code 10010	District boundaries
Elec. Code 10400-10418	Consolidation of elections
Elec. Code 10509	Notice of election by secretary
Elec. Code 10600-10604	School district elections
<a href="#">Elec. Code 11000</a>	<a href="#">Recall of officers</a>
Elec. Code 1302	Local elections; school district election
Elec. Code 13307	Candidate's statement
Elec. Code 13308	Candidate's statement contents
Elec. Code 13309	Candidate's statement; indigence
Elec. Code 14025-14032	California Voting Rights Act
Elec. Code 14050-14057	California Voter Participation Rights Act
Elec. Code 20	Public office eligibility
Elec. Code 20440	Code of Fair Campaign Practices
Elec. Code 2201	Grounds for cancellation
Elec. Code 4000-4008	Elections conducted wholly by mail
Gov. Code 1021	Conviction of crime
Gov. Code 1097	Illegal participation in public contract

Gov. Code 12940	Unlawful discriminatory employment practices
<a href="#">Gov. Code 1770</a>	<a href="#">Vacancy of office</a>
Gov. Code 81000-91014	Political Reform Act of 1974
Pen. Code 424	Embezzlement and falsification of accounts by public officers
Pen. Code 661	Removal for neglect or violation of official duty
Pen. Code 68	Bribes
Pen. Code 74	Acceptance of gratuity
Federal	Description
52 USC 10301-10508	Voting Rights Act
Management Resources	Description
<a href="#">Attorney General Opinion</a>	<a href="#">105 Ops.Cal.Atty.Gen. 182 (2022)</a>
Attorney General Opinion	69 Ops.Cal.Atty.Gen. 290 (1986)
Attorney General Opinion	81 Ops.Cal.Atty.Gen. 98 (1998)
Attorney General Opinion	83 Ops.Cal.Atty.Gen. 181 (2000)
Attorney General Opinion	85 Ops.Cal.Atty.Gen. 49 (2002)
CSBA Publication	Legal Alert on the Impact of Senate Bill No. 415 on School Board Elections, January 2017
Court Decision	Dusch v. Davis (1967) 387 U.S. 112
Court Decision	Randall v. Sorrell (2006) 126 S.Ct. 2479
Court Decision	Rey v. Madera Unified School District (2012) 203 Cal. App. 4th 1223
Court Decision	Sanchez v. City of Modesto (2006) 145 Cal. App. 4th 660
Website	CSBA District and County Office of Education Legal Services
Website	Institute for Local Government
Website	Fair Political Practices Commission
Website	California Secretary of State's Office
Website	CSBA

#### Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
9005	Governance Standards
9110	Terms Of Office
9223	Filling Vacancies
9224	Oath Or Affirmation

9230	Orientation
9240	Board Training
9270	Conflict Of Interest
9270-E (1)	Conflict Of Interest
9320	Meetings And Notices

Bylaw 9323: Meeting Conduct

Status: ADOPTED

Original Adopted Date: 11/01/2006 | Last Revised Date: ~~12/01/2019~~ 2022 | Last Reviewed Date: ~~12/01/2019~~ 2022

CSBA NOTE: Education Code 35010 mandates the Governing Board to "prescribe and enforce" rules for its own governance. These rules must not be inconsistent with law or with regulations prescribed by the State Board of Education. The following bylaw provides suggested rules and procedures for meeting conduct and reflects provisions of law as applicable.

### Meeting Procedures

All Governing Board meetings shall begin on time and shall be guided by an agenda prepared in accordance with Board bylaws and posted and distributed in accordance with the Ralph M. Brown Act (open meeting requirements) and other applicable laws.

CSBA NOTE: The law does not specify that a particular set of procedures must govern Board meetings. Although Robert's Rules of Order can serve as a useful guide, the Board may adopt any procedure that allows for the efficient and consistent conduct of meetings.

The Board president shall conduct Board meetings in accordance with Board bylaws and procedures that enable the Board to efficiently consider issues and carry out the will of the majority.

CSBA NOTE: The following optional paragraph limits the length of Board meetings and should be revised to reflect district practice.

The Board believes that late night meetings deter public participation, can affect the Board's decision-making ability, and can be a burden to staff. Regular Board meetings shall be adjourned ~~at~~ by 10:30 p.m. unless extended to a specific time determined by a majority of the Board. The meeting shall be extended no more than once and, if necessary, may subsequently ~~may~~ be adjourned to a later date.

CSBA NOTE: In *Rubin v. City of Burbank*, an appellate court held that inclusion of "sectarian prayer" at city council meetings, which communicated a preference for a particular religious faith and advanced one faith over another, was unconstitutional by directing the prayer "in the name of Jesus." The court held that it would be constitutional to require the city to advise those people conducting the prayer of this limitation. This opinion is consistent with an unpublished 9th Circuit federal court opinion which stated that an invocation "in the name of Jesus" was unconstitutional in that it displayed allegiance to a particular faith.

Some general guidelines for invocations can be found in an Attorney General's opinion (76 Ops.Cal.Atty.Gen. 281 (1993)) which stated that a county board of supervisors could open its sessions with an invocation when the invocation is (1) not required by law as a condition to the official proceedings, (2) not part of the deliberative agenda, (3) not offered, supervised, or approved as to content by a public officer, (4) not officially limited to a particular religion, (5) not

disparaging of others, and (6) not directed towards proselytizing. However, because this is an unsettled area of law that is subject to frequent litigation, it is strongly recommended that districts consult [CSBA District and County Office of Education Legal Services or district](#) legal counsel if they wish to open meetings with an invocation. Note that a different legal analysis applies to student-led or student-initiated prayer; see BP 5127 - Graduation Ceremonies and Activities.

#### Quorum and Abstentions

The Board shall act by majority vote of all of the membership constituting the Board. (Education Code 35164)

CSBA NOTE: ~~According to an~~ [The Attorney General opinion \(opined in 61 Ops.Cal.Atty.Gen. 243 \(1978\)\)](#); [that](#) members of a public body have a duty to vote on issues before them so that the public is represented and receives the services which the public body was created to provide. Issues arise when a motion is tied and one Board member has abstained. The general parliamentary rule is that an abstention is counted as agreeing with the action taken by the majority of those who vote, whether affirmatively or negatively (66 Ops.Cal.Atty.Gen. 336 (1983)). However, a stronger argument could be made that the parliamentary rule is in conflict with Education Code 35164 which requires a majority vote of all of the membership of the Board in order for the Board to act (i.e., a majority of all of the membership of the Board must vote affirmatively in order to approve any action). In 55 Ops.Cal.Atty.Gen. 26 (1972), the Attorney General opined that, when a statutory requirement exists that requires an affirmative action of at least a majority of the members of the Board, the general rule that members not voting were deemed to have agreed with the action taken by the majority of those that voted is not applicable.

The following optional paragraph is consistent with CSBA's opinion that a majority of the Board must vote affirmatively for a motion to carry, but the law is not settled and contrary legal opinions may exist. It is strongly recommended that the district consult with [CSBA District and County Office of Education Legal Services or district](#) legal counsel and modify the following paragraph to ensure consistency with district practice.

The Board believes that when no conflict of interest requires abstention, its members have a duty to vote on issues before them. When a member abstains, the abstention shall not be counted for purposes of determining whether a majority of the membership of the Board has taken action.

CSBA NOTE: The following paragraph applies only to districts with seven member boards and should be deleted by districts with a three or five member board.

Provided the Board typically has seven members and there are no more than two vacancies on the Board, the vacant position(s) shall not be counted for purposes of determining how many members of the Board constitute a majority. In addition, whenever any provisions of the Education Code require unanimous action of all or a specific number of the members, the vacant position(s) shall not be counted for purposes of determining the total membership constituting the Board. (Education Code 35165)

#### Public Participation

CSBA NOTE: Pursuant to Government Code 54953.3, members of the public cannot be required to register their names, complete a questionnaire, or provide other information as a condition of attending a Board meeting. ~~;~~ [except that if the meeting is conducted using remote public](#)

participating or with a Board member attending remotely pursuant to Government Code 54953, a member of the public desiring to provide comment through the use of a third party internet website or online platform may be required to register as required by the third party provider. If an attendance list or similar document is posted near the entrance or circulated during the meeting, it must clearly state that signing or completing the document is voluntary.

Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda or within the Board's jurisdiction. So as not to inhibit public participation, persons attending Board meetings shall not be requested to sign in, complete a questionnaire, or otherwise provide their name or other information as a condition of attending the meeting, except that if the meeting is conducted using remote public participation or with a Board member attending remotely pursuant to Government Code 54953, a member of the public desiring to provide comment through the use of a third party internet website or online platform may be required to register as required by the third party provider.

In order to conduct district business in an orderly and efficient manner, the Board requires that public presentations to the Board comply with the following procedures:

CSBA NOTE: Education Code 35145.5 mandates the Board to adopt regulations which ensure that the public can address the Board regarding agenda items, as specified below.

District employees have the same right as members of the public to address the Board during a public Board meeting. In 90 Ops.Cal.Atty.Gen. 47 (2007), the Attorney General opined that, under the Ralph M. Brown Act, an administrative district employee cannot be prohibited from attending a Board meeting or from speaking during the public comment period, including comments on an employment-related issue.

1. The Board shall give members of the public an opportunity to address the Board on any item of interest to the public that is within the subject matter jurisdiction of the Board, either before or during the Board's consideration of the item. (Education Code 35145.5; Government Code 54954.3)
2. At a time so designated on the agenda at a regular meeting, members of the public may bring before the Board matters that are not listed on the agenda. The Board shall take no action or discussion on any item not appearing on the posted agenda, except as authorized by law. (Education Code 35145.5; Government Code 54954.2)
3. Without taking action, Board members or district staff members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. Additionally, on their own initiative or in response to questions posed by the public, Board members or staff members may ask a question for clarification, make a brief announcement, or make a brief report on their own activities. (Government Code 54954.2)

Furthermore, the Board or a Board member may provide a reference to staff or other resources for factual information, ask staff to report back to the Board at a subsequent meeting concerning any matter, or take action directing staff to place a matter of business on a future agenda. (Government Code 54954.2)

4. The Board need not allow the public to speak on any item that has already been considered by a committee composed exclusively of Board members at a public meeting where the



public had the opportunity to address the committee on that item. However, if the Board determines that the item has been substantially changed since the committee heard the item, the Board shall provide an opportunity for the public to speak. (Government Code 54954.3)

5. A person wishing to be heard by the Board shall first be recognized by the president and shall then proceed to comment as briefly as the subject permits.

CSBA NOTE: Government Code 54954.3 authorizes reasonable regulations limiting the total amount of time allocated for public testimony on particular issues and for each individual speaker. Such reasonable regulations must ensure that the intent of allowing the public an adequate opportunity to speak to the Board is carried out. The following paragraph should be revised to reflect district practice.

In general, individual speakers will be allowed three minutes to address the Board on each agenda or nonagenda item, and the Board will limit the total time for public input on each item to 20 minutes. However, in exceptional circumstances when necessary to ensure full opportunity for public input, the Board president may, with Board consent, adjust the amount of time allowed for public input and/or the time allotted for each speaker. Any such adjustment shall be done equitably so as to allow a diversity of viewpoints. The president may also ask members of the public with the same viewpoint to select a few individuals to address the Board on behalf of that viewpoint.

In order to ensure that non-English speakers receive the same opportunity to directly address the Board, any member of the public who utilizes a translator shall be provided at least twice the allotted time to address the Board, unless simultaneous translation equipment is used to allow the Board to hear the translated public testimony simultaneously. (Government Code 54954.3)

6. The Board president may rule on the appropriateness of a topic, subject to the following conditions:
  - a. If a topic would be suitably addressed at a later time, the Board president may indicate the time and place when it should be presented.
  - b. The Board shall not prohibit public criticism of its policies, procedures, programs, services, acts, or omissions. (Government Code 54954.3)

CSBA NOTE: The following optional item addresses the issue of specific charges or complaints against district employees in open Board meetings. Although the Board may inform the speaker of appropriate district complaint procedures, it cannot prohibit criticisms of the district and its employees, no matter how harsh. Board members and staff may briefly respond to the concerns raised by the complainant at the meeting.

In ***Baca v. Moreno Valley Unified School District***, a federal district court issued a preliminary injunction against the district prohibiting it from enforcing its policy barring criticism of employees at public Board meetings. The court found that the district's policy violated the plaintiff's First Amendment rights by restricting the

content of her speech. The court further noted that the district could not legally prevent a person from speaking in open session, even if the speech was clearly defamatory. It is recommended that the Board consult [CSBA District and County Office of Education Legal Services or district](#) legal counsel if a question arises regarding public criticism of a district employee.

- c. The Board shall not prohibit public criticism of district employees. However, whenever a member of the public initiates specific complaints or charges against an individual employee, the Board president shall inform the complainant of the appropriate complaint procedure.

CSBA NOTE: As provided in item #7 below, Government Code 54957.9 authorizes the Board to remove persons who willfully disrupt or disturb a meeting. Examples of disruptive conduct might include conduct that is extremely loud, disturbing, or creates a health or safety risk. In *McMahon v. Albany Unified School District*, the court held that a speaker's constitutional rights were not violated when he was removed from a Board meeting after dumping a substantial amount of garbage on the floor of the meeting room. Because the speaker was not removed based on the content of his speech, the court upheld his conviction for a willful disruption of a public meeting. In *City of San Jose v. Garbett*, the court held that a legislative body may exclude from a meeting a person who has expressed a credible threat of violence that would place reasonable persons in fear for their safety or the safety of their immediate family and that serves no legitimate purpose.

However, the courts have found that a person's conduct must actually disrupt the meeting in order to warrant ejection. In *Norse v. City of Santa Cruz*, the court held that the city council improperly ejected a member of the public who gave the council a silent Nazi salute, on the grounds that the action did not interfere with the proceedings of the meeting.

7. The Board president shall not permit ~~any disturbance or willful interruption~~ actual disruption of Board meetings. ~~Persistent~~ Actual disruption by an individual or group or any conduct or statements that threaten the safety of any person(s) at the meeting shall be grounds for the president to terminate the privilege of addressing the Board. -

~~The Board may remove disruptive individuals and~~ and remove the individual from the meeting.

CSBA NOTE: Government Code 54957.95, as added by SB 1100 (Ch. 171, Statutes of 2022), authorizes the presiding member of the Board or designee to remove an individual for disrupting a Board meeting, and establishes a procedure for warning the individual prior to removal, as specified below. However, no warning is required before removing an individual if their behavior constitutes a use of force or a true threat of force.

Because of the potential impact on the public's access to open meetings, it is recommended that the Board consult CSBA District and County Office of Education Legal Services or district legal counsel if a question arises regarding the procedures for removing a disruptive individual, or if an individual's behavior warrants removal from a meeting.

The Board President or designee may remove an individual for actually disrupting the meeting. Prior to removal, the individual shall be warned that their behavior is disrupting the meeting and that failure to cease the disruptive behavior may result in removal. If, after

being warned, the individual does not promptly cease the disruptive behavior, the Board president, or designee, may then remove the individual from the meeting. (Government Code 54957.95)

When an individual's behavior constitutes the use of force or a true threat of force, the individual shall be removed from a Board meeting without a warning. (Government Code 54957.95)

**Disrupting** means engaging in behavior during a Board meeting that actually disrupts, disturbs, impedes, or renders infeasible the orderly conduct of the meeting and includes, but is not limited to, a failure to comply with reasonable and lawful regulations adopted by a legislative body pursuant to Section 54954.3 or any other law, or engaging in behavior that constitutes use of force or a true threat of force. (Government Code 54957.95)

7- **True threat of force** means a threat that has sufficient indicia of intent and seriousness, that a reasonable observer would perceive it to be an actual threat to use force by the person making the threat. (Government Code 54957.95)

Additionally, the Board may order the room cleared if necessary. In this case, members of the media not participating in the disturbance shall be allowed to remain, and individuals not participating in such disturbances may be allowed to remain at the discretion of the Board. When the room is ordered cleared due to a disturbance, further Board proceedings shall concern only matters appearing on the agenda. (Government Code 54957.9)

When such disruptive conduct occurs, the Superintendent or designee shall contact local law enforcement as necessary.

When disruptive conduct occurs, the Board may decide to recess the meeting to help restore order, or if removing the disruptive individual(s) or clearing the room is infeasible, move the meeting to another location. The Board may direct the Superintendent or designee to contact local law enforcement as necessary.

## Recording by the Public

CSBA NOTE: Government Code 54953.5 provides that any person attending an open meeting may record it with an audio or video recorder or a still or motion picture camera unless the Board makes a reasonable finding that the recording cannot continue without noise, illumination, or obstruction of view which would persistently disrupt the meeting. Government Code 54953.6 requires a similar finding before the Board can prohibit or restrict a broadcast of its meetings.

The following paragraph extends the right to record an open meeting to include recordings made by other devices such as a cell phone.

Members of the public may record an open Board meeting using an audio or video recorder, still or motion picture camera, cell phone, or other device, provided that the noise, illumination, or obstruction of view does not persistently disrupt the meeting. The Superintendent or designee may designate locations from which members of the public may make such recordings without causing a distraction.

If the Board finds that noise, illumination, or obstruction of view related to these activities would

persistently disrupt the proceedings, these activities shall be discontinued or restricted as determined by the Board. (Government Code 54953.5, 54953.6)

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State	Description
CCP. 527.8	Workplace violence safety
Ed. Code 32210	Willful disturbance of public school or meeting
Ed. Code 35010	Control of district; prescription and enforcement of rules
Ed. Code 35145.5	Agenda; public participation; <u>-and</u> regulations
Ed. Code 35163	Official actions; <u>-</u> minutes and journal
Ed. Code 35164	Actions by majority vote
Ed. Code 35165	Effect of vacancies upon majority and unanimous votes by seven member board
Ed. Code 5095	Powers of remaining board members and new appointees
<u>Elec. Code 18340</u>	<u>Prevention or hinderance of electors assembling in public meeting</u>
Gov. Code 54953.3	<del>Prohibition against conditions for attending a board meeting</del> <u>Meetings to be open and public; remote attendance</u>
Gov. Code 54953.5	Audio or video recording of proceedings
Gov. Code 54953.6	Broadcasting of proceedings
Gov. Code 54954.2	Agenda posting requirements; <u>-</u> board actions
Gov. Code 54954.3	Opportunity for public to address legislative body
Gov. Code 54957	Closed session personnel matters
Gov. Code 54957.9	Disorderly conduct of general public during meeting; clearing of room
<u>Gov. Code 54957.95</u>	<u>Opening meetings: orderly conduct</u>
Pen. Code 403	Disruption of assembly or meeting
Management Resources	Description
Attorney General Opinion	55 Ops.Cal.Atty.Gen. 26 (1972)
Attorney General Opinion	61 Ops.Cal.Atty.Gen. 243, 253 (1978)

Attorney General Opinion	63 Ops.Cal.Atty.Gen. 215 (1980)
Attorney General Opinion	66 Ops.Cal.Atty.Gen. 336 (1983)
Attorney General Opinion	76 Ops.Cal.Atty.Gen. 281 (1993)
Attorney General Opinion	90 Ops.Cal.Atty.Gen. 47 (2007)
Attorney General Opinion	59 Ops.Cal.Atty.Gen. 532 (1976)
Attorney General Publication	The Brown Act: Open Meetings for Legislative Bodies, rev. 2003
Court Decision	Baca v. Moreno Valley Unified School District, (1996) 936 F. Supp. 719
Court Decision	City of San Jose v. William Garbett, (2010) 190 Cal. App. 4th 526
Court Decision	McMahon v. Albany Unified School District, (2002) 104 Cal.App.4th 1275
Court Decision	Norse v. City of Santa Cruz, (9th Cir. 2010) 629 F3d 966
Court Decision	Rubin v. City of Burbank, (2002) 101 Cal.App.4th 1194
CSBA Publication	The Brown Act: School Boards and Open Meeting Laws, rev. 2019
CSBA Publication	Call to Order: A Blueprint for Great Board Meetings, 2018
Website	CSBA District and County Office of Education Legal Services
Website	California Attorney General's Office
Website	CSBA

## Cross References

Code	Description
1000	Concepts And Roles
1100	Communication With The Public
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1312.1	Complaints Concerning District Employees
1312.1	Complaints Concerning District Employees
1313	Civility
3100	Budget
3100	Budget

3270	Sale And Disposal Of Books, Equipment And Supplies
3270	Sale And Disposal Of Books, Equipment And Supplies
3312	Contracts
9005	Governance Standards
9100	Organization
9121	President
9130	Board Committees
9200	Limits Of Board Member Authority
9230	Orientation
9270	Conflict Of Interest
9270-E(1)	Conflict Of Interest
9310	Board Policies
9320	Meetings And Notices
9321	Closed Session
9321-E(1)	Closed Session
9321-E(2)	Closed Session
9322	Agenda/Meeting Materials
9323.2	Actions By The Board
9323.2-E(1)	Actions By The Board
9323.2-E(2)	Actions By The Board
9324	Minutes And Recordings

## HAMILTON UNIFIED SCHOOL DISTRICT

<b>Agenda Item Number: 13a</b>	<b>Date: 01/25/2022</b>
<b>Agenda Item Description:</b> Approve HUSD contract with ITSavvy LLC for our E-Rate Category 2 Project to be initiated during Summer 2023.	
<b>Background:</b>  It has been almost 6 years since we purchased our Firewall and Wireless systems. Both are now end-of-life by the manufacture and no longer supported by software updates or troubleshooting.  Last year, USAC funded another round of Category 2 projects. The program is based on our free and reduced numbers. We are in the maximum dispersion, which means that we pay 15% of the total project cost. USAC will cover the other 85% of eligible items.  The Firewall will allow us to double our connection speeds between HES and HHS, as well as all internet traffic will have double the capacity.  The Wireless system will allow more clients (staff & students) to connect because the access points have twice as many antennas as our current access points. They will also allow for faster connections.  The total project will come to \$83,170.35 and of that, we will be required to pay \$12,475.55, approximately.	
<b>Status:</b> Pending Board Approval	
<b>Fiscal Impact:</b> \$12,475.55	
<b>Educational Impact:</b> None	
<b>Recommendation:</b> Recommend Board approve HUSD contract with ITSavvy LLC for our E-Rate Category 2 Project to be initiated during Summer 2023.	

# E-Rate Bid Evaluation Worksheet

Funding Year: 2022

Billed Entity Name: \_\_\_\_\_

FRN: \_\_\_\_\_

Project or Service: Network Electronics  
\_\_\_\_\_

# of Responders: 2

### Vendor Scoring

Selection Criteria	Weight*	IT Savvy		AMS							
		Raw Score**	Weighted Score***	Raw Score	Weighted Score	Raw Score	Weighted Score	Raw Score	Weighted Score	Raw Score	Weighted Score
Price	50%	2	1.00	1	0.50		0.00		0.00		0.00
Experience & Qualifications	25%	2	0.50	2	0.50		0.00		0.00		0.00
Accuracy of Bid	25%	2	0.50	2	0.50		0.00		0.00		0.00
			0.00		0.00		0.00		0.00		0.00
			0.00		0.00		0.00		0.00		0.00
			0.00		0.00		0.00		0.00		0.00
			0.00		0.00		0.00		0.00		0.00
			0.00		0.00		0.00		0.00		0.00
	<b>100%</b>										
	<b>Overall Ranking</b>	<b>100</b>		<b>75</b>		<b>0</b>		<b>0</b>		<b>0</b>	

**Notes:**  
 \* Percentage weights must add up to 100%. **Price is the heaviest weighted criteria**  
 \*\* Evaluated on a "Ranking" scale: Lowest Ranking #=**worst** - Highest Ranking #=**best**  
 \*\*\* Weight x Raw Score

**Comments, if needed:**

Vendor Selected: IT Savvy

Approved By: \_\_\_\_\_  
*Signature*

\_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_





IT PRODUCTS TECHNOLOGY SOLUTIONS PEACE OF MIND

ITsavvy LLC  
 313 South Rohlwing Road  
 Addison, IL 60101  
 www.ITsavvy.com

Quote Details	
Quote #:	3674894
Date:	12/14/2022
Payment Method:	Net 30 Days
Client PO#:	
Cost Center:	
Shipping Method:	Ground

# Quote

**Bill To:**  
 ACCT #: 559094  
 Hamilton USD  
 Chris Devries  
 PO Box 488  
 Hamilton City, CA 95951  
 United States  
 530-826-3261 x 6013

**Ship To:**  
 Hamilton USD  
 Frank James  
 620 Canal St  
 Hamilton City, CA 95951  
 United States  
 530-826-3261

**Client Contact:**  
 Frank James  
 (P) 530-826-3261  
 FJames@hudschools.org

**Client Executive:**  
 Brian Gorr  
 (P) 630.396.6328  
 (F) 630.396.6322  
 bgorr@ITsavvy.com

SPIN: 143034186 - E-RATE / FRN: 470 # 230003849 / Type: SPI / USAC: 85.00%

**Description:** ERATE - Internal Connections

Item Description	Part #	Qty	Unit Price	Total
<b>Firewall</b>				
1 <b>Palo Alto Networks PA-3410</b> Security appliance - 10 GigE, 5 GigE, 2.5 GigE, 25 Gigabit LAN - front to back airflow - 1U - rack-mountable Manufacturer Part #: PAN-PA-3410	23268799	1	\$19,876.92	\$19,876.92
2 <b>Palo Alto Networks Premium Support</b> Extended service agreement - advance parts replacement - 3 years - shipment - response time: NBD - for P/N: PAN-PA-3410 Manufacturer Part #: PAN-SVC-PREM-3410-3YR	23280490	1	\$12,857.37	\$12,857.37
<b>Wireless</b>				
3 <b>Ruckus R650</b> Wireless access point - ZigBee - Wi-Fi 6 - 2.4 GHz, 5 GHz Manufacturer Part #: 901-R650-US00	22183510	40	\$598.87	\$23,954.80
4 <b>Ruckus T350C</b> Wireless access point - Wi-Fi 6 - 2.4 GHz, 5 GHz - wall / pole / surface mountable Manufacturer Part #: 901-T350-US20	22784995	2	\$654.46	\$1,308.92
5 <b>Ruckus End User WatchDog Premium Support</b> Technical support (renewal) - for Ruckus Virtual SmartZone - academic, local, state - phone consulting - 3 years - 24x7 Manufacturer Part #: S51-VSCG-3L00	20228052	1	\$340.00	\$340.00
6 <b>Ruckus Partner WatchDog Premium Support</b> Technical support (renewal) - for Ruckus SmartZone / Virtual SmartZone - managed license - 1 access point - academic, local, state - phone consulting - 3 years - 24x7 Manufacturer Part #: S51-0001-3LSG	20028551	42	\$34.09	\$1,431.78
<b>Switching</b>				
7 <b>HPE Aruba 6100 48G Class4 PoE 4SFP+ 370W Switch</b> Switch - managed - 48 x 10/100/1000 (PoE+) + 4 x 1 Gigabit / 10 Gigabit SFP+ - side to side airflow - rack-mountable - PoE+ (370 W) Manufacturer Part #: JL675A#ABA  replacement for 2540 JL357A#ABA	22771186	4	\$2,832.51	\$11,330.04
8 <b>HPE Aruba 6100 24G Class4 PoE 4SFP+</b> Switch - managed - 24 x 10/100/1000 + 4 x 1 Gigabit / 10 Gigabit SFP+ - side to side airflow - rack-mountable - PoE+ (370 W) Manufacturer Part #: JL677A#ABA  replacement for 2540 JL356A#ABA	22771187	4	\$1,859.30	\$7,437.20

Subtotal: \$78,537.03  
 Shipping: \$0.00  
 Tax (7.25%): \$4,633.32  
**TOTAL: \$83,170.35**



**AMS.NET, Inc.**  
 502 Commerce Way, Livermore, CA 94551  
 925-245-6100 • 925-245-6150 Fax  
 www.ams.net

## Customer Price Quote

### Customer

Hamilton Unified School District  
 PO Box 488  
 Hamilton City CA, 95951-0488 US  
 ATTN: Kristen Hamman

### Ship To

Hamilton Unified School District  
 620 Canal St.  
 Hamilton City, CA 95951  
 ATTN: Kristen Hamman

### Quote Description

E-Rate 26 - RFP 0461-23C.1 - Network Electronics - Aruba Switching

### Quote # #Q-00066767

<b>Project #</b>	98448
<b>Modified</b>	12/7/2022
<b>Account Mgr.</b>	Drew Stark
<b>AM Phone</b>	(925) 245-4771
<b>AM Email</b>	dstark@ams.net
<b>Inside Account Mgr.</b>	John Beyer
<b>IAM Phone</b>	(925) 245-6136
<b>IAM Email</b>	jbeyer@ams.net
<b>Quote Exp.</b>	7/31/2023

Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
<b>PAN Firewall</b>					
1	<b>PAN-PA-3410</b> Palo Alto Networks : Palo Alto Networks PA-3410 with redundant AC power supplies	Palo Alto Networks	1.00	\$26,533.50	\$26,533.50
2	<b>PAN-SVC-PREM-3410-3YR</b> Palo Alto Networks : Premium support 3 year prepaid, PA-3410	Palo Alto Networks	1.00	\$15,090.00	\$15,090.00

### Ruckus APs

3	<b>901-R650-US00</b> Ruckus R650 dual-band 802.11abgn/ac/ax Wireless Access Point with Multi-Gigabit Ethernet backhaul, 4x4:4 + 2x2:2 streams, OFDMA, MU-MIMO, BeamFlex+, dual ports, PoH/uPoE/802.3at PoE support.	Ruckus Wireless	40.00	\$521.40	\$20,856.00
4	<b>901-T350-US20</b> RUCKUS WIRELESS : T350c US20 Outdoor 11AX AP 2x2:2	Ruckus Wireless	2.00	\$569.80	\$1,139.60
5	<b>S51-VSCG-3L00</b> RUCKUS WIRELESS : SLED Premium WatchDog Support Renewal - vSZ-RTU,Co Term 1/8/2023 thru 2/3/2026	Ruckus Wireless	1.00	\$405.32	\$405.32
6	<b>RUC-S5100011LSG S51-0001-3LSG</b> SLED EU WD RENEWAL SZ/ VSCG LIC Co Term 1/8/2023 thru 2/3/2026	Ruckus Wireless	42.00	\$40.65	\$1,707.30

**Aruba Switching**

7	<b>JL675A#ABA</b> Aruba 6100 48G CL4 4SFP+ Swch U.S	Hewlett Packard	4.00	\$2,890.68	\$11,562.72
8	<b>JL677A#ABA</b> Aruba 6100 24G CL4 4SFP+ Swch U.S	Hewlett Packard	4.00	\$1,897.48	\$7,589.92

**\*Shipping\***

9	<b>AMS-FREIGHT-DROPSHIP</b> Freight	None	1.00	\$0.00	\$0.00
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**Order Summary**

Subtotal	\$84,884.36
Adjustment	\$0.00
Estimated Taxes	\$4,906.94
<b>Total</b>	<b>\$89,791.30</b>

## Terms and Conditions

1. AMS.NET will require a Purchase Order referencing this Quote # or if a Purchase order is not provided, an authorized representative must sign this quote.

2. Payment terms are Net 30. An interest charge of 1.5% per month will be applied to all accounts past due, plus all costs of collection and reasonable attorneys fees. AMS.NET accepts all major credit cards. A convenience fee of 3.5% will be assessed. Customer agrees to accept multiple invoices for projects that cover multiple sales. In the event that a site's readiness is delayed by the customer, customer agrees to accept and pay invoices that reflect equipment and services already received.

3. Items sold by AMS.NET, Inc. and shipped to destinations in California are subject to sales tax. If an item is subject to sales tax in the state to which the order is shipped, tax is generally calculated on the total selling price of each individual item. In accordance with state tax laws, the total selling price of an order will generally include shipping and handling charges and item-level discounts. The amount of tax charged on your order will depend upon many factors including, but not limited to, the type of item(s) purchased, and the source and destination of the shipment. Factors can change between the time you place an order and the time an invoice is sent, which could affect the calculation of sales taxes. The amount appearing on your proposal as 'Estimated Sales Tax' may differ from the sales taxes ultimately charged. Shipping charges and sales tax will be added to this order when invoiced and the customer agrees to pay these charges.

4. All companies with tax exemption must present a valid Tax Exempt form. If Customer is tax exempt or if tax exempt form is not provided then customer agrees to pay all applicable taxes.

5. All shipments are FOB Origin or Pre-paid and shipped to Dock. Any Special shipping requirements must be clearly stated on all PO's (i.e. inside delivery). If inside Delivery or Lift-gate is required it must be specified and additional fees will incur. Shipping charges that appear on this quote are an estimate, AMS.NET will invoice and the customer will pay the actual shipping charge when identified.

6. Upon delivery of equipment, customer agrees to open all shipments and visually inspect equipment for physical damages. All damages must be reported to AMS.NET within 24 hours of delivery.

7. Returns will be accepted at AMS.NET discretion and are subject to manufacturer returns policies as well. For returns to be approved all merchandise must be in an unopened box and the customer agrees to pay a restocking fee of 15% of the purchase price. Returns must be made within 15 Days of receipt. All shipments must have a valid RMA number from AMS.NET before returning. For RMA requests please contact our Customer Service Department at (800) 893-3660 Ext. 6111. Email RMA requests should be directed to [service@ams.net](mailto:service@ams.net) A copy of AMS.NET's full RMA policy is available for review online at [www.ams.net/services/procurement-and-financing/](http://www.ams.net/services/procurement-and-financing/)

8. The laws of the State of California will apply to this sale.

9. The term "installation date" means the first business day on which installation of the system is complete. Minor omissions or variances in performance of the System that do not materially or adversely affect the operation of the system, shall not be deemed to have postponed the Installation Date. Seller shall use its best efforts to make timely delivery and installation. However, all stated delivery and installation dates are approximate and except as expressly provided in this agreement, Seller shall, under no circumstance, be deemed to be in default hereunder or be liable for consequential, incidental or special damages or commercial loss resulting from delays in delivery or installation.

10. Warranties. AMS warrants to Customer that it has good title to the equipment being sold to Customer under this Agreement, and the right to sell such equipment to Customer free of liens or encumbrances. AMS further warrants to Customer that the equipment being sold to Customer hereunder shall be free from defects in workmanship for a warranty period of thirty (30) days commencing on the later date the equipment is delivered to Customer or the date upon which AMS completes performance of the services to be performed under this agreement (this warranty being hereinafter referred to as an "Installation Warranty"). Except as expressly set forth in this paragraph, AMS does not make, and hereby disclaims, any and all representations or warranties, express or implied, with respect to the equipment or services being provided under this agreement, including but not limited to any implied warranties of merchantability, fitness for a particular purpose, satisfactory quality, against infringement, or arising from a course of dealing, usage or trade practice. AMS shall reasonably cooperate and assist Customer in enforcing any manufacturer warranties with respect to the equipment being sold to Customer under this Agreement. AMS hereby advises Customer, and Customer acknowledges that in the event Customer desires to procure from AMS any warranty protection beyond the warranty of title and the Installation Warranty provided under this Paragraph, Customer may do so by entering into a separate Service Agreement with AMS.

Manufacturer's warranty that is guaranteed is whatever is published by the manufacturer at the time of purchase.

11. Cisco Cloud services purchased from AMS.NET requires customer to accept Cisco's Universal Cloud agreement located on Cisco Systems' Website. This Universal Cloud Agreement describes the rights and responsibilities related to the Cloud Service(s) you purchase from Cisco or an Approved Source and is between you and Cisco. The Universal Cloud Agreement includes the applicable Offer Description(s) located at [www.cisco.com/go/cloudterms](http://www.cisco.com/go/cloudterms) (collectively "Agreement"). By clicking 'accept,' or using the Cloud Service, you agree to the terms of this Agreement. If you do not have authority to enter into this Agreement, or if you do not agree with its terms, do not click 'accept' and do not use the Cloud Service. If you determine that you cannot comply with the terms of this Agreement after you have paid for the Cloud Service, you may terminate your



AMS.NET, Inc.  
502 Commerce Way, Livermore, CA 94551  
925-245-6100 • 925-245-6150 Fax  
www.ams.net

access to the Cloud Service for a full refund provided you do so within thirty (30) days of your purchase.

AMS.NET Tax ID: 94-3291626

12. The final price of all labor in this quote is contingent upon the customer providing AMS.NET full site access, with keys or a dedicated escort, for a period of at least nine consecutive hours per working day. Any existing pathway being pulled through is assumed to be easily discoverable, and meeting BICSI standards, such as the fill ratio, lack of non-cabling material in the conduit, and appropriate number of LBs. Additionally, any interior wall penetrations are assumed to be drywall or a like material unless otherwise noted in the labor scope for this project. Any deviation from these assumptions may result in additional costs to the customer based on the time added to the project.

C7 License: 763508

Please fax signed Quotation or Purchase Order to your AMS.NET account manager or to 925.245.6150. Full terms and conditions can be viewed on our website at [www.ams.net/services/procurement-and-financing/](http://www.ams.net/services/procurement-and-financing/)

Authorized Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Print Name: \_\_\_\_\_ Print Title: \_\_\_\_\_

## HAMILTON UNIFIED SCHOOL DISTRICT

<b>Agenda Item Number: 13b</b>	<b>Date: 01/25/23</b>
<b>Agenda Item Description:</b> Approve David Hurd, DSA Inspector, Change Order	
<b>Background:</b> For DSA approved District projects, HUSD is required to retain an independent inspector who works on behalf of the District to ensure contractor compliance.  The services of David Hurd as DSA inspector are required on the following DSA approved projects: <ul style="list-style-type: none"><li>• Climatec Solar Array Installations<ul style="list-style-type: none"><li>○ Hamilton Elementary School</li><li>○ Hamilton High School</li></ul></li><li>• Hamilton Elementary Bathroom Renovation</li><li>• Hamilton Elementary Trash Enclosure</li></ul> The District issued PO 23-00296 to David Hurd in the amount of \$4,500.00 to initially retain his services knowing that we would need to submit a change order as the services required would exceed that amount.  We are asking the board to approve a change order to PO 23-00296 for David Hurd to not exceed \$40,000 for all of the above projects.	
<b>Status:</b> Pending Board Approval	
<b>Fiscal Impact:</b> \$40,000 from funds 01 and 21 (ESSER & Bond)	
<b>Educational Impact:</b> n/a	
<b>Recommendation:</b> Recommend Board approve David Hurd, DSA Inspector, Change Order	

**DSA Inspection Fees to Date**

<b>TOTAL COST TO DATE</b>		<b>\$</b>	<b>8,400.00</b>	<b>\$</b>	<b>3,840.00</b>	<b>\$</b>	<b>2,160.00</b>	<b>\$</b>	<b>2,400.00</b>	<b>\$</b>	<b>-</b>
<b>INVOICE DATE</b>		<b>INVOICE TOTAL</b>		<b>HES RESTROOMS</b>		<b>HES SOLAR/CLIMATEC</b>		<b>HHS SOLAR/CLIMATEC</b>		<b>HES TRASH ENCLOSURE</b>	
11/30/2022	\$	1,200.00	\$	1,200.00							
12/31/2002	\$	7,200.00	\$	2,640.00	\$	2,160.00	\$	2,400.00	\$		-
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## HAMILTON UNIFIED SCHOOL DISTRICT

<b>Agenda Item Number: 13c</b>	<b>Date: 01/25/2023</b>
<b>Agenda Item Description:</b> Approve \$47,125.00 quote from Accularm for District-wide alarm system.	
<b>Background:</b> HUSD school sites and some individual classrooms have alarm systems that are all independent of each other. There are also areas that are not protected by an alarm.  Over the past several months, we've been working with several alarm vendors to identify a centralized solution that protects HUSD.  Accularm has the most comprehensive solution and is about 30% lower cost than the next closest bid. They are also local which aides in any troubleshooting or support calls.	
<b>Status:</b> Pending Board Approval	
<b>Fiscal Impact:</b> \$47,125.00	
<b>Educational Impact:</b> n/a	
<b>Recommendation:</b> Recommend Board approve \$47,125.00 quote from Accularm for District-wide alarm system.	



**Quote For:**



**Hamilton School Grand Total Cost**  
**High School, Elementary, Ella Barkley, Adult ED**  
**Hamilton City, CA. 95951**

2348 Baldwin Ave  
 Oroville, CA 95966  
 (530) 532-0885  
 (530) 895-0885  
 (800) 722-2852

**Contact: Alan Joksch**  
**Salesman: Seng Phan**  
**1/18/2023**  
**Quote valid for 90 days from date submitted**

Base Monthly		\$200.00
Incl. Services		\$80.00
<b>Total Monthly</b>	<b>four Sites</b>	<b>\$280.00</b>
<hr/>		
	<b>Total</b>	<b>\$280.00</b>

**System Type: Owned**

**Hardware**

Part #	Qty	Description	
Hamilton High School		New Equipment	\$23,960.00
Elementary School		New Equipment	\$14,810.00
Ella Barkley High School		New Equipment	\$5,275.00
Adult Education		New Equipment	\$3,080.00
			<hr/>
			<b>Grand Total \$47,125.00</b>

# Quote For:



**Hamilton School**  
**High School Burglar Alarm**  
**620 Canal St**  
**Hamilton Cit, 95951**  
**Contact: Alan Joksch**  
**Salesman: Seng Phan**  
**1/18/2023**

2348 Baldwin Ave  
 Oroville, CA 95966  
 (530) 532-0885  
 (530) 895-0885  
 (800) 722-2852

Quote valid for 90 days from date submitted

Base Monthly		\$50.00
Incl. Services	Cellar/Apps	\$20.00
<b>Total Monthly</b>		<b>\$70.00</b>

**System Type: Owned**

<b>Total Installed</b>		<b>\$23,960.00</b>
------------------------	--	--------------------

Hardware	Qty	Description	SubTotal
Part #			
XR-550DNLG	1	BLDG #100 Main Control Panel	
EIK-RT	1	BLDG #100 Exterior Sounder	
7060	2	BLDG #100 Keypads	
1100XH-W	1	BLDG #100 High Receiver for Wireless Devices	
263 LTE V	1	#100 BLDG Cellar Radio Unit as primary communication	
1102W	9	#100 BLDG Wireless Door Contacts - #101, #102, Main, Staff	
ELK-RT	1	BLDG #300 - Exterior Sounder	
1100R-W	1	BLDG #300 - Wireless Repeater	
9060	1	BLDG #300 - Wireless Key Pad	
1101W	6	BLDG #300 - Wireless Door Contacts	
SMP3M	1	BLDG #300 Power Supply	
1116W	1	BLDG #300 - Relay Module	
1101W	4	Portable next to Tennis Court - Door Contacts	
1116W	1	Portable #20 - Relay Module	
1101W	1	Portable #20 - Wireless Door Contact	
SMP3M	1	Portable #20 - Power Supply	
Elk - RT	1	Portable #20 - Exterior Sounder	
SMP3M	1	BLDG #400 - Relay Module	
Elk - RT	1	BLDG #400 - Exterior Sounder	
SMP3M	1	BLDG #400 - Power Supply	
1101W	3	BLDG #400 - Door Contacts	
SMP3M	4	BLDG #500 - Wireless Door Contacts	
9060	2	BLDG #500 - Wireless Key Pad	
SMP3M	1	BLDG #500 - Power Supply	
1116W	1	BLDG #500 - Relay Module	
Elk - RT	1	BLDG #500 - Exterior Sounder	
1100R-W	1	BLDG #500 - Wireless Repeater	
1101W	7	AG Shop - Wireless Door Contacts	
9060	4	AG Shop - Wireless Key Pads	
SMP3M	2	Power Supply -AG Shop, Maintance Shop	
1116W	2	Relay Modules - AG Shop, Maintance Shop	
1101W	2	Exterior Sounder - AG Shop, Maintance Shop	
1100R-W	1	Repeater for AG	
1101W	1	Wireless Door Contact - Maintance	
1122	2	Wireless Motion Detectors - Maintance	
Elk-100	7	Siren Driver for Exterior Sounders	
381-4	1	Wire Harness for Cellar Unit	
App	1	App for access and Management	
1122	4	Wireless Motion Detectors - Cafeteria, Gym, (2)Maint	
Labor		Labor to install new Equipment	

# Quote For:



**Hamilton School**  
**Elementary School Burglar Alarm**  
**300 Sixth St.**  
**Hamilton City, CA. 95951**  
**Contact: Alan Joksch 530-228-5550**  
**Salesman: Seng Phan**  
**1/18/2023**  
 Quote valid for 90 days from date submitted

2348 Baldwin Ave  
 Oroville, CA 95966  
 (530) 532-0885  
 (530) 895-0885  
 (800) 722-2852

Base Monthly	\$50.00
APP/Cellar	\$17.00
<b>Total Monthly</b>	<b>\$70.00</b>

<b>Total Installed</b>	<b>\$14,810.00</b>
------------------------	--------------------

**System Type: Owned**

## Hardware

XR-550DNLG  
 7060  
 1100XH-W  
 ELK-RT  
 1101W  
 ELK -100  
 1100R-W  
 9060  
 1101W  
 ELK-RT  
 SMP3M  
 1116W  
 11102W  
 1101W  
 SMP3M  
**ELK-RT**  
 1100R-W  
 ELK-RT  
 SMP3M  
 1116W  
 1101W  
 9060  
 SMP3M  
 1116W  
 1101W  
 ELK-100  
 263-LETV  
 App  
 Labor

Qty	Description
1	#100 BLDG New Main Control Panel
1	#100 BLDG Keypad
1	#100 BLDG High Receiver
1	#100 BLDG Exterior Sounder
4	#100 BLDG Wireless Door Contacts - #101, #102, Main, Staff
1	#100 BLDG Siren Driver
1	#300 BLDG Wireless Repeater
1	#300 BLDG Wireless Keypad
10	#300 BLDG Wireless Door Contacts
1	Portable #100-#106 Exterior Sounder
1	Portable #100-106 Power Supply
1	Portable #100-#600 Relay Modules
6	Portable #100-#600 Wireless Door Contacts
4	Portable #111-#114 Wireless Door Contacts
1	Portable #111-#114 Power Supply
1	Portable #111-#114 Exterior Sounder
1	Portable #111-#114 Repeater
1	Portable #601-#609 Exterior Sounder
1	Portable #601-#609 Power Supply
1	Portable #601-#609 Relay Module
7	Portable #601-#609 Wireless Door Contacts
2	BLDG #200 Wireless Key Pad
1	BLDG #200 Power Supply
1	BLDG #200 Relay Modules
9	BLDG #200 Wireless Door Contacts
4	Siren Driver for exterior Sounders
1	Wireless Radio Cellar Unit
1	App for remote access and Mangement
	Labor to install new Equipment

**SubTotal \$14,810.00**

# Quote For:



Hamilton School  
 Ella Barkley High School  
 300 Sixth St  
 Hamilton Cit, 95951  
 Contact: Alan Joksch  
 Salesman: Seng Phan

2348 Baldwin Ave  
 Oroville, CA 95966  
 (530) 532-0885  
 (530) 895-0885  
 (800) 722-2852

1/18/2023

Quote valid for 90 days from date submitted

**System Type: Owned**

Base Monthly	\$50.00
App/Cellar	\$20.00
<b>Total Monthly</b>	<b>\$70.00</b>

**Total Installed \$5,275.00**

Hardware			SubTotal
Part #	Qty	Description	
XR-150	1	Main Control Panel	
ELK-RT	1	Exterior Sounder	
ELK-100	1	Siren Driver	
7060	1	Key Pad	
1100XH-W	1	High Receiver for Wireless Devices	
263-LTEV	1	Radio Cellar Unit as primary communication	
1101W	1	Wireless Door Contact EBHS East	
1102W	1	Wireless Door Contact EBHS Principal	
1101W	1	Wireless Door Contact EBHS West	
1101W	1	Wireless Door Contact Adult Education	
1101W	2	Wireless Door Contact Preschool	
1101 W	1	Wireless Door Contact Secretary	
1148G	1	Wireless Pendant Panic Button	
381-2	1	Wire Harness for Cellar connection	
App	1	App for Access and Management	
Labor	1	Labor to install new Equipment	
			<b>\$5,275.00</b>

**Quote For:**



**Hamilton School**  
**Adult ED.**  
**535 Sacramento Ave.**  
**Hamilton Cit, 95951**  
**Contact: Alan Joksch**  
**Salesman: Seng Phan**  
**1/18/2023**

2348 Baldwin Ave  
 Oroville, CA 95966  
 (530) 532-0885  
 (530) 895-0885  
 (800) 722-2852

Quote valid for 90 days from date submitted

**System Type: Owned**

Base Monthly \$50.00  
 App/Cellar \$20.00  
**Total Monthly \$70.00**

**Total Installed \$3,080.00**

Hardware			SubTotal
Part #	Qty	Description	
XT-50	1	Main Control Panel	\$3,080.00
ELK	1	Exterior Sounder	
7060	1	Key Pad	
1100R	1	Wireless Repeater	
263 LTEV	1	Radio Cellar Unit as primary communication	
1101W	1	Wireless Front Door Contact	
1148G	1	Wireless Pendant Panic Button	
App	1	App for access and Management	
LED	1	LED Light	
ELK-100	1	Siren Driver for exterior Sounder	
App	1	App for remote access and Management	
Labor		Labor to install new Equipment	

**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 14, 2022  
[www.husdschools.org](http://www.husdschools.org)

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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 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 [at 5:32 p.m.](#)

✓	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. [at 5:32 p.m.](#)

- a. Government Code Section 54957, Personnel Issue. To consider public employee, evaluation, reassignment, resignation, release, dismissal, or discipline of a classified and/or certificated employee.
- b. Government Code Section 54957.6, Labor Negotiations. To confer with the District's Labor Negotiator, Superintendent Jeremy Powell regarding HTA and CSEA negotiations.
- c. Conference with labor Negotiator Gov. Code sec. 54957.6, subd. (a). Agency designated representative: Dr. Jeremy Powell; Employee Organization: Hamilton Teachers Association.

*Report out action taken in closed session. [No action.](#)*

**5.0 PUBLIC SESSION/FLAG SALUTE:** [at 6:01 p.m. lead by Mr. Boone](#)

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

Ms. Hamman noted that item 15.0.b. Resolution 22-23-102 should refer to the fiscal year 2023-24, not 2022-23 as indicated.

Motion to adopt the agenda with the noted change by Mr. Leal 2<sup>nd</sup> by Mr. Reyes. Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

**7.0 AJOURN TO ORGANIZATIONAL MEETING: at 6:03 p.m.**

- a. Administration of oath of office for re-appointed board members

Mr. Oseguera administered the oath of office to the below re-appointed board members:

- i. Genaro Reyes
  - ii. Ray Odom
- b. Seating of board members

- i. Elect 2023 Board President
      - 1. Mr. Odom nominated Mr. Boone for 2023 Board President
      - 2. Mr. Boone respectfully declined the nomination
      - 3. Mr. Leal nominated Mr. Lower for 2023 Board President
      - 4. Mr. Odom voted to close nominations

Motion to nominate Mr. Lower for 2023 Board President by Mr. Leal 2<sup>nd</sup> by Mr. Odom. Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

- ii. Elect 2023 Board Clerk
        - 1. Mr. Reyes nominated Mr. Boone for 2023 Board Clerk
        - 2. Mr. Leal 2<sup>nd</sup> the nomination
        - 3. Mr. Boone accepted the nomination
        - 4. Mr. Odom moved to close the nominations

Motion to nominate Mr. Boone for 2023 Board Clerk by Mr. Reyes 2<sup>nd</sup> by Mr. Leal. Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

- c. Set 2023 Board Meeting Dates (p. 8)

Motion to set the meeting dates as posted by Mr. Reyes 2<sup>nd</sup> by Mr. Leal. Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

**8.0 CLOSE ORGANIZATIONAL MEETING AND RE-OPEN REGULAR MEETING at 6:10 p.m.**

**9.0 COMMUNICATIONS/REPORTS:**

- a. Board Member Comments/Reports
  - i. Mr. Odom requested an item be placed on the next meeting agenda to consider developing a plan that includes building a gym on the current property to avoid the fees for building on the new property.
- b. ASB President and Student Council President Reports
  - i. Hamilton High School – Alyssa Fox (absent)
  - ii. Hamilton Elementary School (none)
- c. District Reports (written)
  - i. Technology Report by Frank James (p. 9)
  - ii. Nutrition Services Report by Erendida Moreno (p. 10)
  - iii. Operations Report by Alan Joksch (p. 11)
- d. Principal and Dean of Student Reports (written)

- i. Ulises Tellechea, Hamilton Elementary School Principal (p. 12)
- ii. Maria Reyes, District Dean of Students (handout)
- iii. Cris Oseguera, Hamilton High School Principal (handout)
- iv. Silvia Robles, Adult School (presentation)
- e. Chief Business Official Report by Kristen Hamman (1<sup>st</sup> Interim)
- f. Superintendent Report by Jeremy Powell (written) (p.15)

**10.0 PRESENTATIONS:**

- a. Hamilton Adult School presented by Silvia Robles (p. 16)
- b. Dangers of Fentanyl presented by Dr. Garrison

**11.0 CORRESPONDENCE:**

- a. None

**12.0 INFORMATION ITEMS:**

- a. HUSD Enrollment History for 5 years (p. 29)
- b. Bond Status: Fund 21 Update (p. 31)
- c. Hamilton Elementary Restroom Renovation, Trash Enclosure & Solar Array Projects Updates
  - i. [Ms. Wilhelm gave updates on the projects](#)
- d. GCOE request that deadlines for all Glenn County Schools and Glenn County Office of Education financial audits be extended until March 21, 2023 due to the network attack on May 10, 2022. (p. 36)
  - i. [Ms. Hamman reviewed the memo](#)

**13.0 DISCUSSION ITEMS:**

- a. None

**14.0 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. [Mr. Oseguera made comments on the MEChA giving tree and the canned food drive](#)

**15.0 ACTION ITEMS:**

- a. Authorize staff to circulate Request for Qualifications (RFQ) and assemble a selection committee to evaluate responses for the purpose of making a recommendation to the Board for services related to the development of the Facilities Master Planning Services (p. 37)

[Motion to authorize by Mr. Odom 2<sup>nd</sup> by Mr. Leal.](#)

[Motion Carried 5-0](#)

<a href="#">Leal: AYE</a>	<a href="#">Lower: AYE</a>
<a href="#">Boone: AYE</a>	<a href="#">Reyes: AYE</a>
<a href="#">Odom: AYE</a>	

- b. Ratify agreement with lowest responsive bidder, United Building Contractors, for the Hamilton Elementary Restroom Alterations project. (p. 40)

[Motion to ratify by Mr. Leal 2<sup>nd</sup> by Mr. Boone.](#)

[Motion Carried 5-0](#)

<a href="#">Leal: AYE</a>	<a href="#">Lower: AYE</a>
<a href="#">Boone: AYE</a>	<a href="#">Reyes: AYE</a>
<a href="#">Odom: AYE</a>	

- c. Approve updated Classified employee job descriptions: (p. 42)
  - i. Administrative Services Technician
  - ii. Business Services Technician
  - iii. Child Nutrition Assistant
  - iv. Child Nutrition Lead
  - v. District Bus Driver
  - vi. District Custodian
  - vii. District Universal – Maintenance & Transportation
  - viii. Licensed Vocational Nurse (LVN)
  - ix. Office Assistant I, HHS
  - x. Office Assistant I, HES
  - xi. Preschool Assistant



- xii. Preschool Teacher
- xiii. Special Education Paraprofessional
- xiv. Student Services and Library Coordinator
- xv. (Job descriptions not included for approval: Campus Supervisor/Crossing Guard and Paraeducator/Library Media Technician due to continued review by CSEA unit)

Motion to approve all by Mr. Boone 2<sup>nd</sup> by Mr. Leal.

Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

- d. Adopt Resolution# 22-23-102 Authorize designated personnel (Dr. Powell and Ms. Hamman) to sign contract documents for the fiscal year ~~2022-23~~ 2023-24 for child care and development services – CDE. (p. 77)

Motion to adopt Resolution# 22-23-102 to authorize designated personnel to sign contract documents for the fiscal year 2023-24 for child care and development services by Mr. Leal 2<sup>nd</sup> by Mr. Boone. Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

- e. Approve purchase of field mower deck from Industrial Power Products (p. 107)

Motion to approve purchase by Mr. Leal 2<sup>nd</sup> by Mr. Boone.

Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

- f. Approve 2022-23 First Interim Report (handout)

- i. Ms. Hamman reviewed the First Interim Report and responded to comments and questions from Board Members
- ii. Mr. Odom requested that at the next Board Meeting we consider increasing annual transfer from the General Fund (01) to Deferred Maintenance Fund (14) from \$53,000 to \$75,000
- iii. Mr. Odom requested that at the next Board Meeting we consider starting an annual transfer from the General Fund (01) to the special reserve fund for future projects
- iv. Ms. Hamman suggested that at the next Board Meeting we may consider possibly holding back a certain percent of reserves to establish an available reserve level

Motion to approve 2022-23 First Interim Report by Mr. Leal 2<sup>nd</sup> by Mr. Odom.

Motion Carried 4-0

Leal: AYE	Lower: AYE
Boone: Absent	Reyes: AYE
Odom: AYE	

- g. Approve Developer Fee Report 2021-22 (p. 110)

- i. Ms. Hamman reviewed the report
- ii. Mr. Odom made comments

Motion to approve Developer Fee Report 2021-22 Report by Mr. Odom 2<sup>nd</sup> by Mr. Leal. Motion Carried 4-0

Leal: AYE	Lower: AYE
Boone: Absent	Reyes: AYE
Odom: AYE	

- h. Approve Heartland School Solutions proposal for Mosaic Cloud for food services management. (p. 112)

- i. Ms. Hamman reviewed the proposal

Motion to approve 2022-23 First Interim Report by Mr. Leal 2<sup>nd</sup> by Mr. Reyes.

Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

- i. CSBA Policies review for second readings for discussion and adoption (p. 116)
  - i. Board Policy 4140: Bargaining Units
  - ii. Board Policy 4240: Bargaining Units
  - iii. Board Policy 4340: Bargaining Units
  - iv. Administrative Regulation 4161.2: Personal Leaves
  - v. Administrative Regulation 4261.2: Personal Leaves
  - vi. Administrative Regulation 4361.2: Personal Leaves
  - vii. Administrative Regulation 4161.5: Military Leave
  - viii. Administrative Regulation 4261.5: Military Leave
  - ix. Administrative Regulation 4361.5: Military Leave
  - x. Board Policy 4216: Probationary/Permanent Status
  - xi. Board Policy 4218: Dismissal/Suspension/Disciplinary Action
  - xii. Administrative Regulation 4218: Dismissal/Suspension/Disciplinary Action
  - ~~xiii. Board Policy 6146.1: High School Graduation Requirements~~
  - xiv. Administrative Regulation 6146.1: High School Graduation Requirements
    - 1. Delete
  - xv. Board Policy 6158: Independent Study
  - xvi. Administrative Regulation 6158: Independent Study
  - ~~xvii. Board Policy 6178: Career Technical Education~~
  - xviii. Administrative Regulation 6178: Career Technical Education
  - xix. Board Policy 6200: Adult Education
  - xx. Administrative Regulation 6200: Adult Education
  - xxi. Board Policy 7150: Site Selection and Development
  - xxii. Administrative Regulation 7150: Site Selection and Development
  - xxiii. Board Policy 9100: Organization
    - 1. Option 1

Motion to adopt by Mr. Odom 2<sup>nd</sup> by Mr. Boone.

Motion Carried 4-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

**16.0 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 26, 2022 (p. 122)
- b. Williams Quarterly Report for October 2022 (p. 127)
- c. Williams Quarterly Report for July 2022 (p. 128)
- d. Winter Break 2022-23 Office Hours (p. 129)
- e. Warrants and Expenditures (p. 130)
- f. 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
- g. Personnel Actions as Presented:
  - i. New hires:
    - 1. None
  - ii. Resignations/Retirement:

1. None

Motion to approve consent agenda by Mr. Leal 2<sup>nd</sup> by Mr. Boone.

Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

**17.0 ADJOURNMENT:** at 8:17 p.m. in respect of Bill Corneliussen and Wanda Zimmerman

X

\_\_\_\_\_  
Rod Boone  
HUSD Board Clerk

X

\_\_\_\_\_  
Jeremy Powell  
HUSD Superintendent

# Hamilton High School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

### 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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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) <https://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.

## 2022-23 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@hudschools.org
<b>School Website</b>	www.hudschools.org/HHS
<b>County-District-School (CDS) Code</b>	11765621133701

## 2022-23 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@hudschools.org
<b>District Website Address</b>	www.hudschools.org

## 2022-23 School Overview

Hamilton High School, with a 2022-23 current enrollment of 296 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 and subsequently (2020) purchased approximately 45 acres just north of the current high school. 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 2022, 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.

## 2022-23 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

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	63
Grade 10	80
Grade 11	70
Grade 12	75
<b>Total Enrollment</b>	<b>288</b>

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3
Male	50.7
Non-Binary	0
American Indian or Alaska Native	0.0
Asian	1.0
Black or African American	0.3
Filipino	0.0
Hispanic or Latino	72.6
Native Hawaiian or Pacific Islander	0.0
Two or More Races	1.0
White	17.0
English Learners	12.2
Foster Youth	0.0
Homeless	1.4
Migrant	1.0
Socioeconomically Disadvantaged	66.0
Students with Disabilities	14.9

## **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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	13.00	81.55	31.00	87.81	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.70	2.12	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.50	16.15	3.00	8.74	12115.80	4.41
<b>Unknown</b>	0.30	2.31	0.40	1.33	18854.30	6.86
<b>Total Teaching Positions</b>	16.00	100.00	35.30	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<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>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.



## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.30	
Local Assignment Options	2.20	
<b>Total Out-of-Field Teachers</b>	2.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<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)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 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 textbook adoptions occurred in 2020 in time for the 2020-21 school year. Our Social Science curriculum was updated with new purchases made for the 2018-19 school year.

<b>Year and month in which the data were collected</b>	November 2022
--	---------------

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	No	0%
<b>Health</b>	Health: Glencoe Health, McGraw-Hill Education, 2022		0%
<b>Visual and Performing Arts</b>			0%
<b>Science Laboratory Equipment (grades 9-12)</b>	Meets State Standards, recently (2022) purchased new microscopes, beakers, cylinders		0%

## School Facility Conditions and Planned Improvements

Hamilton High School, with a current year enrollment of 296 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 300 chromebooks were purchased for student use, with our district now 1:1. As well, nearly each high school classroom in 2022 was 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 winter of 2021-22, 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 received 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 during the modernization. The Home Economics and Science rooms were modernized in the summer of 2008. Finally, in winter of 2021-22 new state-of-the art fire and communications systems were installed.

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. In Summer 2022, safety lighting was added in the south campus area between Ella Barkley and Hamilton High campus.

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. Our district allocates at least \$50,000 yearly to this fund.

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**

12/7/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Cafeteria: Stained and Damaged Ceiling Tiles, Roof beginning to leak, HVAC Being Replaced this Spring

## School Facility Conditions and Planned Improvements

<b>Interior:</b> Interior Surfaces			X	100 bldg RR: New partition needed; faucets need upgrade replacement Cafeteria: Stained/damaged ceiling tiles; roof beginning to leak; HVAC needs replacing Gym foyer: Stained ceiling tiles need replacing Room 1: Sink water valve needs replacing Room 20: wallboard repair needed Room 9: Formica countertops need repair Gym: Wall FRP panels need repair; main gym floor needs refinishing Gym locker rooms: floors need refinishing; boys locker room toilet need partition door
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			flea issues being addressed
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			100 Restrooms: Boys Restroom Needs New Partitions and Faucets need replaced
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Cafeteria: Stained and Damaged Ceiling Tiles, Roof beginning to leak, HVAC Being Replaced this Spring
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			squirrels/gophers/moles have become an issue

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### 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).
4. **College and Career Ready**  
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.

#### 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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	53	N/A	23	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	23	N/A	13	N/A	33

## 2021-22 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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>	71	66	92.96	7.04	53.03
<b>Female</b>	35	34	97.14	2.86	64.71
<b>Male</b>	36	32	88.89	11.11	40.63
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	50	45	90.00	10.00	53.33
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	15	15	100.00	0.00	73.33
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	34	31	91.18	8.82	51.61
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## 2021-22 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.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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>	71	66	92.96	7.04	22.73
<b>Female</b>	35	34	97.14	2.86	23.53
<b>Male</b>	36	32	88.89	11.11	21.88
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	50	45	90.00	10.00	22.22
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	15	15	100.00	0.00	33.33
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	34	31	91.18	8.82	22.58
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--



## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	1.79	30.56	5.44	19.16	28.5	29.47

## 2021-22 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	74	72	97.3	2.7	30.56
<b>Female</b>	40	39	97.5	2.5	25.64
<b>Male</b>	34	33	97.06	2.94	36.36
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	57	57	100	0	22.81
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	12	11	91.67	8.33	54.55
<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>	39	37	94.87	5.13	29.73
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 2021-22 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 2022-23. 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: Horticulture (Floral Design), Ag Careers, Ag Mechanics, Careers with Children, Digital Photography, and Web Design.

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	250
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	40
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## 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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	33.85

## 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	85.5%	87.1%	87.1%	87.1%	88.7%

## 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.

#### 2022-23 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. Regular school newsletters are produced and shared via AERIES communication, instagram & twitter, and in local business establishments.

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 [coseguera@husdschools.org](mailto:coseguera@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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		0	0		0	0		8.9	7.8
Graduation Rate		100	97.3		100	97.4		84.2	87

### 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	75	73	97.3
Female	40	40	100.0
Male	35	33	94.3
American Indian or Alaska Native	0	0	0.0
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.0
Hispanic or Latino	58	57	98.3
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	12	11	91.7
English Learners	11	11	100.0
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	59	57	96.6
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	295	294	63	21.4
Female	146	146	35	24.0
Male	149	148	28	18.9
American Indian or Alaska Native	0	0	0	0.0
Asian	3	3	0	0.0
Black or African American	1	1	1	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	215	214	44	20.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	1	33.3
White	50	50	14	28.0
English Learners	40	40	8	20.0
Foster Youth	0	0	0	0.0
Homeless	4	4	2	50.0
Socioeconomically Disadvantaged	199	199	46	23.1
Students Receiving Migrant Education Services	10	10	0	0.0
Students with Disabilities	45	45	8	17.8

### 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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.83	1.39	2.45
Expulsions	0.00	0.00	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.69	0.00	2.30	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.69	0.00
Female	0.00	0.00
Male	3.36	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.86	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.00	0.00
English Learners	2.50	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.01	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.67	0.00

## 2022-23 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 2022.

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. In 2020-22, due to the coronavirus pandemic, the majority of our meetings, trainings, and discussions have centered on our protocols for student and staff safety. .

## 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

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	18	12	5	
Mathematics	16	11	6	
Science	20	3	2	
Social Science	24	3	7	

## 2021-22 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	160



## 2021-22 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)	0.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.9

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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
School Site	\$12,490	\$167	\$12,323	\$63,060
District	N/A	N/A	\$12,044	\$69,223
Percent Difference - School Site and District	N/A	N/A	2.3	-9.3
State	N/A	N/A	\$6,594	\$73,001
Percent Difference - School Site and State	N/A	N/A	60.6	-14.6

## 2021-22 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 Incentive Grant (CTEIG); 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.

Since Fall 2020, HUSD has received significant state and federal funding to assist with covid pandemic related expenditures. Additionally, for the 2022-2028 school years, funding is provided for learning loss, expanded learning opportunities, as well as other potential interventions necessary due to covid related learning issues. We are also receiving GEAR UP funds for a cohort of students (10th & 11th grades currently) to enhance college awareness, college & career opportunities, and general instructional growth.

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. We have been able to provide ongoing professional development opportunities to our staff.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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>	\$42,137	\$46,419
<b>Mid-Range Teacher Salary</b>	\$68,380	\$69,902
<b>Highest Teacher Salary</b>	\$89,221	\$97,912
<b>Average Principal Salary (Elementary)</b>	\$117,937	\$111,731
<b>Average Principal Salary (Middle)</b>		\$122,012
<b>Average Principal Salary (High)</b>	\$126,445	\$122,212
<b>Superintendent Salary</b>	\$152,521	\$150,971
<b>Percent of Budget for Teacher Salaries</b>	28%	29%
<b>Percent of Budget for Administrative Salaries</b>	7%	6%

## 2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	15.6
--	------

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	2
Fine and Performing Arts	0
Foreign Language	1
Mathematics	1
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	4

## Professional Development

In the 2021-22 and 2022-23 school years, HUSD provided Hamilton High School with four full days of professional development/in-service days. Additionally, every Friday is a student minimum day with the afternoons 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. We also focus on

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

Beginning with the 2021-22 school year, our master schedule was changed to a modified block schedule, allowing for students and teachers to meet four times a week while still having lengthier periods on two of the schooldays for labs, projects, and presentations. We are looking for the next school year to add back sections 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 collaboration time in the schedule on Friday afternoon PD and PLC 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	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	4

# Ella Barkley High School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

### 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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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) <https://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.

## 2022-23 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

## 2022-23 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

## 2022-23 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

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	5
Grade 12	4
<b>Total Enrollment</b>	<b>9</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	77.8
Male	22.2
American Indian or Alaska Native	0.0
Asian	0.0
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	77.8
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	11.1
English Learners	44.4
Foster Youth	0.0
Homeless	0.0
Migrant	11.1
Socioeconomically Disadvantaged	100.0
Students with Disabilities	11.1

### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	0.60	85.71	31.00	87.81	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.70	2.12	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	3.00	8.74	12115.80	4.41
<b>Unknown</b>	0.10	14.29	0.40	1.33	18854.30	6.86
<b>Total Teaching Positions</b>	0.70	100.00	35.30	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<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>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<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)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.



## 2022-23 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**

09/2022

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 Word Literature 1999 Study Sync, BookheadEd Learning, LLC 2019	Yes	0%
<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

09/20/2022

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		
<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		

### 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).
4. **College and Career Ready**  
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.

#### 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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	--	N/A	23	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	--	N/A	13	N/A	33

## 2021-22 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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	--	--	--	--	--
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	0	0	0.00	0.00	0.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

## 2021-22 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.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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	--	--	--	--	--
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	0	0	0.00	0.00	0.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	--	--	5.44	19.16	28.5	29.47

## 2021-22 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	--	--	--	--	--
<b>Female</b>	--	--	--	--	--
<b>Male</b>	0	0	0	0	0
<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>	--	--	--	--	--
<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>	--	--	--	--	--
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	0	0	0	0	0

## 2021-22 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.

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	10
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	

## 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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

## 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.

## 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

## 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.

## 2022-23 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



## 2022-23 Opportunities for Parental Involvement

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		--	--		0	0		8.9	7.8
Graduation Rate		--	--		100	97.4		84.2	87

## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	--	--	--
Female	--	--	--
Male	0	0	0.0
American Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	--	--	--
English Learners	--	--	--
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	0	0	0.0

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	12	11	9	81.8
Female	8	8	7	87.5
Male	4	3	2	66.7
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	10	9	8	88.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	1	1	1	100.0
English Learners	4	4	3	75.0
Foster Youth	0	0	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	12	11	9	81.8
Students Receiving Migrant Education Services	1	1	1	100.0
Students with Disabilities	2	2	2	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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	1.39	2.45
Expulsions	0.00	0.00	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.00	2.30	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2022-23 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

## 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		

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	3		
Mathematics	3	3		
Science	3	3		
Social Science	3	3		

## 2021-22 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	30

## 2021-22 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)	0.1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.1

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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
School Site	\$9,797	\$916	\$8,881	\$64,281.00
District	N/A	N/A	\$8,881	\$69,223
Percent Difference - School Site and District	N/A	N/A	0.0	-7.4
State	N/A	N/A	\$6,594	\$73,001
Percent Difference - School Site and State	N/A	N/A	29.6	-12.7

## 2021-22 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.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$42,137	\$46,419
Mid-Range Teacher Salary	\$68,380	\$69,902
Highest Teacher Salary	\$89,221	\$97,912
Average Principal Salary (Elementary)	\$117,937	\$111,731
Average Principal Salary (Middle)		\$122,012
Average Principal Salary (High)	\$126,445	\$122,212
Superintendent Salary	\$152,521	\$150,971
Percent of Budget for Teacher Salaries	28%	29%
Percent of Budget for Administrative Salaries	7%	6%

## 2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	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	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	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	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	4



# Hamilton Elementary School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



### 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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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) <https://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.

## 2022-23 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>	Ulises Tellechea
<b>Email Address</b>	utellechea@husdschools.org
<b>School Website</b>	<a href="https://www.husdschools.org/HES">https://www.husdschools.org/HES</a>
<b>County-District-School (CDS) Code</b>	11765626007447

## 2022-23 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>	<a href="http://www.husdschools.org">www.husdschools.org</a>

## 2022-23 School Overview

Hamilton Elementary School (HES), with a current enrollment of 400 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 school 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. HES also offers a Dual Immersion program to Kindergarten through 5th grade students. This is our fifth year of implementing bilingual instruction and we currently have 149 students enrolled in our Dual Immersion program. We offer extra curricular activities such as middle school athletics: flag football, volleyball, boys

## 2022-23 School Overview

and girls basketball, track and field and the Girls on the Run program. Along with our athletic teams we also have an Associated Student Body with representatives and CJSF club.

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 of our students, and we are proud to be a MTSS (Multi-Tiered System of Supports) 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

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	52
Grade 1	42
Grade 2	45
Grade 3	46
Grade 4	36
Grade 5	38
Grade 6	48
Grade 7	48
Grade 8	57
<b>Total Enrollment</b>	<b>412</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8
Male	51.2
American Indian or Alaska Native	0.7
Asian	1.9
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	94.7
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	1.5
English Learners	43.7
Foster Youth	0.2
Homeless	5.6
Migrant	2.4
Socioeconomically Disadvantaged	92.7
Students with Disabilities	10.7

### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.30	93.29	31.00	87.81	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.70	4.03	0.70	2.12	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.50	2.69	3.00	8.74	12115.80	4.41
<b>Unknown</b>	0.00	0.00	0.40	1.33	18854.30	6.86
<b>Total Teaching Positions</b>	18.60	100.00	35.30	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<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>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.70	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.70</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.50	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	<b>0.50</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.00	
<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)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 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.

Instruction at Hamilton Elementary School is aligned to the Common Core Standards and teachers use instructional materials and practices to best serve our students. Our primary grades use Everyday Math as their math curriculum and Benchmark for English Language Arts. The middle school grades use CPM for math and Study Sync for English Language Arts. For our science curriculum we have adopted Stemsscopes for all of the grades at our site (TK-8). My World Interactive is used for our social studies curriculum and it is also used school wide (K-8). In addition, all teachers use the Second Step curriculum to support students' socio-emotional well being. All adopted curriculum is also available online to fully support student access to 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.

Year and month in which the data were collected

09/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students 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 Everyday Math, McGraw-Hill- Common Core Edition 2015 6-8 CPM Math	Yes	0%
<b>Science</b>	Tk-8 Stemsscopes	Yes	0%
<b>History-Social Science</b>	K-8 My World Interactive 2018- SAVVAS Learning Company	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 School is a clean facility and rated in fair repair. 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. Within the last decade, a new kindergarten complex with three classrooms, each containing restrooms, was added to our campus. We are currently in the middle of several projects to improve our campus. A middle school bathroom remodel has started and is projected to be completed by the end of January 2023. New HVAC Units are being installed throughout the campus, and a solar array which will also serve as a shade structure will be installed this winter.

Hamilton Elementary School occupies 4.8 acres which includes 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. There are ample classrooms, restrooms, playground space and equipment.

A staff of two typically provides janitorial services and 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. The cafeteria is cleaned after both breakfast and lunch. Restrooms are cleaned and sanitized daily. Trash cans are available throughout the campus. The lawns are mowed weekly. The District contracts with an arborist to annually perform necessary routine trimming of trees.

The District participates in the State's Deferred Maintenance Program to replace major components of the school's facilities. 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**

12/08/2022

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	Due to age and high use the carpets/flooring in the following rooms need replacement: office, 301, 401, 402, 404, 405, 406, 502, 503,  Several ceiling tiles need to be replaced in these rooms: 307, 609
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			After the summer months vermin were a problem in room 607. The vermin issue has been resolved.
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			200 Bathrooms: The bathrooms are currently being remodeled. After the remodel the bathrooms will meet current codes and regulations. 500 Bathrooms: Needs partitions replaced Rm 401 and 402: Sink drains need repair.



## 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	Play structure needs updating. There are many gopher holes in the playing fields.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

### 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).
4. **College and Career Ready**  
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.

#### 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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	16	N/A	23	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	10	N/A	13	N/A	33

## 2021-22 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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>	273	266	97.44	2.56	15.79
<b>Female</b>	137	135	98.54	1.46	15.56
<b>Male</b>	136	131	96.32	3.68	16.03
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	263	256	97.34	2.66	15.63
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	96	91	94.79	5.21	4.40
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	13	12	92.31	7.69	8.33
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	251	245	97.61	2.39	13.47
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	37	35	94.59	5.41	2.86

## 2021-22 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.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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>	273	269	98.53	1.47	10.41
<b>Female</b>	137	137	100.00	0.00	8.03
<b>Male</b>	136	132	97.06	2.94	12.88
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	263	259	98.48	1.52	9.65
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	96	94	97.92	2.08	9.57
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	13	13	100.00	0.00	15.38
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	251	248	98.80	1.20	9.68
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	37	35	94.59	5.41	2.86

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	8.05	10.64	5.44	19.16	28.5	29.47

## 2021-22 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	95	94	98.95	1.05	10.64
<b>Female</b>	41	41	100	0	7.32
<b>Male</b>	54	53	98.15	1.85	13.21
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<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>	90	89	98.89	1.11	10.11
<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>	24	24	100	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	85	85	100	0	8.24
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	13	13	100	0	7.69

## 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98%	100%	98%	100%	100%
Grade 7	98%	98%	98%	98%	98%

## 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.

#### 2022-23 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. 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. We also offer a quarterly Coffee with the Principal where parents or guardians can get updated on current initiatives, school events and also have an opportunity to voice suggestions or concerns regarding their experience at HES. 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 teaching staff. PTO and HES have a great partnership which has been instrumental in providing meaningful experiences to our families such as carnivals, winter programs, and community concerts. Our School Site Council and PTO meetings are available in person and via zoom to accommodate our members. In addition, we provide translation as needed at each of these meetings.

Academic Parent Teacher Teams (APTT) have also been established by various teachers on campus. APTT is an opportunity for parents to meet with their teacher and discuss their children and school performance in certain areas. Teachers then create goals with parents and teach parents specific learning activities that support the goals, for parents to implement 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 fosters a greater connection with parents and their child's learning and progress.

Our school's social worker provides an additional resource for parent outreach including home visitations, bridging school/home relationships and making referrals to community and county agencies. In addition to parent outreach, the social worker also facilitates workshops around topics that benefit the families of our school.

For further information on how parents may become involved in our school, please contact Ulises Tellechea, Principal, at (530) 826-3474 or [utellechea@hudsdschools.org](mailto:utellechea@hudsdschools.org).

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	432	423	76	18.0
Female	211	210	39	18.6
Male	221	213	37	17.4
American Indian or Alaska Native	3	3	1	33.3
Asian	8	8	1	12.5
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	408	400	71	17.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	8	7	3	42.9
English Learners	193	191	31	16.2
Foster Youth	1	1	1	100.0
Homeless	24	24	1	4.2
Socioeconomically Disadvantaged	403	394	69	17.5
Students Receiving Migrant Education Services	18	18	2	11.1
Students with Disabilities	56	55	11	20.0

### 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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.15	1.39	2.45
Expulsions	0.00	0.00	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	2.78	0.00	2.30	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.78	0.00
Female	1.90	0.00
Male	3.62	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.70	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	3.63	0.00
Foster Youth	0.00	0.00
Homeless	4.17	0.00
Socioeconomically Disadvantaged	2.98	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.36	0.00

## 2022-23 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 January of 2023 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 7:40 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. During recesses and breaks, teachers, classified staff, and administration are assigned supervision duties. 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 in response to 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 involved staff to find alternatives to removing students from school. Parents are contacted to keep them informed and to remind them to have conversations with their 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.

## 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		

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	25		4	
1	21	2	2	
2	28		1	
3	21	2	2	
4	18	3	1	
5	19	3	1	
6	17	10	12	
Other	23	1	2	

## 2021-22 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	0

## 2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.0

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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
School Site	11,204	2,174	9,030	69,223
District	N/A	N/A	9,898	\$69,223
Percent Difference - School Site and District	N/A	N/A	-9.2	0.0
State	N/A	N/A	\$6,594	\$73,001
Percent Difference - School Site and State	N/A	N/A	31.2	-5.3

## 2021-22 Types of Services Funded

Hamilton Elementary School receives the following funding:

- LCAP state funds to support programs and activities to assist all learners achieve proficiency in all subject areas.
- Title I funds to meet the educational needs of students enrolled in the highest poverty schools and to provide parent education.
- Title II federal funds to provide ongoing staff development for teachers and principals.
- Title III funds to improve education for English Learners.
- Safe Schools funds to provide training, resources, and technical assistance to establish a school/community environment which is physically and emotionally safe, well-disciplined, and conducive to learning.

With the funding mentioned above Hamilton Elementary School is able to provide:

- Special Education Services provided by our Glenn County Office of Education partners. 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.
- An afterschool program, in partnership with the Boys and Girls Club, K-8th grade students stay after school to receive homework support and enrichment.
- Free Breakfast and Lunch for all students
- Intervention services delivered throughout the school day to bridge the learning gap
- SEL lessons delivered through the Second Step curriculum
- An athletic program for middle school students: Volleyball, flag football, Boys and Girls basketball, track and field.
- Associated Student Body activities and clubs
- Parent Outreach, support and education is provided through our school social worker and teachers.
- Summer School Program

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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>	\$42,137	\$46,419
<b>Mid-Range Teacher Salary</b>	\$68,380	\$69,902
<b>Highest Teacher Salary</b>	\$89,221	\$97,912
<b>Average Principal Salary (Elementary)</b>	\$117,937	\$111,731
<b>Average Principal Salary (Middle)</b>		\$122,012
<b>Average Principal Salary (High)</b>	\$126,445	\$122,212
<b>Superintendent Salary</b>	\$152,521	\$150,971
<b>Percent of Budget for Teacher Salaries</b>	28%	29%
<b>Percent of Budget for Administrative Salaries</b>	7%	6%

## Professional Development

Hamilton Elementary School and Hamilton Unified School District is committed to providing ongoing professional development to meet the needs of our students. Instructional staff receive a total of 4 full non-student days and 6 minimum days of staff development. The trainings are focused on supporting our HUSD and HES visions and LCAP goals. The following are examples of the professional development provided: Universal Design for Learning (UDL) strategies, Quality Teaching for English Learners (QTEL), collecting and analyzing data through the Illuminate platform and social-emotional learning with a focus on building strong student relationships. We have partnered with the Glenn County Office of Education to provide some of the training mentioned above. GCOE has also provided follow up sessions to the grade level Professional Learning Communities (PLC).

The Hamilton Elementary School staff also engage in ongoing collaboration to strengthen their practice in their PLC time. During this time, teachers are able to discuss school wide initiatives, analyze data and create common assessments and lessons to address the needs of their students. Our site is also receiving professional development on bilingualism from Dr. Claudia Rodriguez-Mojica. In addition to districtwide and schoolwide professional development opportunities, we have many teachers involved in professional development in other areas such as: PBIS training, Biliteracy as a Resource: Investing in Literacy Across Languages for ALL (BRILLA) and the Multilingual California Project (MCAP).

This year, our classified staff also received training on building strong relationships with students and how to approach and de-escalate student situations.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	12	7	7

### 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	Vogelesang	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			
Shelley	Whittaker	7-Aug-15			
Nancy	Heffley	14-Sep-15			
Andrew	Martin	10-Aug-18			
Nall	Derek	10-Aug-18			
Curiel	Aimee	9-Aug-19			
Hautala	Ashley	6-Aug-21	Prob II		
Heyl	Trevor	6-Aug-21	Temporary		
Song	Susan	6-Aug-21	Prob II		
Duenas	Jocelyne	31-Jan-22	Prob I		
Avakian	Amanda	5-Aug-22	Temporary		
Bryan	Cruz	5-Aug-22	Temporary		
Quiroz-Garcia	Gelsey	5-Aug-22	Temporary		
Wilkes	Shanna	5-Aug-22	Prob I		
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: 1.26.2022					
Revised: 9.7.22/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>		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	<b>2/5/1985</b>	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	<b>10/1/1996</b>	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	<b>5/12/1997</b>	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	<b>8/20/1998</b>	x
Lopez-Reyes, Bertha (Maria)	<b>District Custodian</b>	<b>10/08/2003</b>	
DeVries, Chris	<b>Business Services Technician</b>	7/1/2019	(4/29/2004) Accounting Clerk
	District Account Clerk	<b>5/10/2004</b>	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	<b>1/6/2005</b>	x
Montgomery, Sean	<b>Child Nutrition Lead</b>	10/1/2022	x
	Director of Nutrition & Student Welfare (Mgmt, NON CSEA)	7/1/2019	7/1/2019 to 9/30/2022, voluntary step down from Mgmt position
	Child Nutrition Lead	8/9/2013	x Assistant Cook 5/19/2006
	Head Cook	8/9/2010	x
	Assistant Cook	1/1/2007	x
	Cook Helper/Dish	<b>5/19/2006</b>	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	<b>8/12/2016</b>	x
Elkin, Dave	<b>District Universal - Maintenance &amp; Transportation</b>	<b>5/30/2017</b>	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	<b>8/27/2018</b>	Placed on 39 Month Rehire List Effective 6/30/20
Rivera, Marcelina	<b>Child Nutrition Lead</b>	<b>8/9/2019</b>	
Romano, Jonathan	<b>District Universal - Maintenance &amp; Transportation</b>	10/7/2021	(10/7/2021) District Universal - Maintenance & Transportation
	District Custodian	<b>1/11/2021</b>	(1/11/2021) District Custodian
	Short-Term District Custodian	8/26/2020	x Short-Term District Custodian 8/26/20 - 12/18/20
McCarthy, Cierra	<b>District Universal - Maintenance &amp; Transportation</b>	8/6/2021	(8/6/2021) District Universal - Maintenance & Transportation
	District Custodian	<b>1/11/2021</b>	(1/11/2021) District Custodian
	Short-Term District Custodian	10/14/2020	x Short-Term District Custodian 10/14/20 - 12/18/20
Velazquez, Doris	<b>Child Nutrition Assistant</b>	<b>2/2/2021</b>	x
Rosales Ramirez, Josefina	<b>Child Nutrition Assistant</b>	<b>7/19/2021</b>	x
Nava, Alejandra	<b>SPED Paraeducator</b>	<b>9/14/2021</b>	x
Martinez-Barron, Giovanni	<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
Acosta, Isaac	<b>Paraeducator/Library Media Technician</b>	<b>11/1/2021</b>	x
Rosales, Rodrigo	<b>District Custodian</b>	<b>12/13/2021</b>	x
Taylor, Shannon	<b>Campus Supervisor/Crossing Guard</b>	<b>2/10/2022</b>	x
	Temporary Preschool Teacher (Classified)	2/19/2021	x Temporary Preschool Teacher (Classified) 2/19/21 - 6/4/21
Elkin, Bailee	<b>District Custodian</b>	<b>3/21/2022</b>	x
Perez, Wendy	<b>Paraeducator/Library Media Technician</b>	<b>8/9/2022</b>	x
Aguilar, Cristian	<b>Office Assistant I</b>	<b>9/16/2022</b>	x
Moreno, Alissa	<b>Paraeducator/Library Media Technician</b>	<b>10/14/2022</b>	x
Medina-Duran, Nayeli	<b>SPED Paraeducator</b>	<b>10/17/2022</b>	x
Watson, Michael	<b>Information Systems Technician</b>	<b>10/24/2022</b>	x

**EMPLOYED FROM 39 MONTH REHIRE LIST**

N/A  
(See Seniority Change Log for details of revisions)

Revision: October 28, 2022 Adopted:

**Bold text = your current position and corresponding seniority date**



**Approval Batch 000577** **Bank Account COUNTY - County Bank Account**

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor			CALIFORNIA'S VALUED TRUST H/W (000008/2) ATTN: FINANCE DEPARTMENT P.O. BOX 26300 FRESNO, CA 93729-6300							
2022/23	11/18/22	REQ23-00044	444 STAFF H & W INSURANCE	DEC 2022	11/29/22	Paid	Printed	99,020.44		99,020.44
Check #	2023 (002068) 01- 40336652		- - - -9571-	- -			Check Date 12/07/22	PO# PO23-00044	Register # 000034	
<b>Total Invoice Amount</b>								<b>99,020.44</b>		
AP Vendor			DANNIS WOLIVER KELLEY (002047/2) 2087 ADDISON STREET 2ND FLOOR BERKELEY, CA 94704							
2022/23	11/21/22	REQ23-00023	423 LEGAL FEES	OCT 2022	11/29/22	Paid	Printed	2,371.00		2,371.00
Check #	2023 (000144) 01- 40336654		0000-0-0000-7110-5815-000-0000-00000				Check Date 12/07/22	PO# PO23-00023	Register # 000034	
<b>Total Invoice Amount</b>								<b>2,371.00</b>		
AP Vendor			LESLIE ANDERSON-MILLS (000522/1) 960 RACHEL CT. SAN LUIS OBISPO, CA 93401							
2022/23	11/18/22	REQ23-00033	433 L ANDERSON H&W PAYOUT	DEC 2022	11/29/22	Paid	Printed	791.67		791.67
Check #	2023 (000238) 01- 40336664		0000-0-1110-1000-3701-000-000-00000				Check Date 12/07/22	PO# PO23-00033	Register # 000034	
<b>Total Invoice Amount</b>								<b>791.67</b>		
AP Vendor			STANDARD (000584/1) P.O. BOX 4664 PORTLAND, OR 97208-4664							
2022/23	11/21/22	REQ23-00008	408 STANDARD EE INS	NOV 2022	11/29/22	Paid	Printed	318.28		318.28
Check #	2023 (002068) 01- 40336678		- - - -9571-	- -			Check Date 12/07/22	PO# PO23-00008	Register # 000034	
<b>Total Invoice Amount</b>								<b>318.28</b>		

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Payment Register by Approval BatchId

Approval Batch 000586						Bank Account COUNTY - County Bank Account				
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor			ACCULARM SECURITY SYSTEMS (001187/1) 2348 BALDWIN AVE OROVILLE, CA 95966							
2022/23	08/31/22	R23-00049	01-0000-0-1110-100 0-5890-800-ANNUAL ELEM 9/1/22-8/31/23	267072	12/02/22	Paid	Printed	341.00		341.00
Check #	40336646	2023 (000301)	01-0000-0-1110-1000-5890-800-000-00000			Check Date 12/07/22	PO# PO23-00359	Register # 000034		
F	2022/23	10/10/22	R23-00049	01-0000-0-1110-100 0-5890-800-ELEM ENTRY SERVCIE 10/7/22	268239	12/02/22	Paid	Printed	77.50	77.50
Check #	40336646	2023 (000301)	01-0000-0-1110-1000-5890-800-000-00000			Check Date 12/07/22	PO# PO23-00359	Register # 000034		
<b>Total Invoice Amount</b>								<b>418.50</b>		
AP Vendor			ACCURATE PLUMBING (002079/1) PO BOX 3056 CHICO, CA 95927							
2022/23	09/20/22	REQ23-00295	01-0000-0-0000-810 0-5630-TANKLESS WATER HEATER SERVICE	28777	12/02/22	Paid	Printed	517.00		517.00
Check #	40336647	2023 (000190)	01-0000-0-0000-8100-5630-000-000-00000			Check Date 12/07/22	PO# PO23-00333	Register # 000034		
<b>Total Invoice Amount</b>								<b>517.00</b>		
AP Vendor			ALHAMBRA & SIERRA SPRINGS (000010/1) BOX 660579 DALLAS, TX 75266-0579							
2022/23	11/27/22	REQ23-00006	01-0000-0-1110-100 0-4300-NOV WATER SERVICE	NOV 9858589	12/02/22	Paid	Printed	285.00		285.00
Check #	40336648	2023 (002264)	01-0000-0-0000-8100-4300-000-000-00000			27.00				
		2023 (000240)	01-0000-0-1110-1000-4300-000-000-00000			34.80				
		2023 (000243)	01-0000-0-1110-1000-4300-100-000-00000			52.20				
		2023 (000257)	01-0000-0-1110-1000-4300-800-000-00000			107.00				
		2023 (000327)	01-0000-0-3200-1000-4300-300-000-00000			32.00				
		2023 (001279)	11-6391-0-4110-1000-4300-000-000-00000			32.00				
Check #	40336648					Check Date 12/07/22	PO# PO23-00006	Register # 000034		
Selection	See last page for selection criteria								ESCAPE	ONLINE

Approval Batch 000586 (continued)							Bank Account COUNTY - County Bank Account				
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount	

Total Invoice Amount 285.00

AP Vendor	ALLIANCE ENVIRONMENTAL SERVICES, INC (002134/1) 3135 RAE CREEK DRIVE CHICO, CA 95973									
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F	2022/23	09/22/22	REQ23-00227	21-0000-0-0000-850 0-6200-800-039-ASB ESTOS ELEM BATH PROJ	2428	11/29/22	Paid	Printed	2,698.00		2,698.00
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Check # 2023 (002203) 40336649 21-0000-0-0000-8500-6200-800-039-00000

Check Date 12/07/22 PO# PO23-00244 Register # 000034

Total Invoice Amount 2,698.00

AP Vendor	ARZATE CONSTRUCTION (002148/1) PO BOX 444 6432 CO RD 23 ORLAND, CA 95963									
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F	2022/23	09/19/22	REQ23-00294	01-0000-0-0000-850 0-6170-000-047-ELE M GATE REVERSE OPEN SIDE	18	11/29/22	Paid	Printed	3,800.00		3,800.00
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Check # 2023 (000195) 40336650 01-0000-0-0000-8500-6170-000-047-00000

Check Date 12/07/22 PO# PO23-00338 Register # 000034

Total Invoice Amount 3,800.00

AP Vendor	BUSWEST - NORTH (000794/1) P.O. BOX 101284 PASADENA, CA 91189-1284									
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	2022/23	11/28/22	REQ23-00021	01-0000-0-0000-360 0-4300-000-000-000 00	XA41003681402	11/29/22	Paid	Printed	86.36		86.36
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Check # 2023 (000131) 40336651 01-0000-0-0000-3600-4300-000-000-00000

Check Date 12/07/22 PO# PO23-00021 Register # 000034

Total Invoice Amount 86.36

AP Vendor	DANIELSON CO (000764/1) 435 SOUTHGATE CT CHICO, CA 95928									
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Selection See last page for selection criteria

ESCAPE ONLINE

ReqPay05g

Payment Register by Approval BatchId

Approval Batch 000586 (continued)						Bank Account COUNTY - County Bank Account					
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount	
AP Vendor		DANIELSON CO (000764/1) (continued)									
2022/23	10/31/22	REQ23-00025	13-5310-0-0000-370 0-4300/4700-000/04 9	289973	11/29/22	Paid	Printed	2,575.68		2,575.68	
		2023 (001385)	13- 5310- 0- 0000- 3700- 4300- 000- 000- 00000					176.58			
		2023 (001387)	13- 5310- 0- 0000- 3700- 4700- 000- 000- 00000					2,055.29			
		2023 (001390)	13- 5310- 0- 0000- 3700- 5890- 000- 000- 00000					8.00			
		2023 (001413)	13- 5320- 0- 0000- 3700- 4300- 000- 049- 00000					64.68			
		2023 (001414)	13- 5320- 0- 0000- 3700- 4700- 000- 049- 00000					271.13			
Check #	40336653					Check Date	12/07/22	PO#	PO23-00025	Register #	000034
2022/23	11/07/22	REQ23-00025	13-5310-0-0000-370 0-4300/4700-000/04 9	290638	11/29/22	Paid	Printed	2,459.38		2,459.38	
		2023 (001387)	13- 5310- 0- 0000- 3700- 4700- 000- 000- 00000					2,014.79			
		2023 (001390)	13- 5310- 0- 0000- 3700- 5890- 000- 000- 00000					8.00			
		2023 (001413)	13- 5320- 0- 0000- 3700- 4300- 000- 049- 00000					114.30			
		2023 (001414)	13- 5320- 0- 0000- 3700- 4700- 000- 049- 00000					322.29			
Check #	40336653					Check Date	12/07/22	PO#	PO23-00025	Register #	000034
2022/23	11/14/22	REQ23-00025	13-5310-0-0000-370 0-4300/4700-000/04 9	291160	11/29/22	Paid	Printed	2,579.81		2,579.81	
		2023 (001385)	13- 5310- 0- 0000- 3700- 4300- 000- 000- 00000					228.60			
		2023 (001387)	13- 5310- 0- 0000- 3700- 4700- 000- 000- 00000					2,132.66			
		2023 (001390)	13- 5310- 0- 0000- 3700- 5890- 000- 000- 00000					8.00			
		2023 (001413)	13- 5320- 0- 0000- 3700- 4300- 000- 049- 00000					38.10			
		2023 (001414)	13- 5320- 0- 0000- 3700- 4700- 000- 049- 00000					172.45			
Check #	40336653					Check Date	12/07/22	PO#	PO23-00025	Register #	000034
<b>Total Invoice Amount</b>								<b>7,614.87</b>			
AP Vendor		DAVID HURD (002141/1) PO BOX 1096 CHICO, CA 95927									
2022/23	11/30/22	REQ23-00272	21-0000-0-0000-850 0-5890-DSA PROJECT INSPECTOR FEES	1 NOV 2022	12/02/22	Paid	Printed	1,200.00		1,200.00	
		2023 (001452)	21- 0000- 0- 0000- 8500- 5890- 000- 000- 00000								
Check #	40336655					Check Date	12/07/22	PO#	PO23-00296	Register #	000034
<b>Total Invoice Amount</b>								<b>1,200.00</b>			
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Approval Batch 000586 (continued)						Bank Account COUNTY - County Bank Account					
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount	
AP Vendor			EAGLE ARCHITECTS (000615/1) 169 PICHOLINE WAY CHICO, CA 95928								
2022/23	11/28/22	REQ23-00067	21-0000-0-0000-850 0-6170-000-034-ELE M TRASH AREA PROJECT	1055	11/29/22	Paid	Printed	898.98		898.98	
Check #		2023 (002190) 21-0000-0-0000-8500-6170-000-034-00000				Check Date 12/07/22		PO# PO23-00067	Register # 000034		
40336656								<b>Total Invoice Amount</b>	<b>898.98</b>		
Direct Vendor			FASTRAK (001267/1) INVOICE PROCESSING DEPT BOX 26879 SAN FRANCISCO, CA 94126								
2022/23	11/15/22		01-0000-0-1110-100 0-5890-TOLLS	1712277150881	11/29/22	Paid	Printed	7.00		7.00	
Check #		2023 (000292) 01-0000-0-1110-1000-5890-000-000-00000				Check Date 12/07/22		PO#	Register # 000034		
40336657								<b>Total Invoice Amount</b>	<b>7.00</b>		
AP Vendor			GRAINGER (000162/1) DEPT 828289678 ACCT #828289678 PALATINE, IL 60038-0001								
2022/23	11/08/22	REQ23-00009	01-0000-0-0000-810 0-4300-000-000-000 00	9505468703	11/29/22	Paid	Printed	312.73		312.73	
Check #		2023 (002264) 01-0000-0-0000-8100-4300-000-000-00000				Check Date 12/07/22		PO# PO23-00009	Register # 000034		
40336658								<b>Total Invoice Amount</b>	<b>312.73</b>		
2022/23	11/08/22	REQ23-00009	01-0000-0-0000-810 0-4300-000-000-000 00	9506372813	11/29/22	Paid	Printed	18.02		18.02	
Check #		2023 (002264) 01-0000-0-0000-8100-4300-000-000-00000				Check Date 12/07/22		PO# PO23-00009	Register # 000034		
40336658								<b>Total Invoice Amount</b>	<b>18.02</b>		
AP Vendor			HILLYARD INC (000072/1) BOX 801400 KANSAS CITY, MO 64180-1400								
Selection		See last page for selection criteria								<input type="button" value="ESCAPE"/> <input type="button" value="ONLINE"/>	

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Approval Batch 000586 (continued)						Bank Account COUNTY - County Bank Account				
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor		HILLYARD INC (000072/1) (continued)								
2022/23	11/16/22	REQ23-00012	01-0000-0-0000-810 0-4300-000-000-000 00	604942831	11/29/22	Paid	Printed	23.90		23.90
Check #	40336659	2023 (002264)	01-0000-0-0000-8100-4300-000-000-00000			Check Date 12/07/22	PO# PO23-00012		Register # 000034	
2022/23	11/16/22	REQ23-00012	412 MAINT DEPT SUPPLIES	604942832	11/29/22	Paid	Printed	550.31		550.31
Check #	40336659	2023 (002264)	01-0000-0-0000-8100-4300-000-000-00000			Check Date 12/07/22	PO# PO23-00012		Register # 000034	
<b>Total Invoice Amount</b>								<b>574.21</b>		
AP Vendor		HUNT & SONS INC (000801/1) PO BOX 277670 SACRAMENTO, CA 95827-7670								
2022/23	11/18/22	REQ23-00042	01-0000-0-0000-360 0-4392-000-000-000 00	865995	11/29/22	Paid	Printed	4,133.71		4,133.71
Check #	40336660	2023 (000132)	01-0000-0-0000-3600-4392-000-000-00000			Check Date 12/07/22	PO# PO23-00042		Register # 000034	
<b>Total Invoice Amount</b>								<b>4,133.71</b>		
Direct Vendor		IT SAVVY (000445/1) BOX 3296 GLEN ELLYN, IL 60138								
2022/23	10/27/22		01-9150-0-0000-242 0-5890-LEGACY CSP MICROSOFT	01382863 MICRO CSP	11/29/22	Paid	Printed	7.20		7.20
Check #	40336661	2023 (001180)	01-9150-0-0000-2420-5890-000-000-00000			Check Date 12/07/22	PO#		Register # 000034	
F	2022/23	11/30/22	REQ23-00310	01-9150-0-0000-242 0-5890-RENEW VMWARE SOFTWARE 1 YEAR	01390483	12/02/22	Paid	Printed	769.91	769.91
Check #	40336661	2023 (001180)	01-9150-0-0000-2420-5890-000-000-00000			Check Date 12/07/22	PO# PO23-00355		Register # 000034	
<b>Total Invoice Amount</b>								<b>777.11</b>		

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Approval Batch 000586 (continued)							Bank Account COUNTY - County Bank Account				
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount	
AP Vendor		LAB-AIDS INC (000687/1) 17 COLT COURT RONKONKOMA, NY 11779									
F	2022/23	11/23/22	REQ23-00278	01-6387-0-3800-100 0-4300-100-NATURA L CHEMISTRY BOOKS	156559	11/29/22	Paid	Printed	3,513.03	3,513.03	
Check #		2023 (000919) 01-6387-0-3800-1000-4300-100-000-00000		40336662		Check Date 12/07/22		PO# PO23-00326		Register # 000034	
<b>Total Invoice Amount</b>								<b>3,513.03</b>			
AP Vendor		LARRY'S PEST & WEED CONTROL (001388/1) 7519 CUTTING AVE. ORLAND, CA 95963									
	2022/23	11/08/22	REQ23-00040	01-0000-0-0000-810 0-5590-NOV 2022 SERVICE	NOV W17009	11/29/22	Paid	Printed	560.00	560.00	
Check #		2023 (000186) 01-0000-0-0000-8100-5590-000-000-00000		40336663		Check Date 12/07/22		PO# PO23-00040		Register # 000034	
<b>Total Invoice Amount</b>								<b>560.00</b>			
AP Vendor		NAPA AUTO PARTS (000012/1) 402 WALKER ST ORLAND, CA 95963									
	2022/23	10/26/22	REQ23-00018	01-0000-0-0000-810 0-4300-000-000-000 00	820090	12/02/22	Paid	Printed	30.67	30.67	
Check #		2023 (002264) 01-0000-0-0000-8100-4300-000-000-00000		40336666		Check Date 12/07/22		PO# PO23-00018		Register # 000034	
<b>Total Invoice Amount</b>								<b>39.29</b>			
AP Vendor		OFFICE DEPOT INC (000309/1) PO BOX 29248 PHOENIX, AZ 85038-9248									
	2022/23	10/27/22	REQ23-00018	01-0000-0-0000-810 0-4300-000-000-000 00	820208	12/02/22	Paid	Printed	8.62	8.62	
Check #		2023 (002264) 01-0000-0-0000-8100-4300-000-000-00000		40336666		Check Date 12/07/22		PO# PO23-00018		Register # 000034	
<b>Total Invoice Amount</b>								<b>39.29</b>			

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Approval Batch 000586 (continued)							Bank Account COUNTY - County Bank Account			
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor		OFFICE DEPOT INC (000309/1) (continued)								
F	2022/23	11/22/22	REQ23-00220	SCANNERS FOR ALL	277600746001	12/02/22	Paid	Printed	92.22	92.22
Check #	2023	(000099)	01-0000-0-0000-2700-4300-000-0000-00000				Check Date 12/07/22	PO# PO23-00228	Register # 000034	
	40336667									
	2022/23	11/14/22	REQ23-00125	01-0000-0-0000-2700-4300-800-ELEM OFFICE SUPPLIES	278333358001	11/29/22	Paid	Printed	74.88	74.88
Check #	2023	(000102)	01-0000-0-0000-2700-4300-800-000-00000				Check Date 12/07/22	PO# PO23-00125	Register # 000034	
	40336667									
	2022/23	11/15/22	REQ23-00125	01-0000-0-0000-2700-4300-800-ELEM OFFICE SUPPLIES	278343220001	11/29/22	Paid	Printed	58.46	58.46
Check #	2023	(000102)	01-0000-0-0000-2700-4300-800-000-00000				Check Date 12/07/22	PO# PO23-00125	Register # 000034	
	40336667									
<b>Total Invoice Amount</b>								<b>225.56</b>		
AP Vendor		ORLAND HARDWARE (000027/1) 820 FIFTH STREET ORLAND, CA 95963								
	2022/23	11/01/22	REQ23-00017	01-0000-0-0000-8100-4300-000-000-00000	514613	11/29/22	Paid	Printed	23.26	23.26
Check #	2023	(002264)	01-0000-0-0000-8100-4300-000-000-00000				Check Date 12/07/22	PO# PO23-00017	Register # 000034	
	40336668									
	2022/23	11/10/22	REQ23-00017	01-0000-0-0000-8100-4300-000-000-00000	515388	11/29/22	Paid	Printed	104.63	104.63
Check #	2023	(002264)	01-0000-0-0000-8100-4300-000-000-00000				Check Date 12/07/22	PO# PO23-00017	Register # 000034	
	40336668									
	2022/23	11/17/22	REQ23-00017	01-0000-0-0000-8100-4300-000-000-00000	515924	11/29/22	Paid	Printed	96.88	96.88
Check #	2023	(002264)	01-0000-0-0000-8100-4300-000-000-00000				Check Date 12/07/22	PO# PO23-00017	Register # 000034	
	40336668									
	2022/23	11/23/22	REQ23-00017	01-0000-0-0000-8100-4300-000-000-00000	516433	11/29/22	Paid	Printed	73.61	73.61
Check #	2023	(002264)	01-0000-0-0000-8100-4300-000-000-00000				Check Date 12/07/22	PO# PO23-00017	Register # 000034	
	40336668									

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Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount	
AP Vendor		ORLAND HARDWARE (000027/1)			(continued)						
Check #	40336668				Check Date	12/07/22	PO#	PO23-00017	Register #	000034	
<b>Total Invoice Amount</b>								<b>298.38</b>			
AP Vendor		PARAMEX SCREENING SERVICE (001407/1) 1450 SHERMAN AVE CHICO, CA 95926									
2022/23	11/29/22	REQ23-00031	01-0000-0-0000-360 0-5890- DOT SCREENING FOR TRANSPORTATION	CORE0019040	12/02/22	Paid	Printed	89.00		89.00	
Check #	40336669	2023 (000135)	01-0000-0-0000-3600-5890-000-000-00000			Check Date	12/07/22	PO#	PO23-00031	Register #	000034
<b>Total Invoice Amount</b>								<b>89.00</b>			
AP Vendor		PG&E (000084/1) BOX 997300 SACRAMENTO, CA 95899-7300									
2022/23	11/17/22	REQ23-00016	01-0000-0-0000-810 0-5590-800-NOV ELEM	NOV 3699672995-4	11/29/22	Paid	Printed	6,893.58		6,893.58	
Check #	40336670	2023 (000189)	01-0000-0-0000-8100-5590-800-000-00000			Check Date	12/07/22	PO#	PO23-00016	Register #	000034
2022/23	11/15/22	REQ23-00016	01-0000-0-0000-810 0-5590-000/100 HS/DIST NOV	NOV 9921774729-5	11/29/22	Paid	Printed	10,097.97		10,097.97	
Check #	40336670	2023 (000186)	01-0000-0-0000-8100-5590-000-000-00000			4,039.19					
		2023 (000187)	01-0000-0-0000-8100-5590-100-000-00000			6,058.78					
Check #	40336670				Check Date	12/07/22	PO#	PO23-00016	Register #	000034	
<b>Total Invoice Amount</b>								<b>16,991.55</b>			
AP Vendor		PROPACIFIC FRESH (000763/1) CHICO DIVISION PO BOX 1069 DURHAM, CA 95938									
2022/23	11/14/22	REQ23-00007	13-5310-0-0000-370 0-4300/4700	6971159	11/29/22	Paid	Printed	1,124.45		1,124.45	
		2023 (001385)	13-5310-0-0000-3700-4300-000-000-00000			136.92					
		2023 (001387)	13-5310-0-0000-3700-4700-000-000-00000			832.43					
		2023 (001414)	13-5320-0-0000-3700-4700-000-049-00000			155.10					
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Approval Batch 000586 (continued)						Bank Account COUNTY - County Bank Account				
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor		PROPACIFIC FRESH (000763/1)			(continued)					
Check #	40336671					Check Date	12/07/22	PO# PO23-00007	Register #	000034
<b>Total Invoice Amount</b>								<b>1,124.45</b>		
AP Vendor		QUILL CORPORATION (000134/1) PO BOX 37600 PHILADELPHIA, PA 19101-0600								
2022/23	07/01/22	REQ23-00120	01-0000-0-0000-730 0-4300-000-000-000 00	26129789	11/29/22	Paid	Printed	201.82		201.82
Check #	40336672	2023 (000176)	01-0000-0-0000-7300-4300-000-000-00000			Check Date	12/07/22	PO# PO23-00120	Register #	000034
2022/23	07/01/22	REQ23-00120	01-0000-0-0000-730 0-4300-000-000-000 00	26131345	11/29/22	Paid	Printed	190.48		190.48
Check #	40336672	2023 (000176)	01-0000-0-0000-7300-4300-000-000-00000			Check Date	12/07/22	PO# PO23-00120	Register #	000034
2022/23	07/27/22	REQ23-00129	01-0000-0-1110-100 0-4300-800-ACURIE L CREDIT	26640095 REF	12/02/22	Paid	Printed	8.41-		8.41-
Check #	40336672	2023 (000257)	01-0000-0-1110-1000-4300-800-000-00000			Check Date	12/07/22	PO# PO23-00129	Register #	000034
2022/23	07/28/22	REQ23-00163	CLASS SUPPLIES	26670824 REF	12/02/22	Paid	Printed	8.41-		8.41-
Check #	40336672	2023 (000257)	01-0000-0-1110-1000-4300-800-000-00000			Check Date	12/07/22	PO# PO23-00163	Register #	000034
2022/23	08/02/22	REQ23-00133	01-0000-0-1110-100 0-4300-800-BCARTE R CREDIT	26763483 REF	12/02/22	Paid	Printed	8.41-		8.41-
Check #	40336672	2023 (000257)	01-0000-0-1110-1000-4300-800-000-00000			Check Date	12/07/22	PO# PO23-00133	Register #	000034
2022/23	11/15/22	REQ23-00302	01-7010-0-3800-100 0-4300-100-TONER FOR AG PRINTEER	28991258	11/29/22	Paid	Printed	891.82		891.82
Check #	40336672	2023 (000933)	01-7010-0-3800-1000-4300-100-000-00000			Check Date	12/07/22	PO# PO23-00336	Register #	000034
<b>Total Invoice Amount</b>								<b>1,258.89</b>		

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Approval Batch 000586 (continued)						Bank Account COUNTY - County Bank Account					
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount	
AP Vendor			RAINBOW WALKER (002120/1) 665 HUMBOLDT AVE CHICO, CA 95928								
2022/23	10/15/22	REQ23-00082	01-3010-0-1110-100 0-5890-800-SEPT PBIS-JN DONE TO RS6266	OCT 14 PBIS	11/17/22	Paid	Printed	1,200.00		1,200.00	
2023 (000641) 01-3010-0-1110-1000-5890-800-000-00000						Check # 40336673		Check Date 12/07/22		PO# PO23-00082	Register # 000034
2022/23	09/21/22	REQ23-00082	01-3010-0-1110-100 0-5890-800-SEPT PBIS-JN DONE TO RS6266	SEPT 9 PBIS	11/17/22	Paid	Printed	1,200.00		1,200.00	
2023 (000641) 01-3010-0-1110-1000-5890-800-000-00000						Check # 40336673		Check Date 12/07/22		PO# PO23-00082	Register # 000034
<b>Total Invoice Amount</b>								<b>2,400.00</b>			
AP Vendor			RAY MORGAN COMPANY (001510/1) 3131 ESPLANADE CHICO, CA 95973								
2022/23	11/28/22	REQ23-00013	01-0000-0-1110-100 0-5620/4300 NOV COPIER LEASE	NOV 3934582	11/29/22	Paid	Printed	2,494.75		2,494.75	
2023 (000099) 01-0000-0-0000-2700-4300-000-000-00000								39.98			
2023 (000114) 01-0000-0-0000-2700-5620-000-000-00000								166.44			
2023 (000240) 01-0000-0-1110-1000-4300-000-000-00000								51.06			
2023 (000243) 01-0000-0-1110-1000-4300-100-000-00000								95.00			
2023 (000257) 01-0000-0-1110-1000-4300-800-000-00000								321.39			
2023 (000281) 01-0000-0-1110-1000-5620-100-000-00000								370.12			
2023 (000282) 01-0000-0-1110-1000-5620-800-000-00000								995.19			
2023 (000327) 01-0000-0-3200-1000-4300-300-000-00000								14.41			
2023 (000331) 01-0000-0-3200-1000-5620-300-000-00000								104.03			
2023 (001279) 11-6391-0-4110-1000-4300-000-000-00000								16.12			
2023 (001291) 11-6391-0-4110-1000-5620-000-000-00000								202.57			
2023 (001349) 12-6105-0-1110-1000-4300-000-000-00000								14.41			
2023 (001352) 12-6105-0-1110-1000-5620-000-000-00000								104.03			
2023 (001352) 12-6105-0-1110-1000-5620-000-000-00000						Check # 40336674		Check Date 12/07/22		PO# PO23-00013	Register # 000034
<b>Total Invoice Amount</b>								<b>2,494.75</b>			

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Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount	
AP Vendor			SHAWN BOWLING (002147/1) 663 EL VERANO CORNING, CA 96021								
2022/23	11/19/22	REQ23-00287	01-0000-0-0000-360 0-5890-BUS DRIVER TRAINER FEES	59	12/02/22	Paid	Printed	800.00		800.00	
Check #	2023 (000135) 40336675		01-0000-0-0000-3600-5890-000-000-00000			Check Date 12/07/22	PO# PO23-00325	Register # 000034			
2022/23	11/23/22	REQ23-00287	01-0000-0-0000-360 0-5890-BUS DRIVER TRAINER FEES	62	12/02/22	Paid	Printed	575.00		575.00	
Check #	2023 (000135) 40336675		01-0000-0-0000-3600-5890-000-000-00000			Check Date 12/07/22	PO# PO23-00325	Register # 000034			
<b>Total Invoice Amount</b>								<b>1,375.00</b>			
AP Vendor			SHOW SMART (000570/1) PO BOX 342 ORLAND, CA 95963								
F	2022/23	11/28/22	R23-00042	01-6387-0-3800-100 0-5890-100-ACCESS TO SHOWSMART 1 YEAR	1216	11/29/22	Paid	Printed	1,255.00	1,255.00	
Check #	2023 (000921) 40336676		01-6387-0-3800-1000-5890-100-000-00000			Check Date 12/07/22	PO# PO23-00354	Register # 000034			
<b>Total Invoice Amount</b>								<b>1,255.00</b>			
AP Vendor			SPORTSMAN'S DEN (000138/1) 100 CHESTNUT STREET MT SHASTA, CA 96067								
F	2022/23	11/18/22	R23-00028	01-0000-0-1110-100 0-4300-100-006-Bas ketball, score books	5691	11/29/22	Paid	Printed	283.05	283.05	
Check #	2023 (000244) 40336677		01-0000-0-1110-1000-4300-100-006-00000			Check Date 12/07/22	PO# PO23-00301	Register # 000034			
<b>Total Invoice Amount</b>								<b>283.05</b>			
AP Vendor			UNITED BUILDING CONTRACTORS INC (002150/1) PO BOX 6039 CHICO, CA 95927								
Selection See last page for selection criteria											

**Approval Batch 000586 (continued)** **Bank Account COUNTY - County Bank Account**

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor			UNITED BUILDING CONTRACTORS INC (002150/1) (continued)							
2022/23	12/01/22	R23-00045	21-0000-0-0000-850 0-6200-800-039-ELE M BROOM PROJ 02-120349	ELEM BATHROOM PROJ	12/02/22	Paid	Printed	41,859.85		41,859.85
Check #	2023 (002203) 21-0000-0-0000-8500-6200-800-039-00000					Check Date 12/07/22	PO# PO23-00351	Register # 000034		
40336679						<b>Total Invoice Amount</b>		<b>41,859.85</b>		

AP Vendor			WEST COAST PAPER (000743/1) 4041 EASTSIDE ROAD REDDING, CA 96001							
2022/23	11/18/22	REQ23-00029	01-0000-0-0000-810 0-4300-000-000-000 00	13019389	11/29/22	Paid	Printed	326.91		326.91
Check #	2023 (002264) 01-0000-0-0000-8100-4300-000-000-00000					Check Date 12/07/22	PO# PO23-00029	Register # 000034		
40336680						<b>Total Invoice Amount</b>		<b>663.85</b>		
2022/23	11/28/22	REQ23-00029	01-0000-0-0000-810 0-4300-000-000-000 00	13024595	11/29/22	Paid	Printed	336.94		336.94
Check #	2023 (002264) 01-0000-0-0000-8100-4300-000-000-00000					Check Date 12/07/22	PO# PO23-00029	Register # 000034		
40336680						<b>Total Invoice Amount</b>		<b>663.85</b>		

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Approval Batch 000589						Bank Account COUNTY - County Bank Account				
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor		ABSOLUTE HEATING & AIR INC (001391/1) BOX 4643 ORLAND, CA 95963								
2022/23	06/17/22	REQ23-00035	01-8150-0-0000-810 0-5630-ELEM SERVER RM HVAC REPAIRS 6/17/22	2117331	11/29/22	Paid	Printed	588.00		588.00
Check #	2023 (001149)	01-8150-0-0000-8100-5630-800-000-00000	40336645			Check Date 12/07/22	PO# PO23-00035	Register # 000034		
2022/23	11/14/22	REQ23-00035	01-8150-0-0000-810 0-5630-ELEM ROOM 501 HVAC REPAIRS	212185-1	11/29/22	Paid	Printed	170.00		170.00
Check #	2023 (001149)	01-8150-0-0000-8100-5630-800-000-00000	40336645			Check Date 12/07/22	PO# PO23-00035	Register # 000034		
2022/23	11/14/22	REQ23-00035	01-8150-0-0000-810 0-5630-ELEM ROOM 502 HVAC REPAIRS	212186-1	11/29/22	Paid	Printed	170.00		170.00
Check #	2023 (001149)	01-8150-0-0000-8100-5630-800-000-00000	40336645			Check Date 12/07/22	PO# PO23-00035	Register # 000034		
2022/23	11/14/22	REQ23-00035	01-8150-0-0000-810 0-5630-ELEM OFFICE HVAC REPAIRS	212187-1	11/29/22	Paid	Printed	341.00		341.00
Check #	2023 (001149)	01-8150-0-0000-8100-5630-800-000-00000	40336645			Check Date 12/07/22	PO# PO23-00035	Register # 000034		
<b>Total Invoice Amount</b>								<b>1,269.00</b>		
AP Vendor		MILLER GLASS INC (000096/1) 745 CHERRY ST CHICO, CA 95928								
2022/23	11/29/22	REQ23-00034	01-8150-0-0000-810 0-5630-ROOM 307 CORNER	3-366095	12/02/22	Paid	Printed	581.07		581.07
Check #	2023 (001147)	01-8150-0-0000-8100-5630-000-000-00000	40336665			Check Date 12/07/22	PO# PO23-00034	Register # 000034		
<b>Total Invoice Amount</b>								<b>581.07</b>		

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Approval Batch 000601						Bank Account COUNTY - County Bank Account					
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount	
AP Vendor		CALIFORNIA WATER SERVICE CO (000053/1) 2222 DR MARTIN LUTHER KING JR PARKWAY CHICO, CA 95928									
2022/23	11/25/22	REQ23-00022	01-0000-0-0000-810 0-5590-800-277 CAPAY AVE	NOV 0669843652	12/05/22	Paid	Printed	844.12		844.12	
Check #	40336987	2023 (000189)	01-0000-0-0000-8100-5590-800-000-00000			Check Date	12/13/22	PO#	PO23-00022	Register #	000035
2022/23	11/30/22	REQ23-00022	01-0000-0-0000-810 0-5590-000-000-HW Y 32 & 45 PFS2	NOV 2022 3141117777	12/09/22	Paid	Printed	55.69		55.69	
Check #	40336987	2023 (000186)	01-0000-0-0000-8100-5590-000-000-00000			Check Date	12/13/22	PO#	PO23-00022	Register #	000035
2022/23	11/30/22	REQ23-00022	01-0000-0-0000-810 0-5590-HWY 32 & 45 PFS	NOV 2022 4141117777	12/09/22	Paid	Printed	55.69		55.69	
Check #	40336987	2023 (000186)	01-0000-0-0000-8100-5590-000-000-00000			Check Date	12/13/22	PO#	PO23-00022	Register #	000035
2022/23	11/28/22	REQ23-00022	01-0000-0-0000-810 0-5590-535 SACRAMENTO	NOV 3624177777	12/05/22	Paid	Printed	25.04		25.04	
Check #	40336987	2023 (000186)	01-0000-0-0000-8100-5590-000-000-00000			Check Date	12/13/22	PO#	PO23-00022	Register #	000035
2022/23	11/28/22	REQ23-00022	01-0000-0-0000-810 0-5590-800-277 CAPAY AVE	NOV 4328876467	12/05/22	Paid	Printed	766.08		766.08	
Check #	40336987	2023 (000189)	01-0000-0-0000-8100-5590-800-000-00000			Check Date	12/13/22	PO#	PO23-00022	Register #	000035
2022/23	11/25/22	REQ23-00022	01-0000-0-0000-810 0-5590-HWY 32	NOV 6314177777	12/05/22	Paid	Printed	212.57		212.57	
Check #	40336987	2023 (000186)	01-0000-0-0000-8100-5590-000-000-00000			Check Date	12/13/22	PO#	PO23-00022	Register #	000035
2022/23	11/28/22	REQ23-00022	01-0000-0-0000-810 0-5590-HWY 32 & 45	NOV 7314177777	12/05/22	Paid	Printed	775.60		775.60	
Check #	40336987	2023 (000186)	01-0000-0-0000-8100-5590-000-000-00000			Check Date	12/13/22	PO#	PO23-00022	Register #	000035

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Payment Register by Approval BatchId

Approval Batch 000601 (continued)							Bank Account COUNTY - County Bank Account			
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
							<b>Total Invoice Amount</b>		<b>2,734.79</b>	
AP Vendor CVS BANKCARD DEPARTMENT (000506/1) PO BOX 4521 ACCT#6005432059000825 CAROL STREAM, IL 60197-4521										
? 2022/23	11/28/22	REQ23-00110	12-6105-0-1110-100	NOV 2022 0825	12/09/22	Paid	Printed	33.90		33.90
			0-4300-000-000-000							
			00							
Different Name			CVS PHARMACY INC							
Check #			2023 (001349) 12- 6105- 0- 1110- 1000- 4300- 000- 000- 00000							
40336988						Check Date 12/13/22	PO# PO23-00110		Register # 000035	
							<b>Total Invoice Amount</b>		<b>33.90</b>	
AP Vendor DANIELSON CO (000764/1) 435 SOUTHGATE CT CHICO, CA 95928										
2022/23	11/14/22	REQ23-00025	13-5310-0-0000-370	291157	12/09/22	Paid	Printed	1,814.37		1,814.37
			0-4300/4700							
			2023 (001385) 13- 5310- 0- 0000- 3700- 4300- 000- 000- 00000			114.30				
			2023 (001387) 13- 5310- 0- 0000- 3700- 4700- 000- 000- 00000			1,692.07				
			2023 (001390) 13- 5310- 0- 0000- 3700- 5890- 000- 000- 00000			8.00				
Check #			40336989			Check Date 12/13/22	PO# PO23-00025		Register # 000035	
2022/23	11/21/22	REQ23-00025	13-5310-0-0000-370	291730	12/09/22	Paid	Printed	77.00		77.00
			0-4300/4700							
Check #			2023 (001387) 13- 5310- 0- 0000- 3700- 4700- 000- 000- 00000							
40336989						Check Date 12/13/22	PO# PO23-00025		Register # 000035	
2022/23	11/28/22	REQ23-00025	13-5310-0-0000-370	291964	12/09/22	Paid	Printed	3,205.58		3,205.58
			0-4300/4700							
			2023 (001385) 13- 5310- 0- 0000- 3700- 4300- 000- 000- 00000			183.21				
			2023 (001387) 13- 5310- 0- 0000- 3700- 4700- 000- 000- 00000			2,356.41				
			2023 (001390) 13- 5310- 0- 0000- 3700- 5890- 000- 000- 00000			8.00				
			2023 (001413) 13- 5320- 0- 0000- 3700- 4300- 000- 049- 00000			61.07				
			2023 (001414) 13- 5320- 0- 0000- 3700- 4700- 000- 049- 00000			596.89				
Check #			40336989			Check Date 12/13/22	PO# PO23-00025		Register # 000035	
2022/23	11/28/22	REQ23-00025	13-5310-0-0000-370	291965	12/09/22	Paid	Printed	2,459.28		2,459.28
			0-4300/4700							
			2023 (001385) 13- 5310- 0- 0000- 3700- 4300- 000- 000- 00000			133.04				
			2023 (001387) 13- 5310- 0- 0000- 3700- 4700- 000- 000- 00000			2,318.24				
			2023 (001390) 13- 5310- 0- 0000- 3700- 5890- 000- 000- 00000			8.00				

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Approval Batch 000601 (continued)						Bank Account COUNTY - County Bank Account				
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor		DANIELSON CO (000764/1)			(continued)					
Check #	40336989					Check Date	12/13/22	PO# PO23-00025	Register #	000035
2022/23	12/05/22	REQ23-00025	13-5310-0-0000-370-4300/4700	292594	12/09/22	Paid	Printed	2,156.26		2,156.26
		2023 (001385)	13-5310-0-0000-3700-4300-000-000-00000					96.98		
		2023 (001387)	13-5310-0-0000-3700-4700-000-000-00000					2,051.28		
		2023 (001390)	13-5310-0-0000-3700-5890-000-000-00000					8.00		
Check #	40336989					Check Date	12/13/22	PO# PO23-00025	Register #	000035
2022/23	12/05/22	REQ23-00025	13-5310-0-0000-370-4300/4700	292597	12/09/22	Paid	Printed	2,518.49		2,518.49
		2023 (001385)	13-5310-0-0000-3700-4300-000-000-00000					130.55		
		2023 (001387)	13-5310-0-0000-3700-4700-000-000-00000					1,939.30		
		2023 (001390)	13-5310-0-0000-3700-5890-000-000-00000					8.00		
		2023 (001413)	13-5320-0-0000-3700-4300-000-049-00000					61.07		
		2023 (001414)	13-5320-0-0000-3700-4700-000-049-00000					379.57		
Check #	40336989					Check Date	12/13/22	PO# PO23-00025	Register #	000035
<b>Total Invoice Amount</b>								<b>12,230.98</b>		
AP Vendor		FLORA FRESH (000460/1) 1127 FEE DRIVE SACRAMENTO, CA 95815								
2022/23	12/06/22	REQ23-00205	01-0350-0-6000-100-4300-100-052-00000	1304494	12/09/22	Paid	Printed	1,087.50		1,087.50
		2023 (000488)	01-0350-0-6000-1000-4300-100-052-00000							
Check #	40336990					Check Date	12/13/22	PO# PO23-00215	Register #	000035
<b>Total Invoice Amount</b>								<b>1,087.50</b>		
AP Vendor		HILLYARD INC (000072/1) BOX 801400 KANSAS CITY, MO 64180-1400								
2022/23	11/29/22	REQ23-00012	01-0000-0-0000-810-4300-000-000-00000	604953266	12/05/22	Paid	Printed	57.64		57.64
		2023 (002264)	01-0000-0-0000-8100-4300-000-000-00000							
Check #	40336991					Check Date	12/13/22	PO# PO23-00012	Register #	000035
2022/23	11/30/22	REQ23-00012	01-0000-0-0000-810-4300-	604955373	12/05/22	Paid	Printed	354.78		354.78
		2023 (002264)	01-0000-0-0000-8100-4300-000-000-00000							
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Approval Batch 000601 (continued)							Bank Account COUNTY - County Bank Account			
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor		HILLYARD INC (000072/1)			(continued)					
Check #	40336991					Check Date	12/13/22	PO# PO23-00012	Register #	000035
2022/23	11/30/22	REQ23-00012	01-0000-0-0000-810 0-4300-	604955374	12/05/22	Paid	Printed	752.72		752.72
Check #	40336991	2023 (002264)	01-0000-0-0000-8100-4300-000-0000-00000			Check Date	12/13/22	PO# PO23-00012	Register #	000035
<b>Total Invoice Amount</b>								<b>1,165.14</b>		
AP Vendor		MISSION UNIFORM & LINEN (000592/1) 1340 WEST 7TH STREET CHICO, CA 95928-4907								
2022/23	12/08/22	REQ23-00005	13-5310-0-0000-370 0-5890-000-000-000 00	518336571	12/09/22	Paid	Printed	78.40		78.40
Check #	40336992	2023 (001390)	13-5310-0-0000-3700-5890-000-000-00000			Check Date	12/13/22	PO# PO23-00005	Register #	000035
2022/23	12/08/22	REQ23-00005	13-5310-0-0000-370 0-5890-000-000-000 00	518336572	12/09/22	Paid	Printed	105.37		105.37
Check #	40336992	2023 (001390)	13-5310-0-0000-3700-5890-000-000-00000			Check Date	12/13/22	PO# PO23-00005	Register #	000035
<b>Total Invoice Amount</b>								<b>183.77</b>		
AP Vendor		MJB WELDING SUPPLY (000524/1) P O BOX 2166 CHICO, CA 95927								
2022/23	11/30/22	REQ23-00091	01-0350-0-6000-100 0-5890-100-053-000 00	NOV 1410716	12/05/22	Paid	Printed	12.00		12.00
Check #	40336993	2023 (000493)	01-0350-0-6000-1000-5890-100-053-00000			Check Date	12/13/22	PO# PO23-00091	Register #	000035
2022/23	10/31/22	REQ23-00091	01-0350-0-6000-100 0-5890-100-053-	OCT 1407088	12/05/22	Paid	Printed	12.40		12.40
Check #	40336993	2023 (000493)	01-0350-0-6000-1000-5890-100-053-00000			Check Date	12/13/22	PO# PO23-00091	Register #	000035
<b>Total Invoice Amount</b>								<b>24.40</b>		

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Approval Batch 000601 (continued)						Bank Account COUNTY - County Bank Account				
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor			PROPACIFIC FRESH (000763/1) CHICO DIVISION PO BOX 1069 DURHAM, CA 95938							
2022/23	11/14/22	REQ23-00007	13-5310-0-0000-370-0-4700	6971160	12/09/22	Paid	Printed	513.62		513.62
Check #	2023 (001387) 40336994	13-5310-0-0000-3700-4700-000-000-00000				Check Date 12/13/22	PO# PO23-00007	Register # 000035		
2022/23	11/28/22	REQ23-00007	13-5310-0-0000-370-0-4700	6972809	12/09/22	Paid	Printed	956.99		956.99
Check #	2023 (001387) 40336994	13-5310-0-0000-3700-4700-000-000-00000				587.56				
	2023 (001414) 40336994	13-5320-0-0000-3700-4700-000-049-00000				369.43				
2022/23	11/28/22	REQ23-00007	13-5310-0-0000-370-0-4700	6972814	12/09/22	Paid	Printed	762.16		762.16
Check #	2023 (001387) 40336994	13-5310-0-0000-3700-4700-000-000-00000				Check Date 12/13/22	PO# PO23-00007	Register # 000035		
2022/23	12/05/22	REQ23-00007	13-5310-0-0000-370-0-4700	6974875	12/09/22	Paid	Printed	1,189.31		1,189.31
Check #	2023 (001387) 40336994	13-5310-0-0000-3700-4700-000-000-00000				871.82				
	2023 (001414) 40336994	13-5320-0-0000-3700-4700-000-049-00000				317.49				
2022/23	12/05/22	REQ23-00007	13-5310-0-0000-370-0-4700	6974878	12/09/22	Paid	Printed	894.63		894.63
Check #	2023 (001387) 40336994	13-5310-0-0000-3700-4700-000-000-00000				Check Date 12/13/22	PO# PO23-00007	Register # 000035		
<b>Total Invoice Amount</b>								<b>4,316.71</b>		
AP Vendor			SACRAMENTO BAG MFG CO (002129/1) 5593 FRESCA DRIVE LA PALMA, CA 90623							
2022/23	12/05/22	REQ23-00208	01-6387-0-3800-100-0-4300-100-CUSTO	196960 MAND BAGS	12/06/22	Paid	Printed	4,345.41		4,345.41
Check #	2023 (000919) 40336995	01-6387-0-3800-1000-4300-100-000-00000	M MANDARINE BAGS			Check Date 12/13/22	PO# PO23-00234	Register # 000035		
<b>Total Invoice Amount</b>								<b>4,345.41</b>		

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Approval Batch 000601 (continued)							Bank Account COUNTY - County Bank Account				
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount	
AP Vendor		SCHOOL OUTFITTERS (000380/1) 3736 REGENT AVE CINCINNATI, OH 45212-3724									
F	2022/23	12/08/22	R23-00051	01-0000-0-1110-100 0-4300-100-100-STO OLS HS ART CLASSROOM	INV13909174	12/09/22	Paid	Printed	302.98	302.98	
Check #		40336996		2023 (002774) 01-0000-0-1110-1000-4300-100-100-00000		Check Date 12/13/22		PO# PO23-00360	Register # 000035		
<b>Total Invoice Amount</b>								<b>302.98</b>			
AP Vendor		SCHOOL SERVICES OF CALIF INC (000137/1) PO BOX 516613 LOS ANGELES, CA 90051-0599									
	2022/23	12/01/22	REQ23-00026	01-0000-0-1110-100 0-5890-000-000	DEC 2022 135854-IN	12/09/22	Paid	Printed	355.00	355.00	
Check #		40336997		2023 (000292) 01-0000-0-1110-1000-5890-000-000-00000		Check Date 12/13/22		PO# PO23-00026	Register # 000035		
<b>Total Invoice Amount</b>								<b>355.00</b>			
AP Vendor		SPORTSMAN'S DEN (000138/1) 100 CHESTNUT STREET MT SHASTA, CA 96067									
F	2022/23	12/01/22	REQ23-00307	01-0000-0-1110-100 0-4300-100-006-FIR ST AID-SOCCER GLOVE	Q5974 FIRST AID	12/05/22	Paid	Printed	923.55	923.55	
Check #		40336998		2023 (000244) 01-0000-0-1110-1000-4300-100-006-00000		Check Date 12/13/22		PO# PO23-00348	Register # 000035		
<b>Total Invoice Amount</b>								<b>923.55</b>			
AP Vendor		SUPERIOR TEXT (002127/1) 2921 3RD AVE N BIRMINGHAM, AL 35203									
	2022/23	08/30/22	REQ23-00117	01-6300-0-1110-100 0-4200-100-REALID ADES	SI030752	12/09/22	Paid	Printed	64.35	64.35	
Check #		40336999		2023 (000892) 01-6300-0-1110-1000-4200-100-000-00000		Check Date 12/13/22		PO# PO23-00117	Register # 000035		

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Approval Batch 000601 (continued)						Bank Account COUNTY - County Bank Account					
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount	
						<b>Total Invoice Amount</b>		<b>64.35</b>			
AP Vendor WASTE MANAGEMENT (000377/1) BOX 541065 LOS ANGELES, CA 90054-1065											
2022/23	12/01/22	REQ23-00002	01-0000-0-0000-810-0-5590-000/100	DEC 2022 40236285003	12/05/22	Paid	Printed	1,685.18		1,685.18	
		2023 (000186)	01-0000-0-0000-8100-5590-000-000-00000					674.08			
		2023 (000187)	01-0000-0-0000-8100-5590-100-000-00000					1,011.10			
Check #	40337000					Check Date	12/13/22	PO#	PO23-00002	Register #	000035
2022/23	12/01/22	REQ23-00002	01-0000-0-0000-810-0-5590-800-	DEC 2022 40238215004	12/05/22	Paid	Printed	627.86		627.86	
		2023 (000189)	01-0000-0-0000-8100-5590-800-000-00000								
Check #	40337000					Check Date	12/13/22	PO#	PO23-00002	Register #	000035
2022/23	12/01/22	REQ23-00002	01-0000-0-0000-810-0-5590-800-	DEC 2022 40238285009	12/05/22	Paid	Printed	482.19		482.19	
		2023 (000189)	01-0000-0-0000-8100-5590-800-000-00000								
Check #	40337000					Check Date	12/13/22	PO#	PO23-00002	Register #	000035
2022/23	12/01/22	REQ23-00002	01-0000-0-0000-810-0-5590-300-	DEC 2022 40238905009	12/05/22	Paid	Printed	294.94		294.94	
		2023 (000188)	01-0000-0-0000-8100-5590-300-000-00000								
Check #	40337000					Check Date	12/13/22	PO#	PO23-00002	Register #	000035
						<b>Total Invoice Amount</b>		<b>3,090.17</b>			

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Approval Batch 000620				Bank Account COUNTY - County Bank Account						
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor			AT&T (001075/1) P.O. BOX 9011 ACCT#C602224524777 CAROL STREAM, IL 60197-9011							
2022/23	12/12/22	REQ23-00003	8100-5590-000/100 DEC HS/DIST	DEC 2022 19190751	12/15/22	Paid	Printed	133.22		133.22
		2023 (000186)	01-0000-0-0000-8100-5590-000-000-00000			53.29				
		2023 (000187)	01-0000-0-0000-8100-5590-100-000-00000			79.93				
Check #	40337109					Check Date 12/16/22	PO# PO23-00003		Register # 000036	
2022/23	12/12/22	REQ23-00003	8100-5590 DEC ELEM	DEC 2022 19192195	12/15/22	Paid	Printed	105.14		105.14
		2023 (000189)	01-0000-0-0000-8100-5590-800-000-00000							
Check #	40337109					Check Date 12/16/22	PO# PO23-00003		Register # 000036	
<b>Total Invoice Amount</b>								<b>238.36</b>		
Direct Vendor			CHAD JOHNSON (002142/1) 25820 MOLLER AVE ORLAND, CA 95963							
2022/23	12/02/22		5890-800-006 OFFICIAL FEES ELEM BASKETBALL	HES G BASKETBALL	12/15/22	Paid	Printed	340.50		340.50
		2023 (000302)	01-0000-0-1110-1000-5890-800-006-00000							
Check #	40337110					Check Date 12/16/22	PO#		Register # 000036	
<b>Total Invoice Amount</b>								<b>340.50</b>		
AP Vendor			COMCAST-INTERNET SERVICE (000613/1) P.O. BOX 37601 PHILADELPHIA, PA 19101-0601							
2022/23	12/01/22	REQ23-00039	2700-5990 DEC 2022 INTERNET SERVICES	DEC 2022 160517944	12/15/22	Paid	Printed	12,836.71		12,836.71
		2023 (000122)	01-0000-0-0000-2700-5990-000-000-00000							
Check #	40337111					Check Date 12/16/22	PO# PO23-00039		Register # 000036	
<b>Total Invoice Amount</b>								<b>12,836.71</b>		
AP Vendor			INFINITY COMMUNICATIONS & CONS (001003/1) BOX 999 BAKERSFIELD, CA 93302							

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Approval Batch 000620 (continued)							Bank Account COUNTY - County Bank Account			
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor		INFINITY COMMUNICATIONS & CONS (001003/1) (continued)								
F	2022/23	12/06/22	REQ23-00312	9150-5890 CATAGORY 2 PROJECT 22-23	14809 CAT 2	12/15/22	Paid	Printed	4,500.00	4,500.00
Check #		2023 (001180) 01- 9150- 0- 0000- 2420- 5890- 000- 000- 00000 40337112				Check Date 12/16/22		PO# PO23-00365	Register # 000036	
<b>Total Invoice Amount</b>								<b>4,500.00</b>		
AP Vendor		INKWELL (001208/1) PO BOX 951 WILLOWS, CA 95988								
F	2022/23	11/22/22	REQ23-00265	2700-4300-800-800 ELEM CONF ROOM CHAIRS	29844	12/15/22	Paid	Printed	4,726.51	4,726.51
Check #		2023 (002617) 01- 0000- 0- 0000- 2700- 4300- 800- 800- 00000 40337113				Check Date 12/16/22		PO# PO23-00283	Register # 000036	
<b>Total Invoice Amount</b>								<b>4,726.51</b>		
AP Vendor		OFFICE DEPOT INC (000309/1) PO BOX 29248 PHOENIX, AZ 85038-9248								
F		12/05/22	REQ23-00220	CLOSE PO	279365221001	12/15/22	Paid	Printed		
Check #		No Account Number found 40337114				Check Date 12/16/22		PO# PO23-00228	Register # 000036	
	2022/23	12/05/22	REQ23-00100	2700-4300 OFFICE COFFEE	279365221001 COFFEE	12/15/22	Paid	Printed	71.46	71.46
Check #		2023 (000240) 01- 0000- 0- 1110- 1000- 4300- 000- 000- 00000 2023 (000243) 01- 0000- 0- 1110- 1000- 4300- 100- 000- 00000 40337114				Check Date 12/16/22		PO# PO23-00100	Register # 000036	
F	2022/23	12/02/22	R23-00047	4300-800 SWHITTAKER MAILBOX & PAPER	279464970001	12/15/22	Paid	Printed	56.24	56.24
Check #		2023 (000257) 01- 0000- 0- 1110- 1000- 4300- 800- 000- 00000 40337114				Check Date 12/16/22		PO# PO23-00357	Register # 000036	
	2022/23	12/05/22	R23-00048	4300-800 LLARSON CLASS SUPPLIES	279511542001	12/15/22	Paid	Printed	84.09	84.09
Check #		2023 (000257) 01- 0000- 0- 1110- 1000- 4300- 800- 000- 00000 40337114				Check Date 12/16/22		PO# PO23-00358	Register # 000036	

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Approval Batch 000620 (continued)						Bank Account COUNTY - County Bank Account				
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor		OFFICE DEPOT INC (000309/1)			(continued)		(continued)			
2022/23	12/05/22	R23-00048	4300-800 LLARSON SUPPLIES	279514443001	12/15/22	Paid	Printed	13.62		13.62
Check #	2023 (000257) 01-0000-0-1110-1000-4300-800-000-00000					Check Date 12/16/22	PO# PO23-00358	Register # 000036		
<b>Total Invoice Amount</b>								<b>225.41</b>		
AP Vendor		PITNEY BOWES GLOBAL FINANCIAL SERVICES LLC (000418/1) PO BOX 981022 ACCT#0015706426 BOSTON, MA 02298-1022								
2022/23	12/06/22	REQ23-00043	5620-800 OCT-JAN 2023 ELEM POSTAGE METER	3105834477	12/15/22	Paid	Printed	166.48		166.48
Check #	2023 (000282) 01-0000-0-1110-1000-5620-800-000-00000					Check Date 12/16/22	PO# PO23-00043	Register # 000036		
<b>Total Invoice Amount</b>								<b>166.48</b>		
AP Vendor		QUILL CORPORATION (000134/1) PO BOX 37600 PHILADELPHIA, PA 19101-0600								
2022/23	12/02/22	REQ23-00120	11-6391-4300-019 POWER WREATH CLASS	29330800	12/15/22	Paid	Printed	85.41		85.41
Check #	2023 (002763) 11-6391-0-4110-1000-4300-000-019-00000					Check Date 12/16/22	PO# PO23-00120	Register # 000036		
2022/23	12/02/22	REQ23-00120	9150-2700-4300 MIXED ORDERS SUPPLIES	29354410	12/15/22	Paid	Printed	428.81		428.81
Check #	2023 (000099) 01-0000-0-0000-2700-4300-000-000-00000					70.81				
	2023 (000101) 01-0000-0-0000-2700-4300-100-000-00000					120.85				
	2023 (000176) 01-0000-0-0000-7300-4300-000-000-00000					122.62				
	2023 (001170) 01-9150-0-0000-2420-4300-000-000-00000					114.53				
Check #	40337116					Check Date 12/16/22	PO# PO23-00120	Register # 000036		
2022/23	12/02/22	REQ23-00120	2700-4300 CUSTOM ADDRESS STAMP	29387686	12/15/22	Paid	Printed	25.09		25.09
Check #	2023 (000099) 01-0000-0-0000-2700-4300-000-000-00000					Check Date 12/16/22	PO# PO23-00120	Register # 000036		

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Approval Batch 000620 (continued)							Bank Account COUNTY - County Bank Account			
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
								<b>Total Invoice Amount</b>	<b>539.31</b>	
AP Vendor      ROBERTSON ERICKSON INC (000144/1) 888 MANZANITA CT SUITE 101 CHICO, CA 95926										
2022/23	11/30/22	REQ23-00291	8500-6170-037	8452	12/15/22	Paid	Printed	1,520.00		1,520.00
			ENGINEERING FOR EB PARKING LOT OLD PO 22-286							
Check #		2023 (002193)	01-0000-0-0000-8500-6170-000-037-00000			Check Date 12/16/22		PO# PO23-00328	Register # 000036	
40337117										
								<b>Total Invoice Amount</b>	<b>1,520.00</b>	
AP Vendor      SHAWN BOWLING (002147/1) 663 EL VERANO CORNING, CA 96021										
2022/23	12/14/22	REQ23-00287	3600-5890 JR BUS	63	12/15/22	Paid	Printed	2,900.00		2,900.00
			DRIVER TRAINER FEES 12/14/22							
Check #		2023 (000135)	01-0000-0-0000-3600-5890-000-000-00000			Check Date 12/16/22		PO# PO23-00325	Register # 000036	
40337118										
								<b>Total Invoice Amount</b>	<b>2,900.00</b>	
AP Vendor      U.S. BANK CORPORATE PAYMENT SYSTEM (001382/1) P.O. BOX 790428 ST. LOUIS, MO 63179-0428										
F	2022/23	11/22/22	REQ23-00296	0801-4300-506	2022-2023 EDUCREA	12/15/22	Paid	Printed	99.00	99.00
			ACHARLON RENEW UBSCRIPTION EDUCREATIONS							
Check #		2023 (000507)	01-0801-0-1110-1000-4300-000-505-00000			Check Date 12/16/22		PO# PO23-00339	Register # 000036	
40337119										
2022/23	11/22/22	REQ23-00282	7412-5200 CAMPUS	CAMPUS TOUR MEALS	12/15/22	Paid	Printed	1,590.11		1,590.11
			TOURS-MONTERY-U C SANTA CRUZ							
Check #		2023 (002616)	01-7412-0-1110-1000-5200-100-000-00000			Check Date 12/16/22		PO# PO23-00313	Register # 000036	
40337119										
2022/23	11/22/22	R23-00021	4300-800 J DUENAS	ELEM ART SUPPLIES	12/15/22	Paid	Printed	363.76		363.76
			ART							
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Approval Batch 000620 (continued)							Bank Account COUNTY - County Bank Account				
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount	
AP Vendor	U.S. BANK CORPORATE									(continued)	
			PAYMENT SYSTEM (001382/1)	(continued)							
2022/23	11/22/22	R23-00021	4300-800 J DUENAS ART	ELEM ART SUPPLIES (continued)	12/15/22	Paid	Printed	(continued)			
Check #	2023 (000257)	40337119	01- 0000- 0- 1110- 1000- 4300- 800- 000- 00000			Check Date	12/16/22	PO# PO23-00318	Register #	000036	
2022/23	11/22/22	R23-00040	2700-4300-800-800 FIRST AID KITS/ - AMAZON	ELEM FIRST AID	12/15/22	Paid	Printed	173.64		173.64	
Check #	2023 (002617)	40337119	01- 0000- 0- 0000- 2700- 4300- 800- 800- 00000			Check Date	12/16/22	PO# PO23-00331	Register #	000036	
F	2022/23	11/22/22	REQ23-00301	7010 RACK FOR MANDERINE HARVEST	MANDERINE RACKS	12/15/22	Paid	Printed	514.78	514.78	
Check #	2023 (000933)	40337119	01- 7010- 0- 3800- 1000- 4300- 100- 000- 00000			Check Date	12/16/22	PO# PO23-00334	Register #	000036	
F	2022/23	11/22/22	REQ23-00284	7300-5200 BUSINESS DEPT MEETING AT FARWOOD	OCT 2022 7300-4300	12/15/22	Paid	Printed	77.05	77.05	
Check #	2023 (000177)	40337119	01- 0000- 0- 0000- 7300- 5200- 000- 000- 00000			Check Date	12/16/22	PO# PO23-00317	Register #	000036	
2022/23	11/22/22	REQ23-00088	7010-4392 AIG OPEN-FUEL & SUPPLIES	OCT 2022 AIG FUEL	12/15/22	Paid	Printed	580.51		580.51	
Check #	2023 (000935)	40337119	01- 7010- 0- 3800- 1000- 4392- 100- 000- 00000			Check Date	12/16/22	PO# PO23-00088	Register #	000036	
2022/23	11/22/22	REQ23-00038	13-5310 4300-4700	OCT 2022 CAFE	12/15/22	Paid	Printed	105.21		105.21	
Check #	2023 (001385)	40337119	13- 5310- 0- 0000- 3700- 4300- 000- 000- 00000				28.72				
	2023 (001387)	40337119	13- 5310- 0- 0000- 3700- 4700- 000- 000- 00000				76.49				
2022/23	11/22/22	REQ23-00199	11-6391-4300-024	OCT 2022 CAKE DECO CLASS SUPPLIES	12/15/22	Paid	Printed	1,037.81		1,037.81	
Check #	2023 (002422)	40337119	11- 6391- 0- 4110- 1000- 4300- 000- 024- 00000			Check Date	12/16/22	PO# PO23-00224	Register #	000036	
2022/23	11/22/22	REQ23-00087	8100-4392-4300	OCT 2022 MAINT OPEN	12/15/22	Paid	Printed	2,165.18		2,165.18	
			OPEN MAINT								

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Approval Batch 000620 (continued)						Bank Account COUNTY - County Bank Account					
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount	
AP Vendor		U.S. BANK CORPORATE PAYMENT SYSTEM (001382/1) (continued)								(continued)	
2022/23	11/22/22	REQ23-00087	8100-4392-4300 OPEN MAINT	OCT 2022 MAINT OPEN (continued)	12/15/22	Paid	Printed	(continued)			
		2023 (002264)	01-0000-0-0000-8100-4300-000-0000-00000					646.14			
		2023 (001142)	01-8150-0-0000-8100-4300-000-0000-00000					1,519.04			
Check #	40337119					Check Date	12/16/22	PO# PO23-00087		Register # 000036	
2022/23	11/22/22	REQ23-00085	OCT 2022 SUPER OPEN CHGS	OCT 2022 SUPER OPEN	12/15/22	Paid	Printed	2,180.30		2,180.30	
		2023 (000141)	01-0000-0-0000-7110-4300-000-0000-00000					55.77			
		2023 (000160)	01-0000-0-0000-7150-4300-000-0000-00000					40.46			
		2023 (000161)	01-0000-0-0000-7150-5200-000-0000-00000					674.98			
		2023 (000240)	01-0000-0-1110-1000-4300-000-0000-00000					1,409.09			
Check #	40337119					Check Date	12/16/22	PO# PO23-00085		Register # 000036	
2022/23	11/22/22	REQ23-00262	7412-5200-100 OCT 24-25 TRIP CAMPUS TOURS SANTA CRUZ	OCT 24-25 MEALS	12/15/22	Paid	Printed	1,671.81		1,671.81	
Check #	40337119	2023 (002616)	01-7412-0-1110-1000-5200-100-000-00000			Check Date	12/16/22	PO# PO23-00286		Register # 000036	
2022/23	11/22/22	REQ23-00303	9150-2420-4300 TECH DEPT SUPPLIES	OCT TECH SUPPLIES	12/15/22	Paid	Printed	868.42		868.42	
Check #	40337119	2023 (001170)	01-9150-0-0000-2420-4300-000-0000-00000			Check Date	12/16/22	PO# PO23-00340		Register # 000036	
F	2022/23	11/22/22	R23-00035	3200-4300-300 PE supplies Garcia	P GARCIA PE SUPPLIES	12/15/22	Paid	Printed	218.71	218.71	
Check #	40337119	2023 (000327)	01-0000-0-3200-1000-4300-300-0000-00000			Check Date	12/16/22	PO# PO23-00314		Register # 000036	
2022/23	11/22/22	REQ23-00235	6300-4200 REALIDADES RETURNS	REALIDADES RETURNS	12/15/22	Paid	Printed	279.45-		279.45-	
Check #	40337119	2023 (000892)	01-6300-0-1110-1000-4200-100-0000-00000			Check Date	12/16/22	PO# PO23-00253		Register # 000036	
2022/23	11/22/22	REQ23-00281	9150-4300 K600 KEYBOARDS FOR TECH STOCK	TECH K600 KBOARD	12/15/22	Paid	Printed	289.53		289.53	
		2023 (001170)	01-9150-0-0000-2420-4300-000-0000-00000								

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Approval Batch 000620 (continued)							Bank Account COUNTY - County Bank Account				
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount	
AP Vendor U.S. BANK CORPORATE PAYMENT SYSTEM (001382/1) (continued)							(continued)				
Check #	40337119					Check Date	12/16/22	PO# PO23-00312	Register #	000036	
F	2022/23	11/22/22	REQ23-00210	2700-5200 HOTEL FOR SSDA CONF NOV 4-6	TWILHELM HOTEL	12/15/22	Paid	Printed	475.06		475.06
Check #	40337119	2023 (000106)	01-0000-0-0000-2700-5200-000-0000			Check Date	12/16/22	PO# PO23-00227	Register #	000036	
<b>Total Invoice Amount</b>								<b>12,131.43</b>			
AP Vendor WINSOR LEARNING INC (002152/1) 3001 METRO DRIVE STE 480 BLOOMINGTON, MN 55425											
F	2022/23	12/05/22	R23-00050	4300-800 ELEM SONDAY SYSTEM NOTEBOOKS	INV17805	12/15/22	Paid	Printed	77.22		77.22
Check #	40337120	2023 (000257)	01-0000-0-1110-1000-4300-800-000-0000			Check Date	12/16/22	PO# PO23-00356	Register #	000036	
<b>Total Invoice Amount</b>								<b>77.22</b>			

Approval Batch 000631							Bank Account COUNTY - County Bank Account				
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount	
AP Vendor		CALIFORNIA'S VALUED TRUST H/W (000008/2) ATTN: FINANCE DEPARTMENT P.O. BOX 26300 FRESNO, CA 93729-6300									
2022/23	12/16/22	REQ23-00044	444 STAFF H & W INSURANCE	JAN 2023	12/19/22	Paid	Printed	102,364.44		102,364.44	
Check #	2023 (002068) 01-40337321		- - - -9571-	- - -			Check Date 01/05/23	PO# PO23-00044	Register # 000039		
<b>Total Invoice Amount</b>								<b>102,364.44</b>			
AP Vendor		LESLIE ANDERSON-MILLS (000522/1) 960 RACHEL CT. SAN LUIS OBISPO, CA 93401									
2022/23	12/16/22	REQ23-00033	433 L ANDERSON H&W PAYOUT	JAN 2023	12/19/22	Paid	Printed	791.67		791.67	
Check #	2023 (000238) 01-0000-0-1110-1000-3701-000-000-00000						Check Date 01/05/23	PO# PO23-00033	Register # 000039		
<b>Total Invoice Amount</b>								<b>791.67</b>			

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**Approval Batch 000636** **Bank Account COUNTY - County Bank Account**

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount	
AP Vendor			ALHAMBRA & SIERRA SPRINGS (000010/1) BOX 660579 DALLAS, TX 75266-0579								
2022/23	12/27/22	REQ23-00006	1110-1000-4300 JAN 2023	JAN 2023 9858589	12/29/22	Paid	Printed	217.00		217.00	
		2023 (002264)	01-0000-0-0000-8100-4300-000-000-00000					27.00			
		2023 (000240)	01-0000-0-1110-1000-4300-000-000-00000					26.80			
		2023 (000243)	01-0000-0-1110-1000-4300-100-000-00000					40.20			
		2023 (000257)	01-0000-0-1110-1000-4300-800-000-00000					87.00			
		2023 (000327)	01-0000-0-3200-1000-4300-300-000-00000					40.00			
		2023 (001279)	11-6391-0-4110-1000-4300-000-000-00000					4.00-			
Check #	40337302					Check Date	01/05/23	PO#	PO23-00006	Register #	000037
<b>Total Invoice Amount</b>								<b>217.00</b>			

AP Vendor			ATOMIC POWER COATING MACE PERFORMANCE INC (002154/1) 345 JUSS DRIVE CHICO, CA 95928								
F	2022/23	12/20/22	REQ23-00314	6387-3800-5890-100 16574	12/29/22	Paid	Printed	400.00		400.00	
		2023 (000921)	01-6387-0-3800-1000-5890-100-000-00000								
Check #	40337303					Check Date	01/05/23	PO#	PO23-00366	Register #	000037
<b>Total Invoice Amount</b>								<b>400.00</b>			

AP Vendor			CALIFORNIA SCHOOL PUBLIC RELATIONS ASSOCIATION (002123/1) 10265 ROCKINGHAM DRIVE SUITE 100 PMB 5060 SACRAMENTO, CA 95827								
F	2022/23	12/28/22	R23-00058	2700-5300 ANNUAL Renewal Membership 1/14/23-1/13/24	02964 RENEWAL	12/29/22	Paid	Printed	250.00	250.00	
		2023 (000110)	01-0000-0-0000-2700-5300-000-000-00000								
Check #	40337304					Check Date	01/05/23	PO#	PO23-00367	Register #	000037
<b>Total Invoice Amount</b>								<b>250.00</b>			

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Approval Batch 000636 (continued)						Bank Account COUNTY - County Bank Account					
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount	
AP Vendor		CASBO (000156/1) 1001 K STREET 5TH FLOOR SACRAMENTO, CA 95814									
F	2022/23	12/28/22	REQ23-00320	REGIST FOR CONF J TOWNE	194107 J TOWNE	12/29/22	Paid	Printed	55.00	55.00	
Check #		2023 (000177) 01-0000-0-0000-7300-5200-000-000-00000		40337305		Check Date 01/05/23		PO# PO23-00381		Register # 000037	
<b>Total Invoice Amount</b>								<b>55.00</b>			
AP Vendor		EWELL EDUCATIONAL SERVICES INC (002022/1) PO BOX 3298 GLEN ROSE, TX 76043-3298									
F	2022/23	12/28/22	R23-00057	01-6387-0-3800-100 0-5200-100 FFA BONANZA JAN 14 2023	103-15853 PALERMO	12/29/22	Paid	Printed	130.00	130.00	
Check #		2023 (001879) 01-6387-0-3800-1000-5200-100-000-00000		40337306		Check Date 01/05/23		PO# PO23-00370		Register # 000037	
	2022/23	12/28/22	REQ23-00319	01-7010-3800-5200- 100 UC DAVIS FIELD DAY 3/3/23	103-15926 UC DAVIS	12/29/22	Paid	Printed	104.00	104.00	
Check #		2023 (000939) 01-7010-0-3800-1000-5200-100-000-00000		40337306		Check Date 01/05/23		PO# PO23-00375		Register # 000037	
F	2022/23	12/28/22	R23-00055	01-6387-0-3800-100 0-5200-100 FIELD DAY FEB 11 2023	103-15948 CHICOBUTTE	12/29/22	Paid	Printed	472.00	472.00	
Check #		2023 (001879) 01-6387-0-3800-1000-5200-100-000-00000		40337306		Check Date 01/05/23		PO# PO23-00372		Register # 000037	
F	2022/23	12/28/22	REQ23-00319	01-7010-3800-5200- 100 UC DAVIS FIELD DAY 3/3/23	103-15969 GRIDLEY	12/29/22	Paid	Printed	35.00	35.00	
Check #		2023 (000939) 01-7010-0-3800-1000-5200-100-000-00000		40337306		Check Date 01/05/23		PO# PO23-00375		Register # 000037	
<b>Total Invoice Amount</b>								<b>741.00</b>			
AP Vendor		FORTUNA UNIFIED SCHOOL DISTRIC (000428/1) C/O SANDRA DALE, NCAP MANAGER 379 12TH STREET FORTUNA, CA 95540									
Selection		See last page for selection criteria								ESCAPE	ONLINE

Approval Batch 000636 (continued)										Bank Account COUNTY - County Bank Account		
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount		
AP Vendor		FORTUNA UNIFIED SCHOOL DISTRIC (000428/1) (continued)										
F	2022/23	12/28/22	REQ23-00317	01-7010-3800-5200-100 GROW AGED CONF JAN 29-30	12923 GROW AGED	12/29/22	Paid	Printed	290.00		290.00	
		2023 (000939)	01- 7010- 0- 3800- 1000- 5200- 100- 000- 00000									
Check #	40337307						Check Date	01/05/23	PO#	PO23-00383	Register #	000037
<b>Total Invoice Amount</b>								<b>290.00</b>				
AP Vendor		HILLYARD INC (000072/1) BOX 801400 KANSAS CITY, MO 64180-1400										
	2022/23	12/14/22	REQ23-00012	8100-4300	604970207	12/29/22	Paid	Printed	135.15		135.15	
		2023 (002264)	01- 0000- 0- 0000- 8100- 4300- 000- 000- 00000									
Check #	40337308						Check Date	01/05/23	PO#	PO23-00012	Register #	000037
<b>Total Invoice Amount</b>								<b>135.15</b>				
AP Vendor		LISA M SEISER QUALITY ASSURED (002155/1) GRANT CONSULTING 4304 N. MISSOUR STREET HARLINGEN, TX 78550										
F	2022/23	12/16/22	R23-00061	01-7812-0-1110-100-0-5890-800-DLIG Grant Writer	119 DLIP GRANT	12/29/22	Paid	Printed	10,000.00		10,000.00	
		2023 (002711)	01- 7812- 0- 1110- 1000- 5890- 800- 000- 00000									
Check #	40337320						Check Date	01/05/23	PO#	PO23-00376	Register #	000038
<b>Total Invoice Amount</b>								<b>10,000.00</b>				
AP Vendor		MCGRAW-HILL SCHOOL EDUCATION (000125/1) LOCKBOX# 71545 CHICAGO, IL 60694-1545										
F	2022/23	12/07/22	R23-00044	1100-1110-1000-410-0-100 HEALTH BUNDLE; 6 YR SUBSCRIPTION	126070899001	12/29/22	Paid	Printed	4,352.72		4,352.72	
		2023 (000555)	01- 1100- 0- 1110- 1000- 4100- 100- 000- 00000									
Check #	40337310						Check Date	01/05/23	PO#	PO23-00352	Register #	000037

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Approval Batch 000636 (continued)										Bank Account COUNTY - County Bank Account	
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount	
AP Vendor		MCGRAW-HILL SCHOOL EDUCATION (000125/1) (continued)								(continued)	
2022/23	10/21/22	REQ23-00078	6300-4100-800 REFUND/OVERCHG ELEM MATH SPANISH	CM 125735244001	12/29/22	Paid	Printed	1,334.23-		1,334.23-	
Check #		2023 (000890) 01-6300-0-1110-1000-4100-800-000-00000 40337310				Check Date 01/05/23		PO# PO23-00078	Register # 000037		
<b>Total Invoice Amount</b>								<b>3,018.49</b>			
AP Vendor		MILLER GLASS INC (000096/1) 745 CHERRY ST CHICO, CA 95928									
2022/23	12/19/22	REQ23-00034	8100-5630-800 ELEM ROOM 307	3-366602	12/29/22	Paid	Printed	508.40		508.40	
Check #		2023 (000192) 01-0000-0-0000-8100-5630-800-000-00000 40337311				Check Date 01/05/23		PO# PO23-00034	Register # 000037		
<b>Total Invoice Amount</b>								<b>508.40</b>			
AP Vendor		NAPA AUTO PARTS (000012/1) 402 WALKER ST ORLAND, CA 95963									
2022/23	12/16/22	REQ23-00018	01-0000-0-0000-810 0-4300-000-000-000 00	825095	12/29/22	Paid	Printed	169.46		169.46	
Check #		2023 (002264) 01-0000-0-0000-8100-4300-000-000-00000 40337312				Check Date 01/05/23		PO# PO23-00018	Register # 000037		
<b>Total Invoice Amount</b>								<b>169.46</b>			
AP Vendor		NATIONAL FFA ORGANIZATION (002156/1) PO BOX 631363 CINCINNATI, OH 45263-1363									
2022/23	12/19/22	R23-00067	01-6387-3800-5200 NAT CONV REGIST	NGC150 18608	12/29/22	Paid	Printed	400.00		400.00	
Check #		2023 (001879) 01-6387-0-3800-1000-5200-100-000-00000 40337313				Check Date 01/05/23		PO# PO23-00374	Register # 000037		
<b>Total Invoice Amount</b>								<b>400.00</b>			
AP Vendor		OFFICE DEPOT INC (000309/1) PO BOX 29248 PHOENIX, AZ 85038-9248									
Selection See last page for selection criteria											

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ReqPay05g

Payment Register by Approval BatchId

Approval Batch 000636 (continued)							Bank Account COUNTY - County Bank Account			
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor		OFFICE DEPOT INC (000309/1) (continued)								
2022/23	12/06/22	REQ23-00125	4300-800 ELEM OFFICE SUPPLIES	282621751001	12/29/22	Paid	Printed	38.60		38.60
Check #	40337314	2023 (000257)	01-0000-0-1110-1000-4300-800-000-00000			Check Date 01/05/23	PO# PO23-00125		Register # 000037	
2022/23	12/06/22	REQ23-00125	OPEN FOR ELEM OFFICE SUPPLIES	282627095001	12/29/22	Paid	Printed	34.15		34.15
Check #	40337314	2023 (000257)	01-0000-0-1110-1000-4300-800-000-00000			Check Date 01/05/23	PO# PO23-00125		Register # 000037	
<b>Total Invoice Amount</b>								<b>72.75</b>		
AP Vendor		PG&E (000084/1) BOX 997300 SACRAMENTO, CA 95899-7300								
2022/23	12/14/22	REQ23-00016	DEC 2022 8100-5590-000/100	DEC 22 9921774729-6	12/29/22	Paid	Printed	10,360.57		10,360.57
Check #	40337315	2023 (000186)	01-0000-0-0000-8100-5590-000-000-00000			4,144.23				
		2023 (000187)	01-0000-0-0000-8100-5590-100-000-00000			6,216.34				
Check #	40337315					Check Date 01/05/23	PO# PO23-00016		Register # 000037	
<b>Total Invoice Amount</b>								<b>10,360.57</b>		
AP Vendor		RAY MORGAN COMPANY (001510/1) 3131 ESPLANADE CHICO, CA 95973								
2022/23	12/22/22	REQ23-00013	01-0000-0-0000-270 0-5620- DEC 2022 LEASE	DEC 2022 3962320	12/29/22	Paid	Printed	1,942.39		1,942.39
Check #	40337317	2023 (000114)	01-0000-0-0000-2700-5620-000-000-00000			166.44				
		2023 (000281)	01-0000-0-1110-1000-5620-100-000-00000			370.12				
		2023 (000282)	01-0000-0-1110-1000-5620-800-000-00000			995.20				
		2023 (000331)	01-0000-0-3200-1000-5620-300-000-00000			104.03				
		2023 (001291)	11-6391-0-4110-1000-5620-000-000-00000			202.57				
		2023 (001352)	12-6105-0-1110-1000-5620-000-000-00000			104.03				
Check #	40337317					Check Date 01/05/23	PO# PO23-00013		Register # 000037	
<b>Total Invoice Amount</b>								<b>1,942.39</b>		
AP Vendor		SCHOOL OUTFITTERS (000380/1) 3736 REGENT AVE CINCINNATI, OH 45212-3724								

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Selection See last page for selection criteria

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**Approval Batch 000636 (continued)** **Bank Account COUNTY - County Bank Account**

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount		
AP Vendor			SCHOOL OUTFITTERS (000380/1) (continued)									
F	2022/23	12/28/22	R23-00043	3213-1110-4400-100	INV13916141	12/29/22	Paid	Printed	1,935.71	1,935.71		
			UPGRADE HS LIBRARY SEATING									
			2023 (002714) 01-3213-0-1110-1000-4400-100-000-00000									
Check #	40337318						Check Date	01/05/23	PO#	PO23-00353	Register #	000037
<b>Total Invoice Amount</b>								<b>1,935.71</b>				

AP Vendor			TREE WORX (000550/1) 494 CIMARRON DRIVE CHICO, CA 95973									
F	2022/23	12/28/22	R23-00060	01-0000-0-0000-810	EUCALYPTUS REMOVAL	12/29/22	Paid	Printed	4,900.00	4,900.00		
			0-5890-EMERGENC Y TREE SOCCER FIELD HHS									
			2023 (002379) 01-0000-0-0000-8100-5890-000-000-00000									
Check #	40337319						Check Date	01/05/23	PO#	PO23-00373	Register #	000037
F	2022/23	12/28/22	R23-00059	01-0000-0-0000-810	OAK MULBERRY	12/29/22	Paid	Printed	4,900.00	4,900.00		
			0-5890-000-000-000 REMOVAL 00									
			2023 (002379) 01-0000-0-0000-8100-5890-000-000-00000									
Check #	40337319						Check Date	01/05/23	PO#	PO23-00371	Register #	000037
<b>Total Invoice Amount</b>								<b>9,800.00</b>				

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**Approval Batch 000637** **Bank Account COUNTY - County Bank Account**

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount	
AP Vendor			INDUSTRIAL POWER PRODUCTS (000118/1) 355 EAST PARK AVENUE CHICO, CA 95928								
F	2022/23	12/20/22	REQ23-00311	8500-6400 NEW MOWER	366475	12/29/22	Paid	Printed	23,606.30	23,606.30	
Check #			2023 (002776) 01-0000-0-0000-8500-6400-000-000-00000				40337309		Check Date 01/05/23	PO# PO23-00364	Register # 000037

**Total Invoice Amount 23,606.30**

AP Vendor			QUILL CORPORATION (000134/1) PO BOX 37600 PHILADELPHIA, PA 19101-0600								
F	2022/23	12/10/22	R23-00052	1110-1000-4300-100 PRINTER FOR M HANSEN	29510716	12/29/22	MHANSEN	Paid	Printed	280.76	280.76
Check #			2023 (000243) 01-0000-0-1110-1000-4300-100-000-00000				40337316		Check Date 01/05/23	PO# PO23-00363	Register # 000037

**Total Invoice Amount 280.76**

Approval Batch 000642						Bank Account COUNTY - County Bank Account				
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor		DANNIS WOLIVER KELLEY (002047/2) 2087 ADDISON STREET 2ND FLOOR BERKELEY, CA 94704								
2022/23	12/27/22	REQ23-00023	423 LEGAL FEES	NOV 2022	01/04/23	Paid	Printed	865.50		865.50
Check #		2023 (000144) 01- 0000- 0- 0000- 7110- 5815- 000- 000- 00000				Check Date 01/05/23		PO# PO23-00023	Register # 000039	
<b>Total Invoice Amount</b>								<b>865.50</b>		

AP Vendor		STANDARD (000584/1) P.O. BOX 4664 PORTLAND, OR 97208-4664								
2022/23	12/20/22	REQ23-00008	408 STANDARD EE INS	DEC 2022	01/04/23	Paid	Printed	322.64		322.64
Check #		2023 (002068) 01- - - - -9571- - -				Check Date 01/05/23		PO# PO23-00008	Register # 000039	
<b>Total Invoice Amount</b>								<b>322.64</b>		

EXPENSES BY FUND - Bank Account COUNTY			
Fund	Expense	Cash Balance	Difference
01	367,650.74	3,162,820.63	2,795,169.89
11	1,572.48	51,509.72	49,937.24
12	256.37	49,180.89	48,924.52
13	25,575.99	38,271.82	12,695.83
21	46,656.83	210,387.37	163,730.54
<b>Total</b>	<b>441,712.41</b>		

Number of Payments	160	
Number of Checks	85	\$401,181.36
Number of ACH Advice	0	
Number of vCard Advice	0	
Total Check/Advice Amount	\$441,712.41	
Total Unpaid Sales Tax	\$ .00	
Total Expense Amount	\$441,712.41	
<hr/>		
CHECK/ADVICE AMOUNT DISTRIBUTION COUNTS		
\$0 - \$99	10	
\$100 - \$499	23	
\$500 - \$999	14	
\$1,000 - \$4,999	26	
\$5,000 - \$9,999	2	
\$10,000 - \$14,999	5	
\$15,000 - \$99,999	4	
\$100,000 - \$199,999	1	
\$200,000 - \$499,999		
\$500,000 - \$999,999		
\$1,000,000 -		
<hr/>		
***** ITEMS OF INTEREST *****		
* Number of payments to a different vendor		
! Number of Prepaid payments		
@ Number of Liability payments		
& Number of Employee Also Vendors		
? denotes check name different than payment name		
F denotes Final Payment		

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Report Totals - Payment Count **160** Check Count **85** ACH Count **0** vCard Count **0** Total Check/Advice Amount **441,712.41**

Report Selection Criteria Sorted by Approval BatchId, Filtered by (Org = 12, Payment Method = N, Payment Type = N, On Hold? = N, Starting Check/Advice Date = 12/6/2022, Ending Check/Advice Date = 1/17/2023, Page Break by Check/Advice? = N, Zero? = N) (BOARD REPORT JANUARY 25 2023)

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