HAPPY VALLEY Est.1954 UNION SCHOOL DISTRICT

Happy Valley Elementary School District
Board of Trustees

Regular Board Meeting Agenda

February 12, 2025
Happy Valley Elementary Library – Open Session – 5:00 p.m.
Happy Valley Elementary Library – Closed Session – 5:05 p.m.
Happy Valley Elementary School Cafeteria – Open Session - 6:00 p.m.
17480 Palm Avenue, Anderson, CA 96007

OPEN SESSION – 5:00 PM Elementary Library

1.0 Call to Order

2.0 Roll Call

3.0 Approval of Closed Session Agenda

4.0 Public Comment on Closed Session

The public is invited to address the Board regarding items that are listed under the closed session agenda. Speakers are limited to three minutes each. The Board is not allowed under law to act on matters that are not on the Agenda.

5.0 Adjourn Open Session and Convene Closed Session

CLOSED SESSION - 5:05 PM Elementary Library

6.0 Closed Session

6.1 Public Employee Discipline/Dismissal Release (§54957)
6.2 Conference Regarding Labor Negotiations (§54957.6) Certificated & Classified
6.3 Public Employee Performance Evaluation – Superintendent/Primary School Principal (§54957)

7.0 Adjourn Closed Session and Convene Open Session

OPEN SESSION – 6:00 PM Elementary Cafeteria

8.0 Call to Order

9.0 Pledge of Allegiance

10.0 Report from Closed Session

11.0 Approval of Open Session Agenda

12.0 Presentation – Students/Staff

13.0 Information/Discussion Items (Updates; Community Events; Staff Announcements)

13.1 Community/Staff/District

a) Community
b) Certificated Staff
c) Classified Staff
d) Board Members
e) Primary Site Update
f) Elementary Site Update

14.0 Communication to the Board – SCOE – Concurrence of 1st Interim Budget & Positive Certification **(Pg.4)**

15.0 Public Comment – Public Session Items **not on the agenda**, but within the jurisdiction of this body, may be addressed at this time or be submitted to the Superintendent in writing for Board consideration as an agenda item. Items not on the agenda are restricted in response and action by the Board and its members. A three-minute limit is set for each speaker on all items. The total time for public input on each item is limited to 20 minutes (Government Code 54952). In order to protect the rights of all involved, complaints about employees should be addressed through the District complaint process. Speaking about a personnel issue at a Board meeting may prevent the Board from being able to act on it. Please see an administrator to initiate the complaint process.

15.1 Public Comment Session Opened
15.2 Items on the Agenda
15.3 Items not on the Agenda
15.4 Public Comment Session Closed

16.0 Consent Agenda - Consent Agenda items are expected to be routine and non-controversial. They will be acted upon by the Board at one time **without discussion**. **Board Members may request that an item be removed from the Consent Agenda for later discussion**.

16.1 Approval of Minutes for Regular Board Meeting January 14, 2025 **(Pg.5)**
16.2 Approval of Warrants Jan. 10, 2025 – Feb. 7, 2025 **(Pg.9)**

17.0 Personnel:

17.1 Approve Personnel Action Report **(Pg.15)**

18.0 Discussion/Action Items

18.1 Discussion/Action: Approval of Items Removed from the Consent Agenda
18.2 Discussion: TK/K Facility Project
18.3 Discussion/Action: Approve AB1200 Public Discloser of Proposed Bargaining Agreement: Certificated - including updated contract language & salary schedule **(Pg.16)**
18.4 Discussion/Action: Approve AB1200 Public Discloser of Proposed Bargaining Agreement: Certificated Management; Confidential/Management – including updated salary schedule **(Pg.26)**
18.5 Discussion/Action: Approve 2024/25 Extended School Year Waiver **(Pg.32)**
18.6 Discussion/Action: Approve Comprehensive Safety Plan **(Pg.33)**

18.7 Discussion/Action: Approve SPSA: School Plan for Student Achievement **(Pg.134)**
18.8 Discussion/Action: Approve Updated Signature Warrant Card **(Pg.186)**
18.9 Discussion/Action: Approve 2025/26 School Year Calendar **(Pg.187)**
18.10 Discussion/Action: Approve Resolution #25-12 Lincoln's Birthday Observance **(Pg.188)**
18.11 Discussion/Action: Approve Sub-committee for Provisional Board Appointment
18.12 Discussion/Action: Approve Updated September 2024 Board Policies **(Pg.189)**

19.0 Superintendent Update

20.0 Business Manager Update

21.0 Enrollment Update as of February 7, 2025: 493 - Grades TK – 8 (includes CDS and Independent Study/Homeschool) **(Pg.391)**

22.0 Next Meetings

March 12, 2025 – Regular Board Meeting
April 09, 2025 – Regular Board Meeting
May 14, 2025 – Regular Board Meeting

Board Meeting Times:
5:00 p.m. – 5:05 p.m. – Open Session – Community Comments on Closed Session – Elem. Library
5:05 p.m. – 6:00 p.m. – Closed Session – Elementary Library
6:00 p.m. – Open Session – Regular Board Meeting – Elementary Cafeteria

23.0 Adjourn Open Session

SHASTA
COUNTY OFFICE OF
EDUCATION

To be leaders in educational excellence, offering support to schools and community to ensure Shasta County students receive a quality education preparing them for high school graduation and success in career and college.

Superintendent
Mike Freeman

Board of Education
Robert Brown
Jessica French
Authur Gorman
Jackie LaBarbera
Laura Manuel
Michael Orlicky
Teresa Roberts

January 27, 2025

Governing Board
Happy Valley Union Elementary School District
17480 Palm Ave.
Anderson, CA 96007

Dear Board Members:

Pursuant to *Education Code* Section 42131, we have reviewed your district's First Interim Budget and the accompanying positive certification of fiscal solvency to determine whether it complies with the Criteria and Standards for fiscal stability adopted by the State Board of Education, allows your district to meet its financial obligations during the fiscal year, and is consistent with a financial plan that will enable your district to satisfy its multiyear financial commitments. We concur with your assessment that, based on current projections, your district will be able to meet its financial obligations for the current and subsequent two fiscal years and that a positive certification is appropriate.

We remind you that any negotiated compensation changes must meet the public disclosure requirement of *Government Code* Section 3547.5 and the California Code of Regulations Title V, Section 15449, and a budget revision must be completed within 45 days of board approval.

We appreciate the submission of your First Interim Budget and look forward to your Second Interim Budget, which is due to our office by March 17, 2025. If you have any questions or concerns, please contact me at 530-225-0209.

Sincerely,

Donell Evans
Executive Director, District Fiscal Services

cc: Gina Murphy, Superintendent/Principal
Beth Roberts, Chief Business Official

HAPPY VALLEY UNION SCHOOL DISTRICT Est. 1954

Happy Valley Elementary School District
Board of Trustees

Regular Board Meeting Minutes

January 14, 2025
Happy Valley Elementary Library – Open Session – 5:00 p.m.
Happy Valley Elementary Library – Closed Session – 5:05 p.m.
Happy Valley Elementary School Cafeteria – Open Session - 6:00 p.m.
17480 Palm Avenue, Anderson, CA 96007

OPEN SESSION – 5:00 PM Elementary Library

1.0 Call to Order @ 5:00 p.m.

2.0 Roll Call – Jodi Shearman, Cheryl Best, Mike Arey, Erin Ciapponi, Josh Hancock – Present

3.0 Approval of Closed Session Agenda -

On a motion by Cheryl Best, seconded by Mike Arey, the board voted 5-0 to approve the closed session agenda.

4.0 Public Comment on Closed Session

The public is invited to address the Board regarding items that are listed under the closed session agenda. Speakers are limited to three minutes each. The Board is not allowed under law to act on matters that are not on the Agenda.

4.1 Public Comment Session Opened @ 5:01 p.m.
4.2 Person wishing to address the Board – None
4.3 Public Comment Session Closed @ 5:01 p.m.

5.0 Adjourn Open Session and Convene Closed Session

On a motion by Cheryl Best, seconded by Mike Arey, the board voted 5-0 to adjourn Open Session and convene Closed Session at 5:02 p.m.

CLOSED SESSION - 5:05 PM Elementary Library

6.0 Closed Session

6.1 Public Employee Discipline/Dismissal Release (§54957)
6.2 Conference Regarding Labor Negotiations (GC §54957.6) Certificated & Classified
6.3 Public Employee Performance Evaluation (§54957) Title: Superintendent/Principal

7.0 Adjourn Closed Session and Convene Open Session

On a motion by Cheryl Best, seconded by Erin Ciapponi, the board voted 5-0 to adjourn Closed Session and convene Open Session at 5:35 p.m.

OPEN SESSION – 6:00 PM Elementary Cafeteria

8.0 Call to Order at 6:00 p.m.

9.0 Pledge of Allegiance – Led by Jodi Shearman

10.0 Report from Closed Session

No report

11.0 Approval of Agenda –

On a motion by Cheryl Best, seconded by Erin Ciapponi, the board voted 5-0 to approve the agenda.

12.0 Presentation – Students and Staff

Students: Jordan Warren, Dominic Romiti, Cezanne Pearson, Trace Avila
Staff: Darcy Weekley, Ashley Youman, Tiffany Collver, Jessica Dunlap

13.0 Information/Discussion Items

13.1 Community/Staff/District (suggested 2 minutes maximum per presenter)

a) Community – None
b) Certificated Staff – Ashley Youman reported to the board regarding Math Counts on February 11th at the Anderson VFW, Pi Day in March, and the possibility of a field trip to Nordic Park.
c) Classified Staff – None
d) Board Members – Mike Arey commented on the upcoming Tri-tip dinner for WV Softball on February 1st; Cheryl Best reported 4-H would be hosting snack shacks at the upcoming Arrow Shoot.
e) Primary Site Update – Gina Murphy reported the following: the ELOP Marketplace over Christmas break was successful; the primary is still fine tuning the pickup line; work continues in regards to attendance.
f) Elementary Site Update – Chris Nelson reported the following: Certificated staff attended in-service training on January 6th; starting work on STAR Assessments; 8th grade basketball tournament on January 17th; Saturday School has started; planning has started for Job Fair/College & Career Week in March.

14.0 Communications to the Board – Annual Certification Regarding Workers' Compensation

15.0 Public Comment – Public Session Items not on the agenda, but within the jurisdiction of this body, may be addressed at this time or be submitted to the Superintendent in writing for Board consideration as an agenda item. Items not on the agenda are restricted in response and action by the Board and its members. A three-minute limit is set for each speaker on all items. The

total time for public input on each item is limited to 20 minutes (Government Code 54952). In order to protect the rights of all involved, complaints about employees should be addressed through the District complaint process. Speaking about a personnel issue at a Board meeting may prevent the Board from being able to act on it. Please see an administrator to initiate the complaint process.

15.1 Public Comment Session Opened @ 6:28 p.m.
15.2 Items on the Agenda – None
15.3 Items not on the Agenda – None
15.4 Public Comment Session Closed @ 6:28 p.m.

16.0 Consent Agenda - Consent Agenda items are expected to be routine and non-controversial. They will be acted upon by the Board at one time without discussion. **Board Members may request that an item be removed from the Consent Agenda for later discussion.**

16.1 Approval of Minutes for Regular Board Meeting December 17, 2024
16.2 Approval of Warrants Dec. 14, 2024 – Jan. 10, 2025
16.3 Approve Williams Quarterly Report – Oct. – Dec. 2024

On a motion by Cheryl Best, seconded by Mike Arey, the board voted 5-0 to approve the Consent Agenda.

17.0 Personnel:

17.1 Approve Personnel Action Report

On a motion by Cheryl Best, seconded by Mike Arey, the board voted 5-0 to approve the the Personnel Action Report.

18.0 Discussion/Action Items

18.1 Discussion/Action: Approval of Items Removed from the Consent Agenda

None

18.2 Discussion: LCAP Mid-year Report

Gina Murphy reported the LCAP Mid-year Report is a snapshot of updated goals and expenditures.

18.3 Discussion/Action: Approve 2023/2024 SARC (Elem., Prim., CDS)

On a motion by Cheryl Best, seconded by Mike Arey, the board voted 5-0 to approve the 2023/2024 SARCS for the 2024/2025 school year.

18.4 Discussion/Action: Approve 2023/24 Annual Developer Fee Resolution #25-09 & Report

On a motion by Cheryl Best, seconded by Mike Arey, the board voted 5-0 to approve the 2023/24 Annual Developer Fee Resolution #25-09 & Report.

18.5 Discussion/Action: Approve 23/24 Audited Financial Statements

On a motion by Cheryl Best, seconded by Jodi Shearman, the board voted 5-0 to approve the 23/24 Audited Financial Statements.

19.0 Superintendent Update – Gina Murphy reported the following: the generators have been ordered; the new school bus was delivered on Tuesday; the IPL building was demolished over Christmas break; conversation continued with district attorneys regarding the easement between the primary school and the neighbors to the north of the school.

20.0 Business Manager Update – Nothing to report at this time.

21.0 Enrollment Update as of January 10, 2025: 492 - Grades TK – 8 (includes CDS and Independent Study/Homeschool)

22.0 Next Meetings

February 12, 2025
March 12, 2025
April 09, 2025
May 14, 2025

Board Meeting Times:
5:00 p.m. – 5:05 p.m. – Open Session – Community Comments on Closed Session – Elem. Library
5:05 p.m. – 6:00 p.m. – Closed Session – Elementary Library
6:00 p.m. – Open Session – Regular Board Meeting – Elementary Cafeteria

23.0 Adjourn Open Session

On a motion by Mike Arey, seconded by Cheryl Best, the board voted 5-0 to adjourn open session @ 6:43 p.m.

Approved February 12, 2025

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Clerk of the Board

Checks Dated 01/10/2025 through 02/07/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
9011026409	01/16/2025	ACE HARDWARE #12204	01-4510	ELEM. PLUMBING & MAINT. SUPPLIES		69.30
9011026410	01/16/2025	AMANDA LOCKHART	01-5805	BBALL CAMP-2 DAY CAMP EXTRA CARE-ELOP	480.00	
				HV MARKET DAYS CAMP/EXTRA CARE	180.00	660.00
9011026411	01/16/2025	Amazon Capital Services	01-4310	112224-A. HALL-RSP SUPPLIES	9.74	
				HEADP-RSP CHEST NURSE/OFF,CLI	119.91	
				HV- L CHAMBERS (SPED RS 6500)	342.49	
				JAMES H. CDS	56.60	
				PS- IPAD CASES FOR JPA SPED	47.13	
			01-4510	11152024 D.O. RG	91.16	
				BETH-CBO SUPPLY	171.32	
				DEO- NURSING SPLY DOTS & DIVI OFF	100.18	
				ELOP AFTERSCHOOL CLUBS-ART	21.44	
				HEADP-RSP CHEST NURSE/OFF,CLI	50.50	1,010.47
9011026412	01/16/2025	AT&T	01-5910	PHONE SVCS		729.59
9011026413	01/16/2025	BLUE STAR GAS	01-5525	ELEM. PROPANE		3,264.68
9011026414	01/16/2025	BRIANNE TEAGUE	01-5805	HV MARKET DAYS CAMP/EXTRA CARE		300.00
9011026415	01/16/2025	CALIF SAFETY - ANNA SCHWA RTZ	01-5801	PRIM.EAST/WEST ALARM RECEIVER REPAIRS		873.50
9011026416	01/16/2025	CASADY-SEAY, LLANA S	01-8699	STALE CHECK REIMBURSEMENT		29.07
9011026417	01/16/2025	CLEAR CREEK COMMUNITY SERVICE	01-5550	BUS BARN WATER SVCS	21.09	
				ELEM. & PARKING LOT WATER SVCS	132.79	
				ELEM. BALL PARK WATER SVCS	298.15	
				PRIM. WATER SVCS	149.78	601.81
9011026418	01/16/2025	COLUMBIA ESD	01-5805	ASSISTANT SUPERINTENDENT SVCS		5,435.25
9011026419	01/16/2025	EDDIE AXNER CONSTRUCTION, INC.	01-4510	DEMO HV PRIMARY SCHOOL		8,849.16
9011026420	01/16/2025	EMPLOYMENT DEVELOPMENT DEPT	01-3502	SEF LOCAL EXPERIENCE CHARGE		2,682.47
9011026421	01/16/2025	GILES LOCK & SEC SYSTEMS INC	01-5630	ELEM. DUPLICATE KEYS		132.99
9011026422	01/16/2025	GRAINGER	01-4510	BUS BARN SAFETY/OSHA		2,721.39
9011026423	01/16/2025	HAPPY VALLEY FRESH FTS	13-4510	FOOD SVCS-FRUIT		216.60
9011026424	01/16/2025	HILLTOP MEDICAL CLINIC	01-5801	PHYSICAL BUS DRIVER-BEAR	125.00	
				PHYSICAL BUS DRIVER-HEBERT	125.00	250.00
9011026425	01/16/2025	KRISTINA BARBER	01-5211	PARENT MILEAGE REIMB.-SPED		268.00
9011026426	01/16/2025	LAUNDRY WORLD	01-4510	TRANSPORTATION RAGS		10.73
9011026427	01/16/2025	MENDES SUPPLY COMPANY	01-4510	JANITORIAL SUPPLIES		74.80
9011026428	01/16/2025	MURPHY, GINA	01-1340	SYMPOSIUMSUPERCONF		553.20
9011026429	01/16/2025	N.C.G.T. SECURITY FUND	01-9500	H & W		17,859.00
9011026430	01/16/2025	PACE SUPPLY CORP	01-4510	ELEM. PLUMBING		33.78

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 01/10/2025 through 02/07/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
9011026431	01/16/2025	PG&E	01-5515	ELEM. CLASSROOMS ELECT. SVCS	79.88	
				ELEM. ELECTRIC SVCS	91.40	
				ELEM. MAIN ELECTRIC SVCS	24.64	
				ELEM. ST LIGHTING	65.91	
				PRIM. FAMILY CENTER ELECTRIC SVCS	23.82	
				PRIM. SCHOOL ELECTRIC SVCS	23.82	
				PRIM. ST LIGHTING	10.98	320.45
9011026432	01/16/2025	POULTON, KARA A	01-5211	MILEAGE REIMBURSEMENT		45.83
9011026433	01/16/2025	PRODUCERS DAIRY FOODS, INC.	13-4510	ELEM. CAFE/KITCHEN SPLY	802.07	
				PRIM. CAFE/KITCHEN SPLY	898.18	1,700.25
9011026434	01/16/2025	PROPACIFIC FRESH	13-4510	FOOD SVCS-MEAL SUPPLY		598.79
9011026435	01/16/2025	SHASTA CO OFFICE OF EDUCATION	01-5630	NOV 24' VEHICLE MAINT.		26.65
9011026436	01/16/2025	SHASTA MOSQUITO & VECTOR CONTROL DISTRICT	01-5801	MOSQUITO & VECTOR APPROVED ASSESSMENT		101.00
9011026437	01/16/2025	SHASTA WELDING SUPPLY INC	01-5610	CYLINDER RENTAL		25.60
9011026438	01/16/2025	SMOTSKI, KYRALYN A	01-8699	CHECK REIMBURSEMENT/STALE CHECK		27.24
9011026439	01/16/2025	THE DANIELSEN COMPANY	13-4510	STUDENT MEAL SUPPLY		1,306.05
9011026440	01/16/2025	U.S. BANK CORP PAYMENT SYSTEMS	01-4310	STUDENT INCENTIVE-ELEM.	170.13	
			01-4510	DEC 24' AFTER SCHOOL CLUB SNACKS-ELOP	215.04	
				ELOP SNACKS	17.94	
				ELOP SNACKS/SUPPLIES	191.21	
				MAINT & ELEMENT. SPLY	394.40	
				MAINT. VACUUM PARTS	253.96	
				NOV 24' B-BALL CAMP FOOD-ELOP	1,002.82	
				NOV 24' B-BALL CAMP SNACKS/FOOD-ELOP	57.58	
				OMNI HEARING REIMBURSEMENT	249.99-	
				STAFF APPRECIATION	95.83	
			01-4710	NOV 24' B-BALL CAMP FOOD-ELOP	77.75	
				NOV 24' B-BALL CAMP SNACKS/FOOD-ELOP	212.20	
			01-5210	PROF.DEVELOP.-DIANE BASSETT	169.00	
			01-5310	AMAZON PRIME	16.08	
			01-5801	TRANSLATION SVCS-ENG-SPAN.	14.99	
			01-5805	SPED iPAD SUBSCRIPTION	299.98	
			13-4510	FOOD SPLY & PRODUCTS	161.20	
				FOOD SUPPLY	11.96	

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 01/10/2025 through 02/07/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
9011026440	01/16/2025	U.S. BANK CORP PAYMENT SYSTEMS	13-4510	WALMART-MEAL SPLY	12.90	
			13-4710	FOOD SPLY & PRODUCTS	173.00	3,297.98
9011026441	01/16/2025	US BANK EQUIPMENT FINANCE	01-5801	COPIER SVCS/LEASES	968.88	
			01-7439	COPIER SVCS/LEASES	1,431.84	2,400.72
9011026442	01/16/2025	VALLEY ACE HARDWARE	01-4510	ELEM. PLUMBING	114.04	
				PRIM. MAILBOX	34.74	148.78
9011026443	01/16/2025	VALLEY SUPPLY ACE HARDWARE	01-4510	ELEM. PLUMBING		71.88
9011026444	01/16/2025	WASTE MANAGEMENT ANDERSON COTTONWOOD DISPOSAL	01-5545	ELEM. GARBAGE SVCS	1,689.12	
				PRIM. GARBAGE SVCS	862.39	2,551.51
9011027180	01/23/2025	ALLISON HALL	01-5805	HV MARKET & LIFE SKILLS CAMP/EXTRA CARE		360.00
9011027181	01/23/2025	Amazon Capital Services	01-4310	ELEM. OFFICE/SCIENCE/STAFF RM SPLY	19.30	
			01-4510	ELEM. OFFICE/SCIENCE/STAFF RM SPLY	130.95	
				PRIM. PRINCIPAL SPLY	106.68	256.93
9011027182	01/23/2025	BUSWEST, LLC	01-6510	2025 THOMAS 84-PAX BUS		295,394.91
9011027183	01/23/2025	CALIFORNIA'S VALUED TRUST ATTN: FIN DEPT	01-9550	FEB 25' MED & DENT.	38,493.00	
			01-9551	FEB 25' MED & DENT.	3,296.13	
			01-9559	FEB 25' MED & DENT.	1,729.67	43,518.80
9011027184	01/23/2025	DEPARTMENT OF JUSTICE ACCOUNTING OFFICE	01-5801	DOJ LIVE SCAN FEES		32.00
9011027185	01/23/2025	LOZANO SMITH	01-5210	GENERAL LABOR & EMPLOYMENT		696.00
9011027186	01/23/2025	MOUNTAIN VALLEY SPED JPA	01-5101	ERICS CLASS	5,646.84	
				K-8 ALL SDC	19,106.48	
				OT	5,593.81	
				PRE-SCHOOL MOD SEVERE	4,522.72	
				PSYCH SVCS (50/50)	5,961.98	
				SPEECH SVCS	17,537.50	
			01-5805	ERMHS COUNSELOR	2,317.86	
				FACILITY FEE	157.30-	
				NURSING SVCS (50/50)	2,514.29	
				SPECIAL ED ADMIN COSTS	4,162.14	
				STUDENT SUPPORT/BCBA	1,206.78	
			01-7221	ADA PASS THRU	2,049.11	70,462.21
9011027187	01/23/2025	NORMAC	01-4510	MAINT. SPLY-IPL CONNECTIONS		278.91
9011027188	01/23/2025	PRODUCERS DAIRY FOODS, INC.	13-4510	ELEM. CAFE/KITCHEN SPLY	806.78	
				PRIM CAFE/KITCHEN SPLY	890.51	1,697.29
9011027189	01/23/2025	PROPACIFIC FRESH	13-4510	FOOD SVCS-MEAL SUPPLY		459.57
9011027190	01/23/2025	SHASTA TRINITY SCHLS INS GROUP	01-9552	FEB 25' VISION	832.50	

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 01/10/2025 through 02/07/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
9011027190	01/23/2025	SHASTA TRINITY SCHLS INS GROUP	01-9559	FEB 25' VISION	112.50	945.00
9011027191	01/23/2025	SYSCO - SACRAMENTO	13-4510	STUDENT MEAL SUPPLY		770.20
9011027192	01/23/2025	TEAMSTERS RETIREE TRUST	01-9559	RENEE WADOWSKI H&W		480.00
9011027193	01/23/2025	TPX COMMUNICATIONS	01-5910	PHONE SVCS		475.17
9011027194	01/23/2025	VALLEY PACIFIC PETROLEUM SVCS	01-4601	BUS FUEL		980.76
9011028069	01/30/2025	Amazon Capital Services	01-4310	112224- A. HALL- RSP SUPPLIES	40.31	
				A. HALL 1ST YEAR PRINTER INK	128.50	
				PS- iPAD JPA STUDENT	272.11	
				TONER HVE OFFICE-MUSIC P28	102.37	
				TONER ROOM 11 & PENS FOR IEP	15.76	
				VIKING VOUCHERS/NELSON/BASSETT	28.95	
			01-4510	112224-D.O. SUPPLIES	91.95	
				121824- D.O.	115.75	
				1ST YR PRINTER INK-P.SALCIDO	24.54	
				B. COOK-CLASSROOM FUNDS	22.50	
				COLEMAN COOLER RETURN CREDIT	16.67-	
				D.O. CBO/BAC HEATERS	147.18	
				ELEM. OFFICE SUPPLIES	485.75	
				ELOP SUPPLIES	138.88	
				ES & PS LAPTOP SKINS	51.44	
				ES- BASSETT	323.52	
				G. GANDOLFO CLASSROOM FUNDS	106.89	
				HV AUDIO CABLE FOR SPEAKERS	39.69	
				HV- DO B. ROBERTS DYMO	101.19	
				HV- ELOP NEEDS (STAND/CABLES)	73.15	
				J. GANDOLFO- CDS	77.19	
				J. SANFORD CLASSROOM FUNDS	369.58	
				KINSEY'S CLASSROOM	253.84	
				LIBRARY	253.47	
				PRIM. CAMPUS NEEDS COPY RM/OFFICE	311.25	
				PRIM. OFFICE SUPPLIES	65.37	
				PS- TAMMY JACOBS MONITOR	169.89	
				ROBIN- DYMO REFILL	21.53	
				TONER HVE OFFICE-MUSIC P28	910.17	
				TONER ROOM 11 & PENS FOR IEP	90.15	
				VIKING VOUCHERS/NELSON/BASSETT	759.44	
			13-4710	CAFETERIA SUPPLIES	32.95	5,608.59

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 01/10/2025 through 02/07/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
9011028070	01/30/2025	ANDERSON UNION HIGH SCHOOL	01-5805	JOSHUA WOHLRABE SHARED SVCS		11,830.68
9011028071	01/30/2025	BLUE STAR GAS	01-5525	D.O. PROPANE	1.07	
				HEADSTART PROPANE	1.07	
				MAIN SCHOOL EAST-PRIM PROPANE	1.07	
				PRIM. CLASSROOMS WEST PROPANE	1.07	
				PRIM. MANIFOLD PROPANE	1.07	5.35
9011028072	01/30/2025	BUSWEST, LLC	01-4510	BUS 219 BLOWER MOTOR/PARTS		455.26
9011028073	01/30/2025	CDW GOVERNMENT	01-4410	B. NICKENS DESKTOP COMPUTER	846.06	
			01-6410	ELOP-NEW EQUIPMENT/PRINTER	453.20	1,299.26
9011028074	01/30/2025	HAPPY VALLEY FRESH FTS	13-4510	FOOD SVCS-FRUIT		742.60
9011028075	01/30/2025	PITNEY BOWES	01-5620	POSTAGE REFILL	2.27	
				POSTAGE/INK REFILL	195.82	198.09
9011028076	01/30/2025	PRODUCERS DAIRY FOODS, INC.	13-4510	ELEM. CAFE/KITCHEN SPLY	379.43	
				PRIM. CAFE/KITCHEN SPLY	441.74	821.17
9011028077	01/30/2025	PROPACIFIC FRESH	13-4510	FOOD SVCS-MEAL SUPPLY		500.01
9011028078	01/30/2025	SEMINGSON ARCHITECTS INC.	35-6211	10% COMPLETED COSTS TK/K CLASSRMS		30,375.00
9011028079	01/30/2025	SHASTA COUNTY ENVIRONMENTAL HEALTH DIVISION	13-5801	CUPA PROGRAM FEES-HMBP-ELEM	275.39	
				CUPA PROGRAM FEES-HMBP-PRIM	275.39	550.78
9011028080	01/30/2025	SUPER DUPER PUBLICATIONS	01-4310	ARTIC CARDS/GAMES/PHOTO CARDS		446.84
9011028081	01/30/2025	SYSCO - SACRAMENTO	13-4510	STUDENT MEAL SUPPLY		1,236.12
9011028082	01/30/2025	THE DANIELSEN COMPANY	13-4510	STUDENT MEAL SUPPLY	2,261.26	
			13-4710	STUDENT MEAL SUPPLY	8.75	2,270.01
9011028624	02/06/2025	ACCU-PRINT	01-5801	FINGERPRINTING		36.00
9011028625	02/06/2025	Amazon Capital Services	01-4510	BETH-CBO SUPPLY CREDIT/RETURN	171.32-	
				ELOP CREDIT/REFUND	7.48-	
			13-4710	CAFETERIA SUPPLIES	212.62	33.82
9011028626	02/06/2025	BLUE STAR GAS	01-5525	ELEM. EAST WING PROPANE	1,060.69	
				PRIM. MAIN SCHOOL PROPANE	2,491.74	3,552.43
9011028627	02/06/2025	CASCADE THEATRE	01-4510	ELEMENT. FIELD TRIP-WIZARD OF OZ		199.00
9011028628	02/06/2025	CINTAS	01-5801	LIFELINE VIEW AED AGREEMENT	109.40	
				REVIVER AED VIEW AGREEMENT	212.36	321.76
9011028629	02/06/2025	GILES LOCK & SEC SYSTEMS INC	01-5630	FAMILY CNTR DUPLICATE KEYS		18.00
9011028630	02/06/2025	HYDROTEC SOLUTIONS INC.	01-5630	PRIM. RECIRC TANK/SYSTEM MAINT.		495.00
9011028631	02/06/2025	N.C.G.T. SECURITY FUND	01-9500	H & W		17,859.00
9011028632	02/06/2025	PG&E	01-5515	PRIM. ST LIGHTING		22.02
9011028633	02/06/2025	POULTON, KARA A	01-5211	JAN 25 MILEAGE REIMBURSEMENT		63.28
9011028634	02/06/2025	Professional Exterminators	01-5510	ELEM. ANTS/SPIDERS TREATMENT	90.00	

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 01/10/2025 through 02/07/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
9011028634	02/06/2025	Professional Exterminators	01-5510	PRIM. ANTS/SPIDERS TREATMENT	70.00	160.00
9011028635	02/06/2025	SHASTA CO OFFICE OF EDUCATION	01-5805	24/25 ASSESSMENT SVCS		5,000.00
9011028636	02/06/2025	SHASTA COUNTY OFFICE OF EDUCAT ION	01-5801	SCHREDER PLANETARIUM-ELEM.		500.00
9011028637	02/06/2025	SYSCO - SACRAMENTO	13-4510	STUDENT MEAL SPLY	2,000.61	
			13-4710	STUDENT MEAL SPLY	473.99	2,474.60
9011028638	02/06/2025	TEAMSTERS RETIREE TRUST	01-9559	RENEE WADOWSKI H&W		480.00
9011028639	02/06/2025	VALLEY SUPPLY ACE HARDWARE	01-4510	ELEM. IRRIGATION		179.10
				Total Number of Checks	**81**	**563,790.04**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General	66	517,466.37
13	CafeFoodSvc	17	15,948.67
35	CountySchoolFacilities	1	30,375.00
	Total Number of Checks	**81**	563,790.04
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		**563,790.04**

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

HAPPY VALLEY UNION ELEMENTARY SCHOOL DISTRICT

PERSONNEL ACTION REPORT – AGENDA ITEM #17.1

NAME OF EMPLOYEE	EMPLOYEE POSITION	EMPLOYMENT STATUS	EFFECTIVE DATE
Christine Whitacre	Instructional Aide	Re-Hire	02/03/2025
Larrisa Schwab	CBO	New Hire	02/03/2025
Tera Gregston	Instructional Aide	Resignation	01/31/2025

PUBLIC DISCLOSURE OF PROPOSED COLLECTIVE BARGAINING AGREEMENT

(AB-1200, GOVERNMENT CODE SECTION 3547.5)

School District: Happy Valley Union Elementary School District

Name of Bargaining Unit:	HVTA
Effective dates of the proposed agreement:	7/1/2024-6/30/2027
Settles negotiations for which fiscal year:	24.25 - 26.27
Date of Public Meeting:	February 12, 2025
Disclosure prepared by:	Beth Roberts

Send to Shasta County Office of Education ten (10) days prior to Board approval.

A. Proposed Change in Salary

Indicate the percentage salary change over the prior year salary schedule for the current and two subsequent fiscal years. Are the costs on-going or one-time?

Year of Proposed Agreement	2024-25	2025-26	2026-27
Percentage Salary Change	REVAMP AVG Incr = 3.85%	75% of COLA	75% of COLA
On-going or one time cost?	On-going	On-going	On-going

B. Cost of agreement

Indicate the costs of salary and benefit increases that would be incurred under the agreement for the current and two subsequent fiscal years.

Year	2024-25	2025-26	2026-27
Salary	126,337	165,119	205,643
Benefits	28,135	36,791	47,338
Other Costs - Health & Welfare increase	0	0	0
Total Cost	**154,472**	**201,910**	**252,981**

C. Source of funding

Indicate the source of funding for the proposed agreement. If Staff reductions would be required, this should be stated. Please use additional pages as necessary.

Increase to be funding through the General Fund.

D. Major provisions

List the major provisions and each of the other costs of the agreement for the current and two subsequent fiscal years. Please use additional pages as necessary.

1 Total salary schedule restructure. 2 staff held harmless at old structure.
2 As of July 1, 2025 compensation will be calculated at 75% of the funded COLA and applied to the salary schedule.

E. Impact of proposed agreement on District reserves

State Recommended Minimum Reserve Level (after implementation of Proposed agreement)

District UNRESTRICTED Reserves sufficient to meet the minimum recommended level AFTER IMPLEMENTATION OF PROPOSED AGREEMENT for the current and two subsequent fiscal years.

GENERAL FUND RESERVES

YEAR	2024-25	2025-26	2026-27
Designated for Economic Uncertainities (Object code 9789)	446,347	427,513	426,169
Board-Assigned Reserves (Object code 9780)	1,888,068	2,333,257	2,696,863
UnAssigned / Unappropriated Amount (Object code 9790)	-	-	-
TOTAL RESERVES:	**2,334,415**	**2,760,770**	**3,123,032**

CERTIFICATION

To be signed by the District Superintendent and Chief Business Official **when submitted** for Public Disclosure before formal action by the Governing Board on the proposed agreement.

The Superintendent and Chief Business Official verify that the costs incurred by the District can be met during the complete term of the agreement.

District Superintendent (Signature)	Date: 1-31-25
District Chief Business Official (Signature)	Date: 1/28/25

CERTIFICATION

To be signed by the District Superintendent when submitted for Public Disclosure and by the Board President **after formal action** by the Governing Board on the proposed agreement.

The information provided in this document summarized the financial implications of the proposed agreement and is submitted for public disclosure in accordance with the requirement of AB1200 and GC3547.5

District Superintendent (Signature)	Date

After public disclosure of the major provisions contained in the Summary, the Governing Board, at its meeting on _____ took action to approve the proposed agreement with the bargaining unit noted above.

President, Governing Board (Signature)	Date

Tentative Agreement
between
Happy Valley Teachers Association
and
Happy Valley Union School District
January 22, 2025

Article 8 – Hours of Employment

8.2 Work Hours:

8.2(a)

The professional duties of unit members require both on-site and off-site hours of work, and the total time necessary to perform all professional duties on and off-site will vary from day to day and from unit member to unit member. However, except as otherwise provided by Sections 8.5, 8.6, 8.7 and 8.8 below, full time employees shall be scheduled to work ~~onsite for a minimum of~~ 7 hour days. Certificated staff is expected to be at work at least 10 minutes prior to the first bell. The additional 20 minutes is at the teacher's discretion. Long-term exceptions regarding the scheduled work day must be communicated to the site administrator in advance. In the event that the site administrator denies the exception, the matter will be referred to a committee composed of no less than 2 teachers and an administrator to be reviewed. Work time that is outside of the bell schedule will be determined by each full-time employee.

8.2(b)

All full-time employees shall also receive ~~two (2) ten (10) minute periods of~~ **a total of twenty (20) minutes** of relief time during each workday **total.** ~~with one before lunch and one following the lunch period.~~ **Which may be divided into separate increments as determined by the master schedule for each site.** When classified staff are absent from their duties to cover afternoon recesses on an intermittent basis, unit members may be asked, and shall supervise students, on an on-call basis. The on-call schedule shall be determined at the beginning of the year on an equitable and rotating basis. The number of times that any unit member may be asked cover these duties shall not exceed three (3) times per year.

8.2(c)

All unit members shall be provided a forty (40) consecutive minute~~, duty free~~ lunch **period, of which 30 minutes is duty free lunch**. On an as-needed basis, unit members may be asked by the site Principal, and shall supervise students for no more than 15 minutes during their duty-free lunch on days with significant rain, snow or unhealthy air quality. Employees may leave the campus for lunch.

~~8.2(d)~~

~~In the event the need arises, teachers may volunteer to assist in the a.m. or p.m. for supervision duty (parking lot supervision, bus duty, etc.) at the beginning or end of the school day to ensure student safety and orderly~~

~~minutes after beginning. Staff meetings shall not be scheduled on collaboration days unless mutually agreed upon in writing by the HVTA and the District.~~

8.5(b)

At the beginning of each school year**, adjunct/supervision events shall be reviewed and updated as agreed upon between staff and administration ad will be distributed based on the level of commitment, considering the time and coordination obligation associated with the duty. At the beginning of each school year the adjunct/supervision** ~~the activity supervisions referred to above~~ shall first be distributed on a voluntary basis. Any such **adjunct/**supervisions not voluntarily assumed may be assigned to employees by the Principal. The amount of time assigned any employee in the school shall not far exceed that amount of time assigned other employees in the school. If any employee is unable to perform the extra-duty assignment, the employee is responsible for obtaining a substitute whom is acceptable to the Principal. All overnight school activities shall be on a voluntary basis.

8.5(c)

Staff meetings shall occur every Monday and begin within 10 minutes after dismissal and last no longer than 3pm. One Monday per month will be for district wide meetings and agreed upon when developing the calendar. The remaining Mondays will be split 50/50 with a site staff meeting the first half and teacher collaboration the second half.

8.5(~~c~~**d**)

The Superintendent may call an additional three (3) district meetings per year. The meetings will be held during the regular school year with at least one-week advance notice. District meetings will conclude no later than 5:30 p.m.

8.5(~~d~~**e**)

District practice is to schedule SST, IEP and other legally required student related meetings during the student day. In the rare circumstance where parent availability and/or legal compliance require a meeting outside the student day, such meetings may be scheduled outside the student day. The student meeting shall be scheduled as soon as possible after dismissal with agreement from the unit member(s) affected as to the time of the meeting. Unit members shall be required to attend as necessary. No such meeting will extend beyond 5:00 p.m. Any student meetings that occur and/or extend beyond one (1) hour after the student day will be compensated at the Special Projects rate per hour listed in Appendix B for the time beyond one (1) hour after student dismissal.

~~8.7 Collaboration: Annually, there shall be 30 minimum days for students which will allow 60 minutes of unit member collaboration. Placement of these days on the calendar will be negotiated with the Association. The District shall plan and guide the topics for 15 of the collaboration days and the Association shall plan and guide the topics for the other 15 days.~~

8.~~8~~7 Teacher in Charge, Teacher on Call, Community Day Teacher

9.6(e)

In addition to the above, personal necessity days may be granted for circumstances which the employee cannot reasonably expect to disregard and that necessitates his/her personal attention during assigned hours of service. Such leave shall not be used for recreational purposes, extension of holidays or vacation, matters of purely personal convenience, nor for a concerted activity.

9.6(f)

~~Four (4)~~ **Five (5)** days of Personal Necessity Leave (per Art. 9.6.2), no questions asked, may be taken at the employee's discretion.

Article 14 –Compensation

14.1

Salaries: Effective July 1, 202~~2~~4, employees covered by this Agreement shall be paid salaries as provided in Appendix "A" Except in the event of an emergency, provided District payroll procedures have been met, salaries of employees shall be paid on the last working day of the month or on an earlier date as established on the Shasta County Office of Education payroll calendar.

14.1(a)

Initial Step Placement: Unit members shall be given credit on a year-for year basis at the time of initial salary schedule placement for previous teaching experience, subject to the following criteria:

1. The previous teaching was full-time for at least one hundred thirty (130) days.
2. The previous teaching occurred at a public or private school within the United States or an American school outside of the United States.
3. The previous teaching occurred after receipt of a California credential or a credential from another state with reciprocity with California.
4. The previous teaching was within the authority of the credential and was service customarily and ordinarily expected of a teacher with a credential.
5. The experience shall be verified to the satisfaction of the District.

14.1(b)

Step Requirement: The step advancement on the salary schedule shall be at the rate of one step for each year of certificated experience acceptable to the District. If an employee is employed for over one-half of a school year, the employee shall be given credit for that years' experience for salary purposes.

14.1(c)

Unit Conversion: Quarter units are converted to semester units by multiplying the quarter units by 2/3. If the multiplication results in a fraction that when added to the other semester units is more than 0.5 units, credit on per unit pay shall be given for the whole unit. Each time unit credit is awarded, such calculation shall be made considering all quarter units credited.

Appendix G – DRAFT 1/9/2025
(incomplete – needs teacher input and value added)

Ice Cream Social
Kindergarten Round Up
Literaty Night – HVP
Literacy Night – HVE
School Dances - HVE
School Site Council
Holiday Show - HVP
Dismissal -HVE
Harvest Festival

This agreement concludes negotiations for the 2024-25 school year.

Happy Valley Teachers Association	**Happy Valley Union School District**
Ashely Youman	Gina Murphy **Gina Murphy, Superintendent**
Shannon Spencer	Beth Roberts Digitally signed by Beth Roberts Date: 2025.01.23 14:33:27 -08'00' **Beth Roberts, CBO**
Corey Francescut	
Matt Roach	

Salary Schedule CERT - CERTIFICATED BUDGET ANNUAL RATES

02/01/2025 - Open (Effective 07/01/2024)

	A	B	C	D	E	F	G	
1	50,776.00 BA+30	52,299.00 BA+40	53,868.00 BA+50	55,484.00 BA+60	57,149.00 BA+70			
2	52,299.00	53,868.00	55,484.00	57,149.00	58,863.00			
3	53,868.00	55,484.00	57,149.00	58,863.00	60,629.00			
4	55,484.00	57,149.00	58,863.00	60,629.00	62,448.00			
5	58,259.00	60,006.00	61,806.00	63,661.00	65,570.00			
6	59,424.00	61,206.00	63,043.00	64,934.00	66,882.00			
7	60,612.00	62,431.00	64,303.00	66,233.00	68,220.00			
8	61,824.00	63,679.00	65,590.00	67,557.00	69,584.00			
9	63,061.00	64,953.00	66,901.00	68,908.00	70,976.00			
10	66,214.00	68,200.00	70,246.00	72,354.00	74,524.00			
11		69,564.00	71,651.00	73,801.00	76,015.00			
12		70,956.00	73,084.00	75,277.00	77,535.00			
13			74,546.00	76,782.00	79,086.00			
14			76,037.00	78,318.00	80,668.00		66,805.00 HH - D Bassett 24.25	
15				82,234.00	84,701.00		66,908.00	
16				83,879.00	86,395.00		70,335.00	
17				85,556.00	88,123.00		70,438.00	

Selection Grouped by SalarySchedId

Salary Schedule COUNSLR - SCHOOL COUNSLER								BUDGET ANNUAL RATES
02/01/2025 - Open (Effective 07/01/2024)								
	A	B	C	D	E			
18					95,194.00 ✓			
19					97,098.00 ✓			
20					101,953.00 ✓			
21					~~106,992.00~~ 103,992			
22					106,072.00			

Basis	.00	Anniversary Movement				
Pay Prd %	No	# of Columns	0	Max Column	Created	BROBERTS1, Jan 28 2025 9:17AM
Retro Enabled	Yes	# of Rows	1	Max Row	Edited	BROBERTS1, Jan 28 2025 9:42AM
ADDED 4% TO SS AS OF 07-01-21						

Selection Grouped by SalarySchedId

2024-25 1st INTERIM BUDGET MULTI-YEAR PROJECTIONS
12/17/2024
Happy Valley Union Elementary School District

		2024-25 1st Interim			2025-26 Projected			2026-27 Projected		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
REVENUES	Object									
LCFF Revenue Sources	8010 - 8099	6,580,298	0	6,580,298	6,749,828	0	6,749,828	6,793,146	0	6,793,146
Federal Revenues	8100 - 8299	9,000	437,801	446,801	9,000	421,641	430,641	9,000	421,641	430,641
Other State Revenues	8300 - 8599	109,739	844,890	954,629	107,000	767,264	874,264	107,000	767,264	874,264
Other Local Revenues	8600 - 8799	78,083	511,249	589,332	74,000	503,000	577,000	74,000	503,000	577,000
Interfund Transfers In	8910 - 8929	0	0	0	0	0	0	0	0	0
Other Sources	8930 - 8979	0	0	0	0	0	0	0	0	0
Contributions	8980 - 8999	(1,331,329)	1,331,329	0	(1,333,847)	1,333,847	0	(1,375,438)	1,375,438	0
TOTAL REVENUES		**5,445,791**	**3,125,269**	**8,571,060**	**5,605,981**	**3,025,752**	**8,631,733**	**5,607,708**	**3,067,343**	**8,675,051**
EXPENDITURES	Object									
Certificated Salaries	1000 - 1999	1,382,951	828,253	2,211,204	1,398,085	838,343	2,236,428	1,412,849	848,187	2,261,036
24.25 Salary Schedule Restructure		79,592	46,745	126,337	79,592	46,745	126,337	79,592	46,745	126,337
25.26 75% funded COLA (est = 2.21%)					24,433	14,349	38,782	24,433	14,349	38,782
26.27 75% funded COLA (est = 2.64%)								25,530	14,994	40,524
24.25 Admin 3.85%		4,359		4,359	4,359		4,359	4,359		4,359
Classified Salaries	2000 - 2999	805,277	555,236	1,360,513	915,239	562,542	1,477,781	927,752	569,552	1,497,304
24.25 Confidential/Supervisory 3.85%		7,548		7,548	7,548		7,548	7,548		7,548
Employee Benefits	3000 - 3999	931,009	795,800	1,726,809	988,994	807,636	1,796,630	995,363	817,793	1,813,156
24.25 Salary Schedule REVAMP		17,725	10,410	28,135	17,725	10,410	28,135	17,725	10,410	28,135
25.26 75% funded COLA (est = 2.21%)					5,453	3,203	8,656	5,453	3,203	8,656
26.27 75% funded COLA (est = 2.64%)								6,645	3,902	10,547
24.25 Admin & Conf/Superv		3,726		3,726	3,726		3,726	3,726		3,726
Books and Supplies	4000 - 4999	288,557	327,915	616,472	288,557	314,915	603,472	288,557	314,915	603,472
Services, Other Operating Expens	5000 - 5999	1,492,182	694,555	2,186,737	1,424,682	657,646	2,082,328	1,424,682	519,049	1,943,731
Capital Outlay	6000 - 6599	339,848	179,188	519,036	0	0	0	0	0	0
Other Outgo	7100 - 7499	88,523	63,181	151,704	88,523	63,181	151,704	88,523	63,181	151,704
Direct Support / Indirect Costs	7300 - 7399	(51,658)	51,658	0	(51,658)	51,658	0	(51,658)	51,658	0
Interfund Transfers Out	7610 - 7629	0	0	0	0	0	0	0	0	0
Other Uses	7630 - 7699	0	0	0	0	0	0	0	0	0
TOTAL EXPENDITURES		**5,389,639**	**3,552,941**	**8,942,580**	**5,195,258**	**3,370,628**	**8,565,886**	**5,261,079**	**3,277,938**	**8,539,017**
NET INCREASE/DECREASE IN FUND BALANCE		56,152	(427,672)	(371,520)	410,723	(344,876)	65,847	346,629	(210,595)	136,034
BEGINNING BALANCE		**2,283,349**	**1,919,704**	**4,203,053**	**2,339,501**	**1,492,032**	**3,831,533**	**2,750,223**	**1,147,157**	**3,897,380**
Audit Adjustment		**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
ENDING BALANCE		**2,339,501**	**1,492,032**	**3,831,533**	**2,750,223**	**1,147,157**	**3,897,380**	**3,096,852**	**936,562**	**4,033,414**
Components of Ending Fund Balance										
Reserved Rev Cash/GAINS/Stores		20,719	-	20,719	20,719	-	20,719	20,719	-	20,719
Economic Uncertainty		447,129	-	447,129	428,294	-	428,294	426,951	-	426,951
Board Designated/Assigned		1,871,653	-	1,871,653	2,301,210	-	2,301,210	2,649,182	-	2,649,182
Restricted		-	1,492,032	1,492,032	-	1,147,157	1,147,157	-	936,562	936,562
Undesignated		-	-	-	-	-	-	-	-	-
Total Ending Fund Balance		2,339,501	1,492,032	3,831,533	2,750,223	1,147,157	3,897,380	3,096,852	936,562	4,033,414
	% EUR to Expenditures (Unrestricted)			**5.00%**			**5.00%**			**5.00%**
	Total Reserves			42.61%			45.26%			46.99%

PUBLIC DISCLOSURE OF PROPOSED COLLECTIVE BARGAINING AGREEMENT

(AB-1200, GOVERNMENT CODE SECTION 3547.5)

School District: Happy Valley Union Elementary School District

Name of Bargaining Unit:	Confidential/Admin/Supervisory
Effective dates of the proposed agreement:	7/1/2024-6/30/2025
Settles negotiations for which fiscal year:	2024-25
Date of Public Meeting:	February 12, 2025
Disclosure prepared by:	Beth Roberts

Send to Shasta County Office of Education ten (10) days prior to Board approval.

A. Proposed Change in Salary

Indicate the percentage salary change over the prior year salary schedule for the current and two subsequent fiscal years. Are the costs on-going or one-time?

Year of Proposed Agreement	2024-25	2025-26	2026-27
Percentage Salary Change	3.85%		
On-going or one time cost?	On-going		

B. Cost of agreement

Indicate the costs of salary and benefit increases that would be incurred under the agreement for the current and two subsequent fiscal years.

Year	2024-25	2025-26	2026-27
Salary	14,392	14,392	14,392
Benefits	4,632	4,632	4,632
Other Costs - Health & Welfare increase	0	0	0
Total Cost	**19,024**	**19,024**	**19,024**

C. Source of funding

Indicate the source of funding for the proposed agreement. If Staff reductions would be required, this should be stated. Please use additional pages as necessary.

Increase to be funding through the General Fund and the Cafeteria Fund

D. Major provisions

List the major provisions and each of the other costs of the agreement for the current and two subsequent fiscal years. Please use additional pages as necessary.

1 Salary schedule increase of 3.85% from the me-too agreement based on HVTA negotiations

E. Impact of proposed agreement on District reserves

State Recommended Minimum Reserve Level (after implementation of Proposed agreement)

District UNRESTRICTED Reserves sufficient to meet the minimum recommended level AFTER IMPLEMENTATION OF PROPOSED AGREEMENT for the current and two subsequent fiscal years.

GENERAL FUND RESERVES

YEAR	2024-25	2025-26	2026-27
Designated for Economic Uncertainities (Object code 9789)	447,129	428,294	426,951
Board-Assigned Reserves (Object code 9780)	1,871,653	2,301,210	2,649,182
UnAssigned / Unappropriated Amount (Object code 9790)	-	-	-
TOTAL RESERVES:	**2,318,782**	**2,729,504**	**3,076,133**

CERTIFICATION

To be signed by the District Superintendent and Chief Business Official **when submitted** for Public Disclosure before formal action by the Governing Board on the proposed agreement.

The Superintendent and Chief Business Official verify that the costs incurred by the District can be met during the complete term of the agreement.

District Superintendent (Signature) — Date: 1-31-25

District Chief Business Official (Signature) — Date: 1/28/25

CERTIFICATION

To be signed by the District Superintendent when submitted for Public Disclosure and by the Board President **after formal action** by the Governing Board on the proposed agreement.

The information provided in this document summarized the financial implications of the proposed agreement and is submitted for public disclosure in accordance with the requirement of AB1200 and GC3547.5

District Superintendent (Signature) — Date

After public disclosure of the major provisions contained in the Summary, the Governing Board, at its meeting on _____ took action to approve the proposed agreement with the bargaining unit noted above.

President, Governing Board (Signature) — Date

2024-25 1st INTERIM BUDGET MULTI-YEAR PROJECTIONS

12/17/2024

Happy Valley Union Elementary School District

		2024-25 1st Interim			2025-26 Projected			2026-27 Projected		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
REVENUES	Object									
LCFF Revenue Sources	8010 - 8099	6,580,298	0	6,580,298	6,749,828	0	6,749,828	6,793,146	0	6,793,146
Federal Revenues	8100 - 8299	9,000	437,801	446,801	9,000	421,641	430,641	9,000	421,641	430,641
Other State Revenues	8300 - 8599	109,739	844,890	954,629	107,000	767,264	874,264	107,000	767,264	874,264
Other Local Revenues	8600 - 8799	78,083	511,249	589,332	74,000	503,000	577,000	74,000	503,000	577,000
Interfund Transfers In	8910 - 8929	0	0	0	0	0	0	0	0	0
Other Sources	8930 - 8979	0	0	0	0	0	0	0	0	0
Contributions	8980 - 8999	(1,331,329)	1,331,329	0	(1,333,847)	1,333,847	0	(1,375,438)	1,375,438	0
TOTAL REVENUES		**5,445,791**	**3,125,269**	**8,571,060**	**5,605,981**	**3,025,752**	**8,631,733**	**5,607,708**	**3,067,343**	**8,675,051**
EXPENDITURES	Object									
Certificated Salaries	1000 - 1999	1,382,951	828,253	2,211,204	1,398,085	838,343	2,236,428	1,412,849	848,187	2,261,036
24.25 Salary Schedule Restructure		79,592	46,745	126,337	79,592	46,745	126,337	79,592	46,745	126,337
25.26 75% funded COLA (est = 2.21%)					24,433	14,349	38,782	24,433	14,349	38,782
26.27 75% funded COLA (est = 2.64%)								25,530	14,994	40,524
24.25 Admin 3.85%		4,359		4,359	4,359		4,359	4,359		4,359
Classified Salaries	2000 - 2999	805,277	555,236	1,360,513	915,239	562,542	1,477,781	927,752	569,552	1,497,304
24.25 Confidential/Supervisory 3.85%		7,548		7,548	7,548		7,548	7,548		7,548
Employee Benefits	3000 - 3999	931,009	795,800	1,726,809	988,994	807,636	1,796,630	995,363	817,793	1,813,156
24.25 Salary Schedule REVAMP		17,725	10,410	28,135	17,725	10,410	28,135	17,725	10,410	28,135
25.26 75% funded COLA (est = 2.21%)					5,453	3,203	8,656	5,453	3,203	8,656
26.27 75% funded COLA (est = 2.64%)								6,645	3,902	10,547
24.25 Admin & Conf/Superv		3,726		3,726	3,726		3,726	3,726		3,726
Books and Supplies	4000 - 4999	288,557	327,915	616,472	288,557	314,915	603,472	288,557	314,915	603,472
Services, Other Operating Expens	5000 - 5999	1,492,182	694,555	2,186,737	1,424,682	657,646	2,082,328	1,424,682	519,049	1,943,731
Capital Outlay	6000 - 6599	339,848	179,188	519,036	0	0	0	0	0	0
Other Outgo	7100 - 7499	88,523	63,181	151,704	88,523	63,181	151,704	88,523	63,181	151,704
Direct Support / Indirect Costs	7300 - 7399	(51,658)	51,658	0	(51,658)	51,658	0	(51,658)	51,658	0
Interfund Transfers Out	7610 - 7629	0	0	0	0	0	0	0	0	0
Other Uses	7630 - 7699	0	0	0	0	0	0	0	0	0
TOTAL EXPENDITURES		**5,389,639**	**3,552,941**	**8,942,580**	**5,195,258**	**3,370,628**	**8,565,886**	**5,261,079**	**3,277,938**	**8,539,017**
NET INCREASE/DECREASE IN FUND BALANCE		56,152	(427,672)	(371,520)	410,723	(344,876)	65,847	346,629	(210,595)	136,034
BEGINNING BALANCE		**2,283,349**	**1,919,704**	**4,203,053**	**2,339,501**	**1,492,032**	**3,831,533**	**2,750,223**	**1,147,157**	**3,897,380**
Audit Adjustment		**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
ENDING BALANCE		**2,339,501**	**1,492,032**	**3,831,533**	**2,750,223**	**1,147,157**	**3,897,380**	**3,096,852**	**936,562**	**4,033,414**
Components of Ending Fund Balance										
Reserved Rev Cash/GAINS/Stores		20,719	-	20,719	20,719	-	20,719	20,719	-	20,719
Economic Uncertainty		447,129	-	447,129	428,294	-	428,294	426,951	-	426,951
Board Designated/Assigned		1,871,653	-	1,871,653	2,301,210	-	2,301,210	2,649,182	-	2,649,182
Restricted		-	1,492,032	1,492,032	-	1,147,157	1,147,157	-	936,562	936,562
Undesignated		-	-	-	-	-	-	-	-	-
Total Ending Fund Balance		2,339,501	1,492,032	3,831,533	2,750,223	1,147,157	3,897,380	3,096,852	936,562	4,033,414
	% EUR to Expenditures (Unrestricted)			**5.00%**			**5.00%**			**5.00%**
	Total Reserves			42.61%			45.26%			46.99%

Salary Schedule SUPER - CONFIDENTIAL/SUPERVISORY - ANNUAL								BUDGET ANNUAL RATES
02/01/2025 - Open (Effective 07/01/2024)								
	1	2	3	4	5	6	7	
A	87,065.00 CBO	89,677.00	92,368.00	95,139.00	97,992.00	100,932.00	103,961.00	
C	57,282.00 FOOD SVS SUPERVISOR	59,573.00	61,956.00	64,434.00	67,012.00	69,692.00	72,479.00	
D	69,217.00 M&O/TRANS SUPER	71,985.00	74,865.00	77,860.00	80,974.00	84,214.00	87,582.00	

Basis	.00	Anniversary Movement				
Pay Prd %	No	# of Columns	1	Max Column	Created	BROBERTS1, Jan 28 2025 9:53AM
Retro Enabled	Yes	# of Rows	0	Max Row	Edited	BROBERTS1, Jan 28 2025 9:55AM

Selection Grouped by SalarySchedId

Salary Schedule ADM2 - ADMINISTRATIVE PRINCIPAL								BUDGET ANNUAL RATES
02/01/2025 - Open (Effective 07/01/2024)								
	1	2	3	4	5	6	7	
B	98,451.00 PRINCIPAL	101,405.00 PRINCIPAL	104,447.00 PRINCIPAL	107,580.00 PRINCIPAL	110,807.00 PRINCIPAL	114,132.00 PRINCIPAL	117,557.00 PRINCIPAL	

Basis	.00	Anniversary Movement				
Pay Prd %	No	# of Columns	1	Max Column	Created	BROBERTS1, Jan 28 2025 9:53AM
Retro Enabled	Yes	# of Rows	0	Max Row	Edited	BROBERTS1, Jan 28 2025 9:55AM
2% on Salary Sch						

Selection Grouped by SalarySchedId

Salary Schedule CONF - CONFIDENTIAL/SUPERVISORY - HOURLY								BUDGET HOURLY RATES
02/01/2025 - Open (Effective 07/01/2024)								
	1	2	3	4	5	6	7	
B	23.47 BUSINESS SRVS. CLERK	24.40	25.39	26.40	27.45	28.55	29.69	
E	29.30 EXEC ASST	30.46	31.68	32.94	34.27	35.64	37.06	
F	25.44 ELOP COORDINATOR	26.46	27.52	28.62	29.76	30.96	32.19	

Basis	.00	Anniversary Movement				
Pay Prd %	No	# of Columns	1	Max Column	Created	BROBERTS1, Jan 28 2025 9:47AM
Retro Enabled	Yes	# of Rows	0	Max Row	Edited	BROBERTS1, Jan 28 2025 9:53AM

Selection Grouped by SalarySchedId

2/11//25

To: Happy Valley UESD Governance Board
From: District Superintendent/Principal
Subject: Notification of Extended School Year Waiver Request

Dear Members,

This letter serves to request approval of a waiver request submitted by the district regarding the Extended School Year (ESY) program for the Special Education Program. The waiver request is intended to address specific circumstances related to program operations and ensure improved participation and outcomes for students. Below are the details of the waiver request:

Period of Request:

- **Start Date**: June 9, 2025
- **End Date**: June 27, 2025

Waiver Information:

- **Is this waiver a renewal?**: No
- **Waiver Topic**: Special Education Program Extended School Year
- **Ed Code Title**: Extended School Year (Summer School)
- **Ed Code Section**: 3043(d); 37220(d)
- **Ed Code Authority**: Title 5, California Code of Regulations

Specific Portion of the Law to Be Waived:

- (d) An extended year program shall be provided for a minimum of 20 instructional days, including holidays.
- (b) When any of the holidays on which the schools would be closed falls on Sunday, the public schools shall close on the Monday following.

Student Population: 490
Location Type: Rural/Small
Rationale for the Waiver:
To increase student and family participation and attract sufficient staffing, the district proposes offering a 15-day extended school year program. Each day will consist of 5 hours and 30 minutes of instruction, totaling 77 hours. The program will observe Juneteenth as a holiday. This adjustment ensures the program meets the needs of students while also streamlining operations to provide quality services effectively.

We appreciate your attention to this matter. If you have any questions or require additional information, please do not hesitate to reach out. Phone: 530-357-2341

Sincerely,

Gmurphy
Gina Murphy, Supt/Principal

HAPPY VALLEY Est.1954

UNION SCHOOL DISTRICT

2024-25 Comprehensive School Safety Plan

Happy Valley Elementary School District(Waiver for Combined Site Council for all Happy Valley Union Schools)

District: Happy Valley Union Elementary School District

Address: 16300 Cloverdale Rd.

Board Approved On: February 12, 2025

Jodi Shearman	
Board President Name	Signature
Gina Murphy	
Superintendent Name	Signature

Released September 11, 2015

Introduction

The *EOP ASSIST Interactive Workbook* (*Interactive Workbook*) was released by the REMS TA Center in September 2015 in order to expand the reach of the EOP ASSIST software application to schools and districts that prefer use of an offline version of the tool. The *Interactive Workbook* is accessible via Microsoft Word—with or without an Internet connection—and includes the same content of the Web-accessible version, including a blend of guidance and interactive forms that prompt users through the six-step planning process to develop a high-quality school emergency operations plan (EOP), as well as related resources to support that process. This workbook is available for download from the REMS Website (rems.ed.gov), and is available for distribution to schools and districts either electronically or through USB flash drives and/or CD-ROMs.

The *Interactive Workbook* includes two parts: (A) instructions and (B) worksheets for inputting plan information, which is this document. Please be sure that you have both parts of the *Interactive Workbook* before continuing.

For any questions about how to use the *Interactive Workbook*, please contact the REMS TA Center Help Desk using our toll-free telephone number, 1-855-781-REMS [7367]. Our hours of operation are Monday to Friday, 9 a.m. to 5 p.m., Eastern Time. If you are prompted to leave a voice message, we will respond within 2 business days of receipt. Alternatively, you may email info@remstacenter.org, or complete a TA request form at http://rems.ed.gov/TA_Submissions/.

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Core Planning Team Members

Name	Title	Organization	Email	Phone	Stakeholder Group
Gina Murphy	HVP-Principal/Superintendent	Happy Valley Union Elementary School District	gmurphy@hvusd.net	530-357-2131	Administration
Chris Nelson	HVE-Principal	Happy Valley Elementary School	cnelson@hvusd.net	530-357-2111	Administration
Rhonda Grijalva	Executive Assistant to the Superintendent	Happy Valley Union Elementary School District	rgrijalva@hvusd.net	530-357-2134	Classified Staff
Shannon Spencer	Teacher - HVP	Happy Valley Primary School	sspencer@hvusd.net	530-357-2131	Certificated Staff
Sandi Garcia	Community Services Coordinator	Happy Valley Union School District	sgarcia@hvusd.net	530-357-2111	Classified Staff
Robin Barrie	Director of Maintenance	Happy Valley Union Elementary School District	rbarrie@hvusd.net	530-357-3178	Maintenance, Operations & Transportation Director
Larra Snyder	Food Services Supervisor	Happy Valley Union Elementary School District	lsnyder@hvusd.net	530-357-3178	Classified Staff

Threats and Hazards

All Possible Threats and Hazards	Probability 4. Highly likely 3. Likely 2. Possible 1. Unlikely	Magnitude 4. Catastrophic 3. Critical 2. Limited 1. Negligible	Warning 4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	Duration 4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. < 3 hrs.	Risk Priority High Medium Low	Address in the School EOP? (Check/Uncheck)
Earthquake	2	3	4	1	Low	X
Fire	2	3	4	2	High	X
Lightning	2	2	4	1	Low	X
Severe wind	2	2	2	4	Low	X
Wildfire	4	4	4	4	High	X
Disgruntled Adult	3	3	4	1	Medium	X
Extreme temperatures	3	2	1	2	Low	X
Explosions or accidental release of toxins from industrial plants	2	3	4	4	High	X
Accidental release of hazardous materials from within a school, such as gas leaks	2	3	4	3	High	X
Dam failure	1	2	4	2	Med	X
Water failure	2	3	4	3	Med	X
Power failure	2	3	4	3	Med	X
Infectious disease	4	3	3	4	High	X

All Possible Threats and Hazards	Probability 4. Highly likely 3. Likely 2. Possible 1. Unlikely	Magnitude 4. Catastrophic 3. Critical 2. Limited 1. Negligible	Warning 4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	Duration 4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. < 3 hrs.	Risk Priority High Medium Low	Address in the School EOP? (Check/Uncheck)
Contaminated food	1	2	3	4	High	X
Suicide	2	3	4	1	High	X
Active shooter	2	4	4	2	High	X
Criminal Threat	3	3	4	1	High	X
Bomb threat	2	3	4	2	High	X
Domestic Violence/Abuse	3	3	4	1	High	X
Cyber Attack	2	3	4	4	Med	X
Pandemic	4	3	2	4	Med	X

Function Tabulation

Functions Addressed in Threat and Hazard Specific Annexes					
X	Evacuation	X	Family Reunification		Other:
X	Lockdown	X	Continuity of Operations (COOP)		Other:
X	Shelter-in-Place	X	Recovery		Other:
X	Accounting for All Persons	X	Public Health, Medical, and Mental Health		Other:
X	Communications and Warning	X	Security		Other:

Basic Plan

1. Introductory Material

Happy Valley Union Elementary School District Safety Plan

Date: February 12, 2025

School's Covered: Happy Valley Primary
16300 Cloverdale Rd.
Anderson, CA 96007

Happy Valley Community Day School
16300 Cloverdale Rd.
Anderson, CA 96007

Happy Valley Elementary
17480 Palm Avenue
Anderson, CA 96007

1.1 Promulgation Document and Signatures

Jodi Shearman **Name** School Board Member-President **Title**	Gina Murphy **Name** HVUSD Superintendent **Title**
Chris Nelson **Name** Happy Valley Elementary School Principal **Title**	Gina Murphy **Name** Happy Valley Primary School Principal **Title**
Robin Barrie **Name** HVUSD Director of Maintenance **Title**	Rhonda Grijalva **Name** Executive Assistance to the Superintendent **Title**
Shannon Spencer **Name** Teacher **Title**	Sandi Garcia **Name** Community Coordinator **Title**
Name **Title**	Larra Snyder **Name** Food Services Supervisor **Title**
Name **Title**	**Name** **Title**

1.2 Approval and Implementation

Happy Valley Union School District's' (HVUSD) Emergency Operations Plan (EOP) provides guidelines for the school to prepare for, respond to, and recover from disasters. The EOP establishes an emergency management organization and assigns responsibilities for emergency response functions. The emergency organizational structure identified in this plan is consistent with the State of California Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). This Plan supersedes all previous plans. Modifications to this plan can only be made by the superintendent, site principals or members of the Safety Committee assigned by the superintendent.

1.3 Record of Changes

Change Number	Date of Change	Name	Summary of Change
Draft new safety plan	January 29, 2025	Safety Committee	
Presented safety plan to certificated staff for input and revisions	February 3, 2025	G. Murphy	Discussed specific site based adjustments
Presented safety plan to support staff, maintenance and operations, and other school personnel for input and revisions	February 3, 2025	G. Murphy	Discussed specific site based adjustments
Presented safety plan to School Safety Committee for input and revisions	February 3, 2025	G. Murphy, C.Nelson	Edit and revisions to plan
Presented safety plan to Site Council	February 3, 2025	G. Murphy, C.Nelson	Approval of plan
Presented safety plan to the School Board for final approval	February 12, 2025	G. Murphy	Approval of plan

1.4 Record of Distribution

Title and name of person receiving the plan	Agency (school office, government agency, or private-sector entity)	Date of delivery	Number of copies delivered
All school staff	Happy Valley Union Elementary School District	March 2025	74
Sheriff	Shasta County Sheriff's Office	March 2025	1
Happy Valley Volunteer Fire Department Fire Chief	Happy Valley Volunteer Fire Department	March 2025	1

2. Purpose, Scope, Situation Overview, and Assumptions

2.1 Purpose

The purpose of the HVUSD Emergency Operations Plan (EOP) is to identify and respond to incidents by outlining the responsibilities and duties of HVUSD's employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgeably. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents and other members of the community with assurances that HVUSD has established guidelines and procedures to respond to incidents/ hazards in an effective way.

The developed guidelines and procedures for dealing with existing and potential student and school incidents are defined in the plan below. The basic plan and the functional and hazard-specific annexes outline an organized, systematic method to mitigate, prevent, prepare for, respond to, and recover from incidents. Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. HVUSD regularly schedules safety in-service trainings for faculty and staff.

Lastly, developing, maintaining, and exercising the EOP increases HVUSD's legal protection. While no set of policies rules out the potential for legal problems, establishing procedures and guidelines on the best professional practices provides a margin of protection against liability.

2.2 Scope

Happy Valley Union School District's Emergency Operations Plan outlines the expectations of staff, roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, tribal, State, and Federal government mandates; common and specialized procedures; and specific hazard vulnerabilities and responses/ recovery.

1. Definitions

Incident: An incident is an occurrence-natural, technological, or human-caused- that requires a response to protect life or property. The superintendent/site principals shall have the authority to determine when an incident has occurred and to implement the procedures within this Emergency Operations Plan.

Hazards: Hazards shall include situations involving threats of harm to students, personnel, and/or facilities. Hazards include but are not limited to natural, technological, and human-caused incidents. Hazards may require an interagency response involving law enforcement and/or emergency services agencies depending on the size and scope of the incident.

2. School Board Policy Statement

HVUSD's Emergency Operations Plan operates within the framework of the Governing Board Policy.

2.3 Situation Overview

1. School Population
a.) General Population
HVUSD's current enrollment is approximately 496 students located in 3 building sites. These students are supported by a committed staff and faculty consisting of:

- 30 Full-Time Teachers and specialists
- 3 Administrators, 2 department managers, 3 district office staff

- 4 Office Staff
- 23 Para Professionals/ Student Supervision
- 5 Maintenance and Custodial Staff

A master schedule of where classes, grade levels, and staff are located during the day is provided to each classroom and is available in the main office.

b.) Special Needs Population
HVUSD is committed to the safe evacuation and transport of students and staff with special needs. The special needs population includes students/staff with:

- Limited English proficiency
- Blindness or visual disabilities
- Cognitive or emotional disabilities
- Deafness or hearing loss
- Mobility/ physical disabilities (Permanent and temporary), and
- Medically fragile health (including asthma and severe allergies).

The school's current enrollment of students with special needs is approximately 13.2%; however, this number will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc. Classrooms containing identified students and staff that require extra assistance during an incident will be noted on the master schedule. The list of identified students and staff names with special needs along with their schedules will be shared with applicable staff to ensure safe evacuation and transport.

2.4 Planning Assumptions

Preparedness is achieved and maintained through a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action. Ongoing preparedness efforts require coordination among all those involved in emergency management and incident response activities. HVUSD fosters preparedness at all levels including students, parents, teachers, and staff. Examples of preparedness actions include maintaining this plan, conducting training, planning and implementing drills and exercises, etc.
Prevention includes actions to avoid an incident or to intervene to stop an incident from occurring. HVUSD is committed to taking proactive prevention measures whenever possible to protect the safety and security of students and staff. Our policies include zero tolerance for bullying and other actions that undermine the safe haven of our school. In addition, HVUSD requires all adults to check-in at the front office and display a Visitor Identification Sticker.
Mitigation includes activities to reduce the loss of life and property from natural and/or human-caused disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities.
School Campus Information
We have three separate school sites: Happy Valley Elementary School, Happy Valley Primary School, and Happy Valley Community Day School. Happy Valley Primary School And Happy Valley Community Day School sit next to each other on the same road. Happy Valley Elementary School is located 4 miles from the other two school sites. The Happy Valley Independent Personalized Learning Program is also housed on the same road as the primary and community day schools.
The school community may tune in to the radio or television for emergency information. Emergency information will also be disseminated using the Districts current notification system.
In the event of a major disaster during school hours, the school will not be dismissed and students will remain under the supervision of school personnel.
If parents/guardians come to the school and properly identify themselves, students may be released. Parents/guardians may also designate whom their child may be released via the school Emergency Record.

Hazard Analysis

The Happy Valley Union Elementary School District staff has worked with stakeholder groups to identify any

circumstances in the school or near the campuses that may present unique problems or potential risks to people or property. Our Safety Committee met and analyzed specific threats to the safety of the students in the district. Their analysis considered the following:
Probability of threat occurring

- Magnitude
- Warning time
- Duration of incident

Based on this analysis, the group then prioritizes those risks and included relevant risks in the district's Emergency Operations Plan. The plan summarizes the Safety Committee's analysis.
Additional Information:
Section 3100 of the California Government Code states that public employees are disaster service workers (DSWs) who are subject to the disaster service activities assigned to them by their superiors or by law. The term, public employees, includes all personnel employed by the State of California, California county and city agencies, and public districts, excluding legally employed aliens. Section 3100 of the California Government Code applies to public school employees for cases in which:
1. A local emergency has been proclaimed,
2. A State of Emergency has been proclaimed, or
3. A Federal disaster declaration has been made.

Personnel will never be asked to assume a first responder role. Generally stated, district personnel can be assigned to any disaster service activity that promotes the protection of public health and safety during any kind of catastrophic event—natural or man-made—in which life or property is in jeopardy. Assignments might require an employee to serve at locations, during times, and/or under conditions that significantly differ from normal work assignments. Despite inconveniences, personnel has an absolute obligation to serve the public during a time of need in whatever role is directed by a superior or law enforcement agent. DSWs' home and personal preparedness are important because such personnel may not be able to return to their homes immediately after a significant emergency event. With this understanding, discussions need to take place that identifies which people should be released first once it is clear that not all DSWs are needed at the affected school site(s).

3. Concept of Operations (CONOPS)

In accordance with the Readiness and Emergency Management System (REMS), California's emergency response operations rely on a system in which government levels work together from the field upward, in a single, integrated structure. Incidents are managed at the lowest possible level. The local government has primary responsibility for emergency response activities within its jurisdiction. Operational areas (OAs), the region, and the State provide support to local jurisdictions.

SEMS also provides a standardized response structure for emergencies involving multiple jurisdictions or multiple agencies in California. It defines a standard management structure and standard terminology for statewide use. REMS is applicable to all organizational levels and functions in the emergency response system. There are five designated levels in the REMS organization, which are identified in Figure 1.

Source: California State Emergency Plan, September 2005

Additionally, this section describes procedures to be used in activating, staffing, operating, completing documentation, and closing the Incident Command System (ICS) in response to an emergency for HVUSD. This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

A. Implementation of the Incident Command System (ICS)

In a major emergency or disaster, HVUSD may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management. The Incident Command System (ICS) will be used to manage all incidents and major planned events. [Note: The ICS approach can be used in all phases of incident management, including pre-incident activities, response, and recovery.]

The Incident Commander at HVUSD will be delegated the authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation to the superintendent/site principal or other officials to identify incident management resources required, and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a qualified Incident Commander.

B. Initial Response

School personnel is usually first on the scene of an incident in a school setting. If the situation allows, our Emergency Operations Team (EOT) will meet physically and/or virtually to assess the situation and respond to current needs. Staff and faculty are expected to take charge and manage the incident until it is resolved or the command is transferred to someone more qualified and/or to an emergency responder agency with legal authority

to assume responsibility. Staff will seek guidance and direction from local officials and seek technical assistance from State and Federal agencies and industry where appropriate.

The superintendent/site principal or his/her designee is responsible for activating the EOP, including common and specialized procedures as well as hazard-specific incident plans. The superintendent/site principal or designee will assign an Incident Commander based on who is most qualified for that type of incident.

4. Organization and Assignment of Responsibilities

This section establishes the organization that will be relied on to manage the incident and includes:

- A list of the kinds of tasks to be performed by position and organization.
- An overview of who does what.

The superintendent and site principals are not able to manage all the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or critical incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.
School staff may be required to remain at school to assist in an incident. In the event that this EOP is activated, staff will be assigned to serve within the Incident Command System based on their expertise and training and the needs of the incident.

A. Superintendent and site principal

The superintendent or site principal may serve as the Incident Commander or delegate that authority to a qualified individual. At all times, the superintendent or site principal still retains the overall responsibility for the overall safety of students and staff. However, delegating the authority to manage the incident allows the superintendent or site principal to focus on policy-level activities and interfacing with other agencies and parents.

B. Incident Commander

The Incident Commander's responsibilities include:

- Assume overall direction of all incident management procedures based on actions and procedures outlined in this EOP.
- Take steps deemed necessary to ensure the safety of students, staff, and other individuals.
- Determine whether to implement incident management protocols (e.g., Evacuation, Reverse Evacuation, Shelter in Place, Lockdown, etc.), as described more fully in the functional annexes in this document.
- Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
- Work with emergency services personnel. (Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.)
- Keep the superintendent and/or site principal and other officials informed of the situation.

C. Teachers

Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise. Responsibilities include:

- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge to designated areas, in accordance with signals, warnings, written notifications, or intercom orders according to established incident management procedures.
- Give appropriate action commands during an incident.

- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing students to the Incident Commander or office designee.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
- Render first aid if necessary. School staff will be trained and certified in first aid and/or CPR.
- ONLY RELEASE STUDENTS TO AUTHORIZED AND PROPERLY IDENTIFIED PEOPLE.

D. Paraprofessionals

- Responsibilities include assisting teachers and or office staff as directed.
- Assist with evacuation and first aid.
- ONLY RELEASE STUDENTS TO AUTHORIZED AND PROPERLY IDENTIFIED PEOPLE.

E. Counselors, Social Workers, and Psychologists

Counselors, social workers, and psychologists provide assistance with the overall direction of the incident management procedures at the site. Responsibilities may include:

- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge according to established incident management protocols.
- Render first aid if necessary
- Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- ONLY RELEASE STUDENTS TO AUTHORIZED AND PROPERLY IDENTIFIED PEOPLE.

F. School Nurses/Identified First Aid Responders

Responsibilities include:

- Administer first aid or emergency treatment as needed.
- Supervise the administration of first aid by those trained to provide it.
- Organize first aid and medical supplies.
- ONLY RELEASE STUDENTS TO AUTHORIZED AND PROPERLY IDENTIFIED PEOPLE.

G. Custodians/Maintenance Personnel

Responsibilities include:

- Survey and report building damage to the Incident Commander or Operations Section Chief.
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use, and disbursement of supplies and equipment.
- Keep the Incident Commander or designee informed of the condition of the school.
- Assist with first aid or emergency treatment as needed
- ONLY RELEASE STUDENTS TO AUTHORIZED AND PROPERLY IDENTIFIED PEOPLE.

H. School Secretary/Office Staff

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers.
- Provide for the safety of essential school records and documents.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Provide assistance to the principal and Policy/Coordination Group.
- Monitor radio emergency broadcasts.
- Assist with health incidents as needed, acting as messengers, etc.
- ONLY RELEASE STUDENTS TO AUTHORIZED AND PROPERLY IDENTIFIED PEOPLE.

I. Food Service/Cafeteria Workers

Responsibilities include:

- Cover and preserve all usable food and water
- Secure utility outlets
- Direct the rationing, use, and preparation of cafeteria stock and water supply, whenever the feeding of students becomes necessary.
- Assist with evacuation and first aid
- ONLY RELEASE STUDENTS TO AUTHORIZED AND PROPERLY IDENTIFIED PEOPLE

J. Bus Drivers

In the event of a major emergency, the school bus driver's first responsibility is the safety and welfare of the students. The bus driver will follow the emergency guidelines below. Passengers on the bus, students and adults, will act under the driver's instructions.
During an emergency, school bus drivers will:

- First bring the bus to a stop and then determine if it is safe to continue driving the bus.
- If the driver determines that it is safe to continue, the emergency guidelines are as follows in the order listed:
- Morning run going to school will continue on route or Proceed to the nearest mass care facility or proceed to the nearest school.
- Afternoon run leaving from school will continue to next pick up school and stop or proceed to the nearest school.
- If it is not safe to continue the trip, the driver will pull to the side of the road away from buildings, trees, street lights, and power lines; activate the "take cover" procedures; render first aid as needed and when safe to do so, walk or drive the students to the nearest school. The driver will report any and all injuries.
- Assist with evacuation and first aid
- Report to the nearest school if all students have been properly released.
- ONLY RELEASE STUDENTS TO AUTHORIZED AND PROPERLY IDENTIFIED PEOPLE

K. Other Staff (e.g., Itinerant Staff, Substitute Teachers)

Responsibilities include reporting to the Incident Commander or ICS supervisor if requested or activated.

- ONLY RELEASE STUDENTS TO AUTHORIZED AND PROPERLY IDENTIFIED PEOPLE.

Staff will refer to the emergency contact list, or emergency roster to identify students and authorize family members.

L. Students

Responsibilities include:

- Cooperate during emergency drills and exercises, and during an incident.
- Learn to be responsible for themselves and others in an incident.
- Understand the importance of not being a bystander by reporting situations of concern.
- Develop an awareness of natural, technological, and human-caused hazards and associated prevention, preparedness, and mitigation measures.
- Take an active part in school incident response/recovery activities, as age-appropriate.

M. Parents/Guardians

Responsibilities include:

- Encourage and support school safety, violence prevention, and incident preparedness programs within the school.
- Participate in volunteer service projects for promoting school incident preparedness.
- Provide the school with requested information concerning the incident, early and late dismissals, and other related release information.
- Practice incident management preparedness in the home to reinforce school training and ensure family safety.
- Listen/monitor radio, and television, and check Parent Square for directions regarding the situation.

5. Direction, Control, and Coordination

A. School Incident Command System (ICS)
To provide for the effective direction, control, and coordination of an incident, either single site or multi-incidents, the EOP will be activated including the implementation of the Incident Command System (ICS).
The Incident Commander has delegated the authority to direct tactical on-scene operations until a coordinated incident management framework can be established with local authorities. The administration is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources.
The ICS is organized into the following functional areas:

1. Incident Command: Directs the incident management activities using strategic guidance provided by Administration. School-related responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants (including students, staff, volunteers, and responders).
- Coordinate media relations and information dissemination with the principal.
- Develop a working knowledge of local/regional agencies; serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises.
- Document all activities.

2. Operations Section: Directs all tactical operations of an incident including implementation of response/recovery activities according to established incident management procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents. Specific responsibilities include:

- Analyze school staffing to develop a Parent-Student Reunification Plan, and implement an incident action plan.
- Monitor site utilities (i.e., electric, water, heat/ventilation/air conditioning) and shut off only if danger exists or is directed by Incident Commander, and assist in securing the facility.
- Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section.
- Provide and access psychological first aid services for those in need, and access local/regional providers for ongoing crisis counseling for students, staff, and parents.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the Logistics Section.
- Document all activities.

PROVIDE USER-FRIENDLY DOCUMENTS OUTLINING FUNCTIONAL ANNEXES AND PROPER PROCEDURES OPERATIONS SECTION TEAMS. *When the following teams need to leave campus, they should always consist of at least two people".

Search & Rescue Team:

- TOSA /Dean of Students or Teacher in Charge (when applicable)
- Paraprofessional as assigned
- Custodial Staff
- Office Staff

Responsibilities:

Search & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Search and Rescue Teams are also responsible for:

- Identifying and marking unsafe areas.
- Conducting initial damage assessment.
- Obtaining injury and missing student reports from teachers (Emergency Roster).

First Aid Team:

- PE Teacher
- Paraprofessional as assigned
- School Nurse
- Office Staff
- Other trained staff as assigned

Responsibilities:

First Aid Teams provide triage, treatment, and psychological first aid services. First Aid Teams are responsible for:

- Setting up a first aid area for students.
- Secure supplies including student meds, if possible.
- Assessing and treating injuries.
- Completing master injury report.

Note: The Logistics Section provides care to responders (if needed). The Operations Section First Aid Team is dedicated to students or other disaster victims.

Evacuation/ Shelter/Care Team:

- Administration as assigned
- Office staff
- Paraprofessional as assigned
- Custodial Staff

Responsibilities:

Evacuation, shelter, and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from the weather, providing for sanitation needs, and providing food and water. The Evacuation/Shelter/Care Team is responsible for:

- Accounting for the whereabouts of all students, staff, and volunteers.
- Setting up a secure assembly area.
- Managing sheltering and sanitation operations.
- Managing student feeding and hydration.
- Coordinating with the Student Release Team.
- Coordinating with the Logistics Section to secure the needed space and supplies.

Facility & Security Response Team:

- Facilities Supervisor

- Asst. Facilities Supervisor
- Custodial Staff

Responsibilities:

The Facility & Security Response Team is responsible for:

- Locating all utilities and turning them off, if necessary.
- Securing and isolating fire/HazMat.
- Assessing and notifying officials of fire/HazMat.
- Conducting perimeter control.
- Maintain communication with Incident Commander/Admin to ensure students/staff safety

Crisis Intervention Team:

- School Psychologist
- School Counselor
- Resource Specialist
- Paraprofessional as assigned

Responsibilities:

The Crisis Intervention Team is responsible for:

- Assessing the need for onsite mental health support.
- Determining the need for outside agency assistance.
- Providing onsite intervention/counseling.
- Monitoring well-being of school Incident Management Team, staff, and students, and reporting all findings to the Operations Section Chief.

Student Release Team:

- Administration- as assigned
- Office Staff
- Paraprofessional as assigned
- Other Support Staff as assigned

Responsibilities:

Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for:

- Setting up a secure reunion area.
- Checking student emergency cards for authorized releases.
- Completing release logs.
- Coordinating with the Public Information Officer on external messages.

3. Planning Section: Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan appropriate incident management activities.
Duties may include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events), assist with ongoing planning efforts, and maintain incident time log.
- Document all activities.

4. Logistics Section: Supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communication among incident responders. This function may involve a major role in an extended incident.
Additional responsibilities include:

- Establish and oversee communications center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and develop a telephone tree for after-hours communication.
- Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident, and monitor inventory of supplies and equipment.
- Document all activities.

5. Finance/Administration Section: Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement, and recovering school records following an incident.
Additional duties may include:

- Provide advice and support to Incident Commander regarding financial issues
- Assume responsibility for overall documentation and record-keeping activities; when possible, photograph or videotape damage to property.
- Develop a system to monitor and track expenses and financial losses, and secure all records.

6. Information Collection, Analysis, and Dissemination

Communication is a critical part of incident management. This section outlines HVUSD's communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, responders, and media.

A. Internal Communications

1. Communication amongst staff members

- Faculty and staff will be notified when an incident occurs and will be kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate.
- The Districts current notification system will be used as our communication tool with families. All call templates may be used to initiate messages. The District has an effective system for notifying staff of an incident when they are not at school. Messages are initialed by the administration,

who contacts the members of the Incident Management Team. A member of the team will program the call.

- Two-Way Radios with earbuds: Key staff is able to communicate updates, and pertinent information using the two-way radios. During the incident, staff and faculty will use earbuds to prevent public communication.
- Emails & Daily Bulletins: will provide updated information regarding attendance, visitor sticker information, and any new procedures for the day.
- Staff Meetings: As appropriate, updated information about an incident will be presented at staff meetings.

B. External Communications - Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents, media, and first responders will require clear and concise messages from the School about the incident, what is being done about it, and the safety of the children and staff.

1. Communication with Parents
Before an incident occurs, HVUSD will:

- Develop a relationship with parents so that they trust and know how to access alerts and incident information.
- Inform parents about the school's Emergency Operations Plan, its purpose, and its objectives. Information will be included in the school newsletter and at appropriate school functions.
- Identify parents who are willing to volunteer in case of an incident, include them in preparation efforts, and include them in training.
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.

Provide basic safety information on the school website.
In the event of an incident, HVUSD will:

- Disseminate information via the Districts current notification system to inform parents about exactly what is known to have happened.
- Implement the plan to manage phone calls and parents who arrive at school.
- Describe how the school is handling the situation.
- Provide information regarding possible reactions of their children and ways to talk with them.
- Inform parents and students when and where the school will resume.

After an incident, administrators will schedule and attend an open question-and-answer meeting for parents as soon as possible.

2. Communication with the Media
In the event of an incident, the Incident Commander will:

- Designate a Public Information Officer.
- Establish an off-campus briefing area for media representatives.
- Determine the need to establish or participate in a Joint Information Center.
- Coordinate messages with the principal and Policy Group.

All School employees are to refer all requests for information and questions to the designated spokesperson or administration.

3. Handling Rumors
In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, HVUSD will:

- Provide appropriate information to internal groups including administrators, teachers, students, custodians, secretaries, and instructional assistants. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.
- Hold a faculty/staff meeting before staff members are allowed to go home so that what is (and is not) known can be clearly communicated.
- Designate and brief personnel answering calls to help control misinformation.
- Conduct briefings for community representatives directly associated with the school.
- Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

After the immediate incident response period, HVUSD will conduct public meetings as needed. These meetings are designed to provide the opportunity for people to ask questions and receive accurate information.

4. Communication with First Responders
The Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction. Emergency Roster, maps of the school and surrounding areas, and logistics provided by local law enforcement agencies will be provided to first responders.

5. Communication after an Incident (Recovery Process)
After the safety and status of staff and students have been assured, and emergency conditions have abated following an incident, staff/faculty will assemble to support the restoration of the school's educational programs. Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.
The staff/faculty teams will:

- Conduct a comprehensive assessment of the physical and operational recovery needs.
- Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- Examine critical information technology assets and personnel resources, and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for State and Federal assistance.
- Provide detailed facilities data to the appropriate administrative staff so that it can estimate temporary space reallocation needs and strategies.
- Arrange for ongoing status reports during the recovery activities to a) estimate when the educational program can be fully operational; and b) identify special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes.

- Educate school personnel, students, and parents on available crisis counseling services

Resources:

- 211: Community Resources: Nationwide, free confidential service connecting people to resources
- CalWORKs: Homeless Resources
- Child Abuse Prevention Coordinating Council is a non-profit organization that serves as an umbrella for a wide range of projects throughout Shasta county that provide community outreach, youth development, family support, and child abuse prevention education and awareness activities.
- Triple P Positive Parenting is an approach to parenting that aims to promote children's development and manage children's behavior in a constructive non-hurtful way.
- Mental Health Provider List Shasta County Health and Human Services Department
- MediCal Provider Directory Partnership HealthPlan of California
- Community Connect helps link families with needed resources, support, and advocacy.
- HOPE Outreach Serves as the Connect Point to give hope, help, and healing to the people of our community.
- Shasta County Health and Human Services: Resources and education regarding health and well-being.
- District Nurse (530)357-2131

The school district will:

- Identify record-keeping requirements and sources of financial aid for State and Federal disaster assistance.
- Establish absentee policies for teachers/students after an incident.
- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- Develop alternative teaching methods for students unable to return immediately to classes.
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).
- Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

C. Communication Tools

Some common internal and external communication tools that HVUSD may use include the following:

- Standard telephone: the District has designated a school telephone number as a recorded "hotline" for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with first responders and others.
- Cellular telephones: These phones may be the only tool working when electric service is out; they are useful to faculty/staff en route to or from a site.
- Intercom systems: The intercom system includes office-initiated communication with the classrooms and other major locations on the school campus using a microphone with sound to wall-mounted speakers.
- Bullhorns and megaphones: A battery-powered bullhorn is part of the school's emergency to-go kit to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use. PE Coaches have a speaker that can also be used for communication.
- Two-way radio: Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff will be trained to understand how to operate the two-way radio.
- Computers: A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area, and the district superintendent. An assigned staff member(s) will post information such as school evacuation, closure, or relocation

on the home page of the school and district website. Shared documents will be used for accountability and communication.

- Fax machines: Possible uses include off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations include the designated fax number.
- Alarm systems: Bells or buzzers are in place and sound in different ways to signal different types of incidents – for example, fire, lockdown, or special alert (with instructions to follow). All staff/faculty, support staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.
- Whistles: Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance
- The off-site sister school will field calls and back up the needs of the incident site.

7. Training and Exercises

HVUSD understands the importance of training, drills, and exercises in maintaining and planning for an incident. To ensure that school personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill, and exercise actions will occur. The School Safety Team will coordinate training and exercise efforts in accordance with applicable laws.
Basic training and refresher training sessions will be conducted during all-staff in-service days at the beginning of the year and periodically during the school year.
Mandatory EOP training will include:

- Hazard and incident awareness training for staff
- Orientation to the EOP
- First aid and/or overview of CPR for staff
- ALICE Training or Equivalent
- Team training to address specific incident response or recovery activities, such as Parent-Student Reunification, Special Needs, and Relocation.

Additional training will include monthly drills (fire, evacuation, etc.) and exercises. An emergency drill will be conducted at least once per month. Earthquake and Lockdown exercises will occur at least once per school year. Records of the training provided including date(s), type of training, and participant roster will be maintained. (See Appendix B)
All HVUSD staff members are expected to develop personal and family emergency plans. Each family should anticipate that a staff member may be required to remain at school following a catastrophic event. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively.

8. Administration, Finance, and Logistics

A. Agreements and Contracts:

If school resources prove to be inadequate during an incident, HVUSD will request assistance from local emergency services, other agencies, and industry in accordance with existing mutual aid agreements and contracts (see Section IV, Direction, Control, and Coordination, for specific details). Such assistance includes equipment, supplies, and/or personnel. All agreements are entered into by authorized school officials and are in writing. Agreements and contracts identify the school district officials authorized to request assistance pursuant to those documents.

B. Record-keeping

1. Administrative Controls
HVUSD is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be done in accordance with the established local fiscal policies and standard cost accounting procedures.

2. Activity Logs

The ICS Section Chiefs will maintain accurate logs recording key incident management activities, including:

- Activation or deactivation of incident facilities.
- Significant changes in the incident situation.
- Major commitments of resources or requests for additional resources from external sources.
- Issuance of protective action recommendations to the staff and students.
- Evacuations.
- Casualties.
- Containment or termination of the incident.

C. Incident Costs

1. Annual Incident Management Costs
The ICS Finance and Administration Section is responsible for maintaining records summarizing the use of personnel, equipment, and supplies to obtain an estimate of annual incident response costs that can be used in preparing future school budgets.

2. Incident Costs
The ICS Finance and Administration Section Chief will maintain detailed records of costs for incident management and operations to include:

- Personnel costs, especially overtime costs,
- Equipment operations costs,
- Costs for leased or rented equipment,
- Costs for contract services to support incident management operations, and
- Costs of specialized supplies expended for incident management operations.

These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

D. Preservation of Records

In order to continue normal school operations following incidents, vital records must be protected. These include legal documents and student files as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records should be protected accordingly. Details are outlined in the Continuity of Operations (COOP) Procedures, a functional annex of this plan.

9. Plan Development and Maintenance

HVUSD Administration and the Safety Committee Team are responsible for the overall maintenance and revision of the Happy Valley Union School District Emergency Operations Plan (EOP). The administration is responsible for coordinating training and exercising the EOP. Both groups are expected to work closely together to make recommendations for revising and enhancing the plan. The School Board and the Superintendent/Site Principal are responsible for approving and disseminating this plan. Community fire, law enforcement, and emergency managers' approval and suggestions will also be requested.

A. Approval and Dissemination of the Plan
The School Board together with the Superintendent/Site Principal will approve and disseminate the plan and its annexes following these steps:

- Review and validate the EOP
- Present the Plan (for Comment or Suggestion)
- Obtain Plan Approval (School Board and Site Council)
- Distribute the Plan

B. Record of Changes
Each update or change to the plan will be tracked. The record of changes will include the change number, the date of the change, and the name of the person who made the change. The record of changes will be in table format and maintained by the Safety Committee Team.

C. Record of Distribution
Copies of plans and annexes will be distributed to those tasked with this document. The record of distribution will be kept as proof that tasked individuals and organizations have acknowledged their receipt, review, and/or acceptance of the plan. Safety Committee Team will indicate the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery, and the number of copies delivered. Copies of the plan may be made available to the public and media without the sensitive information at the discretion of the School Board.

D. Plan Review and Updates
The basic plan and its annexes will be reviewed annually by the Safety Committee Team, emergency management agencies, and others deemed appropriate by the school administration. The Superintendent or designee will establish a schedule for the annual review of planning documents.
The School EOP will be updated based on deficiencies identified during incident management activities and exercises and when changes in threat hazards, resources, capabilities, or school structure occur.

E. Training and Exercising the Plan
Happy Valley Union Elementary School District understands the importance of training, drills, and exercises in maintaining and planning for an incident. To ensure that district personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill, and exercise actions will occur. The Safety Committee will coordinate training and exercise efforts. Resources provided by federal government agencies will be used to evaluate the EOP. We will invite the Sheriff's Department and Fire Department in for our fire drills and evaluate our process and protocols in place, as deemed necessary.
Basic training and refresher training sessions will be conducted during August of each school year for all school personnel.

MANDATORY School EOP Training will include:

- Additional training will include drills, tabletop discussions, and functional exercises. Fire drills will be conducted at least once a month for all school sites. Lockdown drills will occur at least once a year. Evacuation exercises will occur at least once a year. Records of the training provided including date(s), type of training, and participant roster will be maintained.

Functional Annexes address all hazard creitical operational functions, including each functional annex describing the policies, roles, and responsiblilities for that function.

- THREAT AND HAZARD
- WIldfire
- Active Shooter
- Intruder near or on campus
- Domestic Violence Situation
- Bomb Threat or School Threat
- Power Outage
- Bullying
- Snow
- Dangerous Animal
- Snow/Windstorm
- Gas Leak
- HAZMAT Spill
- Downed Power Lines
- Earthquake
- Mud Slide
- Septic Incident
- Pandemic

10. Authorities and References

County Emergency--911
Rescue and Ambulance--911
Emergency Services: County Office of Emergency Services--(530) 245-6059
Law Enforcement: Shasta County Sheriff's Department (530)--245-6540
Law Enforcement: California Highway Patrol--(530) 242-4300
Fire: Happy Valley Volunteer Fire Department--(530)357-2345
Fire: Cal Fire Department--(530) 225-2411
Forestry: California Division of Forestry--(530) 225-2418
Health Department: Shasta County Health and Human Services--(530) 225-5591
Public Utilities: Pacific Gas & Electric--(800) 743-5000 or (530) 245-6065 Gas leak/Downed power line call 911 first
Local Hospitals: Mercy Medical Center--(530) 225-6000 County Emergency--911
Rescue and Ambulance--911
Emergency Services: County Office of Emergency Services--(530) 245-6059
Law Enforcement: Shasta County Sheriff's Department (530)--245-6540
Law Enforcement: California Highway Patrol--(530) 242-4300
Fire: Happy Valley Volunteer Fire Department--(530)357-2345
Fire: Cal Fire Department--(530) 225-2411
Forestry: California Division of Forestry--(530) 225-2418
Health Department: Shasta County Health and Human Services--(530) 225-5591
Public Utilities: Pacific Gas & Electric--(800) 743-5000 or (530) 245-6065
Gas leak/Downed power line call 911 first
Local Hospitals: Mercy Medical Center--(530) 225-6000
Local Hospitals: Shasta Regional Medical Center--(530) 244-5400
Radio Station: Report to SCOE Media
Television Station: KRCR-TV 7--(530) 243-7782 Newsroom-if no answer, leave a message
Other: Shasta County Superintendent of Schools--(530) 225-0227
Other: Red Cross--(530) 243-3021 530-244-8000
Road Conditions: CALTRANS--(800) 427-7623
Animal Control: Shasta County Animal Shelter--(530) 245-6065
Animal Control: Haven Humane--(530) 241-1653
Animal Control: Department of Fish and Game--(530) 225-2300
Animal Control Shasta County 530-245-6540
Blue Star Propane 530-365-2131
Clear Creek Community Water 530-357-2121
Regional Poison Controls 800-222-1222
CHP Non-Emergency 530-242-3200
Public Health 530-225-2130

Media Alerts:
If there is access to email, you can utilize media@shastacoe.org. This e-mail address will send the notification to the media e-mails listed below and the County Office.

If there is no access to email, the following contacts will need to be made:

- KRCR-TV 7 (staff on weekdays 24 hours; weekend hours vary) ……..243-7782-News Room

or news@krcrtv.com
or 243-9382 (fax)

- KHSL-TV 12 and KNVN-TV 24……343-1212-News Room
(staff on weekdays 24 hours; weekends 10 a.m.-11 p.m.) or 893-6548 (Control Room)
or news@actionnewsnow.com
or 342-2405 (fax)

- KQMS, KSHA, KRDG, KRRX, KALF, KNRO Radio (staff on at 4:30 a.m.)221-1400-News Room
(105.7 FM) (104.9 FM) (1670 AM) (95.7 FM) (104.3 FM) (105.3 FM) (106.1 FM) or 226-9500 ext. 238
or 221-6653 (fax)
or Steve@kqms.com
or kelly@kqms.com
or Kelly.frostjr@smgnational.com

- KNCQ-Q97, KEWB, KESR, KHRD, KKXS Radio (staff on at 5:00 a.m.) …244-9736-Studio
(93.3 FM) (94.7 FM) (96.1 FM) (97.3 FM) (103.1 FM) (107.1 FM) or 244-9700-Business Office
or pjohn@resultsradio.com
or rhealy@resultsradio.com
or 244-9707 (fax)

- KLXR Radio (staff on at 5 a.m.) ……244-5082
(1230 AM) or 339-2349 (cell – Sue McLain)
or klxr1230@yahoo.com
or suemclain@yahoo.com
or 244-5698 (fax)

- KVIP Radio (staff on at 5:45 a.m.) 222-4455
(540 AM) (98.1 FM) or info@kvip.org
or 222-4484 (fax)

- KNCA-FM Jefferson Public Radio…….541-552-8264
or jprnews@sou.edu

- Record Searchlight (www.Redding.com) …… 225-8265 Jessica Skropanic
rrsedit@redding.com

- Shasta County Office of Education-Superintendent's Office…….225-0227

In addition, please encourage your staff, students, and parents to listen to one of the stations listed above, log onto www.Redding.com, or call my office for school closure information.
Local Hospitals: Shasta Regional Medical Center--(530) 244-5400
Radio Station: KQMS, KSHA, KRDG, KRRX, KNNN, KNRO--(530) 221-1400 Newsroom-if no answer, leave a message
Television Station: KRCR-TV 7--(530) 243-7782 Newsroom-if no answer, leave a message

Other: Shasta County Superintendent of Schools--(530) 225-0227
Other: Red Cross--(530) 243-3021
Road Conditions: CALTRANS--(800) 427-7623
Animal Control: Shasta County Animal Shelter--(530) 245-6065
Animal Control: Haven Humane--(530) 241-1653
Animal Control: Department of Fish and Game--(530) 225-2300
If a disaster is impending while school is not in session, the following contacts are to be made in this order:

- Superintendent
- Site Administration
- Director of Operations, Transportation & Maintenance
- Executive Administrative Assistant

The school community should tune in to monitor radio or television or the Districts current notification system for emergency information. In the event of a major disaster during school hours, the school will not be dismissed and students will remain under the supervision of school authorities.
If parents/guardians come to the school and properly identify themselves, students may be released. Parents may also designate whom their child may be released with via the school Emergency Card.
The following regulations are the State authorizations and mandates upon which this EOP is based.
Senate Bill 187: Comprehensive School Safety Plan Purpose
The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.
In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.
The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated this legislation would remain in effect only until January I, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contain the following elements:
HVUSD Board Policies address the following safe school procedures: (See Appendix A)

- Child abuse prevention and reporting
- Environmental Safety
- Suspension and expulsion/ Due process
- Employee Security
- Safety
- Discipline
- NonDiscrimination and harassment
- Bullying
- Open/Closed Campus

The Comprehensive School Safety Plan will be reviewed and updated by October 15 every year. The school will report annually to various stakeholder groups on the status of its school safety plan including a description of its key elements outlined in the annual school accountability report card.
A copy of the Comprehensive School Safety Plan is available for review at HVUSD school sites and the district office.

Section B: Functional Annexes: Common Immediate Response Actions
In the event of an emergency, school personnel must quickly and adequately determine what initial response

actions are required. The most common immediate response actions initiated by School Administration during school emergencies are as follows:

- Drop, Cover, and Hold
- Shelter-In-Place
- Lock Down
- On-Campus Evacuation / Assembly Location
- Off-Campus Evacuation / Assembly Location
- All Clear
- Family Reunification
- Public Health, Medical, and Mental Health

Procedures for each of these response actions are described below:

Functional Annexes

Evacuation

On-Campus Evacuation

The need to evacuate a building on campus should occur after the decision has been made that it is unsafe to remain in the building such as a fire or hazardous spill on campus.

Description of Action:

1. Once a building has been determined unsafe, the School Administrator should initiate a fire alarm.

2. Staff will secure their emergency classroom backpacks, emergency operation procedure handbook (with red and green indicator cards), and yellow vests.

3. School staff will instruct students to evacuate the building, in accordance with the school site evacuation plan and using designated routes, and assemble in their assigned assembly area.

4. School staff must take their student rosters when leaving the building and take attendance once the class is assembled in a safe location. After taking attendance, teachers will display green or red cards – green indicating all students are accounted for and a red card indicating extra students or someone unaccounted for). The administration will follow up on any red cards.

5. Once assembled, school staff and students will stay in place until further instructions are given.

Off-Campus Evacuation

This action is taken after a decision is made that is it unsafe to remain on campus and evacuation to an off-site assembly area is required.

Description of Action:

1. If an off-campus evacuation is necessary, the School Administrator will make an announcement on the PA system. If the PA system is not available, the School Administrator will use other means of communication (e.g., sending messengers to deliver instructions, using two-way radios, or sending text messages using the Districts current notification system). The School Administrator should be calm, convey reassuring comments that the situation is under control, and provide clear and consistent directions. Below is an example of an announcement to be made by the School Administrator:

"YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN OFF-CAMPUS EVACUATION. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE PRE-DESIGNATED OFF-CAMPUS ASSEMBLY AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLL BOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE ROOM."

2. The School Administrator will determine the safest method for evacuating the campus.

3. School staff will secure the student rosters when leaving the classroom and take attendance once the class is assembled in a pre-designated safe location.

4. Once assembled off-campus, school staff and students will stay in place until further instructions are given.

5. In the event clearance is received from appropriate agencies, the School Administrator may authorize students and staff to return to their classrooms.

Off-Campus Evacuation Site determined by School Administrator. The location will be disclosed to the Incident Command Team.

All Clear

This action is taken to notify school staff that normal school operations should resume.

Description of Action:

1. Once the emergency event is over, the School Administrator will make an announcement on the PA system. If the PA system is not available, the School Administrator will use other means of communication (e.g., sending messengers to deliver instructions, using two-way radios, sending text messages using the Districts current notification system). The School Administrator should be calm, convey reassuring comments that the situation is under control, and provide clear and consistent directions. Below is an example of an announcement to be made by the School Administrator:

"YOUR ATTENTION PLEASE. IT IS NOW OKAY TO RETURN TO YOUR CLASSROOM AND RESUME NORMAL OPERATIONS. I WOULD LIKE TO THANK AND COMMEND STUDENTS AND STAFF FOR THEIR COOPERATION."

2. This action signifies the emergency is over.

3. If appropriate, school staff should immediately begin discussions and activities to address students' fears, anxieties, and other concerns.

Lockdown

A school lockdown is necessary when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During the lockdown, students are to remain in the classroom or designated locations at all times.

Description of Action--

ALICE ALERT-Initial Alert may be a gunshot, PA announcement, etc.

1. If a lockdown situation is required, the School Administrator will make an announcement on the PA system. If the PA system is not available, the School Administrator will use other means of communication (e.g., sending messengers to deliver instructions, using two-way radios, and the Districts current notification system). The School Administrator should be calm, convey reassuring comments that the situation is under control, and provide clear and consistent directions. Below is an example of an announcement to be made by the School Administrator:

"YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCKDOWN PROCEDURES. THIS IS A LOCKDOWN. TEACHERS LOCK CLASSROOMS. IF OUTSIDE, STUDENTS AND STAFF ARE TO PROCEED TO THE NEAREST CLASSROOM OR BUILDING. PLEASE REMAIN INDOORS UNTIL FURTHER INSTRUCTIONS ARE PROVIDED."

LOCKDOWN-

2. If evacuation is not a safe option, barricade entry points. Prepare to Evacuate or Counter if needed. School staff should instruct students to lie flat on the floor, move away from windows remain in the center of the room out of the line of fire, lock the doors (if possible), turn off lights, and close any shades or blinds if it appears safe to do so. Students and staff who are physically unable to lie on the ground should move away from doors and windows.

3. If outside, students should proceed to their classrooms if it is safe to do so. If it is not safe, staff must direct students into nearby classrooms, and school buildings (e.g., library, cafeteria, gymnasium), or take shelter wherever safe and possible. (RUN FROM DANGER)

4. School staff and students must remain in the classroom or secured area until further instructions are provided by the School Administrator or law enforcement.

INFORM-Communicate information in real-time

5. Landline phones should not be used. School staff should use two-way radios with earpieces for quiet communication or cell phones to communicate needs for assistance to a member of the crisis response team and speak quietly.

6. Crisis Response Team should establish communication with appropriate first responders, and initiate a command center. They should also prepare materials and appropriate personnel for emergency response.

7. All campus entrances and exits must be locked and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on campus.

8. When conditions are deemed safe by the administration, a member of the Emergency Operations Team will communicate the ALL CLEAR message in the appropriate manner and further instructions will be given to staff and students from incident command.

COUNTER-

9. Staff have been trained to use defensible space and seek useful tools to create noise, movement, and distraction with the intent of reducing the shooter's ability to shoot accurately.

10. Staff will create a dynamic environment to decrease the shooter's chance of hitting a target and can provide the precious seconds needed in order to evacuate

EVACUATE-

11. If necessary, staff will employ useful techniques that civilians do not know exist and can save lives.

12. ALICE training will use strategies for evacuating under extreme duress.

Shelter-in-Place

Drop, Cover, and Hold On

This action is taken to protect students and staff from flying or falling debris.

Description of Action

1. Upon the first indication of an earthquake, students, and staff should immediately implement appropriate drop, cover, and hold procedures.

2. If inside, school staff must instruct students to drop under their desks and cover their heads with their arms and hands, while holding onto the desk. For those students and staff who are physically unable to drop into a protected position under a table or desk, they should remain seated or, if possible, move to an interior wall away from windows and heavy objects, and cover their heads with their arms and hands.

3. If outside, school staff must instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands. For those students and staff who are physically unable to drop to the ground, they should remain seated and cover their heads with their arms and hands.

4. After the initial shaking has completely stopped, the School will make an announcement on the Public Address (PA) system. If the PA system is not available, the School Administrator will use other means of communication (e.g., sending messengers to deliver instructions, using two-way radios, sending text messages using the Districts current notification system, using a bull horn). The School Administrator should be calm, convey reassuring comments that the situation is under control, and provide clear and consistent directions. Below is an example of an announcement to be made by the School Administrator:

“YOUR ATTENTION PLEASE. AS YOU ARE AWARE, WE ARE EXPERIENCING SOME SEISMIC ACTIVITY. FOR EVERYONE’S PROTECTION, ALL STUDENTS AND STAFF SHOULD CONTINUE TO IMPLEMENT DROP, COVER, AND HOLD PROCEDURES IN THE EVENT OF ADDITIONAL SEISMIC ACTIVITY. PLEASE MAINTAIN A SAFE DISTANCE FROM WINDOWS AND HEAVY OBJECTS UNTIL FURTHER INSTRUCTIONS ARE PROVIDED.”

5. When conditions are deemed safe by administration an announcement will be made over the PA system -ALL IS CLEAR, YOU MAY RESUME YOUR REGULAR ACTIVITIES.

Shelter-in-Place

This action is taken in order to place and/or keep students indoors in the event that there is a critical incident occurring nearby the school but not an immediate threat to the school, a wild animal has been

sited near the area, or airborne contaminants are found in the outside air. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment.

Description of Action

1. If an emergency occurs that requires students and staff to Shelter-in-Place, the School Administrator will make an announcement on the PA system. If the PA system is not available, the School Administrator will use other means of communication (e.g., sending messengers to deliver instructions, using two-way radios, or sending text messages using the Districts current notification system). The School Administrator should be calm, convey reassuring comments that the situation is under control, and provide clear and consistent directions. Below is an example of an announcement to be made by the School Administrator:

"YOUR ATTENTION PLEASE. WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY. WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. PLEASE REMAIN INSIDE THE ENVELOPE OF THE BUILDING. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. PLEASE REMAIN INDOORS UNTIL FURTHER INSTRUCTIONS ARE PROVIDED."

2. If inside, school staff should keep students in the classroom, lock doors, and close blinds. Students may work quietly indoors until further instructions are given.

3. If outside, students must proceed to their classrooms if it is safe to do so. If it is determined to be unsafe, staff should direct students into nearby classrooms or school buildings (e.g., library, cafeteria, gymnasium). If the hazard involves possible exposure to airborne contaminants, anyone who is exhibiting symptoms must be treated- contact office staff for further instructions.

4. School staff is responsible for securing individual classrooms, and the Emergency Operations Team will assist in completing the following procedures as needed: secure common areas- close hallway doors, rolling doors in café, etc., contact appropriate first responders, prepare materials for emergency response, and send first aid responders to identified areas of need.

5. When conditions are deemed safe by the administration, an announcement will be made over the PA system: "ALL CLEAR: STAFF AND STUDENTS, YOU MAY RESUME REGULAR ACTIVITIES."

Accounting for All Persons

All Clear

This action is taken to notify school staff that normal school operations should resume.

Description of Action:

1. Once the emergency event is over, the School Administrator will clear the incident in person with a code word that is known among staff. If the PA system is not available, the School Administrator will use other means of communication (e.g., sending messengers to deliver instructions, using two-way radios, and the Districts current notification system). The School Administrator should be calm, convey reassuring comments that the situation is under control, and provide clear and consistent directions. Below is an example of an announcement to be made by the School Administrator and the Emergency Operations Team (EOT). A message will be delivered in person. The statement is similar to:

"IT IS NOW OKAY TO RETURN TO YOUR CLASSROOM AND RESUME NORMAL OPERATIONS. I WOULD LIKE TO THANK AND COMMEND STUDENTS AND STAFF FOR THEIR COOPERATION. All clear: "INSERT CODE WORD"

2. This action signifies the emergency is over.

3. If appropriate, school staff should immediately begin discussions and activities to address students' fears, anxieties, and other concerns.

Communications and Warning

BEFORE AN INCIDENT

Goal: Have a plan and system in place to communicate effectively. When communicating about an intruder, the Incident Commander (or designee) should use factual, specific information when communicating with personnel using the best form of communication.

Objective(s): Safe students and staff

Courses of Action: Establish a system for communicating with all educational partners. When a critical incident is occurring, keep landlines clear for use by the Emergency Operations Team.

Goal: Communicate effectively with all educational partners

Objective(s): Open lines of communication

Courses of Action: Communicate through email, text, radios, the Districts current notification system, social media, parent meetings,

media, a bulletin board at the local stores and school office, word of mouth, an intercom based on an identified area of need.

Goal: Communicate effectively with all educational partners

Objective(s): Safe students and staff

Courses of Action: Communicate through email, text, radios, the Districts current notification system, social media, parent meetings, media, a bulletin board at the local stores and school office, word of mouth, an intercom

based on an identified area of need.

Family Reunification

Family Reunification

This action is taken when students are evacuated off-campus or following a lockdown and crisis response teams deem the situation to warrant sending students home.

1. Communication will occur from the school administration using the Districts current notification system, email, and/or text messaging systems to alert parents of the situation, where to pick up their child, and the procedure to follow.

2. Using their rosters, teachers and designated crisis response members will sign students out to only those people designated on the emergency card or in Aeries.

3. If appropriate, school staff should immediately begin discussions and activities to address students' fears, anxieties, and other concerns.

4. Administrative Assistant, Administration, Secretary, and designee will track student releases to parents/guardians. Communicate with parents and law enforcement about students that are missing or injured, or deceased.

5. Incident Commander or designee will communicate with the media.

Continuity of Operations (COOP)

Goal: Continue Operating

Objective(s): Safe students and staff

Courses of Action: Operate

Goal: Make a plan for other locations or arrangements

Objective(s): Continue educating students

Courses of Action: Special Board Meeting, if necessary.

Goal: Return to school

Objective(s): Educate students and fix necessary items to safely house our students

Courses of Action: Special Board Meeting, if necessary.

Recovery

Goal: Keep students safe

Objective(s): Have a plan in place for recovery

Courses of Action: Execute recovery plan

Goal: Eliminate threats and casualties

Objective(s): Protect students, staff, and community members

Courses of Action: Contact Law Enforcement, Office of Emergency Services, Community Organizations (Red Cross, Salvation Army, Health Human Services, FEMA, United Way, Evacuation Centers, etc) make announcements to parents and media

Goal: Reunite students with families and provide clear/concise information to all

Objective(s): Return to school and continue student education

Courses of Action: Work with Law Enforcement and Office of Emergency Services and Community Outreach, bring closure to families and provide counseling to students and families, talk to media and the community

Public Health, Medical, and Mental Health

Medical Emergency

Medical Emergency procedures address minor and major illnesses and injuries that can occur to students and staff. The following procedure should be implemented in the event of any medical emergency. This section also addresses a scenario specific to pandemic health concerns.

Procedure:
1. Upon discovery of a student or school staff member having a medical emergency, immediately call 9-1-1. Provide the exact location and nature of the emergency. Follow instructions given by dispatch, and do not hang up until advised to do so.
2. Notify the School Administrator and identified school medical personnel that there is a medical emergency and an ambulance/First Responder has been called.
3. School medical personnel should administer appropriate first aid / Cardiopulmonary Resuscitation (CPR) procedures to the victim until emergency response teams arrive on the scene. Do not move the victim unless there is full confidence in no danger of further injury.
4. Once the ambulance arrives, the School Administrator/ or Office Staff will request information regarding which hospital the victim will be taken to and will notify the victim's emergency contact.
5. If possible, a school staff member should accompany the victim to the hospital.

Psychological Trauma:

Many emergencies may result in psychological trauma for students and school staff. These emergencies may include an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions. Emergencies may result in the following conditions:

- Temporary disruption of regular school functions and routines
- Significant interference with the ability of students and staff to focus on learning
- Physical and/or psychological injury to students and staff
- Concentrated attention from the community and news media

As a result, students and staff may exhibit a variety of psychological reactions. Once the physical safety of those involved has been ensured, attention must focus on meeting the emotional and psychological needs of students and staff.

Procedure:
1. The School Administrator will establish a Crisis Response Team, which has primary responsibility for providing necessary assistance after all types of crises.
2. The Crisis Response Team will assess the range of crisis intervention services needed during and following an emergency.
3. The Crisis Response Team will provide direct intervention services for students and staff.
4. The School Administrator and Crisis Response Team will work together to determine when and how school functions should be restored.
5. The Crisis Response Team should provide ongoing assessment if needed, as well as follow-up services,

as required.

Security

Section C: Threat- and Hazard-Specific Emergency Procedures
This section describes specific emergency procedures to which school staff and students must adhere during the following potential emergencies:

- Animal Disturbance
- Armed Intruder on Campus
- Bomb Threat
- Disorderly Conduct/Threats
- Earthquake
- Extreme Weather/Air Quality
- Fire in Surrounding Area
- Fire on Campus
- Flooding/Dam Failure
- Public Safety Power Shutoff (PSPS) or Power Failure

School Administrators are responsible for the health and safety of students and staff during an emergency. Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures, and should consider modifications as necessary to ensure the health and safety of all personnel during an emergency.

Goal: Keep students and staff safe
Objective(s): Have a plan in place
Courses of Action: Make a plan, be vigilant, train staff, conduct drills

Goal: Keep students and staff safe
Objective(s): Follow the plan, listen to Incident Commander and designated communication personnel
Courses of Action: Follow lockdown or evacuation procedures, communicate with parents, community, media, and Law Enforcement

Goal: Keep everyone safe and continue educating students
Objective(s): Reunite students and staff with family
Courses of Action:
Release students to parents/families, talk to Law Enforcement and parents/families and Identify areas of strength and areas that need improvement

Animal Disturbance

This procedure should be implemented when the presence of a dog, coyote, mountain lion, or any other wild animal threatens the safety of students and staff.

Procedure:

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include Shelter in Place or On-Campus Evacuation procedures, as described in Section B.

2. Upon discovery of an animal, school staff should isolate students from the animal, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will be kept outside in an area away from the animal. It is best to close doors and lock gates as a means to isolate the animal.

3. If additional outside assistance is needed, the School Administrator will call 9-1-1 and provide the location of the animal and nature of the emergency.

4. If a staff member or student is injured, school medical personnel should immediately be notified. The parent or emergency contact of the injured person should also be immediately notified.

5. The School Administrator will initiate Off-Campus Evacuation procedures, as described in Section B, if deemed necessary by changes in conditions at the school campus.

6. In the event that students need to be released from the school site, refer to Family Reunification procedures.

Threat- and Hazard-Specific Annexes

Armed Intruder on Campus

An Armed Assault on Campus involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. This type of incident may involve assault by an individual with a deadly weapon including a gun, knife, or another harmful device.
Procedure

Alert, Lockdown, Inform, Counter, Evacuate (ALICE) protocol will be used.

1. If an armed assault occurs on or near the campus, personnel who observe the assault should immediately notify the School Administrator and call 911.
2. The School Administrator will initiate the appropriate Immediate Response Actions, which may include Shelter-in-Place, Lock Down, On-Campus Evacuation, or Off-Campus Evacuation, as described in Section B.
3. The School Administrator should also call 9-1-1 and provide the exact location, description, and nature of the incident. A designated person should remain on the phone line with the Redding Police Department (RPD) until law enforcement personnel arrive on the scene.
4. If it is safe to do so, school staff should attempt to isolate and secure students away from the perpetrator(s). Staff should take steps to calm and control students.
5. School staff and students should remain in secured areas until local authorities arrive and are able to neutralize the perpetrator(s). Once the perpetrator(s) are taken into law enforcement custody, the School Administrator must conduct a headcount of all students and staff and notify law enforcement personnel of any missing persons.
6. School medical personnel will work with local authorities to provide medical care to injured students and staff. If possible, photographs should be taken of any injuries.
7. The School Administration will work with law enforcement to control all points of entry to the school.
8. Once students are safe and the situation is stable, the School Administrator will share an Incident Report (describe what happened and when) for school record keeping and provide a copy to the responding police officer.
9. The School Administrator must prepare a verified list of all victims and the locations to which they were transported. If possible, staff members should accompany student victims. The School Administrator must ensure that parents and/or emergency contacts are immediately notified.
10. All media inquiries should be referred to Administration.
11. Refer to Family Reunification Procedures- as outlined in the Functional Annexes.
In the event the perpetrator(s) is inside a classroom:
12. Staff should take a leadership role and perform the following actions:

- Refer to ALICE strategies
- Staff actions will influence others.

Bomb Threat

A Bomb Threat may result from the discovery of a suspicious package on or near school grounds or receipt of a threatening phone call that may indicate the risk of an explosion.

Procedure:
1. If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the line as long as possible and alert someone else to call 9-1-1 and inform the police dispatcher of the name of the school and that there has been a threat made on another line. If possible, the number of the phone line should be provided to the dispatcher.
2. The person answering the threat call should attempt to ask the following questions, record the answers, and then immediately notify the School Administrator:

- Where is the bomb?
- When is the bomb going to explode?
- What kind of bomb is it?
- Why are you doing this?
- What can we do to prevent you from letting the bomb explode?
- How can we contact you?

3. The School Administrator should immediately assess the threat and initiate appropriate emergency response actions; Shelter in Place, Off-Campus Evacuation, etc.
4. Upon the arrival of law enforcement, the School Administrator will advise all students and staff to turn off all cell phones.
5. If a suspicious object is identified, law enforcement or other emergency responders will attempt to secure the immediate area around the object.
6. If Emergency workers determine danger is imminent, the School Administrator will work with law enforcement to determine the immediate Response Action(s) to take, which may include: Drop, Cover, and Hold; Lock Down; On-Campus Evacuation; or Off-Campus Evacuation, as described in Section B.
7. In the event an evacuation is necessary, approval for student release or relocation from the Incident Commander or ordered by appropriate on-scene law enforcement. All school staff members must bring their student rosters and take attendance at the Assembly Area to account for all students. Staff will immediately notify the School Administrator of missing students.
8. In the event that students need to be released from the school site, refer to Family Reunification Procedures- Described in Section B.
9. School activities must not be resumed until the affected buildings have been inspected by law enforcement and determined to be safe.

Disorderly Conduct/Threats/Domestic Violence Situation

Disorderly Conduct may involve a student, staff member, or other school stakeholder exhibiting threatening or irrational behavior. If the perpetrator is armed, refer to Section C-2: Armed Intruder on Campus.

Procedure:

1. Upon witnessing disorderly conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so.

2. Staff will immediately notify the School Administrator of the situation.

3. The School Administrator will call 9-1-1 and provide the exact location and nature of the incident.

4. The School Administrator will initiate the appropriate Immediate Response Actions, which may include Shelter-in-Place, Lock Down, On-Campus Evacuation, or Off-Campus Evacuation, as described in Section B.

5. If there is no clear evidence of a threat, the School Administrator or a staff member may attempt to diffuse the situation. The perpetrator should be approached in a calm, non-confrontational manner and asked to please leave the campus. If the situation is considered to be hostile, the School Administrator should wait for the RPD to arrive on the scene.

6. If the perpetrator is a student, an attempt should be made to notify the family. Family members may be able to provide useful information on handling the situation.

Earthquake

Earthquakes are considered one of the most likely and serious threats to the Northern California Area. Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation, and the following procedures should be implemented in response to all earthquakes regardless of magnitude.

Procedures:

Important: Keep calm and remain where you are. Assess the situation, and then act. Remember, most injuries or deaths are the direct cause of falling or flying debris.

1. Upon the first indication of an earthquake, staff should immediately direct students to Drop, Cover, and Hold, as described in Section B.

2. Staff and students should move away from windows and overhead hazards to avoid glass and falling objects.

3. Once the shaking stops, the School Administrator will initiate the On-Campus Evacuation action, as described in Section B. Staff and students will evacuate the buildings using pre-designated routes or other safe routes and convene at the Assembly Area.

4. In the event of an evacuation, all school staff must bring their student rosters and take attendance at the Assembly Area to account for all students. Staff members must notify the School Administrator of any missing students.

5. The School Administrator with the assistance of Maintenance and/or office staff will ensure that students and staff are positioned a safe distance away from building entrances to prevent access.

6. Assigned operations section teams will notify the School Administrator of fallen electrical wires and instruct them to avoid any areas with fallen wires. Facilities personnel will also notify the appropriate utility companies (i.e., gas, power, water, and sewer) of damages.

7. Staff and school medical personnel will assess student injuries and provide appropriate first aid.

8. If the area appears safe, staff will make an initial inspection of school buildings to identify any injured or trapped students.

9. The School Administrator / Incident Commander will determine additional actions that may be necessary.

10. The School Administrator will work with Emergency Personnel to obtain an assessment of the damage. School staff and students should not return to the buildings until damage assessment teams provide clearance and the School Administrator gives the authorization to do so.

11. The School Administrator will issue an Off-Campus Evacuation, as described in the Functional Annexes Section of the EOP if warranted by changes in conditions at the school.

12. In the event that students need to be released from the school site, refer to Family Reunification Procedures as outlined in the Functional Annexes Section B of this EOP.

In the event that an earthquake occurs during non-school hours:

1. The School Administrator, Emergency Planning Coordinator, and facilities & maintenance staff will assess damages to determine any necessary corrective actions. The School Administrator should request Redding Fire Dept. or other Emergency Teams to participate in the assessment.

2. The School Administration Team will determine if the school should be closed.

3. If school will be closed, The School Administrator will coordinate with administration and office teams to disseminate pertinent information to families.

Extreme Weather/Air Quality

Shasta County is susceptible to both extreme weather conditions and poor air quality due to wildfires. The following procedure addresses actions that should be taken in the event of wildfire smoke, or very cold or very hot weather.

1.) On days of possible Extreme Weather/Air Quality concerns office staff and other identified staff will monitor conditions and seek reliable forecast information and predictions.
2.) If deemed necessary, the administration will initiate Extreme Temperatures and Air Quality Management Procedures
3) HVUSD has developed the following guidelines for protecting students and staff during poor air quality (smoky conditions) and extreme temperatures.

HOT/COLD WEATHER

During times of excessive heat (when temperatures or the heat index is over 100 degrees), the following precautions will be taken for all outdoor physical activities including, but not limited to recess, physical education classes, and/or outdoor clubs, outdoor sports team practices. The activity will be limited to inside, air-conditioned spaces or canceled. When on the playground during periods of high heat (95-100 degrees), outside activities including recess will be limited to not more than 20 minutes. Temperatures are measured frequently during times of outside activity as identified by the National Weather Service: http://www.weather.gov/ . Keep in mind that the hottest times of the day, and may affect after-school activities, while not affecting normal recess times during the school day.
During times of cold (when temperatures or wind chill is 35 - 45 degrees), the following precautions will be taken for all outdoor physical activity including, but not limited to: recess, athletics, and physical education classes: Outside activities will be limited to not more than 20 minutes. Staff will encourage all students to wear appropriate clothing. During times of excessive cold (when temperatures or wind chill is below 35 degrees) Students will remain inside.
*Any student feeling sensitive to the outside conditions may request to sit in classrooms, the cafeteria, or the library (space & supervision permitting).

OUTDOOR AIR QUALITY

The following precautions will be taken for all outdoor physical activity including, but not limited to: recess, physical education classes, sports teams, and/or outdoor field trips. On Orange Alert Days (unhealthy for sensitive groups) Students will have outside recess or physical education classes, but for periods no longer than 20 minutes. The administration will email or announce an activity advisory to all applicable staff. On Red, Purple, or Maroon Alert Days (unhealthy, very unhealthy, and hazardous) Students will have recess and physical education classes inside. Outdoor sports team practices or games may be canceled by the school administrators and/or coaches. The administration will email or announce an activity advisory to all applicable staff.
*Any student feeling sensitive to the outside conditions may request to sit in classrooms, the cafeteria, or the library (space & supervision permitting).
The Air Quality Index (AQI) provides local information on air quality and potential health concerns. Determining Air Quality Index: HVUSD will use the following two measurements to determine our

location's air quality.
1. Local AQI can be obtained from the HVUSD campus sensors: https://www.purpleair.com/map#12.05/40.44947/-122.42013
2. Visibility Range & Air Quality Index (AQI): http://www.co.shasta.ca.us/docs/libraries/resource-management-docs/docs/Visually_Estimating_PM_Levels.pdf?sfvrsn=0
3.) Administration and or identified staff (PE teachers/Coaches) will communicate with staff, students, and parents about any necessary cancellations or relocations of outdoor activities (recess, physical education classes, and/or outdoor athletics practices).

Fire in Surrounding Area

The following procedure addresses actions that should be taken in the event that a fire is discovered in an area nearby campus grounds. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school, and the likelihood that the fire may affect the school.

Procedure:

1. The School Administrator will initiate the appropriate Immediate Response Actions, which may include Shelter-in-Place, Lock Down, On-Campus Evacuation, or Off-Campus Evacuation.

2. The School Administrator will call 9-1-1 and facilities & maintenance staff and provide the location and nature of the incident.

3. The School Administrator will act to prevent students from approaching the fire and keep routes open for emergency vehicles.

4. The School Administrator will work with responding emergency personnel to determine if school grounds are threatened by fire, smoke, or other hazardous conditions.

5. If the School Administrator issues the On-Campus Evacuation procedure, staff and students will evacuate the affected building(s) using pre-designated routes or other safe routes and convene at the Assembly Area.

6. All school staff members must bring their student rosters and take attendance at the Assembly Area to account for all students. Staff will notify the School Administrator of any missing students.

7. The School Administrator should monitor local radio stations for emergency information.

8. Administration will work with the appropriate office staff to disseminate pertinent information.

9. If necessary, the School Administrator will request busses for staff and student evacuation.

10. The School Administrator will initiate Off-Campus Evacuation procedures, as outlined in the Functional Annexes Section of the EOP if warranted by changes in conditions.

11. In the event that students need to be released from the school site, refer to Family reunification Procedures as outlined in the Functional Annexes Section of the EOP.

Fire on Campus

The following procedure addresses the necessary actions that should be taken in the event that a fire is discovered on school grounds. A timely response to this situation is critical to prevent injuries and further property damage.

Procedure:

1. If a fire is discovered on campus, school staff will immediately signal the fire alarm and direct students out of the building.

2. The School Administrator will call 9-1-1 or Fire Department and provide the location and nature of the incident.

3. The School Administrator will immediately initiate the Off-Campus Evacuation procedures, as described in the Functional Annexes Section of the EOP. Staff and students will evacuate buildings using pre-designated routes or other safe routes and convene at the Assembly Area.

4. School staff members must bring their student rosters and take attendance at the Assembly Area to account for all students. Staff will notify the School Administrator of any missing students.

5. If safe to do so, staff will use fire extinguishers to suppress the fire until the local fire department arrives. All fires, regardless of size, which are extinguished by school personnel, require a call to our local fire department to indicate “the fire is out.”

6. The Facility and Maintenance crew will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.

7. The school Administration Team will work with the Office Staff to disseminate pertinent information.

8. In the event that students need to be released from the school site, refer to Family Reunification Procedures as outlined in the Functional Annexes Section of the EOP.

9. Any affected areas will not be reopened until Emergency Workers or another appropriate agency provides clearance and the School Administrator issues authorization to do so.

10. For fires during non-school hours, the School Administrator and the Superintendent of schools will determine if the school will open the following day.

Flooding/Dam Failure

Some areas of the community are susceptible to local flooding. Closure of highways can result in isolating areas of the community. Students may be unable to return home or may have to be evacuated to an alternate location. Some floods develop slowly during an extended period of rain or in a warming trend following heavy snow. Flash floods can occur quickly, without any visible sign of rain. Catastrophic floods are associated with burst dams, hurricanes, storm surges, and earthquakes. The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of a flood.

Procedure:
1. Upon being notified of eminent danger of flooding on or nearby campus, staff should notify the principal and/or incident commander who will activate the EOP and issue appropriate responses based on specific incidents and information from Fire, Law or Emergency officials.
2). In consultation with local officials, the Principal/Incident commander will implement off-site evacuation procedures if directed to do so by First Responders. If the decision is made to evacuate the school site; inform police and fire officials of any missing people. Plan possible evacuation routes away from the campus if the default off-site evacuation route is not feasible; inform the police, and fire your route and destination.
3.) Establish a Command Post away from the danger area; activate needed emergency management personnel or field teams; co-locate school Command Post with fire/police. Have the building custodian report to the Command Post.
4.) Provide the following information to the police/fire officials:

- Floor plans, and location of utility controls.
- Information on Staff in the area.
- Information on Students in the area.
- Pre-Fire plan

5.) Initiate Family Reunification response at new command post away from danger areas.
6.) Resume school activities only after buildings have been inspected and determined safe by proper authorities.

Dam Failure:
If a dam failure occurrs, HVUSD may be used as a place of refuge. Recent Dam Failure maps indicate that HVUSD would remain out of the flood zone. It will be necessary to obtain emergency workers' assessment of the hazard and directives before initiating specific EOP procedures.
1.) Office Staff will monitor communication sources (phone, radio, and Internet) for flood information and report any developments to the Incident Commander.
2.) Upon direction given by county emergency workers, the principal or incident commander would activate appropriate emergency responses and procedures in the event of a dam failure as listed below:

- Shelter In Place
- Off-Campus Evacuation
- Family Reunification
- Continuity of Operations (COOP)
- Recovery Procedures

- Crisis Intervention/Care Team

3.) Establish a Command Post; activate needed emergency management personnel or field teams; co-locate school Command Post with fire/police. Have the building custodian report to the Command Post.
4.) Resume school activities only after buildings have been inspected and determined safe by proper authorities.
Drinking water shall be regularly tested for lead and remediated as provided in the section "Drinking Water" above.
Any action to abate existing lead hazards, excluding containment or cleaning, shall be taken only by contractors, inspectors, and workers certified by the California Department of Public Health in accordance with 17 CCR 35001-35099. (Education Code 32243)

Mercury Exposure:
The Superintendent or designee shall identify any products containing mercury that are present in district facilities and, to the extent possible, shall replace them with mercury-free alternatives.

Public Safety Power Shutoff (PSPS) or Power Failure

During any given year, HVUSD schools may experience a power failure at various locations ranging from a few minutes to several days. Typically, we do not close schools unless there are compelling reasons to do so.
Classrooms are equipped with emergency supplies, including lanterns, flashlights, and walkie-talkies. In most short-term power outage situations, there is adequate light from windows and emergency lighting, as well as warm enough conditions for instruction to continue. Teachers are prepared to cope with a short-term power failure and will continue their regular curriculum and/or appropriate substitute assignments.
In the case of a power failure at the school site, we will follow these procedures:
1) Information about Public Safety Power Shut-offs will be communicated no later than 6:00 PM and, if necessary, at 6:00 AM with additional changes.

- School lunches will still be provided and lunch will be held in the cafeteria.

2) If the power is not on by 7:00 A.M. on the second consecutive day, the Superintendent will consider whether closing the school site is necessary. Only the Superintendent can order the closing of a school site.

- If school is closed, the Superintendent's office will communicate the information to the community via:
- The Districts current notification system the day before by 6 PM and/or the morning of by 6 AM
- Local Radio and TV station
- Notices posted at the school sites

Appendices

Appendix A: HVUSD Board Policies and/or Procedures:

- Child abuse prevention and reporting
- Environmental Safety
- Suspension and expulsion/ Due process
- Employee Security
- Safety
- Discipline
- NonDiscrimination and harassment
- Bullying
- Open/Closed Campus

Policy 5141.4: Child Abuse Prevention And Reporting

Status: ADOPTED Original Adopted Date: 05/19/2015 | Last Revised Date: 08/10/2021 | Last Reviewed Date: 08/10/2021

The Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect. The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child Abuse Prevention

The district's instructional program may provide age-appropriate and culturally sensitive child abuse prevention curriculum which explains students' right to live free of abuse, includes instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, informs students of available support resources, and teaches students how to obtain help and disclose incidents of abuse.

The district's program also may include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Superintendent or designee may display posters, in areas on campus where students frequently congregate, notifying students of the appropriate telephone number to call to report child abuse or neglect. (Education Code 33133.5)

The Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Child Abuse Reporting

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

Procedures for reporting child abuse shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

The Superintendent or designee shall provide training regarding the duties of mandated reporters as required by law and as specified in the accompanying administrative regulation. (Education Code 44691; Penal Code 11165.7)

Regulation 3514: Environmental Safety Status:

ADOPTED Original Adopted Date: 10/23/2013 | Last Revised Date: 10/08/2019 | Last Reviewed Date: 10/08/2019

The Superintendent may designate and train one or more employees to oversee and coordinate the district's environmental safety program(s). The responsibilities of the coordinator(s) shall include, but are not limited to, overseeing assessments of district facilities, recommending strategies for the prevention and mitigation of environmental health risks, ensuring effective implementation of environmental safety strategies, and reporting to the Superintendent regarding the district's progress in addressing environmental safety concerns.

Indoor Air Quality

In order to provide proper ventilation, humidity, and temperature in school facilities and to reduce indoor air contaminants, the following strategies shall be implemented:

1. Mechanically driven heating, ventilation, and air conditioning systems shall be operated continuously during working hours except under the circumstances specified in 8 CCR 5142. The systems shall be inspected at least annually and problems corrected within a reasonable time. Where the air supply is filtered, the filters shall be replaced or cleaned regularly to prevent significant reductions in airflow. Documentation of inspections, tests of ventilation rates, and maintenance shall be retained for at least five years. (8 CCR 5142-5143) Staff shall ensure that airflow is not obstructed by the blocking of ventilators with posters, furniture, books, or other obstacles.

2. School facilities shall be regularly inspected for water damage, spills, leaks in plumbing and roofs, poor drainage, and improper ventilation so as to preclude the buildup of mold and mildew and prevent accidents due to unsafe conditions. Wet building materials and furnishings shall be dried within 48 hours if possible to prevent mold growth. When evidence of mold or mildew is found, maintenance staff shall locate and repair the source of water intrusion and remove or clean moldy materials.

3. Exterior wall and foundation cracks and openings shall be sealed as soon as possible to minimize seepage of radon into buildings from surrounding soils.

4. Least toxic pest management practices shall be used to control and manage pests at school sites. (Education Code 17608-17614; Food and Agriculture Code 13182)

5. A carbon monoxide detector or alarm shall be installed in all school buildings that contain a fuel-burning appliance, fireplace, or forced-air furnace, unless otherwise exempted by state law or regulations. The device or alarm shall be located in close proximity to the appliance in order to accurately detect and alert school personnel of any leakage of carbon monoxide. (24 CCR 915.1-915.7)

6. Schedules and practices for routine housekeeping and maintenance shall be designed to effectively reduce levels of dust, dirt, and debris. Plain water, soap and water, or low-emission cleaning products shall be used whenever possible. Aerosols, including air fresheners and other products containing ozone, shall be avoided to the extent possible.

7. Painting of school facilities and maintenance or repair activities that require the use of potentially harmful substances shall be limited to those times when school is not in session. Following any such activity, the facility shall be properly ventilated with adequate time allowed prior to reopening for use by any person.

8. Paints, adhesives, and solvents shall be used and stored in well-ventilated areas. These items shall be purchased in small quantities to avoid storage exposure.

9. To the extent possible, printing and duplicating equipment that may generate indoor air pollutants, such as methyl alcohol or ammonia, shall be placed in locations that are well ventilated and not frequented by students and staff.

10. The district's tobacco-free schools policy shall be consistently enforced in order to reduce the health risks caused by second-hand smoke.

11. Staff and students shall be asked to refrain from bringing common irritants such as furred or feathered animals, stuffed toys that may collect dust mites, scented candles, incense, or air fresheners and from using perfume or cologne, scented lotion or hair spray, nail polish or nail polish remover, or other personal care products that are not fragrance-free in classrooms, school buses, or other enclosed areas or buildings.

Outdoor Air Quality

The Superintendent or designee may coordinate with the local air resources control board and monitor local health advisories and outdoor air quality alerts to obtain forecasts of ozone levels, particle pollution, ultraviolet radiation levels, and/or temperature and humidity.

Whenever a forecast indicates a significant health risk, the Superintendent or designee shall communicate with each principal so that outdoor activities, especially those requiring prolonged or heavy exertion, may be avoided, limited in duration, or modified as necessary for all persons or for persons who may be particularly susceptible to the health risk involved.

Reduction of Vehicle Emissions

In order to reduce public exposure to toxic air contaminants, school bus drivers and other drivers of commercial motor vehicles shall limit unnecessary idling of vehicles at or near schools in accordance with 13 CCR 2480. The Superintendent or designee may also request parents/guardians to turn off their vehicles when they are idling on school grounds and encourage students to walk and/or bicycle to school.

Any school bus that is diesel-fueled, dual-fueled, or alternative diesel-fueled and has a gross vehicle weight rating over 14,000 pounds shall be equipped with a particulate filter designed to reduce particulate matter emissions, oxides of nitrogen emissions, and other pollutants. (13 CCR 2025)

Drinking Water Safety

The quality and safety of the district's drinking water sources shall be regularly assessed, and drinking fountains shall be regularly cleaned and maintained, to ensure that drinking water consumed at school does not contain dirt, mold, lead, or other impurities or contaminants that may cause serious health concerns.

Whenever any contaminants in the drinking water are determined to be a concern, the Superintendent or designee shall take reasonable steps to identify the source and mitigate any potential problem to ensure the availability of safe drinking water. As needed, the Superintendent or designee shall provide alternative sources of drinking water, such as bottled water or on-site water filtration, to ensure that students have access to fresh drinking water at mealtimes and at other times throughout the day.

Whenever testing of drinking water finds concentrations of lead that exceed federal and state standards, the Superintendent or designee shall notify parents/guardians and take immediate steps to shut down and make inoperable any fountains or faucets where excess lead levels may exist.

Prevention of Lead Exposure

In addition to testing for the presence of lead in drinking water in district schools, the following steps shall be taken to minimize potential exposure to lead in school facilities:

1. School facilities shall be kept as dust-free and clean as possible.

2. Lead-based paint, lead plumbing and solders, or other potential sources of lead contamination shall not be used in the construction of any new school facility or the modernization or renovation of any existing school facility. (Education Code 32244)

3. Lead exposure hazards shall be evaluated before any renovation or remodeling is begun, and children shall not be allowed in or near buildings in which these activities may create lead dust. Contractors and workers shall comply with state and federal standards related to the handling and disposal of lead debris and the clean-up and containment of dust within the construction area.

4. Lead-based painted surfaces that are in good condition shall be kept intact. If lead-based paint is

peeling, flaking, or chalking, contractors or workers shall follow state and federal standards for safe work practices to minimize contamination when removing the paint.

5. Soil with low lead content may be covered with grass, other plantings, concrete, or asphalt. For soil with high lead content, removal and abatement are required.

Any action to abate existing lead hazards shall be taken only by contractors, inspectors, and workers certified by the California Department of Public Health in accordance with 17 CCR 35001-35099. (Education Code 32243)

The Superintendent or designee shall notify parent/guardians, teachers, and staff members if significant risk factors for lead exposure are found. (Education Code 32243)

Prevention of Mercury Exposure

The Superintendent or designee shall identify any mercury-containing products that are present in district facilities and, to the extent possible, shall replace them with mercury-free alternatives.

Staff shall receive information about proper procedures to follow in the event of a mercury spill. Clean-up instructions, a clearly labeled kit with necessary clean-up supplies, and a list of local resources shall be readily accessible.

In the event of a spill, staff shall evacuate all students from the immediate area of the spill, ensure that any clothing or other items with mercury on them remain in the room, open windows to the outside, and close doors to other parts of the school. Staff who are trained in proper clean-up procedures may carefully clean a small spill. As needed for larger or difficult-to-clean spills, the Superintendent or designee shall use an experienced professional referred by the local health department or environmental agency.

Any products containing mercury shall be properly disposed at an appropriate hazardous waste collection facility.

Asbestos Management

The Superintendent shall designate an employee who shall ensure that the district's responsibilities related to asbestos inspection and abatement are implemented in accordance with federal and state regulations. This employee shall receive adequate training to perform these duties, including, as necessary, training on the health effects of asbestos; detection, identification, and assessment of asbestos-containing building materials; options for controlling asbestos-containing building materials; asbestos management programs; and relevant federal and state regulations. (40 CFR 763.84)

The designated employee shall ensure that the district complies with the following requirements:

1. School facilities shall be inspected for asbestos-containing building materials as necessary in accordance with the following:

a. Any school building that is leased, acquired, or otherwise used by the district shall be inspected for asbestos-containing building materials prior to its use as a school building, unless exempted by federal

regulations. (40 CFR 763.85, 763.99)

b. At least once every six months, the district shall conduct a periodic surveillance consisting of a visual inspection of each school building that contains or is assumed to contain asbestos-containing building materials. (40 CFR 763.92)

c. At least once every three years, the district shall conduct a re-inspection of all known or assumed asbestos-containing building materials in each school building. (40 CFR 763.85)

2. Based on the results of the inspection, an appropriate response which is sufficient to protect human health and the environment shall be determined from among the options specified in 40 CFR 763.90. The district may select the least burdensome response, taking into consideration local circumstances, including occupancy and use patterns within the school building and economic concerns such as short-term and long-term costs. (40 CFR 763.90)

3. An asbestos management plan for each school site shall be maintained and regularly updated to keep it current with ongoing operations and maintenance, periodic surveillance, inspection, re-inspection, and response action activities. (15 USC 2643; 40 CFR 763.93) The asbestos management plan shall be available for inspection in district and school offices during normal business hours. Parent/guardian, teacher, and employee organizations shall be annually informed of the availability of these plans. (40 CFR 763.84, 763.93)
4. Staff, students, and parents/guardians shall be informed at least once each school year about any inspections, response actions, and post-response actions, including periodic re-inspection and surveillance activities, that are planned or in progress. (40 CFR 763.84)

5. Inspections, re-inspections, periodic surveillance, and response actions, including operations and maintenance, shall be conducted in compliance with state and federal regulations for the protection and safety of workers and all other individuals. (Education Code 49410.5; 40 CFR 763.84, 763.90) Asbestos inspection and abatement work, preparation of a management plan, and any maintenance activities that may disturb asbestos-containing building materials, except for emergency repairs or small-scale, short- duration maintenance activities, shall be completed by state-certified asbestos inspectors or contractors. (15 USC 2646; 40 CFR 763.84, 763.85, 763.91)

6. All custodial and maintenance employees shall be properly trained in accordance with applicable federal and/or state regulations. (40 CFR 763.84) All district maintenance and custodial staff who may work in a building that contains asbestos-containing building materials, regardless of whether they are required to work with such materials, shall receive at least two hours of related asbestos awareness training. New maintenance and custodial staff shall receive such training within 60 days after beginning employment. Any maintenance or custodial staff who conduct activities that will disturb asbestos-containing building materials shall receive 14 hours of additional training. The trainings shall address the topics specified in 40 CFR 763.92. (15 USC 2655; 40 CFR 763.84, 763.92)

7. Short-term workers, such as telephone repair workers, utility workers, or exterminators, who may come in contact with asbestos in a school shall be provided information regarding the locations of known or suspected asbestos-containing building materials. (40 CFR 763.84)

8. Warning labels shall be posted immediately adjacent to any known or suspected asbestos-containing building material located in routine maintenance areas in accordance with 40 CFR 763.95. (40 CFR

763.84)

The district shall maintain, in both the district and school offices and for a period of three years, records pertaining to each preventive measure and response action taken; staff training; periodic surveillances conducted; cleaning, operations, and maintenance activities; and any fiber release episode. (40 CFR 763.94

Policy 5144.1: Suspension And Expulsion/Due Process

Status: ADOPTED Original Adopted Date: 05/19/2015 | Last Revised Date: 04/14/2020 | Last Reviewed Date: 04/14/2020

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations set the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in the law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds

2. While going to or coming from school

3. During the lunch period, whether on or off the school campus

4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when the student's presence causes a danger to others, the suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student in grades K-8 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, the supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at the school Board Policy Manual Happy Valley Union Elementary School District or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm that is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

2. Selling or otherwise furnishing a firearm

3. Brandishing a knife at another person

4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053- 11058

5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4

6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation, the Superintendent or principal shall have the discretion to recommend the expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by the school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

Policy 4158: Employee Security Status:

ADOPTED Original Adopted Date: 08/21/2007 | Last Revised Date: 08/10/2021 | Last Reviewed Date: 08/10/2021

The Governing Board desires to provide a safe and orderly work environment for all employees. As part

of the district's comprehensive safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing necessary assistance and support when emergency situations occur.

Any person who threatens the safety of others at any district facility may be removed by the Superintendent or designee in accordance with AR 3515.2 - Disruptions.

Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. As appropriate, the Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace. Such measures may include seeking a temporary restraining order on behalf of the employee pursuant to Code of Civil Procedure 527.8 and/or gun violence restraining order pursuant to Penal Code 18150 and 18170.

Upon request by an employee who is a victim of domestic violence, sexual assault, or stalking, the Superintendent or designee shall provide reasonable accommodations in accordance with Labor Code 230-230.1 and the accompanying administrative regulation to protect the employee's safety while at work.

The Superintendent or designee may pursue legal action on behalf of an employee against a student or the student's parent/guardian to recover damages for injury to the employee's person or property caused by the student's willful misconduct that occurred on district property, at a school or district activity, or in retaliation for lawful acts of the employee in the performance of the employee's duties. (Education Code 48904, 48905) The Superintendent or designee shall provide staff development in crisis prevention and intervention techniques, which may include training in classroom management, effective communication techniques, procedures for responding to an active shooter situation, and crisis resolution.

In accordance with the law, the Superintendent or designee shall inform teachers, administrators, and/or counselors of crimes and offenses committed by students who may pose a danger in the classroom. (Education Code 48201, 49079; Welfare and Institutions Code 827)

The Superintendent or designee may make available at appropriate locations, including, but not limited to, district and school offices, gyms, and classrooms, communication devices that would enable two-way communication with law enforcement and others when emergencies occur.

Use of Pepper Spray

Employees shall not carry or possess pepper spray on school property or at school activities except when authorized by the Superintendent or designee for self-defense purposes. When allowed, an employee may only possess pepper spray in accordance with administrative regulations and Penal Code 22810. Any employee who is negligent or careless in the possession or handling of pepper spray shall be subject to appropriate disciplinary measures.

Reporting of Injurious Objects

Employees shall take immediate action upon being made aware that any person is in possession of a

weapon or unauthorized injurious object on school grounds or at a school-related or school-sponsored activity. Employees shall exercise their best judgment as to the potential danger involved and shall do one of the following:

1. Confiscate the object and deliver it to the principal immediately

2. Immediately notify the principal, who shall take appropriate action

3. Immediately call 911 and the principal When informing the principal about the possession or seizure of a weapon or dangerous device, an employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

Policy 5142: Safety

Status: ADOPTED Original Adopted Date: 08/21/2007 | Last Revised Date: 12/17/2019 | Last Reviewed Date: 12/17/2019

The Governing Board recognizes the importance of providing a safe school environment that is conducive to learning and promotes student safety and well-being. Appropriate measures shall be implemented to minimize the risk of harm to students, including, but not limited to, protocols for maintaining safe conditions on school grounds, promoting safe use of school facilities and equipment, and guiding student participation in educational programs and school-sponsored activities.

School staff shall be responsible for the proper supervision of students at all times when students are subject to district rules, including, but not limited to, during school hours, school-sponsored activities, before and after-school programs, morning drop-off and afternoon pick-up, and while students are using district transportation.

The Superintendent or designee shall ensure that students receive appropriate instruction on topics related to safety and emergency procedures, as well as injury and disease prevention.

Crossing Guards/Student Safety Patrol

To assist students in safely crossing streets adjacent to or near school sites, the Board may employ crossing guards and/or establish a student safety patrol at any district school. The Superintendent or designee shall periodically examine traffic patterns within school attendance areas in order to identify locations where crossing assistance may be needed.

Student Identification Cards and Safety Information

Student identification cards of students in grades 7-12 shall have printed on them safety information, including the following: (Education Code 215.5, 217)

1. The National Suicide Prevention Lifeline telephone number and, at the district's discretion, the Crisis Text Line and/or a local suicide prevention hotline telephone number

2. The National Domestic Violence Hotline

Policy 5144: Discipline

Status: ADOPTED Original Adopted Date: 09/16/2014 | Last Revised Date: 12/17/2019 | Last Reviewed Date: 12/17/2019

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools. The strategies shall focus on providing students with needed support; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

In addition, the Superintendent or designee's strategies for correcting student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from schools, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

The Superintendent or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and district regulations. The Board, at an open meeting, shall review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan. (Education Code 32282, 35291.5)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to

identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for district schools, including, but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

Regulation 5145.3: Nondiscrimination/Harassment

Status: ADOPTED Original Adopted Date: 06/12/2018 | Last Revised Date: 03/03/2021 | Last Reviewed Date: 03/03/2021

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination targeting a student, including discriminatory harassment, intimidation, or bullying, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)
Superintendent
16300 Cloverdale Rd. Anderson, CA 96007
(530) 357-2134

Measures to Prevent Discrimination

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

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them in prominent locations and providing easy access to them through district-supported communications

2. Post the district's policies and procedures prohibiting discrimination, harassment, student sexual harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)

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

4. Post in a prominent location on the district web site in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the following: (Education Code 221.6, 221.61, 234.6)

a. The name and contact information of the district's Title IX Coordinator, including the phone number and email address

b. The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the web sites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)

c. A description of how to file a complaint of noncompliance under Title IX, which shall include:

i. An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations

ii. An explanation of how the complaint will be investigated and how the complainant may further Board Policy Manual Happy Valley Union Elementary School District pursue the complaint, including web links to this information on the OCR's web site

iii. A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office d. A link to the Title IX information included on the California Department of Education's (CDE) web site

5. Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families. Such resources shall be posted in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.5, 234.6)

6. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior.

7. Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students, including transgender and gender-nonconforming students. The notice shall inform students and parents/guardians that they may request to meet with the compliance officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.

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

9. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students, including transgender and gender-nonconforming students.

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

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

Enforcement of District Policy

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

1. Removing vulgar or offending graffiti

2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond

3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination
4. Consistent with laws regarding the confidentiality of student and personnel records, communicating to students, parents/guardians, and the community the school's response plan to unlawful discrimination or harassment

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

Process for Initiating and Responding to Complaints

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

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

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

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

Any report or complaint alleging unlawful discrimination by the principal, compliance officer, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

Transgender and Gender-Nonconforming Students

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

at birth.

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

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

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

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

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

1. Refusing to address a student by a name and the pronouns consistent with the student's gender identity

2. Disciplining or disparaging a student or excluding the student from participating in activities, for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable

3. Blocking a student's entry to the restroom that corresponds to the student's gender identity

4. Taunting a student because the student participates in an athletic activity more typically favored by a student of the other sex

5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information, without the student's consent

6. Using gender-specific slurs

7. Physically assaulting a student motivated by hostility toward the student because of the student's gender, gender identity, or gender expression

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

Examples of bases for complaints include, but are not limited to, the above list, as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that

correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

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

1. Right to privacy: A student's transgender or gender-nonconforming status is the student's private information and the district shall only disclose the information toothers with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In any case, the district shall only allow disclosure of a student's personally identifiable information to employees with a legitimate educational interest as determined by the district pursuant to 34 CFR 99.31. Any district employee to whom a student's transgender or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a district employee by a student, the employee shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless the employee is required to disclose or report the student's information pursuant to this administrative regulation, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to the student's status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days. As appropriate given the student's need for support, the compliance officer may discuss with the student any need to disclose the student's transgender or gender- nonconformity status or gender identity or gender expression to the student's parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

2. Determining a Student's Gender Identity: The compliance officer shall accept the student's assertion of gender identity and begin to treat the student consistent with that gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose.
3. Addressing a Student's Transition Needs: The compliance officer shall arrange a meeting with the student and, if appropriate, the student's parents/guardians to identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to the student's status as a transgender or gender- nonconforming individual, so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are meeting the student's educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.

4. Accessibility to Sex-Segregated Facilities, Programs, and Activities: When the district maintains sex-

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

5. Student Records: A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed with proper documentation. When a student presents government-issued documentation of a name and/or gender change or submits a request for a name and/or gender change through the process specified in Education Code 49070, the district shall update the student's records. (Education Code 49062.5, 49070)

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

Policy 5131.2: Bullying

Status: ADOPTED Original Adopted Date: 01/06/2016 | Last Revised Date: 02/11/2020 | Last Reviewed Date: 02/11/2020

The Governing Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

If the Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code 48900, the Superintendent or designee shall advise the student's parents/guardians that the student may transfer to another school. If the parents/guardians of a student who has been the victim of an act of bullying requests a transfer for the student pursuant to Education Code 46600, the Superintendent or designee shall allow the transfer in accordance with law and district policy on intradistrict or interdistrict transfer, as applicable.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

Open/Closed Campus

Closed Campus

In order to keep students in a supervised, safe, and orderly environment, the Governing Board establishes a closed campus at all district schools.

Students shall not leave school grounds at any time during the school day without express permission of school authorities. Students who leave school without authorization shall be considered to have an unexcused absence and be subject to disciplinary action.

(cf. 5112.1 - Exemptions from Attendance)
(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5113.11 - Attendance Supervision)
(cf. 5113.12 - District School Attendance Review Board)

Student handbooks shall fully explain all rules and disciplinary procedures involved in the maintenance of the closed campus.

(cf. 5144 - Discipline)

Legal Reference:

EDUCATION CODE

35160 Authority of the board
35160.1 Broad authority of school district
44808.5 Permission for students to leave school grounds; notice

48980 Annual notification to parents/guardians

Policy HAPPY VALLEY UNION ELEMENTARY SCHOOL DISTRICT

adopted: August 9, 2018 Anderson, California

Appendix B: Emergency Exercise/Drill and Training Records
(Hard copies of signatures for drills and training records can be found in the Safe School Binder)

Appendix C: Emergency Telephone Numbers

EMERGENCY PHONE NUMBERS
For all Emergencies, Police/Fire/Ambulance – 911
Anderson Police Department 378-6600
Shasta County Sheriff 245-6540
American Red Cross 244-8000
Office of Emergency Services 245-6174
Suicide Prevention 229-8426
Poison Control 1-800-222-1222
County Health Department 225-5073
Mental Health Department 225-5200
Mercy Medical Center 225-6000
Shasta Regional Medical Center 244-5400

Happy Valley Union School District Office 357-2134
Address: 16300 Cloverdale Rd, Anderson, CA 96007

Happy Valley Primary School 357-2131
Grades TK - 3
Address: 16300 Cloverdale Rd, Anderson, CA 96007

Happy Valley Elementary School 357-2111
Grades 4 - 8
Address: 17480 Palm Ave, Anderson, CA 96007

Pandemic

Prevention & Preparedness

Implement hygiene protocols (handwashing, sanitizers, masks).

Train staff and students on pandemic awareness and safety measures.

Establish a communication plan with parents, health authorities, and staff.

Set up remote learning infrastructure for potential closures.

Stock essential medical supplies (PPE, thermometers, sanitizers).

2. Response

Screen students and staff for symptoms; establish isolation areas.

Enforce social distancing in classrooms and common areas.

Implement staggered schedules or hybrid learning models.

Coordinate with local health officials for testing and case management.

Maintain clear reporting procedures for suspected cases.

3. Recovery

Gradual return to in-person learning with ongoing health monitoring.

Provide mental health support for students and staff.

Address learning gaps caused by disruptions.

Evaluate and update the pandemic response plan based on lessons learned.

Opioid Prevention and Life-Saving Response Procedures

1. Opioid Prevention Programs:

Education and Awareness: Include comprehensive, age-appropriate educational programs on the risks of opioid use. Programs can be delivered in health classes, special workshops, or through collaboration with local health departments and organizations.

Topics can include:

What opioids are and how they affect the body.

Signs of opioid use and misuse.

The impact of opioid addiction on individuals and communities.

Resources for help and recovery.

Peer Programs: Train students as peer educators who can advocate for prevention and help peers navigate resources for opioid abuse and mental health concerns.

Parent and Community Engagement: Involve parents, guardians, and local community organizations in prevention efforts through workshops, newsletters, and public awareness campaigns.

2. Signs of Opioid Misuse:

Training for Staff: Provide school staff (teachers, counselors, nurses, and security) with training to recognize the signs of opioid misuse. This might include:

Physical signs: pinpoint pupils, unusual drowsiness, lack of coordination.

Behavioral signs: withdrawal from activities, mood swings, increased absenteeism, or a sudden drop in academic performance.

Indicators of a crisis: confusion, disorientation, or behavior that suggests a student is under the influence.

3. Emergency Response Procedures for Opioid Overdose:

Narcan (Naloxone) Use:

Stock Narcan (naloxone) in key locations throughout the school (nurses' offices, security offices, etc.).

Ensure that all staff members are trained in recognizing signs of an overdose and how to administer Narcan.

Keep up-to-date with local laws around the administration of naloxone in schools.

Responding to an Overdose:

Call 911 immediately if an opioid overdose is suspected.

Administer Narcan according to the instructions, if available.

Monitor the student's breathing and pulse until emergency responders arrive.

Ensure that emergency responders have all the necessary information (e.g., time of overdose, substance suspected, etc.).

4. Communication and Coordination:

Clear Lines of Communication: Establish clear communication protocols for school staff to report suspected opioid-related incidents. Ensure that communication reaches administrators, counselors, and emergency responders quickly.

Coordination with Local Authorities: Develop relationships with local law enforcement, fire departments, and public health agencies to ensure a coordinated response to potential overdoses and to access necessary resources.

Post-Incident Support: Provide immediate support for the student involved, including counseling services, and refer them and their families to appropriate addiction recovery and mental health services. Offer support for other students and staff impacted by the incident as well.

Adaptations for Students with Disabilities

1. Inclusive Communication:

Accessible Formats for Safety Information:

Provide all safety plans and emergency procedures in accessible formats (e.g., braille, large print, audio recordings, sign language interpretation, or easy-to-read text).

Use assistive technology to ensure information is available for students with visual, auditory, or cognitive disabilities.

Clear Communication with Students:

Ensure students with disabilities have a clear understanding of what is expected during emergencies. Use visual aids, symbols, and simplified language where needed.

Consider creating individual safety plans for students who require more personalized communication and support.

2. Evacuation and Emergency Procedures:

Evacuation Plans for Students with Mobility Impairments:

Develop specific evacuation procedures for students who use wheelchairs, crutches, or other mobility aids. Designate primary and secondary evacuation routes that accommodate these needs (e.g., ramps, elevators if applicable).

Ensure that staff members are trained in assisting students with disabilities during evacuations, including lifting techniques for students who cannot evacuate independently.

Assistance in Emergency Situations:

Assign a buddy or support staff member to assist students with disabilities in case of an emergency, ensuring that everyone is accounted for and assisted.

Ensure that students with intellectual or developmental disabilities receive clear, concise instructions and support from trained personnel during evacuations or lockdowns

3. Medical Support and Health Protocols:

Personalized Health and Safety Plans:

Collaborate with the student’s family and medical professionals to create individualized health and safety plans that address the student's specific needs in emergencies (e.g., if the student has a medical condition, such as epilepsy, or requires medications like inhalers or EpiPens).

Include the use of life-saving medications (such as inhalers, epinephrine injectors, etc.) in emergency preparedness training for relevant staff, and ensure those medications are easily accessible.

Communication of Health Needs to Emergency Responders:

Ensure emergency responders are aware of specific medical conditions or needs for students with disabilities. Include this information in emergency protocols and ensure staff is trained to quickly communicate this to responders.

4. Active Shooter and Lockdown Procedures:

Adaptations for Students with Disabilities:

Plan for students who may have difficulty hiding, taking cover, or moving quickly during active shooter drills or lockdowns. Adaptations may include identifying areas that are safe for students with mobility impairments or those who have sensory issues.

Provide staff with training on how to assist students with various disabilities during lockdowns, including students with visual impairments, hearing impairments, or those who may experience anxiety during stressful situations.

Ensure that there are accessible safe areas or rooms where students with disabilities can take shelter during a lockdown, especially for students who need additional assistance in evacuating the building.

5. Behavioral and Emotional Support:

Behavioral Supports During Emergencies:

Students with disabilities may have specific needs regarding behavior or emotional regulation during emergencies. Develop individualized support plans (BIPs or Behavior Intervention Plans) for students with autism, ADHD, or other disabilities that may affect their response to emergencies.

Ensure that staff is trained in supporting students with behavioral needs, helping them stay calm during drills or actual emergencies, and addressing any anxiety or confusion that may arise.

Mental Health Support:

Provide counseling or emotional support during and after an emergency event. Students with disabilities may require additional emotional support due to heightened sensitivity to stressful situations.

Create a safe, quiet space for students who may be overwhelmed by sensory stimuli during an emergency, especially for students with autism or sensory processing disorders.

6. Staff Training and Awareness:

Specialized Training for School Staff:

Regularly train school staff on the specific needs of students with disabilities in the context of emergency situations. This should include awareness of mobility aids, medical conditions, behavioral needs, and communication requirements.

Provide specific training on how to support students with different disabilities (physical, sensory, cognitive, emotional) during evacuations, drills, and real emergencies.

Emergency Drills for Students with Disabilities:

Involve students with disabilities in emergency drills, with modifications as needed to ensure their active participation. Conduct simulations with scenarios specific to their needs (e.g., how a student with a wheelchair can exit a building safely or how a student with a hearing impairment is notified of an emergency).

Use positive reinforcement and debrief with students to make sure they understand the procedure and feel prepared.

7. Technology and Assistive Devices:

Use of Technology for Communication:

Equip students with disabilities with assistive devices that may help them communicate during emergencies (e.g., tablets, communication boards, or personal alarms).

Implement visual or auditory signals to alert students with sensory impairments about emergencies (e.g., flashing lights, vibrating alarms, or visual signaling systems).

Monitoring Devices:

For students who may have health conditions that require constant monitoring (e.g., seizures), provide the appropriate monitoring devices that ensure their safety during school hours.

8. Inclusivity in Crisis Response and Recovery:

Post-Incident Support:

Provide emotional and psychological support for students with disabilities after a crisis. Ensure that students have access to mental health professionals who are trained in addressing the unique needs of students with disabilities, including any trauma responses.

Adapt recovery services for students with disabilities, offering counseling and support through methods that work best for them, such as visual aids, social stories, or trauma-informed care approaches.

9. Collaboration with Families and Community Resources:

Family Involvement:

Regularly involve families of students with disabilities in the development and review of individualized emergency plans, ensuring that their input is considered and that their concerns are addressed.

Community Partnerships:

Collaborate with local organizations or agencies that support individuals with disabilities to ensure that the school's emergency procedures are aligned with best practices and community resources.

Response Procedures for Dangerous, Violent, or Unlawful Activity

This plan establishes clear response procedures for dangerous, violent, or unlawful activity on school grounds to protect students, staff, and visitors in a small rural school setting.

Emergency Response Levels

Level 1: Suspicious Activity – Non-immediate but concerning behavior or potential threat.

Level 2: Immediate Threat – Direct danger to students or staff requiring immediate action.

Level 3: Active Incident – Ongoing violent or unlawful activity requiring emergency intervention.

General Response Procedures

Recognize the Threat

Any staff or student observing suspicious activity should report it immediately to administration or school security.

Gather as much information as possible (e.g., description, location, behavior).

Initiate Appropriate Lockdown Procedures

Soft Lockdown: Secure exterior doors; normal activities continue inside classrooms.

Hard Lockdown: Secure all doors, lights off, students and staff remain silent and out of sight.

Evacuation: If necessary, follow designated evacuation routes to safe areas.

Notify Law Enforcement

Dial 911 for immediate threats or active incidents.

Provide the dispatcher with essential details: location, description, nature of the threat.

Communication with Staff and Students

Use PA system, radios, or digital alerts for quick dissemination of instructions.

Ensure clear, calm communication to prevent panic.

Parent and Community Notification

Use pre-established communication channels (e.g., automated calls, text alerts, social media updates).

Provide factual updates and reassure families of student safety.

Incident Command System (ICS) Activation

Assign roles:

Incident Commander: Principal or designee

Security Coordinator: Coordinates with law enforcement

Communication Officer: Manages internal and external messaging

Student Accountability Officer: Tracks student locations

Post-Incident Recovery and Support

Conduct debriefing with staff, students, and law enforcement.

Provide counseling and emotional support for affected individuals.

Review and update safety procedures based on lessons learned.

Training and Drills

Conduct lockdown and emergency response drills as dictated by CDE.

Provide annual training for staff on recognizing and reporting threats.

Collaborate with local law enforcement for joint training exercises.

Review and Continuous Improvement

Annually review and update response protocols.

Collect feedback from staff, students, and emergency responders.

Implement improvements based on real-world incidents and drill outcomes.

This Response Procedures Plan ensures the safety of students and staff by providing a structured approach to handling dangerous, violent, or unlawful incidents on campus.

Instructional Continuity Plan

This plan ensures instructional continuity during emergency closures, inclement weather, or other disruptions. It provides a structured approach for students to continue learning through pre-prepared packets, digital resources, and teacher support.

Communication Plan

*Notification: Parents, students, and staff will receive closure information via phone trees, school website updates, local radio, and social media.

*Teacher Availability: Teachers will provide designated office hours via phone or online platforms for student support.

*Parent Support: A help desk will be available for technical issues and packet-related questions.

Learning Packets

Packet Preparation:

*Each teacher will prepare two weeks' worth of instructional materials per grade level.

*Packets will include a combination of reading materials, worksheets, hands-on activities, and assessments.

*For students with disabilities, packets will include accommodations per their IEPs.

Packet Distribution:

*Packets will be distributed in advance or via pickup at designated locations.

*Digital versions will be available on the school website or emailed to parents.

Packet Return:

*Completed packets can be submitted in drop-off boxes at the school or scanned and sent electronically.

*Digital and Online Learning Support

Device Accessibility:

*A survey will determine students needing devices or internet access.

*The school will provide loaner devices if possible.

Online Platforms:

*Google Classroom, email, or school-approved apps will support virtual learning.

*Teachers will post recorded lessons, instructional videos, and assignments.

Alternative Access:

*Students without internet access will use paper-based packets with follow-up calls from teachers.

Special Populations Support

Students with Disabilities:

*Modified work will be provided to ensure accessibility.

*Teachers and aides will offer check-ins for additional support.

English Language Learners (ELL):

*Materials will be adapted with visual aids and translated instructions when necessary.

*Assessment and Accountability

Completion Checks:

*Teachers will track returned work and provide feedback.

Grading Policy:

*Work will be graded based on effort, comprehension, and completion.

*Flexibility will be given for extenuating circumstances.

Follow-up Support:

*Teachers will contact students who need additional guidance or have missing assignments.

Review and Updates

Annual Review:

The plan will be reviewed and updated annually.

Stakeholder Input:

Feedback from parents, teachers, and students will be incorporated to improve effectiveness.

This Instructional Continuity Plan ensures that students in a small rural school can continue learning despite unforeseen interruptions while maintaining accessibility and support.

School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Happy Valley Elementary School (Waiver for Combined Site Council for all Happy Valley Union Schools)	California	02/03/2025	02/12/2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Happy Valley Elementary School (Waiver for Combined Site Council for all Happy Valley Union Schools) for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Targeted Support and Improvement

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Happy Valley Elementary School (Waiver for Combined Site Council for all Happy Valley Union Schools) for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Targeted Support and Improvement

We worked closely with educational partners throughout the district and analyzed local and state student performance data to identify goals, actions, and strategies to support student achievement. These goals are aligned with our district's Local Control Accountability Plan, and the required federal funds are identified to support our most at-risk students. Additionally, stakeholder input and data guided the School Site Council to identify goals and actions/strategies within our SPSA Plan to improve student outcomes. The staff have implemented a multi-tiered support system and incorporated Universal Design for Learning (UDL) strategies within their daily practices.

Educational Partner Involvement

How, when, and with whom did Happy Valley Elementary School (Waiver for Combined Site Council for all Happy Valley Union Schools) consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Local data was brought to the School Site Council by the principal to analyze and identify areas of strengths and concerns. The School Plan for Student Achievement (SPSA) was drafted, revised, reviewed, and approved by the School Site Council before recommending it to the Governing Board for final approval. An update will occur as needed throughout the year, and a final evaluation of the plan will occur in the late spring. Educational Partners from the following groups provided input into the plan: students, classified and certificated staff, union representatives, Special Education teacher(s), administration, and parents/community members. The document will be reviewed at a later time this year in order to include released data from the California Department of Education.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

There are no resource inequities at this time based on the needs assessment. However, we need to target specific students to address concerns with chronic absenteeism, suspension and academic interventions. Teachers have received professional learning opportunities to address the needs of students according to current data. The resources are in place to support our most at-risk students. A concerted effort will take place with the staff to address specific student needs.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Chronic Absenteeism--American Indian, Foster Youth, Homeless, Students with Disabilities, Socioeconomically Disadvantaged (Elementary School only)
Suspension--English Learners, Students with Disabilities

English Language Arts--Students with Disabilities, Socioeconomically Disadvantaged (Elementary School only), White (Elementary School only)
Math--Students with Disabilities

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Happy Valley Elementary School (Waiver for Combined Site Council for all Happy Valley Union Schools). Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	2.61%	3.24%	3.72%	6	8	9
African American	0.87%	1.21%	2.07%	2	3	5
Asian	8.26%	9.72%	10.33%	19	24	25
Filipino	%	0%	%	0	0	
Hispanic/Latino	20.87%	22.67%	21.07%	48	56	51
Pacific Islander	0.43%	0.4%	0.41%	1	1	1
White	60.87%	56.68%	56.61%	140	140	137
Two or More Races	0.43%	2.83%	1.65%	1	7	4
Not Reported	5.65%	3.24%	4.13%	13	8	10
			Total Enrollment	230	247	242

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 4	42	50	45
Grade 5	47	42	48
Grade 6	46	52	41
Grade 7	47	50	54
Grade 8	48	53	54
Total Enrollment	230	247	242

Conclusions based on this data:

1. Enrollment has increased
2. The largest two student groups are white and Latino/Hispanic
3. Classes are comparable in size with exception of Kindergarten.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	27	30	20	11.3%	11.7%	8.3%
Fluent English Proficient (FEP)	10	13	22	4.7%	4.3%	9.1%
Reclassified Fluent English Proficient (RFEP)				8.3%		

Conclusions based on this data:

1. There were no students reclassified in the 18-19, nor 21-22
2. Number of Fluent English Proficient students has declined and stabilized
3. There has been a continuous increase in EL population

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	52	49		50	49		50	49		96.2	100.00	
Grade 4	41	52	46	40	51	46	40	51	46	97.6	98.1	100
Grade 5	50	44	46	50	43	46	50	43	46	100.0	97.7	100
Grade 6	48	53	40	46	53	40	46	53	40	95.8	100.0	100
Grade 7	42	48	55	41	46	55	41	46	55	97.6	95.8	100
Grade 8	46	46	50	46	43	49	46	43	49	100.0	93.5	98
All Grades	227	243	237	223	236	236	223	236	236	98.2	97.1	99.6

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2446.	2387.		30.00	10.20		32.00	18.37		26.00	32.65		12.00	38.78	
Grade 4	2440.	2456.	2404.	17.50	17.65	6.52	15.00	23.53	15.22	17.50	27.45	21.74	50.00	31.37	56.52
Grade 5	2474.	2470.	2462.	6.00	16.28	4.35	36.00	23.26	30.43	22.00	18.60	28.26	36.00	41.86	36.96
Grade 6	2435.	2460.	2473.	4.35	1.89	2.50	4.35	16.98	27.50	36.96	33.96	30.00	54.35	47.17	40.00
Grade 7	2505.	2440.	2474.	4.88	2.17	1.82	26.83	2.17	25.45	29.27	36.96	20.00	39.02	58.70	52.73
Grade 8	2497.	2494.	2474.	0.00	4.65	2.04	19.57	32.56	14.29	34.78	13.95	26.53	45.65	48.84	57.14
All Grades	N/A	N/A	N/A	6.28	8.47	3.39	20.63	19.49	22.46	28.25	26.69	25.00	44.84	45.34	49.15

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	26.00	14.29		62.00	61.22		12.00	24.49	
Grade 4	17.50	21.57	13.04	65.00	56.86	67.39	17.50	21.57	19.57
Grade 5	6.00	9.30	15.22	74.00	79.07	58.70	20.00	11.63	26.09
Grade 6	0.00	7.55	5.00	47.83	49.06	62.50	52.17	43.40	32.50
Grade 7	7.32	2.17	10.91	65.85	58.70	45.45	26.83	39.13	43.64
Grade 8	10.87	11.63	6.12	58.70	44.19	55.10	30.43	44.19	38.78
All Grades	8.07	10.59	10.17	62.33	57.20	57.20	29.60	32.20	32.63

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.00	4.08		68.00	63.27		22.00	32.65	
Grade 4	10.00	7.84	8.70	67.50	60.78	47.83	22.50	31.37	43.48
Grade 5	6.00	9.30	2.17	64.00	51.16	54.35	30.00	39.53	43.48
Grade 6	4.35	1.89	0.00	26.09	33.96	35.00	69.57	64.15	65.00
Grade 7	7.32	2.17	1.82	58.54	32.61	50.91	34.15	65.22	47.27
Grade 8	0.00	11.63	0.00	43.48	41.86	36.73	56.52	46.51	63.27
All Grades	5.38	6.36	2.54	51.57	44.07	45.34	43.05	49.58	52.12

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	16.00	10.20		78.00	63.27		6.00	26.53	
Grade 4	2.50	15.69	6.52	80.00	62.75	73.91	17.50	21.57	19.57
Grade 5	10.00	6.98	8.70	70.00	79.07	67.39	20.00	13.95	23.91
Grade 6	2.17	5.66	17.50	76.09	69.81	62.50	21.74	24.53	20.00
Grade 7	7.32	6.52	7.27	65.85	63.04	61.82	26.83	30.43	30.91
Grade 8	8.70	18.60	2.04	76.09	55.81	63.27	15.22	25.58	34.69
All Grades	6.28	10.59	8.05	73.54	66.10	65.68	20.18	23.31	26.27

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	20.00	8.16		76.00	69.39		4.00	22.45	
Grade 4	7.50	13.73	2.17	67.50	70.59	73.91	25.00	15.69	23.91
Grade 5	8.00	9.30	8.70	76.00	67.44	76.09	16.00	23.26	15.22
Grade 6	4.35	3.77	5.00	63.04	64.15	77.50	32.61	32.08	17.50
Grade 7	9.76	0.00	3.64	60.98	52.17	63.64	29.27	47.83	32.73
Grade 8	4.35	4.65	10.20	65.22	69.77	51.02	30.43	25.58	38.78
All Grades	6.73	6.36	5.93	66.82	64.83	67.80	26.46	28.81	26.27

Conclusions based on this data:

1. Steady decrease in Standard Not Met
2. There is a decrease in % Below Standard in all domains
3. There is an increase in standard met and standard exceeded from last year to this year

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	52	49		51	49		51	48		98.1	100.00	
Grade 4	41	52	46	39	52	46	39	52	46	95.1	100.0	100
Grade 5	51	44	46	50	43	46	50	43	46	98.0	97.7	100
Grade 6	48	53	40	46	53	40	46	53	40	95.8	100.0	100
Grade 7	42	49	55	41	46	55	41	46	55	97.6	93.9	100
Grade 8	46	46	50	46	43	49	46	43	49	100.0	93.5	98
All Grades	228	244	237	222	237	236	222	237	236	97.4	97.1	99.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2443.	2391.		15.69	6.25		37.25	20.83		31.37	22.92		15.69	50.00	
Grade 4	2451.	2466.	2429.	5.13	9.62	4.35	28.21	32.69	21.74	35.90	34.62	32.61	30.77	23.08	41.30
Grade 5	2478.	2481.	2486.	10.00	18.60	10.87	20.00	16.28	19.57	34.00	25.58	36.96	36.00	39.53	32.61
Grade 6	2413.	2480.	2498.	0.00	7.55	12.50	4.35	16.98	17.50	21.74	33.96	30.00	73.91	41.51	40.00
Grade 7	2501.	2473.	2513.	7.32	4.35	9.09	19.51	6.52	23.64	29.27	34.78	29.09	43.90	54.35	38.18
Grade 8	2486.	2534.	2500.	6.52	11.63	6.12	6.52	18.60	10.20	26.09	25.58	32.65	60.87	44.19	51.02
Grade 11															
All Grades	N/A	N/A	N/A	5.86	10.13	8.47	15.32	18.57	18.64	29.28	31.22	32.20	49.55	40.08	40.68

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	29.41	14.58		56.86	45.83		13.73	39.58	
Grade 4	20.51	15.38	6.52	56.41	57.69	52.17	23.08	26.92	41.30
Grade 5	14.00	16.28	13.04	48.00	46.51	60.87	38.00	37.21	26.09
Grade 6	2.17	13.21	15.00	30.43	41.51	50.00	67.39	45.28	35.00
Grade 7	12.20	6.52	16.36	46.34	36.96	41.82	41.46	56.52	41.82
Grade 8	6.52	11.63	8.16	36.96	62.79	55.10	56.52	25.58	36.73
Grade 11									
All Grades	10.81	12.66	11.86	43.24	48.95	51.69	45.95	38.40	36.44

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	23.53	8.33		58.82	50.00		17.65	41.67	
Grade 4	10.26	11.54	2.17	51.28	59.62	47.83	38.46	28.85	50.00
Grade 5	6.00	13.95	8.70	64.00	51.16	65.22	30.00	34.88	26.09
Grade 6	0.00	5.66	10.00	32.61	49.06	45.00	67.39	45.28	45.00
Grade 7	9.76	2.17	9.09	63.41	73.91	63.64	26.83	23.91	27.27
Grade 8	6.52	6.98	6.12	50.00	58.14	51.02	43.48	34.88	42.86
All Grades	6.31	8.02	7.20	52.25	58.23	55.08	41.44	33.76	37.71

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	19.61	4.17		66.67	68.75		13.73	27.08	
Grade 4	5.13	13.46	10.87	64.10	69.23	45.65	30.77	17.31	43.48
Grade 5	8.00	6.98	10.87	58.00	62.79	60.87	34.00	30.23	28.26
Grade 6	0.00	5.66	10.00	50.00	62.26	70.00	50.00	32.08	20.00
Grade 7	7.32	2.17	5.45	70.73	63.04	67.27	21.95	34.78	27.27
Grade 8	4.35	4.65	0.00	65.22	67.44	71.43	30.43	27.91	28.57
All Grades	4.95	6.75	7.20	61.26	64.98	63.14	33.78	28.27	29.66

Conclusions based on this data:

1. There is a steady increase in % Below Standard in all domains
2. An increase in % At or Exceeded Standard from 20-21 to 21-22
3. Problem Solving and Modeling have both slightly increased in numbers of Standard Met or Standard Nearly Met

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*		*	*		*	*		8	*	
1	*	*		*	*		*	*		*	7	
2	*	*		*	*		*	*		9	4	
3	*	*		*	*		*	*		*	7	
4	*		*	*		*	*		*	*	*	7
5	*	*	*	*	*	*	*	*	*	10	*	*
6	*	*	*	*	*	*	*	*	*	7	6	*
7	*	*	*	*	*	*	*	*	*	8	6	5
8	*	*	*	*	*	*	*	*	*	4	7	4
All Grades										32	22	19

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*		*	*		*	*		*	*		*	*		*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	37.50	4.76	26.32	31.25	23.81	31.58	31.25	57.14	36.84	0.00	14.29	5.26	32	21	19

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*		*	*		*	*		*	*		*	*		*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	53.13	42.86	52.63	40.63	33.33	26.32	3.13	14.29	21.05	3.13	9.52	0.00	32	21	19

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*		*	*		*	*		*	*		*	*		*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.63	0.00	0.00	21.88	0.00	21.05	40.63	33.33	42.11	21.88	66.67	36.84	32	21	19

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*		*	*		*	*		*	*		*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.75	4.76	36.84	78.13	61.90	52.63	3.13	33.33	10.53	32	21	19

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*		*	*		*	*		*	*		*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	78.13	85.71	77.78	15.63	9.52	22.22	6.25	4.76	0.00	32	21	18

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*		*	*		*	*		*	*		*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21.88	0.00	10.53	34.38	9.52	31.58	43.75	90.48	57.89	32	21	19

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*		*	*		*	*		*	*		*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.75	4.76	5.26	78.13	71.43	89.47	3.13	23.81	5.26	32	21	19

Conclusions based on this data:

1. Due to the size of this student group data is not shared to protect the privacy of students

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
242	**67.8%**	**8.3%**	**0.8%**
Total Number of Students enrolled in Happy Valley Elementary School (Waiver for Combined Site Council for all Happy Valley Union Schools).	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	20	8.3%
Foster Youth	2	0.8%
Homeless	6	2.5%
Socioeconomically Disadvantaged	164	67.8%
Students with Disabilities	34	14%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	2.1%
American Indian	9	3.7%
Asian	25	10.3%
Filipino	0	0.0%
Hispanic	51	21.1%
Two or More Races	4	1.7%
Pacific Islander	1	0.4%
White	137	56.6%

Conclusions based on this data:

1. Our two largest student groups are white and Hispanic

2. American Indian and Asian student groups make up 11% of our population

3. Percentage of students with disabilities is 13.5

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	**Chronic Absenteeism**  Red	**Suspension Rate**  Yellow
Mathematics  Orange		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Suspension rate is high
2. A team continues to analyze data and implement strategies for removing barriers to increase positive attendance
3. English Learner progress is high due to the specialized support given to students.

School and Student Performance Data

Academic Performance
English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
2	1	1	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Yellow	 No Performance Color
66.8 points below standard	68.8 points below standard	Fewer than 11 students - data not displayed for privacy
Declined 11 points	Increased 47.2 points	9 Students
212 Students	30 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	77.2 points below standard
2 Students	3 Students	Declined 12.5 points
		142 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
131.8 points below standard	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Declined 26 points	5 Students	7 Students
27 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
20.5 points below standard	0 Students	72 points below standard
Declined 20.5 points		Increased 23.7 points
24 Students		44 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	73.2 points below standard
3 Students	1 Student	Declined 23.5 points
		122 Students

Conclusions based on this data:

1. There is no learning gap between subgroups
2. Although there was progress, all groups are still all below standard

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Yellow	 No Performance Color
54.8 points below standard	68.2 points below standard	Fewer than 11 students - data not displayed for privacy
Declined 3.7 points	Increased 32.1 points	9 Students
213 Students	30 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	63.4 points below standard
2 Students	3 Students	Maintained -2.8 points
		142 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
145.6 points below standard	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Declined 28.7 points	5 Students	8 Students
28 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
38.3 points below standard	0 Students	67.1 points below standard
Declined 26.7 points		Increased 16.8 points
24 Students		44 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	52.4 points below standard
3 Students	1 Student	Declined 7.4 points
		122 Students

Conclusions based on this data:

1. English Learners show the highest number of students below standard
2. English Learners, Socioeconomically disadvantaged, and Hispanic

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
No Performance Color	No Performance Color
72.2% making progress.	making progress.
Number Students: 18 Students	Number Students: 9 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11.1%	16.7%	0%	72.2%

Conclusions based on this data:

1. 46.7% ELs progressed at least one level
2. 36.7% maintained ELPI
3. 63% made progress toward proficiency

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Red	 No Performance Color	 No Performance Color
16.2% Chronically Absent	13% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Increased 3.7	Increased 7	10 Students
266 Students	23 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - data not displayed for privacy	54.5% Chronically Absent	21.4% Chronically Absent
2 Students	0	Increased 5.1
	11 Students	192 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
22.5% Chronically Absent	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Increased 5.8	5 Students	9 Students
40 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
7.7% Chronically Absent	0 Students	19.3% Chronically Absent
Increased 4		Increased 9
26 Students		57 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
27.3% Chronically Absent	Fewer than 11 students - data not displayed for privacy	15.8% Chronically Absent
Increased 16.2	1 Student	Maintained -0.3
22 Students		146 Students

Conclusions based on this data:

1. English Learners showed 6.1% chronic absenteeism,
2. All other groups with large enough samples show high chronic absenteeism
3. 16.5% overall chronic absenteeism shows the effect of the pandemic

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	0	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 No Performance Color	 No Performance Color
10.9% suspended at least one day	11.5% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 2.3%	Increased 5.7%	10 Students
284 Students	26 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - data not displayed for privacy	8.3% suspended at least one day	13.5% suspended at least one day
7 Students	Increased 8.3%	Declined 2.5%
	12 Students	207 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
16.7% suspended at least one day	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Increased 0.5%	6 Students	9 Students
42 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
0% suspended at least one day	0 Students	8.1% suspended at least one day
Maintained 0%		Increased 1.3%
26 Students		62 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
8.7% suspended at least one day	Fewer than 11 students - data not displayed for privacy	15.3% suspended at least one day
Declined 16.3%	1 Student	Declined 1.8%
23 Students		157 Students

Conclusions based on this data:

1. White students and socioeconomically disadvantaged students had very high suspension rates
2. English Learners and Hispanics had medium suspension rate
3. Full implementation of Positive Behavior Intervention and Support (PBIS) system throughout the school should continue

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Reduce Chronic Absenteeism

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

CA School Dashboard Data indicates [RED] Chronic Absenteeism for the following subgroups--American Indian, Foster Youth, Homeless, Students with Disabilities, Socioeconomically Disadvantaged (Elementary School only)

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Indicator on CA Schools Dashboard for American Indian subgroup	American Indian 25% chronically absent	Less than 5% chronically absent
Chronic Absenteeism Indicator on CA Schools Dashboard for Foster Youth subgroup	Foster Youth 22.5% chronically absent	Less than 5% chronically absent
Chronic Absenteeism Indicator on CA Schools Dashboard for Homeless subgroup	Homeless 46.4% chronically absent	Less than 5% chronically absent
Chronic Absenteeism Indicator on CA Schools Dashboard for Students with Disabilities subgroup	Students with Disabilities 23.9% chronically absent (22.5% Elementary School)	Less than 5% chronically absent
Chronic Absenteeism Indicator on CA Schools Dashboard for Socioeconomically Disadvantaged subgroup (Elementary School)	Socioeconomically Disadvantaged 21.4% chronically absent (Elementary School)	Less than 5% chronically absent

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Increase use and availability of Short-Term Independent Study	All	
1.2	Offer Saturday School to recover attendance	All	

1.3	Update Attendance Letters and SART Process/Forms	Students with Excessive Absences or Tardies	
1.4	Utilize Community School Coordinator to partner with families that are chronically absent	Students/Families in need of home support	
1.5	Utilize Homeless/Foster/Native American Liason to partner with families that are chronically absent	Students/Families in need of home support	
1.6	Use individual and group incentives to reinforce positive attendance	All	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Reduce Suspensions

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

CA School Dashboard Data indicates [RED] Suspension for the following subgroups--English Learners, Students with Disabilities

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Indicator on CA Schools Dashboard for English Learners subgroup	6.3% suspended at least one day	2% suspended at least one day
Suspension Indicator on CA Schools Dashboard for Students with Disabilities subgroup	8.6% suspended at least one day; 16.7% suspended at least one day at the elementary school	2% suspended at least one day

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Implement Multi-Tiered System of Support (MTSS)	All	
2.2	Implement Character Strong curriculum	All	
2.3	Administrator Training: Restorative Practices Training (Leaving the Village); Bureau of Education Train-the-Trainer: Improve Behavior or Students	All	
2.4	Update Discipline Matrices	All	
2.5	Update and continue PBIS	All	
2.6	Update and continue use of a Behavior Coach (Paraprofessional)	All	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)

Subtotal of state or local funds included for this school: $

Total of federal, state, and/or local funds for this school: $

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Common Core	18,500	18,500.00

Expenditures by Funding Source

Funding Source	Amount

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

Expenditures by Goal

Goal Number	Total Expenditures

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Chris Nelson	Principal
Kari Piazza	Classroom Teacher
Matt Roach	Classroom Teacher
Stacy Baldwin	Classroom Teacher
Nicole Westaby	Other School Staff
Candice Goldsberry	Parent or Community Member
Christine Swim	Parent or Community Member
Erin Ciapponi	Parent or Community Member
Vacancy	Parent or Community Member
Vacancy	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Chris Nelson on

SSC Chairperson, Kari Piazza on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

SCHOOL DISTRICT
WARRANT SIGNATURE CARD

School District: Happy Valley Union Elem. School Dist. Org #: 52

In accordance with Education Code Sections *42631, 42632, and 42633, the Board of Trustees of the School District authorizes the following persons to sign for approval of warrants and fund transfers of the above-named district:

Typed Name	Original Signature	Facsimile (if authorized)
Gina Murphy		
Rhonda Grijalva		
Larrisa Schwab		

Allow Electronic Authorization for Accounts Payable Batch Approval (check one): YES ☑ NO ☐

Passed and adopted this 12th day of February, 2025

By_____
Clerk of the Board

Return to Shasta County Office of Education
Attn: Superintendent's Office

Education Code Section 42631: All payments from the funds of a school district shall be made by written order of the governing board of the district. Orders shall be on forms prescribed by the county superintendent of schools unless the warrants are processed by an on-line data processing system. Forms may be printed and furnished by the board of supervisors or the county superintendent of schools.

Education Code Section 42632: Each order drawn on the funds of a school district shall be signed by at least a majority of the members of the governing board of the district, or by a person or persons authorized by the governing board to sign orders in its name. No persons other than an officer or employee of the district shall be authorized to sign orders.

Education Code Section 42633: The governing board of each school district shall be responsible for filing or causing to be filed with the county superintendent of schools the verified signature of each person, including members of the governing board, authorized to sign orders in its name. Except for districts determined to be fiscally accountable pursuant to Section 42650, no order on the funds of any school district shall be approved by the county superintendent of school unless the signatures are on file in his office and he is satisfied that the signatures on the order are those of persons authorized to sign the order.

2025 - 2026 SCHOOL YEAR CALENDAR

July 2025

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2025

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31					13/13	

September 2025

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
					21/34	

October 2025

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
					23/57	

November 2025

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30					13/70	

December 2025

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
					15/85	

Happy Valley Elementary School District
16300 Cloverdale Rd.
Anderson, CA 96007
530-357-2131 Primary 530-357-2111 Elementary
530-357-2134 District Office
Gina Murphy, Superintendent/Principal-Primary
Chris Nelson, Principal - Elementary

Aug. 8	Teacher Work Day
Aug. 11	Professional Development Day
Aug. 12	Teacher Work Day
Aug. 13	First Day of School
Aug. 26	Elementary Back to School Night
Aug. 28	Primary Back to School Night
Oct. 6 - 10	Parent/Teacher Conferences
Jan. 5	Professional Development Day
May 12	Elementary Open House
May 14	Primary Open House
June 3	8th Grade Graduation
June 4	Last Day of School
June 5	Professional Development Day
April 3	Emergency Day if Needed
June 5	Emergency Day if Needed

MINIMUM DAYS

Every Monday is a minimum day plus:	
Oct. 6 - 10	Parent/Teacher Conferences
Nov. 21	Beginning of Thanksgiving Break
Dec. 19	Beginning of Winter Break
Feb. 13	Beginning of President's Week
April 2	Beginning of Spring Break
May 12	Elementary Open House
May 14	Primary Open House
June 4	Last day of School

***Community Day School does not follow the Monday Minimum Day Schedule

January 2026

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
					18/103	

February 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
					15/118	

March 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
					22/140	

April 2026

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
					16/156	

May 2026

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31					20/176	

June 2026

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
					4/180	

HOLIDAYS (No School)

Sept. 1	Labor Day
Nov. 10-11	Veterans Day
Nov. 24 - 28	Thanksgiving Break
Dec. 22 - Jan. 5	Winter Break
Jan. 19	Martin Luther King Jr. Day
Feb. 16 - 20	President's Week

HOLIDAYS (No School)

April 3 - 10	Spring Break
May 25	Memorial Day

TRIMESTER DATES

Nov. 7	*1st Trimester Ends*
March 13	*2nd Trimester Ends*
June 4	*3rd Trimester Ends*

Student Attendance Days - 180
Teacher Work Days - 185

School Closed
Minimum Days
School Events

Work Day/Prof. Development (no school for students)
Emergency Day if Needed

Parent Teacher Conferences
First & Last Day of School

Board approved:

187

HAPPY VALLEY ELEMENTARY SCHOOL DISTRICT
RESOLUTION #25-12
Lincoln's Birthday Observance

WHEREAS, Education Code §37220 authorizes the Board of Trustees, by resolution, to revise the date upon which the schools of the District close in observance of Lincoln's Birthday;

NOW, THEREFORE, be it resolved that the Governing Board of Happy Valley Elementary School District hereby revises the date upon which the schools of the District will close in observance of Lincoln's Birthday to February 17, 2026.

PASSED AND ADOPTED this 12th day of February 2025, by the Governing Board of the Happy Valley Elementary School District by the following vote:

Ayes:

Noes:

Absent:

_____

Clerk of the Governing Board of the Happy Valley Elementary School District

Policy 0510: School Accountability Report Card

Status: ADOPTED

Original Adopted Date: 11/01/2003 **| Last Revised Date:** ~~03~~09/01/~~2008~~2024 **| Last Reviewed Date:** ~~03~~09/01/~~2008~~2024

CSBA NOTE: The following optional policy may be revised to reflect district practice. Education Code 35256 requires the Governing Board to annually issue a school accountability report card (SARC) for each school site, reporting all conditions listed in Education Code 33126 and 41409.3. The goal of the SARC is to provide data by which parents/guardians can make meaningful comparisons between schools, thus enabling them to make informed decisions regarding which school they wish their children to attend.

In addition, pursuant to 20 USC 6311, any district that receives Title I, Part A funding ~~(see BP/AR 6171 - Title I Programs) must~~is required to prepare and disseminate an annual report card which includes specified information. ~~As amended by the Every Student Succeeds Act (P.L. 114-95),~~Districts are authorized, pursuant to 20 USC 6311 ~~expands the required content of the report card but no longer requires that it include annual measurable objectives, adequate yearly progress, or teacher quality information. Rather than issuing a district-level report card, districts are allowed by 20 USC 6311,~~ to incorporate the information required to be in the annual report card into the SARC, rather than issuing a separate district-level report card. For more information on requirements for schools that receive Title I funding, see BP/AR 6171 – Title I Programs.

The Governing Board recognizes its responsibility to inform parents/guardians and the community about the conditions, needs, and progress at each district school and to provide data by which parents/guardians can make meaningful comparisons between schools. The process of gathering and analyzing data also provides opportunities for school and district staff to review achievements and identify areas for improvement.

The Board shall annually issue a school accountability report card (SARC) for each school site. (Education Code 35256)

CSBA NOTE: Education Code 33126.1 requires that the California Department of Education (CDE) develop a standardized template for use by districts in creating their SARCs. This template is posted on ~~the~~ CDE's ~~web site; districts may download it and then enter SARC data electronically.~~website. The template lists the specific legal requirements and definitions ~~(~~, including federal Title I requirements for district report cards pursuant to 20 USC 6311~~),~~, as well as references to help access the data.

In preparing the district's report cards, the Superintendent or designee may choose to use or adapt the model template provided by the California Department of Education. If the model template is not used, the Superintendent or designee shall ensure that data ~~are~~is reported in a manner that is consistent with the definitions for school conditions as provided in the template. At least every three years, the Board shall compare the content of the district's ~~report cards~~SARCs to the state's model template, recognizing that variances are allowed by law as necessary to meet local needs. (Education Code 33126.1, 35256)

The Board shall annually approve the SARCs for all district schools and shall evaluate the data contained in the SARCs as part of the Board's regular review of the effectiveness of the district's programs, personnel, and fiscal operations.

The Superintendent or designee shall develop strategies for communicating the information contained in the SARCs to all stakeholders, including opportunities for staff and the community to discuss their content.

Notification and Dissemination of SARCs

CSBA NOTE: Education Code 35256 requires districts to notify parents/guardians about the availability of the SARC and to provide a paper copy of the SARC upon request. ~~Education Code 35258 requires any district that is connected~~Pursuant to ~~the Internet to make the information contained in the SARC available via the Internet; some county offices of education make SARCs available on their web sites for district schools within the county. AB 1061 (Ch. 530, Statutes of 2007) amended~~ Education Code 35256 and 35258 ~~to require that, commencing in the 2008-09 school year~~, districts ~~must~~ are required to make the SARC available, in both hard copy and on ~~the Internet~~their website as applicable, by February 1 of each year.~~;~~ some county offices of education make SARCs for district schools within the county available on their websites. Districts are not required to submit their SARCs to ~~the~~ CDE, but are required by Education Code 33126.1 to ensure that ~~the~~ CDE has the district's current SARC ~~web site~~website address for linkage from ~~the~~ CDE's ~~web site~~website. Districts ~~that are~~may submit SARCs by utilizing CDE's online electronic SARC template available on myCDEconnect accounts, which submits the entirety of the SARC to CDE. Districts may also elect not ~~connected~~ to ~~the Internet may modify the following paragraph accordingly.~~use the template and instead use a myCDEconnect account to upload an accurate URL where the SARC has been posted on the school or district website. Both methods of submission fulfill the requirement pursuant to Education Code 33126.1.

Additionally, 20 USC 6311 requires districts receiving Title I, Part A funds to disseminate the Title I report card information to all district schools and to all parents/guardians of students attending those schools. Pursuant to 20 USC 6311, the district's Title I report card must be concise; presented in an understandable and ~~to make~~uniform format, and to the extent practicable, in a language that parents can understand; and be accessible to the public, including posting the report card on the district's website. Districts without a website may publicize the report card by providing the information ~~widely available through public means, such as posting on the Internet, distribution to the media, and distribution through~~ to the public ~~agencies. In its nonregulatory guidance Report Cards, dated September 12, 2003, the U.S. Department of Education states that because not all parents/guardians have access to the Internet, the Internet alone is not a sufficient means of disseminating report cards. The~~in another manner as determined by the district. CDE ~~has interpreted this recommendation, in conjunction with state law, to require~~recommends that all parents/guardians be notified of the availability of the full report and be provided information as to how they can access the full report on the Internet or request a paper copy~~. The CDE also encourages~~, and that districts ~~to provide an abbreviated copy~~make copies of the SARC available in the school office and at public forums, such as ~~part of this notice~~parent information nights.

~~The Superintendent or designee shall annually publicize the issuance of the SARCs and notify parents/guardians that a paper copy will be provided upon request. On~~Annually, on or before February 1 of each year, the Superintendent or designee shall publicize the issuance of the SARCs, make the SARCs available ~~in paper copy and~~ on the ~~Internet.~~district's website, and notify

parents/guardians that a hard copy shall be provided upon request. (Education Code 33126, 35256), 35258)

CSBA NOTE: Pursuant to Education Code 48985, when 15 percent or more of students enrolled in a school speak a single primary language other than English, all notices and reports sent to the parents/guardians of these students must also be written in the primary language and may be answered by the parent/guardian in English or the primary language. In addition, 20 USC 6311 and 6312 require that districts receiving Title I funds provide parent/guardian notices in an understandable and uniform format and, to the extent practicable, in a language that parents/guardians understand.

Additionally, when 15 percent or more of a school's students speak a single primary language other than English, the SARC shall be translated into that other language. (Education Code 48985)

In addition, the SARC shall be provided in an understandable and uniform format and, to the extent practicable, provided in a language that parents/guardians can understand. (Education Code 33126, 35256; 20 USC 6311)

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State	Description
CA Constitution Article 16, Section 8.5(e)	Allocations to State School Fund
Ed. Code 1240	County superintendent of schools; duties
Ed. Code 17002	State School Building Lease-Purchase Law, including definition of good repair
Ed. Code 17014	Plan for building maintenance
Ed. Code 17032.5	Portable classroom maintenance
Ed. Code 17070.15	School Facilities Act; definitions
Ed. Code 17089	Portable classroom maintenance
Ed. Code 33126	School accountability report card
Ed. Code 33126.1	School Accountability Report Card model template
Ed. Code 33126.15	School Accountability Report Card template
Ed. Code 33126.2	Secretary of Education school accountability report card study
Ed. Code 35256	School Accountability Report Card

Ed. Code 35256.1	Information required in the School Accountability Report Card
Ed. Code 35258	Internet access to the School Accountability Report Card
Ed. Code 41409	Calculation of statewide averages
Ed. Code 41409.3	Salary information required in the School Accountability Report Card
Ed. Code 46112	Minimum school day for grades 1 through 3
Ed. Code 46113	Minimum school day for grades 4 through 8
Ed. Code 46117	Minimum kindergarten school day
Ed. Code 46141	Minimum school day (high school)
Ed. Code 51225.3	High school graduation requirements
Ed. Code 52052	Accountability; numerically significant student subgroups
Ed. Code 60119	Textbook sufficiency
Ed. Code 60600-60618	General provisions
Ed. Code 60640-60648.5	California Assessment of Student Performance and Progress
Ed. Code 60800	Physical fitness testing

Federal	**Description**
20 USC 6311	State plan

Management Resources	**Description**
U.S. DOE~~,~~ Guidance	~~Report Cards, September 12, 2003~~Opportunities and Responsibilities for State and Local Report Cards under the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act, September 2019 (https://www2.ed.gov/policy/elsec/leg/essa/report-card-guidance-final.pdf)
California Department of Education Publication	Frequently Asked Questions about the School Accountability Report Card (https://www.cde.ca.gov/ta/ac/sa/questions.asp)
California Department of Education Publication	SARC Preparation Guide for Public Schools (https://www.cde.ca.gov/ta/ac/sa/publicschlguide.asp)
California Department of Education Publication	Adjusted Cohort Graduation Rate Federal Program Monitoring Instrument (https://www.cde.ca.gov/ta/cr/)
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education, School Accountability Report Card
~~Website~~	~~CSBA, SARC Select~~
Website	U.S. Department of Education

Cross References

Code	Description
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0420.4	Charter School Authorization
0420.4	Charter School Authorization
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0500	Accountability
1000	Concepts And Roles
1100	Communication With The Public
1112	Media Relations
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
1114	District-Sponsored Social Media
1114	District-Sponsored Social Media
3517	Facilities Inspection
3517-E(1)	Facilities Inspection
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
6000	Concepts And Roles
6117	Year-Round Schedules
6142.7	Physical Education And Activity
6142.7	Physical Education And Activity
6162.5	Student Assessment
6190	Evaluation Of The Instructional Program
9000	Role Of The Board

Administrative Regulation 0510: School Accountability Report Card

Status: ADOPTED

Original Adopted Date: 09/01/2024 **| Last Reviewed Date:** 09/01/2024

Contents

CSBA NOTE: The following optional administrative regulation includes a non-exhaustive list of the components which the law explicitly requires be included in each school site's school accountability report card (SARC) and may be revised to reflect district practice.

Each year the principal or designee at each school shall prepare a school accountability report card (SARC), which shall include, but is not limited to: (Education Code 33126)

1. Student achievement by grade level, as measured by the results of the statewide assessment

   CSBA NOTE: Pursuant to 20 USC 6311, a district that receives Title I Funds is required to include high school graduation rates, including a four-year adjusted cohort graduate rate, on its annual report card. The California Department of Education monitors district programs and operations for compliance with these requirements through its Federal Program Monitoring (FPM) process. The FPM process includes a review of a district's written policies and procedures to maintain required documentation for students who transfer or withdraw from a district school, including the exit reasons and documentation to support the exit reasons.

2. Progress toward reducing dropout rates, including the one-year dropout rate listed in the California Basic Educational Data System (CBEDS) for the school over the most recent three-year period, and the graduation rate, as defined by the State Board of Education, over the most recent three-year period when available pursuant to Education Code 52052

3. Estimated expenditures per student and types of services funded, including the actual salaries of personnel assigned to the school

   The assessment of estimated expenditures per student shall be reported in total, in subtotal by restricted and by unrestricted source, and include a reporting of the average of actual salaries paid to certificated instructional personnel at that school.

4. Progress toward reducing class sizes and teaching loads, including the average class size and the distribution of class sizes at the school by grade level, using CBEDS for the most recent three-year period

5. The total number of the school's fully credentialed teachers, the number of teachers relying upon emergency credentials, the number of teachers working without credentials, any assignment of teachers outside their subject areas of competence, misassignments, including misassignments of teachers of English learners, and the number of vacant teacher positions for the most recent three-year period

6. The quality and currency of textbooks and other instructional materials, including whether textbooks and other materials meet state standards, the ratio of textbooks per student, and the year the textbooks were adopted

7. The availability of sufficient textbooks and other instructional materials, as determined pursuant to Education Code 60119, for each student, including English learners, in each of the areas of the core curriculum areas of reading/language arts, mathematics, science, and history/social science; world language and health; science laboratory equipment for grades 9 to 12, inclusive, as appropriate; and visual and performing arts

   If the Governing Board determines, pursuant to Education Code 60119, that there are insufficient textbooks or instructional materials, or both, it shall include information for each school in which an insufficiency exists, identifying the percentage of students who lack sufficient standards-aligned textbooks or instructional materials in each subject area identified above.

8. The availability of qualified personnel to provide counseling and other student support services, including the ratio of academic counselors per student

9. Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair

10. The annual number of school days dedicated to staff development for the most recent three-year period

11. Suspension and expulsion rates for the most recent three-year period

CSBA NOTE: Education Code 33126 requires schools to include the Academic Performance Index (API) in each SARC. However, the API was replaced in 2017 with the new accountability and continuous improvement system known as the California School Dashboard.

Additionally, pursuant to Education Code 33126, the data in the SARC is required to be disaggregated for each numerically significant subgroup, as defined in Education Code 52052, which, as amended by SB 114 (Ch. 48, Statutes of 2023), includes "long-term English learners." Pursuant to Education Code 52052, as amended by SB 141 (Ch. 194, Statutes of 2023), a "long-term English learner" is defined as a student who has not attained English language proficiency within seven years of initial classification as an English learner.

12. The Academic Performance Index, which is reflected in the California School Dashboard, including the disaggregation of student subgroups identified in Education Code 52052, the decile rankings, and a comparison of schools

13. Contact information for organized opportunities for parent/guardian involvement

CSBA NOTE: The following two criteria apply to schools serving students in grades 9-12.

14. For secondary schools, the percentage of graduates who have passed course requirements for entrance to the University of California and the California State University, including the course requirements for high school graduation pursuant to Education Code 51225.3, and the percentage of students enrolled in those courses, as reported by CBEDS

15. The number of advanced placement courses offered, by subject

16. Career technical education (CTE) data measures, including:

    a. A list of programs offered by the district that students at the school may participate in and are aligned to the model curriculum standards adopted pursuant to Education Code 51226 and program sequences offered by the district

       The list shall identify which courses are conducted by a regional occupational center or program and those that are conducted directly by the district.

    b. A list of the district's primary representative of the CTE advisory committee and the industries represented

    c. The number of students participating in CTE

    d. The percentage of students that complete a CTE program and earn a high school diploma

    e. The percentage of CTE courses that are sequenced or articulated between a school and postsecondary education schools

CSBA NOTE: Pursuant to Education Code 41409.3, the following requirements do not apply to single school districts and should be deleted by such districts.

Additionally, each SARC shall also include the following information: (Education Code 41409.3)

1. The beginning, median, and highest salary paid to teachers in the district, as reflected in the district's salary scale

2. The average salary for school-site principals in the district

3. The salary of the Superintendent
4. The percentage expended for the salaries of administrative personnel, as specified
5. The percentage expended for the salaries of teachers
6. For Items #1-5 above, the statewide average in districts of the same size and type based on information provided by the State

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Ed. Code 60600-60618	General provisions
Ed. Code 60640-60648.5	California Assessment of Student Performance and Progress
Ed. Code 60800	Physical fitness testing

Federal	**Description**
20 USC 6311	State plan

Management Resources	**Description**
U.S. DOE Guidance	Opportunities and Responsibilities for State and Local Report Cards under the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act, September 2019 (https://www2.ed.gov/policy/elsec/leg/essa/report-card-guidance-final.pdf)
California Department of Education Publication	Frequently Asked Questions about the School Accountability Report Card (https://www.cde.ca.gov/ta/ac/sa/questions.asp)
California Department of Education Publication	SARC Preparation Guide for Public Schools (https://www.cde.ca.gov/ta/ac/sa/publicschlguide.asp)
California Department of Education Publication	Adjusted Cohort Graduation Rate Federal Program Monitoring Instrument (https://www.cde.ca.gov/ta/cr/)
Website	CSBA District and County Office of Education Legal Services

Website	California Department of Education, School Accountability Report Card
Website	U.S. Department of Education

Cross References

Code	Description
0420	School Plans/Site Councils
0420	School Plans/Site Councils
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0420.4	Charter School Authorization
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
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1000	Concepts And Roles
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1112	Media Relations
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
1114	District-Sponsored Social Media
1114	District-Sponsored Social Media
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3517-E(1)	Facilities Inspection
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
6000	Concepts And Roles
6117	Year-Round Schedules
6142.7	Physical Education And Activity

6142.7	Physical Education And Activity
6162.5	Student Assessment
6190	Evaluation Of The Instructional Program
9000	Role Of The Board

Policy 1114: District-Sponsored Social Media

Status: ADOPTED

Original Adopted Date: 07/01/2011 **| Last Revised Date:** 09/01/2024 | **Last Reviewed Date:** ~~07~~09/01/~~2011~~2024

CSBA NOTE: The following optional policy is for use by districts that have created an official district (i.e., district-sponsored) social media ~~platform~~account. "Social media" is defined in the accompanying administrative regulation as an online platform for collaboration, interaction, ~~and~~or active participation, or that allows users to post content, including social networking sites such as Instagram, TikTok, Facebook, X/Twitter, SnapChat, YouTube, LinkedIn, ~~or blogs. Districts that have not created such platforms should delete this policy and regulation.~~ etc.

District strategies for effective use of online social media may be incorporated into the district's comprehensive communications plan; see BP 1100 - Communication ~~with the~~With The Public.

The Governing Board recognizes the value of ~~technology such as~~ social media ~~platforms in promoting~~to share district information with families and the community and promote community involvement and collaboration~~.~~ in district decisions. The purpose of any official district social media ~~platform~~account shall be to further the district's vision and mission, to support student learning and staff professional development, and to enhance communication and engagement with students, ~~parents/guardians~~families, staff, and community members. The Superintendent or designee shall ensure that the content posted by the district on an official district social media account is accessible to individuals with disabilities.

CSBA NOTE: To minimize liability to the district, it is important ~~that the district's social media policy~~to clearly define the official social media ~~platforms over~~accounts which ~~it has control~~the district sponsors and to specify the standards, guidelines, and protocols for their use. ~~An "official district social media platform" is defined in the accompanying~~ Board policies and administrative ~~regulation. District policy and guidelines~~regulations do not apply to personal social media ~~platforms~~accounts that may be created by students, staff members, or other individuals which may sometimes include discussion of district-related issues but are not sponsored by the district.

The Superintendent or designee shall develop content guidelines and protocols for official district social media ~~platforms~~accounts to ensure ~~the~~public access, appropriate and responsible use ~~of these resources~~, and compliance with law, ~~Board~~board policy, and administrative regulation.

Guidelines for Content

CSBA NOTE: ~~Because of the open accessibility of social~~Social media~~,~~ platforms typically allow users to post or reply to content ~~will be~~ posted ~~by members of~~on users' accounts, which is or can be made viewable to other users and even the public ~~on the district's official platform without prior approval by district staff. By allowing the public to post comments, some legal analysts have opined that~~. This may create a ~~"~~"limited public forum~~"~~ ~~is created~~," which grants individuals certain freedom of speech rights and limits the district's ability to remove comments or posts. ~~In order to protect against possible constitutional challenges, any~~Any removal of content by the district should be based on viewpoint-neutral considerations~~, such as prohibitions of posts~~ to protect

against possible legal challenges. This may include, but is not limited to, removing content that ~~violate laws against~~constitutes discrimination ~~or~~, harassment, or bullying, as specified in the accompanying administrative regulation, or that ~~are~~is unrelated to the purpose of the ~~site. In addition~~account. Additionally, in order to help maintain the district's ability to remove content, users should be informed of the purpose of the ~~site~~account(s) and the limited nature of the discussion ~~and district~~. District staff should regularly monitor ~~sites~~all such accounts so that materials are removed ~~in an even-handed and consistent manner~~as permitted by law. See the accompanying administrative regulation for language regarding removal of posts and monitoring of ~~sites~~accounts. It is recommended that ~~the~~districts consult CSBA's District and County Office of Education Legal Services or district ~~consult~~ legal counsel ~~prior to adopting this policy and regulation~~ to ensure that any provisions related to removal of posts or discipline of students or staff are consistent with law.

Official district social media ~~platforms~~accounts shall be used only for their stated purposes and in a manner consistent with this policy and administrative regulation. ~~By creating these official sites and allowing for public comment, the Board does~~ This policy is not ~~intend~~intended to create ~~a limited~~an open public forum or otherwise guarantee an individual's right to free speech on any of the official district social media accounts even if one or more features on the account that permit interaction with and between members of the public are enabled.

The Superintendent or designee shall ensure that the limited purpose of ~~the~~ official district social media ~~platforms~~accounts is clearly communicated to users. Each ~~site~~account shall contain a statement ~~that specifies~~specifying the ~~site's~~ purposes ~~along with a statement~~of the account, that ~~users are expected to use~~ the ~~site~~account shall only be used for ~~those~~such purposes~~. Each site shall also contain a statement that users are personally responsible for the content of their posts~~, and any other user expectations or conditions as specified in the accompanying administrative regulation.

Official district social media ~~platforms~~accounts may not contain content that is obscene, libelous, or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises, violation of school rules, or substantial disruption of the school's orderly operation.

CSBA NOTE: Staff and students who post prohibited content on official district social media ~~platforms~~accounts are subject to discipline in accordance with ~~district~~board policies and administrative regulations. Pursuant to Education Code 48900(r), a student may be subject to suspension or expulsion if ~~he/she~~the student engages in an act of bullying by means of an electronic act as defined in Education Code 32261; see AR 5144.1 - Suspension and Expulsion/Due Process. ~~AB 746 (Ch. 72, Statutes of 2011) broadened the definition of "electronic act" in~~ Pursuant to Education Code 32261 ~~to include~~, an "electronic act" includes, but is not limited to, posts on a social networking site.

When staff and students misuse the district's technological resources, they also may be subject to cancellation of user privileges in accordance with the district's Acceptable Use Agreement; see BP/E 4040 - Employee Use of Technology and BP/E 6163.4 - Student Use of Technology.

Staff or students who post prohibited content or otherwise engage with an official district social media account in a manner that violates board policies and administrative regulations shall be subject to discipline in accordance with ~~district~~such applicable policies and ~~administrative~~ regulations.

~~CSBA NOTE: Communication on social media platforms may raise legal issues for users regarding public records laws. In addition, individual Governing Board members using social media platforms must be careful not to violate the Brown Act. Pursuant to Government Code 54952.2, a prohibited serial meeting may result from a series of communications involving a majority of the Board to discuss, deliberate, or take action on any item of district business outside of an authorized meeting. See BB 9012 - Board Member Electronic Communications. In addition, information posted may be considered a record subject to the Public Records Act (Government Code 7920.000 - 7930.170).~~

Users of official district social media ~~platforms~~accounts, and anyone who posts, replies, or otherwise leaves a digital footprint on an official district social media account, should be aware of the public nature and accessibility of social media and that such information posted or left on an official district social media account may be considered a public record subject to disclosure under the Public Records Act. ~~The Board expects users to conduct themselves in a respectful, courteous, and professional manner.~~

Privacy

~~The~~To the extent practicable, the Superintendent or designee shall ensure that the privacy rights of students, parents/guardians, staff, Board members, and other individuals are protected on official district social media ~~platforms.Board policy pertaining~~accounts.

As it pertains to the posting of student photographs and the privacy of telephone numbers, home addresses, and email addresses, ~~as specified~~official district social media accounts shall operate in ~~BP~~accordance with Board Policy 1113 - District and School ~~Web Sites, shall also apply to official district social media platforms.~~Websites.

Social media and ~~networking sites and~~ other online platforms shall not be used by district employees to transmit confidential information about students, employees, or district operations.

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State	Description
Ed. Code 32260-32262	Interagency School Safety Demonstration Act of 1985
Ed. Code 35182.5	Contracts for advertising
Ed. Code 48900	Grounds for suspension or expulsion
Ed. Code 48907	Exercise of free expression; time, place, and manner rules and regulations

Ed. Code 48950	Speech and other communication
Ed. Code 49061	Definitions; directory information
Ed. Code 49073	Release of directory information
Ed. Code 60048	Commercial brand names, contracts or logos
Gov. Code 3307.5	Publishing identity of public safety officers
Gov. Code 54952.2	Brown Act; definition of meeting
Gov. Code 7920.000-7930.215	California Public Records Act

Federal	**Description**
17 USC 101-1101	Federal copyright law
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
29 USC 157	Employee rights to engage in concerted, protected activity
29 USC 794	Rehabilitation Act of 1973; Section 504
34 CFR 99.1-99.67	Family Educational Rights and Privacy

Management Resources	**Description**
Court Decision	Aaris v. Las Virgenes Unified School District (1998) 64 Cal.App.4th 1112
Court Decision	Board of Education, Island Trees Union Free School District, et. al. v. Pico (1982) 457 U.S. 853
Court Decision	Lindke v. Freed (2024) 601 U.S. 187
Court Decision	Page v. Lexington County School District (2008, 4th Cir.) 531 F.3d 275
Court Decision	Perry Education Association v. Perry Local Educators' Association (1983) 460 U.S. 37
Court Decision	Downs v. Los Angeles Unified School District (9th Cir. 2000) 228 F.3d 1003
Facebook Publication	Facebook for Educators Guide, ~~2011~~2013 (https://cdpsdocs.state.co.us/safeschools/Resources/Facebook%20Guide%20for%20Educators.pdf)
National Labor Relations Board Decision 18-CA-1908	Sears Holdings, December 4, 2009
Website	CSBA District and County Office of Education Legal Services
Website	~~Facebook for Educators~~Meta in Education
~~Website~~	~~Facebook in Education~~
Website	Facebook, privacy resources
Website	California School Public Relations Association

Website	CSBA

Cross References

Code	Description
0000	Vision
0410	Nondiscrimination In District Programs And Activities
0440	District Technology Plan
0440	District Technology Plan
0510	School Accountability Report Card
1100	Communication With The Public
1112	Media Relations
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
1160	Political Processes
1230	School-Connected Organizations
1230	School-Connected Organizations
1260	Educational Foundation
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1325	Advertising And Promotion
3515.7	Firearms On School Grounds
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment
4040	Employee Use Of Technology
4040-E(1)	Employee Use Of Technology
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action

4119.21	Professional Standards
4119.21-E(1)	Professional Standards
4119.23	Unauthorized Release Of Confidential/Privileged Information
4131	Staff Development
4132	Publication Or Creation Of Materials
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4219.21	Professional Standards
4219.21-E(1)	Professional Standards
4219.23	Unauthorized Release Of Confidential/Privileged Information
4231	Staff Development
4232	Publication Or Creation Of Materials
4319.21	Professional Standards
4319.21-E(1)	Professional Standards
4319.23	Unauthorized Release Of Confidential/Privileged Information
4331	Staff Development
4332	Publication Or Creation Of Materials
5022	Student And Family Privacy Rights
5022	Student And Family Privacy Rights
5125	Student Records
5125	Student Records
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5125.1	Release Of Directory Information
5125.1-E(1)	Release Of Directory Information
5131	Conduct
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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

5145.2	Freedom Of Speech/Expression
5145.2	Freedom Of Speech/Expression
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
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5145.7	~~Sex Discrimination and Sex-Based Harassment~~Sexual Harassment
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6020	Parent Involvement
6145.5	Student Organizations And Equal Access
6145.5	Student Organizations And Equal Access
6162.6	Use Of Copyrighted Materials
6162.6	Use Of Copyrighted Materials
6163.4	Student Use Of Technology
6163.4-E(1)	Student Use Of Technology
9010	Public Statements
9012	Board Member Electronic Communications

Regulation 1114: District-Sponsored Social Media

Status: ADOPTED

Original Adopted Date: 07/01/2011 **| Last Revised Date:** 09/01/2024 | **Last Reviewed Date:** ~~07~~09/01/~~2011~~2024

CSBA NOTE: The following optional administrative regulation may be revised to reflect district practice and the types of ~~online platforms~~social media accounts used by the district.

Definitions

Social media means any online platform for collaboration, interaction, ~~and~~or active participation, or that allows users to post content, including, but not limited to, social networking sites such as Instagram, TikTok, Facebook, X/Twitter, SnapChat, YouTube, and LinkedIn~~, or blogs~~.

CSBA NOTE: To minimize liability to the district, it is important that the district clearly define the official social media ~~platforms~~accounts over which it has control and to specify the standards, guidelines, and protocols for their use. The following definition may be revised to reflect district practice. ~~District policy~~Board policies and ~~guidelines~~administrative regulations do not apply to personal social media ~~platforms~~accounts that may be created by students, staff members, or other individuals which may sometimes include discussion of district-related issues but are not sponsored by the district.

~~Official~~An official district social media account is an account on a social media platform ~~is a site~~ authorized by the Superintendent or designee. ~~Sites~~

An account that ~~have not been authorized by the Superintendent or designee but that contain~~contains content related to the district or comments ~~on~~about district operations but that has not been created based on authorization or direction from the Superintendent or designee, such as ~~a site~~an account created by a parent-teacher organization, booster club, or other school-connected organization or a student's or employee's personal ~~site, are~~account, is not ~~considered official district social media platforms.~~

~~**Authorization for Official District Social Media Platforms**~~

~~The Superintendent or designee shall authorize the development of any official district social media platform. Teachers~~an official district social media account.

School-level employees such as teachers and coaches shall obtain ~~approval~~authorization from the school principal before creating an official ~~classroom or team~~ social media ~~platform.~~account.

Guidelines for Content

~~The Superintendent or designee shall ensure that official district social media platforms provide current information regarding district programs, activities, and operations, consistent with the goals and purposes of this policy and regulation. Official district social media platforms~~Each official district social media account shall contain content that is useful and appropriate for all audiences.

CSBA NOTE: Federal copyright law (17 USC 107) and the courts have generally provided that teachers, students, and schools are allowed to make "fair use" of materials for instructional purposes in situations which are not likely to deprive a publisher or an author of income; see BP/AR 6162.6 - Use of Copyrighted Materials. ~~Unless there is a clear statement that text, art, or photos are in the "public domain" and available for free use, such material should not be replicated without prior permission of the owner of the copyright.~~However, as this is a fact-specific determination, it is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel.

~~The Superintendent or designee~~District employees or agents in charge of posting or adding information to an official district social media account shall ensure that copyright laws are not violated in the use of material on official district social media ~~platforms~~accounts.

CSBA NOTE: ~~Because of the open accessibility of social~~Social media~~,~~ platforms typically allow users to post or reply to content ~~will~~on each other's accounts, which is or can be ~~posted by members of~~made viewable to other users and even the public ~~on the district's official platform without prior approval by district staff. By allowing the public to post comments, some legal analysts have opined that~~. This may create a ~~"~~"limited public forum~~"~~ ~~is created,~~" which grants individuals certain freedom of speech rights and limits the district's ability to remove comments or posts.

~~Decisions by the National Labor Relations Board (NLRB) (e.g., Sears Holdings) point to the need to be cautious in establishing policy related to employee use of electronic communications so as to not~~ Any removal of content by the district should be based on viewpoint-neutral considerations to protect against possible legal challenges. This may include, but is not limited to, removing content that constitutes discrimination, harassment, or bullying, as specified in the accompanying Bboard Policy, or that is unrelated to the purpose of the account. Additionally, in order to help maintain the district's ability to remove content, users should be informed of the purpose of the account(s) and the limited nature of the discussion. District staff should regularly monitor all such accounts so that materials are removed as permitted by law. It is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel to ensure that any provisions related to removal of posts or discipline of students or staff are consistent with law.

In *Sears*, the National Labor Relations Board (NLRB) advised caution when establishing policy related to employee use of electronic communications as it might interfere with an employee's right to engage in protected, concerted activity granted by 29 USC 157. The NLRB has held that social media policies can prohibit the disclosure of confidential information and address legitimate concerns for managing the workplace, but cannot expressly or by implication prohibit employees from talking with each other about wages, hours, and other terms and conditions of employment.

~~In addition~~Additionally, Education Code 48907 grants students the right to freedom of speech except for speech which is obscene, libelous, or which so incites students as to create a clear and present danger of the commission of unlawful acts on school premises, violation of lawful school regulations, or substantial disruption of the orderly operation of the school. Also see BP/AR 5145.2 - Freedom of Speech/Expression and BP/AR 6145.5 - Student Organizations and Equal Access.

Furthermore, if the district chooses to post advertising of a commercial nature on an official

district social media ~~platforms~~account, then the ability to remove comments of a commercial nature posted by others may be limited as removing some commercial content and not others may constitute viewpoint discrimination. Districts should also be cautious about the use of district resources, such as its official district social media ~~platforms~~account, for political purposes; see BP 1160 - Political Processes.

~~In order~~ Pursuant to ~~protect against possible constitutional challenges, any removal of content by~~ the U.S. Supreme Court's decision in *Lindke v. Freed*, a district ~~should be based on viewpoint-neutral considerations~~official who limits or prevents critics from speaking, such as ~~preventing~~by blocking them on social media or deleting their posts, violates the ~~violation of laws against discrimination or harassment or~~ First Amendment only if the ~~posting of materials that are unrelated to~~ official (1) has been granted the ~~purpose~~power to speak on behalf of the ~~site. The~~ district ~~should~~and (2) claims to be actually exercising that power. Because the determination as to whether a public official's action meets these two conditions is a fact-specific undertaking, it is recommended that districts with questions regarding this issue consult CSBA's District and County Office of Education Legal Services or district legal counsel ~~to ensure that its guidelines for removal of posts are consistent with law. Also see the accompanying Board policy~~.

The Superintendent or designee shall ensure that official district social media ~~platforms~~accounts are regularly monitored. Staff members responsible for monitoring content may remove posts or even suspend users from interacting with the account only based on viewpoint-neutral considerations, such as lack of relation to the ~~site's~~account's purpose or violation of ~~the district's policy, regulation, or content guidelines~~board policies or administrative regulations.

Each official district social media ~~platform~~account shall, as appropriate, prominently display~~:~~ a link to this regulation or a statement that includes Items #1-10, below:

1. The purpose(s) of the ~~site along with a statement that users are expected to~~account, such as providing information to a class, school community, athletic team, or student club; engaging with the public regarding district decisions and Governing Board meetings; and sharing information regarding employment opportunities with the district

~~2. Information on how to use the security settings of the social media platform.~~

2. Users shall use the site only for those intended purposes~~.~~

3. ~~A statement that the site~~The account is regularly monitored and ~~that~~ any inappropriate ~~post~~interaction will be promptly removed~~.~~ , blocked, or similarly addressed. Inappropriate ~~posts~~interactions include ~~those~~, but are not limited to, interactions that:

   a. Are obscene, libelous, or so incite students as to create a clear and present danger of the commission of unlawful acts on ~~school~~district premises, violation of district or school rules, or substantial disruption ~~of~~to the district or school's orderly operation

   b. Are not related to the stated purpose of the ~~site~~account, including, but not limited to, threats, comments of a commercial nature, political activity, and comments ~~that constitute discrimination or harassment~~prohibited by board policies and administrative regulations

4. ~~Protocols for users, including expectations that users will~~ Users are expected to communicate in a respectful, courteous, and professional manner and are personally responsible for their use of the account

5. ~~A statement that users are personally responsible for the content of their posts and that the district is not responsible for the content of external online platforms.~~ The district is not responsible for the content posted by other users or how other users interact with the account

6. ~~A disclaimer that the~~The views and comments expressed by other users on the ~~site are~~account belong to those ~~of the~~ users and do not necessarily reflect the views of the district~~.~~

7. ~~A disclaimer that any~~Any user's reference to a specific commercial product or service does not imply endorsement or recommendation of that product or service by the district~~.~~

8. The individual(s) to contact regarding violation of district guidelines on the use of official district social media ~~platforms.~~accounts

CSBA NOTE: The Cyberbullying Protection Act (Business and Professions Code 22589-22589.4) requires a social media platform, as defined, to establish a mechanism that allows any individual, including the district, to report cyberbullying or any content that violates the existing terms of service. Although not directly applicable to districts, it is good guidance for districts seeking to create a safe online space.

9. Violations may be reported to the appropriate social media platform, law enforcement, or other third parties, as appropriate

CSBA NOTE: Item #10 details the length of and preconditions for a user's suspension and should be modified to reflect district practice.

10. A user may be suspended from interacting with the account for one month upon three prior violations and for six months upon two prior one-month suspensions

Appropriate Use by District Employees

CSBA NOTE: For policy language regarding appropriate employee communications and relationships with students, see BP 4119.21/4219.21/4319.21 - Professional Standards and BP 4040 - Employee Use ~~of~~Of Technology.

District employees who participate in official district social media ~~platforms~~accounts shall adhere to all applicable ~~district~~board policies and ~~procedures~~administrative regulations, including, but not limited to, professional standards related to interactions with students.

When appropriate, employees ~~using~~posting, replying, or otherwise interacting with the public outside of their professional duties or responsibilities on official district social media ~~platforms~~accounts shall identify themselves by name and district title and include a disclaimer stating that the views and opinions expressed in their post are theirs alone and do not necessarily represent those of the district or school.

All staff shall receive information about appropriate use of the official district social media ~~platforms~~accounts.

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 32260-32262	Interagency School Safety Demonstration Act of 1985
Ed. Code 35182.5	Contracts for advertising
Ed. Code 48900	Grounds for suspension or expulsion
Ed. Code 48907	Exercise of free expression; time, place, and manner rules and regulations
Ed. Code 48950	Speech and other communication
Ed. Code 49061	Definitions; directory information
Ed. Code 49073	Release of directory information
Ed. Code 60048	Commercial brand names, contracts or logos
Gov. Code 3307.5	Publishing identity of public safety officers
Gov. Code 54952.2	Brown Act; definition of meeting
Gov. Code 7920.000-7930.215	California Public Records Act

Federal	**Description**
17 USC 101-1101	Federal copyright law
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
29 USC 157	Employee rights to engage in concerted, protected activity
29 USC 794	Rehabilitation Act of 1973; Section 504
34 CFR 99.1-99.67	Family Educational Rights and Privacy

Management Resources	**Description**
Court Decision	Aaris v. Las Virgenes Unified School District (1998) 64 Cal.App.4th 1112
Court Decision	Board of Education, Island Trees Union Free School District, et. al. v. Pico (1982) 457 U.S. 853
Court Decision	Lindke v. Freed (2024) 601 U.S. 187

Court Decision	Page v. Lexington County School District (2008, 4th Cir.) 531 F.3d 275
Court Decision	Perry Education Association v. Perry Local Educators' Association (1983) 460 U.S. 37
Court Decision	Downs v. Los Angeles Unified School District (9th Cir. 2000) 228 F.3d 1003
Facebook Publication	Facebook for Educators Guide, ~~2011~~2013 (https://cdpsdocs.state.co.us/safeschools/Resources/Facebook%20Guide%20for%20Educators.pdf)
National Labor Relations Board Decision 18-CA-1908	Sears Holdings, December 4, 2009
Website	CSBA District and County Office of Education Legal Services
Website	~~Facebook~~ ~~for~~ ~~Educators~~Meta in Education
~~Website~~	~~Facebook~~ ~~in~~ ~~Education~~
Website	Facebook, privacy resources
Website	California School Public Relations Association
Website	CSBA

Cross References

Code	Description
0000	Vision
0410	Nondiscrimination In District Programs And Activities
0440	District Technology Plan
0440	District Technology Plan
0510	School Accountability Report Card
1100	Communication With The Public
1112	Media Relations
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
1160	Political Processes
1230	School-Connected Organizations
1230	School-Connected Organizations
1260	Educational Foundation
1312.3	Uniform Complaint Procedures

1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1325	Advertising And Promotion
3515.7	Firearms On School Grounds
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment
4040	Employee Use Of Technology
4040-E(1)	Employee Use Of Technology
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4119.21	Professional Standards
4119.21-E(1)	Professional Standards
4119.23	Unauthorized Release Of Confidential/Privileged Information
4131	Staff Development
4132	Publication Or Creation Of Materials
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4219.21	Professional Standards
4219.21-E(1)	Professional Standards
4219.23	Unauthorized Release Of Confidential/Privileged Information
4231	Staff Development
4232	Publication Or Creation Of Materials
4319.21	Professional Standards
4319.21-E(1)	Professional Standards
4319.23	Unauthorized Release Of Confidential/Privileged Information
4331	Staff Development
4332	Publication Or Creation Of Materials
5022	Student And Family Privacy Rights

5022	Student And Family Privacy Rights
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	Conduct
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
5145.2	Freedom Of Speech/Expression
5145.2	Freedom Of Speech/Expression
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.7	~~Sex Discrimination and Sex-Based Harassment~~Sexual Harassment
5145.7	~~Sex Discrimination and Sex-Based Harassment~~Sexual Harassment
6020	Parent Involvement
6020	Parent Involvement
6145.5	Student Organizations And Equal Access
6145.5	Student Organizations And Equal Access
6162.6	Use Of Copyrighted Materials
6162.6	Use Of Copyrighted Materials
6163.4	Student Use Of Technology
6163.4-E(1)	Student Use Of Technology
9010	Public Statements
9012	Board Member Electronic Communications

Regulation 1312.4: Williams Uniform Complaint Procedures

Status: ADOPTED

Original Adopted Date: 11/01/2010 **| Last Revised Date:** ~~10~~09/01/~~2023~~2024 **| Last Reviewed Date:** ~~10~~09/01/~~2023~~2024

CSBA NOTE: Education Code 35186 **mandates** that districts establish policies and procedures to address complaints regarding insufficiency of textbooks and instructional materials, teacher vacancy or misassignment, and emergency or urgent facilities conditions that pose a threat to the health and safety of students or staff. When such a complaint is filed with the district, the district is required to investigate and resolve the complaint in accordance with the Williams uniform complaint procedures established pursuant to 5 CCR 4680-4687.

It is recommended that districts use these procedures only for complaints specified in law and this administrative regulation. See BP/AR 1312.3 - Uniform Complaint Procedures for a discussion of the types of complaints subject to the uniform complaint procedures established pursuant to 5 CCR 4600-4670, and for license-exempt preschool programs pursuant to 5 CCR 4690-4694. For procedures related to complaints about employees, see BP/AR 1312.1 - Complaints Concerning District Employees. For complaints concerning the district's adoption and selection of specific instructional materials, see BP/AR 1312.2 - Complaints Concerning Instructional Materials. For complaints regarding the district's nutrition program, see BP 3555 - Nutrition Program Compliance.

Types of Complaints

The district shall use the procedures described in this administrative regulation only to investigate and resolve the following:

CSBA NOTE: Education Code 242, as added by AB 1078 (Ch. 229, Statutes of 2023), requires the California Department of Education (CDE) to develop, by July 1, 2025, guidance and public educational materials to ensure that all Californians can access information about educational laws and policies that safeguard the right to an accurate and inclusive curriculum.

Pursuant to Education Code 60119, boards are required to hold a public hearing annually regarding the sufficiency of instructional materials. If, at the public hearing, the Governing Board makes a determination of "insufficient materials", Education Code 1240, as amended by AB 1078, requires the Board to take certain actions and specifies potential consequences for not remedying the deficiency as required by law; see BP 6161.1 - Selection and Evaluation of Instructional Materials. For more information regarding the Board's responsibilities regarding the sufficiency of instructional materials, see CSBA's Governance Brief, "Instructional Materials Adoptions: State and local governing board processes, roles, and responsibilities," and Fact Sheet, "Instructional Materials Adoptions: Local governing board responsibilities."

1. Complaints regarding the insufficiency of textbooks and instructional materials, including any complaint alleging that: (Education Code 35186; 5 CCR 4681)

a. A student, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class~~.~~

b. A student does not have access to textbooks or instructional materials to use at home or after school~~.~~ ~~This does not require two sets of textbooks or instructional materials for each student.~~

This does not require two sets of textbooks or instructional materials for each student.

c. Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage~~.~~

d. A student was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials~~.~~

2. Complaints regarding teacher vacancy or misassignment, including any complaint alleging that: (Education Code 35186; 5 CCR 4682)

a. A semester begins and a teacher vacancy exists~~.~~

CSBA NOTE: Education Code 35186, as amended by SB 114 (Ch. 48, Statutes of 2023), requires that the Williams uniform complaint procedure be used to address a complaint related to teacher misassignment that claims that a teacher who lacks credentials or training to teach English learners is assigned to teach a class with one or more English learners in the class.

b. A teacher who lacks credentials or training to teach English learners is assigned to teach a class with one or more English learners in the class~~.~~

c. A teacher is assigned to teach a class for which the teacher lacks subject matter competency~~.~~

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of the semester for an entire semester. (Education Code 35186; 5 CCR 4600)

Beginning of the year or semester means the time period from the first day students attend classes for a year-long course or semester-long course, though not later than 20 business days afterwards. (5 CCR 4600)

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. (Education Code 35186; 5 CCR 4600)

3. Complaints regarding the condition of school facilities, including any complaint alleging that: (Education Code 35186; 5 CCR 4683)

a. A condition poses an emergency or urgent threat to the health or safety of students or staff.

Emergency or urgent threat means structures or systems that are in a condition that poses a threat to the health and safety of students or staff while at school, including, but not limited to, gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to students or staff; structural damage creating a hazardous or uninhabitable condition; or any other condition deemed appropriate. (Education Code 17592.72)

b. A school restroom has not been cleaned, maintained, or kept open in accordance with Education Code 35292.5.

Clean or maintained school restroom means a school restroom has been cleaned or maintained regularly, is fully operational, or has been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers. (Education Code 35292.5)

CSBA NOTE: Pursuant to Education Code 35292.5, as amended by SB 760 (Ch. 227, Statutes of 2023), districts may temporarily close a restroom for (1) a documented student safety concern, (2) an immediate threat to student safety, or (3) to repair the facility.

c. *Open restroom* means the school has kept all restrooms open during school hours when students are not in classes and has kept a sufficient number of restrooms open during school hours when students are in classes. This does not apply when the temporary closing of the restroom is necessary for a documented student safety concern, an immediate threat to student safety, or to repair the facility. (Education Code 35292.5)

CSBA NOTE: The following optional paragraph is for use by districts that maintain any of grades 63-12, and may be revised to reflect the grade levels served by the district.

Pursuant to Education Code 35292.6 a school that serves any of grades 6-12 is required, as amended by AB 230 (Ch. 421, Statutes of 2023), the requirement to stock the school's restrooms with menstrual products, for use in connection with the menstrual cycle, free of charge has been expanded to include schools that serve students in any of grades 3-12. See AR 3517 - Facilities Inspection.

Although Education Code 35292.6 does not require a complaint process, it is recommended that the Williams uniform complaint procedures be used to address any allegation of noncompliance with Education Code 35292.6 in order to ensure consistency in the procedures that districts use to address allegations of noncompliance with all restroom maintenance requirements. However, pursuant to 5 CCR 4610, CDE will not accept an appeal of any such district-permitted complaint may not be appealed to CDE.

In any school serving students any of grades 63-12, a complaint may be filed alleging noncompliance with the requirement of Education Code 35292.6 to, at all times, stock and make available and accessible free of cost, an adequate supply of menstrual products in every women's and all-gender restroom, and in at least one men's restroom. (Education Code 35292.6)

CSBA NOTE: Beginning July 1, 2026, Education Code 35292.5, as amended by SB 760, requires each school to provide and maintain at least one all-gender restroom for student use, as described below. The district is required to ensure that an employee is designated as a point of contact to implement these requirements for each school, and that a notice regarding the requirements be posted in a prominent and conspicuous location outside the all-gender restroom, including contact information for the designated point of contact. CDE is required to post on its website guidance for implementation of the requirements specified in Education Code 35292.5, including examples of signage and best practices.

As with Education Code 35292.6 described above, Education Code 35292.5, as amended by SB 760, does not require a complaint process. However, it is recommended that the Williams complaint procedures be used to address allegations of noncompliance with Education Code 35292.5 in order to ensure consistency in the procedures districts use to address allegations of noncompliance with all restroom maintenance requirements. Like complaints alleging noncompliance with Education Code 35292.6, CDE will not accept an appeal of a complaint alleging noncompliance with Education Code 35292.5.

Additionally, starting July 1, 2026, in any school that has more than one female and more than one male restroom designated exclusively for student use, a complaint may be filed alleging noncompliance with the requirements specified in Education Code 35292.5 to maintain at least one all-gender restroom for student use. (Education Code 35292.5)

Forms and Notices

The Superintendent or designee shall ensure a Williams complaint form is available at each school. However, complainants need not use the district's complaint form in order to file a complaint. (Education Code 35186; 5 CCR 4680)

CSBA NOTE: Education Code 35186 requires that the district's complaint form contain the elements stated in the following paragraph. In addition, Education Code 35186 requires that a notice be posted in each classroom in each school in the district, as specified below. See the accompanying exhibits for a sample complaint form and classroom notice.

The Superintendent or designee shall ensure that the district's complaint form specifies the location for filing a complaint and contains a space to indicate whether the complainant desires a response to the complaint. A complainant may add as much text to explain the complaint as desired. (Education Code 35186; 5 CCR 4680)

The Superintendent or designee shall post in each classroom in each school a notice containing the components specified in Education Code 35186. (Education Code 35186)

Filing of Complaint

CSBA NOTE: Education Code 35186 requires that complaints be investigated and resolved within the timelines specified below. During the Federal Program Monitoring (FPM) process, CDE staff will expect to see statements regarding the filing of the complaint, the investigation, timelines, and the complainant's right to appeal to the Board and to appeal facilities complaints to CDE, as detailed in the following section and the section "Investigation and Response" below.

A complaint alleging any condition(s) specified in the section "Types of Complaints" above shall be filed with the principal or designee at the school in which the complaint arises. A complaint about problems beyond the authority of the principal shall be forwarded to the Superintendent or designee in a timely manner, but not to exceed 10 working days. Complaints may be filed anonymously. (Education Code 35186; 5 CCR 4680)

CSBA NOTE: Pursuant to Education Code 35186, as amended by AB 1078, complaints related to instructional materials alleging that more than one student does not have sufficient textbooks or instructional materials as the result of an act by the Board, or the Board's failure to remedy the deficiency, may be filed with the Superintendent of Public Instruction (SPI) directly in addition to or in lieu of being filed with the district, and the SPI may directly intervene without waiting for an investigation, as described ~~in the section "Investigation and Response"~~ below.

Pursuant to Education Code 60150, as added by AB 1078, if the SPI finds that a district has not provided sufficient textbooks or instructional materials as required, CDE is required to take all remedial actions as specified in Education Code 1240, including purchasing textbooks and instructional materials. Additionally, the SPI is required to assess a financial penalty against the district's local control funding formula allocation.

A complaint alleging that more than one student does not have sufficient textbooks or instructional materials as the result of an act by the Governing Board, or the Board's failure to remedy the deficiency, may be filed with the Superintendent of Public Instruction (SPI) directly in addition to or in lieu of being filed with the district. Any such complaint shall identify the basis and provide evidence to support its filing directly with the SPI. (Education Code 35186)

If the Superintendent or designee becomes aware that a complaint alleging insufficient textbooks or instructional materials ~~that~~ has been filed directly with the SPI but not with the district, the Superintendent or designee may initiate an investigation in accordance with this administrative regulation, as described below, if there is sufficient evidence to do so.

Investigation and Response

The principal or a designee of the Superintendent shall make all reasonable efforts to investigate any problem within the principal's or designee's authority. (Education Code 35186; 5 CCR 4685)

The principal or Superintendent's designee shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. (Education Code 35186; 5 CCR 4685)

If the complainant has indicated on the complaint form a desire to receive a response to the complaint, the principal or Superintendent's designee shall send written resolution of the complaint to the mailing address of the complainant as indicated on the complaint within 45 working days of the initial filing of the complaint. If the principal makes this report, the information shall be reported at the same time to the Superintendent or designee. (Education Code 35186; 5 CCR 4680, 4685)

CSBA NOTE: Education Code 48985 specifies that, when 15 percent or more of the students enrolled in a particular school speak a single primary language other than English, all notices, reports, statements, or records sent to the parents/guardians of such students be written in English and in the primary language. Education Code 35186 requires that, when Education Code

48985 is applicable, any response requested by the complainant must be written in English and in the primary language in which the complaint was filed.

When Education Code 48985 is applicable and the complainant has requested a response, the response shall be written in English and in the primary language in which the complaint was filed. (Education Code 35186)

If a complainant is not satisfied with the resolution of a complaint, the complainant has the right to describe the complaint to the Governing Board at a regularly scheduled meeting. (Education Code 35186; 5 CCR 4686)

For any complaint concerning a facilities condition that poses an emergency or urgent threat to the health or safety of students or staff as described in Item #3a in the section "Types of Complaints" above, a complainant who is not satisfied with the resolution proffered by the principal or Superintendent or designee may file an appeal to the SPI within 15 days of receiving the district's response. The complainant shall comply with the appeal requirements specified in 5 CCR 4632. (Education Code 35186; 5 CCR 4610, 4687)

However, no other type of complaint regarding the condition of school facilities as described in the section "Types of Complaints" above may be appealed to the SPI. (Education Code 35186; 5 CCR 4610, 4687)

All complaints and written responses shall be public records. (Education Code 35186; 5 CCR 4686)

Reports

CSBA NOTE: During the FPM process, CDE staff will expect to see the following statement.

On a quarterly basis, the Superintendent or designee shall report, to the Board at a regularly scheduled Board meeting and to the County Superintendent of Schools, summarized data on the nature and resolution of all complaints. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. (Education Code 35186; 5 CCR 4686)

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State	Description
5 CCR 4600-4670	Uniform complaint procedures
5 CCR ~~4600~~4680-4687	~~Uniform~~Williams uniform complaint procedures ~~and Williams complaints~~

5 CCR 4690-4694	Health and safety complaints in license-exempt preschool programs
Ed. Code 1240	County superintendent of schools; duties
Ed. Code 17592.72	Urgent or emergency repairs; School Facility Emergency Repair Account
Ed. Code 200-~~262.4~~270	Prohibition of discrimination
Ed. Code 234.1	Student protections relating to discrimination, harassment, intimidation, and bullying
Ed. Code 33126	School accountability report card
Ed. Code 35186	Williams uniform complaint procedures
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Ed. Code 48950	Speech and other communication
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 51501	Nondiscriminatory subject matter
Ed. Code 60010	Instructional materials; definition
Ed. Code 60040-60052	Requirements for instructional materials
Ed. Code 60119	Hearing on sufficiency of instructional materials
Ed. Code 60150	Penalty for insufficiency of textbooks and instructional materials

Federal	**Description**
20 USC 6314	Title I schoolwide program

Management Resources	**Description**
CSBA Publication	Instructional Materials Adoptions: Local governing board responsibilities, Fact Sheet, February 2024 (https://www.csba.org/-/media/CSBA/Files/GovernanceResources/GovernanceBriefs/2024-REPD-_IM-LocalRoles.ashx?la=en&rev=94453dc92df043379995b07589a4d558#:~:text=Local%20boards%20have%20a%20responsibility,been%20approved%20by%20the%20SBE.)
CSBA Publication	Instructional Materials Adoptions: State and local governing board processes, roles, and responsibilities, Governance Brief, February 2024 (https://www.csba.org/-/media/CSBA/Files/GovernanceResources/GovernanceBriefs/2024-REPD-instructional-materials-

	brief.ashx?la=en&rev=9880900e6d334c81a7f64d637e40dc56)
CA Office of the Attorney General Publication	Guidance to School Officials re: Legal Requirements for Providing Inclusive Curricula and Books, Legal Alert, January 2024 (https://oag.ca.gov/system/files/attachments/press-docs/Legal%20Alert%20Re%20Inclusive%20Curricula.1.9.24.1157CLEAN.pdf)
Website	California County Superintendents Educational Services Association
Website	CSBA District and County Office of Education Legal Services
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Website	U.S. Department of Education, Office for Civil Rights
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Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
1100	Communication With The Public
1250	Visitors/Outsiders
1250	Visitors/Outsiders
1312.2	Complaints Concerning Instructional Materials
1312.2	Complaints Concerning Instructional Materials
1312.2-E(1)	Complaints Concerning Instructional Materials
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
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3270	Sale And Disposal Of Books, Equipment And Supplies
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4113	Assignment
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4144	Complaints
4144	Complaints
4244	Complaints
4244	Complaints
4344	Complaints
4344	Complaints
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
6142.92	Mathematics Instruction
6143	Courses Of Study
6143	Courses Of Study
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
6161.11	Supplementary Instructional Materials
6161.2	Damaged Or Lost Instructional Materials
6163.1	Library Media Centers
9000	Role Of The Board

9012	Board Member Electronic Communications
9200	Limits Of Board Member Authority
9322	Agenda/Meeting Materials

Exhibit 1312.4-E(1): Williams Uniform Complaint Procedures

Status: ADOPTED

Original Adopted Date: 11/01/2007 **| Last Revised Date:** ~~10~~09/01/~~2023~~2024 **| Last Reviewed Date:** ~~10~~09/01/~~2023~~2024

CSBA NOTE: Education Code 35186 requires that the following notice be posted in each K-12 classroom in each school in the district. During the Federal Program Monitoring process, California Department of Education (CDE) staff will check to ensure that a notice is placed in each classroom in each school and that the notice contains all the information described below.

NOTICE TO PARENTS/GUARDIANS, STUDENTS, AND TEACHERS:
K-12 COMPLAINT RIGHTS

Parents/Guardians, Students, and Teachers:

Pursuant to Education Code 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials~~.~~

   That means each student, including an English learner, must have a textbook or instructional materials, or both, to use in class and to take home.

CSBA NOTE: Pursuant to Education Code 35292.5, as amended by SB 760 (Ch. 227, Statutes of 2023), districts may temporarily close a restroom for (1) a documented student safety concern, (2) an immediate threat to student safety, or (3) to repair the facility.

2. School facilities must be clean, safe, and maintained in good repair

   This includes the identification and resolution of emergency or urgent facilities conditions that pose a threat to the health and safety of students or staff.

CSBA NOTE: Education Code 35186, as amended by SB 114 (Ch. 48, Statutes of 2023), requires that the Williams uniform complaint procedure be used to address a complaint related to teacher misassignment that claims that a teacher who lacks credentials or training to teach English learners is assigned to teach a class with one or more English learners in the class.

3. There should be no teacher vacancies or misassignments~~.~~

   There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners, if present.

   Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

   Teacher vacancy means a position to which a single designated certificated employee has not

been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

CSBA NOTE: Education Code 35186 requires that the notice inform parents/guardians of the location to obtain a complaint form and provides that posting a notice downloadable from ~~the~~ CDE's website will satisfy this requirement. The law does not require that the complaint form be placed in any specific location. The following paragraph lists locations where complaint forms may be available and should be modified to reflect district practice, including adding the school and district website addresses.

If you choose to file a complaint alleging that any of the above conditions is not being met, your complaint will be addressed through the district's Williams uniform complaint procedures as required by law. A complaint form may be obtained at the school office or district office, or downloaded from the school or district website. You may also download a copy of the California Department of Education (CDE) complaint form from CDE's, website when available. However, a complaint need not be filed using either the district's complaint form or the complaint form from CDE.

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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 4600-4670	Uniform complaint procedures
5 CCR ~~4600~~4680-4687	~~Uniform~~Williams uniform complaint procedures ~~and Williams complaints~~
5 CCR 4690-4694	Health and safety complaints in license-exempt preschool programs
Ed. Code 1240	County superintendent of schools; duties
Ed. Code 17592.72	Urgent or emergency repairs; School Facility Emergency Repair Account
Ed. Code 200-~~262.4~~4270	Prohibition of discrimination
Ed. Code 234.1	Student protections relating to discrimination, harassment, intimidation, and bullying
Ed. Code 33126	School accountability report card
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Federal	**Description**
20 USC 6314	Title I schoolwide program

Management Resources	**Description**
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CA Office of the Attorney General Publication	Guidance to School Officials re: Legal Requirements for Providing Inclusive Curricula and Books, Legal Alert, January 2024 (https://oag.ca.gov/system/files/attachments/press-docs/Legal%20Alert%20Re%20Inclusive%20Curricula.1.9.24.1157CLEAN.pdf)
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1312.3	Uniform Complaint Procedures
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6143	Courses Of Study
6143	Courses Of Study
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
6161.11	Supplementary Instructional Materials
6161.2	Damaged Or Lost Instructional Materials
6163.1	Library Media Centers
9000	Role Of The Board
9012	Board Member Electronic Communications
9200	Limits Of Board Member Authority
9322	Agenda/Meeting Materials

Exhibit 1312.4-E(2): Williams Uniform Complaint Procedures

Status: ADOPTED

Original Adopted Date: 11/01/2010 **| Last Revised Date:** ~~10~~09/01/~~2023~~2024 **| Last Reviewed Date:** ~~10~~09/01/~~2023~~2024

CSBA NOTE: Education Code 35186 creates the Williams uniform complaint procedures for the filing of complaints concerning deficiencies in textbooks or instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, or teacher vacancy or misassignment. The following form contains elements required by Education Code 35186 and 5 CCR 4681-4683. During the Federal Program Monitoring process, California Department of Education staff will check to ensure that the complaint form includes all of the elements specified below.

K-12 COMPLAINT FORM:
WILLIAMS UNIFORM COMPLAINT PROCEDURES

Education Code 35186 creates a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, including emergency or urgent facilities conditions that pose a threat to the health and safety of students or staff, or teacher vacancy or misassignment. The complaint and response are public documents as provided by law. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

Response requested? ___ Yes ___ No

Contact information: (if response is requested)
Name: _____
Address: _____
Phone number: Day: _____ Evening: _____
E-mail address, if any: _____

Date problem was observed: _____

Location of the problem that is the subject of this complaint:
School name/address: _____
Course title/grade level and teacher name: _____
Room number/name of room/location of facility: _____

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

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

~~1.~~ 1. Textbooks and instructional materials: (Education Code 35186; 5 CCR 4681)

- a. A student, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class~~.~~

- b. A student does not have access to textbooks or instructional materials to use at home or after school~~. This does not require two sets of textbooks or instructional materials for each student.~~

  This does not require two sets of textbooks or instructional materials for each student

- c. Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage~~.~~

- d. A student was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials~~.~~

~~2.~~ 2. Teacher vacancy or misassignment: (Education Code 35186; 5 CCR 4682)

a. A semester begins and a teacher vacancy exists~~.~~

- A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the school year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. (5 CCR 4600)

CSBA NOTE: Education Code 35186, as amended by SB 114 (Ch. 48, Statutes of 2023), requires that the Williams uniform complaint procedure be used to address a complaint related to teacher misassignment that claims that a teacher who lacks credentials or training to teach English learners is assigned to teach a class with one or more English learners in the class.

- b. A teacher who lacks credentials or training to teach English learners is assigned to teach a class with one or more English learners in the class~~.~~

  This does not relieve the district from complying with state or federal law regarding teachers of English Learners.

- c. A teacher is assigned to teach a class for which the teacher lacks subject matter competency~~.~~

~~3.~~ 3. Facilities conditions: (Education Code 17592.72, 35186, 35292.5, 35292.6; 5 CCR 4683)

- a. A condition exists that poses an emergency or urgent threat to the health or safety of students or staff while at school including gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line stoppage; major pest or vermin infestation; broken windows or exterior

doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to students or staff; structural damage creating a hazardous or uninhabitable condition; and any other condition deemed appropriate by the district.

b. A school restroom has not been cleaned or maintained regularly, is not fully operational, or has not been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.

CSBA NOTE: The following optional item is for districts that choose to use the Williams uniform complaint procedures to address complaints alleging noncompliance with requirementsthe requirement to stock restrooms at certain schools with menstrual products pursuant to Education Code 35292.6, which, as amended by AB 230 (Ch. 421, Statutes of 2023), has been expanded to include schools that serve students in any of grades 3-12; see the accompanying administrative regulation.

c. For a school serving students in any of grades 63-12, the school has not, at all times, stocked and made available and accessible free of cost, an adequate supply of menstrual products in every women's and all-gender restroom, and in at least one men's restroom.

CSBA NOTE: The following optional item is for districts that choose to use the Williams uniform complaint procedures to address complaints alleging noncompliance with the requirement, beginning July 1, 2026, to provide and maintain at least one all-gender restroom for student use pursuant to Education Code 35292.5, as amended by SB 760 (Ch. 227, Statutes of 2023); see the accompanying administrative regulation.

d. Starting July 1, 2026, for a school that has more than one female and more than one male restroom designated exclusively for student use, the school has not maintained at least one all-gender restroom for student use in accordance with Education Code 35292.5

CSBA NOTE: Pursuant to Education Code 35292.5, as amended by SB 760 (Ch. 227, Statutes of 2023), districts may temporarily close a restroom for (1) a documented student safety concern, (2) an immediate threat to student safety, or (3) to repair the facility.

e. The school has not kept all restrooms open during school hours when students are not in classes and has not kept a sufficient number of restrooms open during school hours when students are in classes.

This does not apply when temporary closing of the restroom is necessary for a documented student safety concern, an immediate threat to student safety, or to repair the facility.

Please describe the issue of your complaint in detail. You may attach additional pages and include as much text as necessaryyou wish to fully describe the situation. For complaints regarding facilities conditions, please describe the emergency or urgent facilities condition and how that condition poses a threat to the health or safety of students or staff.

_____
_____
_____

_____
_____
_____
_____

CSBA NOTE: Education Code 35186 requires that complaints be filed with the principal or designee and that the complaint form specify the location for filing the complaint. Districts should specify the name and/or location in the spaces below.

Please file this complaint at the following location:

_____
(principal or designee)

_____
(address)

CSBA NOTE: Pursuant to Education Code 35186, as amended by AB 1078 (Ch. 229, Statutes of 2023), complaints related to instructional materials alleging that more than one student does not have sufficient textbooks or instructional materials as the result of an act by the Governing Board, or the Board's failure to remedy the deficiency, may be filed with the Superintendent of Public Instruction (SPI) directly, and the SPI may directly intervene without waiting for an investigation by the district; see the accompanying administrative regulation ~~for more information.~~. The following paragraph may be used by districts to inform complainants about the option to file complaints directly with the SPI.

Please be aware that you may file a complaint directly with the Superintendent of Public Instruction if you are alleging that more than one student does not have sufficient textbooks or instructional materials as the result of an act by the Governing Board, or the Board's failure to remedy the deficiency.

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

_____ _____
(Signature) (Date)

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5 CCR 4600-4670	Uniform complaint procedures

5 CCR ~~4600~~4680-4687	~~Uniform~~Williams uniform complaint procedures ~~and Williams complaints~~
5 CCR 4690-4694	Health and safety complaints in license-exempt preschool programs
Ed. Code 1240	County superintendent of schools; duties
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Federal	**Description**
20 USC 6314	Title I schoolwide program

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CSBA Publication	Instructional Materials Adoptions: State and local governing board processes, roles, and responsibilities, Governance Brief, February 2024

	(https://www.csba.org/-/media/CSBA/Files/GovernanceResources/GovernanceBriefs/2024-REPD-instructional-materials-brief.ashx?la=en&rev=9880900e6d334c81a7f64d637e40dc56)
CA Office of the Attorney General Publication	Guidance to School Officials re: Legal Requirements for Providing Inclusive Curricula and Books, Legal Alert, January 2024 (https://oag.ca.gov/system/files/attachments/press-docs/Legal%20Alert%20Re%20Inclusive%20Curricula.1.9.24.1157CLEAN.pdf)
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Regulation 3517: Facilities Inspection

Status: ADOPTED

Original Adopted Date: 11/01/2006 **| Last Revised Date:** ~~06~~09/01/~~2022~~2024 **| Last Reviewed Date:** ~~06~~09/01/~~2022~~2024

CSBA NOTE: As part of the Williams litigation settlement, Education Code 17070.75 requires that each school district participating in the state's School Facility Program have a facility inspection system in place for all schools to ensure that school facilities are kept in good repair. Education Code 17002 defines "good repair" to mean that the facility is maintained in a manner that ensures that it is clean, safe, and functional as determined pursuant to the Facility Inspection Tool (FIT) developed by the Office of Public School Construction ~~(OPSC)~~ or a local evaluation instrument that uses the same criteria.

The Superintendent or designee shall inspect school facilities to ensure that they are maintained in good repair. At a minimum, the Superintendent or designee shall assess those facility conditions specified on the facilities inspection tool developed by the Office of Public School Construction, including, but not limited to, the following: (Education Code 17002, 35292.5)

1. Gas Leaks: Gas systems and pipes appear and smell safe, functional, and free of leaks~~.~~

2. Mechanical Systems: Heating, ventilation, and air conditioning systems, as applicable, are functional and unobstructed; appear to supply an adequate amount of air to all classrooms, work spaces, and facilities; and maintain interior temperatures within normally acceptable ranges~~.~~

3. Windows and Doors: Windows and doors are intact, functional, and open, close, and lock as designed, unless there is a valid reason they should not function as designed~~.~~

4. Fences and Gates: Fences and gates are intact, functional, and free of holes and other conditions that could present a safety hazard to students, staff, or others~~.~~ ~~Locks and other security hardware function as designed.~~

   Locks and other security hardware function as designed.

5. Interior Surfaces ~~(walls~~: Walls, floors, and ceilings~~):~~ ~~Interior surfaces~~ are free of safety hazards from tears, holes, missing floor and ceiling tiles, torn carpet, water damage, or other cause~~.~~ ~~Ceiling tiles are intact.~~

   Ceiling tiles are intact. Surfaces display no evidence of mold or mildew.

6. Hazardous Materials: Hazardous and flammable materials are stored properly~~.~~

   No evidence of peeling, chipping, or cracking paint is apparent. No indicators of mold, mildew, or asbestos exposure are evident. There does not appear to be evidence of

hazardous materials that may pose a threat to the health and safety of students or staff.

7. Structures: Posts, beams, supports for portable classrooms and ramps, and other structures appear intact, secure, and functional as designed.

   Ceilings and floors are not sloping or sagging beyond their intended design. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines structural components.

8. Fire Safety and Emergency Equipment: Fire sprinklers, fire extinguishers, emergency alarm systems, and all emergency equipment and systems appear to be functioning properly.

   Fire alarm pull stations are clearly visible. Fire extinguishers are current and placed in all required areas, including every classroom and assembly area. Emergency exits are clearly marked and unobstructed.

9. Electrical Systems: Electrical systems, components, and equipment, including switches, junction boxes, panels, wiring, outlets, and light fixtures, are securely enclosed, properly covered and guarded from student access, and appear to be working properly.

10. Lighting: Interior and exterior lighting appears to be adequate and working properly.

___Lights do not flicker, dim, or malfunction, and there is no unusual hum or noise from light fixtures.

11. Pest/Vermin Infestation: No visible or odorous indicators of pest or vermin infestation are evident.

12. Drinking Fountains: Interior and exterior drinking fountains are functional, accessible, and free of leaks.

    Drinking water pressure is adequate. Fountain water is clear and without unusual taste or odor, and moss, mold, or excessive staining is not evident.

CSBA NOTE: Pursuant to Education Code 35292.5, as amended by SB 760 (Ch. 227, Statutes of 2023), districts may temporarily close a restroom due to (1) a documented student safety concern, (2) an immediate threat to student safety, or (3) the need to repair the facility.

13. Restrooms: Restrooms and restroom fixtures are fully operational, maintained and cleaned regularly, and stocked at all times with supplies (, including toilet paper, soap, and paper towels or functional hand dryers), in accordance with Education Code 35292.5.

    The school keeps all restrooms open during school hours when students are not in classes and keeps a sufficient number of restrooms open during school hours when students are in classes, except when necessary to temporarily close a restroom fordue to a documented student safety concern, an immediate threat to student safety, or the need to repair the facility.

CSBA NOTE: Pursuant to Education Code 35292.6, as ~~added~~amended by AB ~~367~~230 (Ch. ~~664~~421, Statutes of ~~2021), before the start of the 2022-23 school year, a school that serves any of grades 6-12 is required~~2023), the requirement to stock the school's restrooms with free menstrual products for use in connection with the menstrual cycle, and to post a notice as described below~~.~~, has been expanded to include schools that serve students in grades 3-12. See the accompanying exhibit for a sample notice. The following paragraph should be revised to reflect the grade levels served by the district.

~~addition~~ Additionally, any school serving students in any of grades ~~6~~3-12 shall, at all times, stock and make available and accessible free of cost, an adequate supply of menstrual products in every women's and all-gender restroom, and in at least one men's restroom. The district shall post in a prominent and conspicuous location in every restroom required to stock menstrual products a notice regarding this requirement that includes an email address and telephone number for a designated individual responsible for maintaining the requisite supply of menstrual products. (Education Code 35292.6)

CSBA NOTE: Beginning July 1, 2026, Education Code 35292.5, as amended by SB 760, requires each school to provide and maintain at least one all-gender restroom for student use, as described below. The district is required to ensure that an employee is designated as a point of contact to implement these requirements for each school, and that a notice regarding the requirements be posted in a prominent and conspicuous location outside the all-gender restroom, including contact information for the designated point of contact. The California Department of Education is required to post on its website guidance for implementation of the requirements specified in Education Code 35292.5, including examples of signage and best practices.

In addition, starting July 1, 2026, any school that has more than one female and more than one male restroom designated exclusively for student use shall provide and maintain at least one all-gender restroom for student use. The district shall use signage that identifies the bathroom facility as being open to all genders and is in accordance with 24 CCR 11B-703; ensure that it is available for use consistent with the requirements specified above and is unlocked, unobstructed, easily accessible by any student, and consistent with existing access to sex-segregated restrooms; stock the bathroom facility with menstrual products in accordance with Education Code 35292.6, as specified above; and, ensure that the bathroom facility is available during school hours and school functions when students are present. The district shall post in a prominent and conspicuous location outside at least one all-gender restroom a notice regarding these requirements that includes contact information for the staff member designated as the point of contact responsible for implementing such requirements.

14. Sewers: The sanitary sewer system controls odors as designed, displays no signs of stoppage, backup, or flooding in school facilities or on school grounds, and appears to be functioning properly~~.~~

15. Roofs: Roofs, gutters, roof drains, and downspouts appear to be functioning properly and are free of visible damage and evidence of disrepair when observed from the ground from inside and outside the building

16. Drainage: School grounds do not exhibit signs of drainage problems, such as visible evidence of flooded areas, eroded soil, water damage to asphalt playgrounds or parking areas, or

clogged storm drain inlets.

17. Playground/School Grounds: Playground equipment (, including exterior fixtures, seating, tables, and equipment), and school grounds, fields, walkways, and parking lot surfaces are functional and free of significant cracks, trip hazards, holes, deterioration that affects functionality or safety, and other health and safety hazards.

18. Overall Cleanliness: School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly and are free of accumulated refuse and unabated graffiti.

___Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.

CSBA NOTE: Although the FIT does not specifically require districts to test for the presence of lead in drinking water, soil, or painted surfaces, such testing is recommended by the U.S. Environmental Protection Agency due to the health risks posed by lead exposure, especially for young children. Schools and child care facilities that maintain their own public water systems must test for lead pursuant to the Safe Drinking Water Act (42 USC 300f-300j-27).), and licensed day care centers located in buildings that were constructed before January 1, 2010 are required to test for lead pursuant to Health and Safety Code 1597.16. See AR 3514 - Environmental Safety for further information about lead testing and abatement in schools.

In addition Additionally, to ensure the health and safety of students, the Superintendent or designee shall provide for the testing of drinking water on campus and of the soil and painted surfaces of school facilities for the presence of lead and/or other harmful substances, in accordance with state and federal standards.

The Superintendent or designee shall ensure that any necessary repairs or removal of hazards identified during the inspection are made in a timely and expeditious manner.

An assessment of the safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair as defined in Education Code 17002, shall be reported on the school accountability report card. (Education Code 33126)

CSBA NOTE: Education Code 35186 provides that the Williams uniform complaint procedures should be used for any complaint alleging a school facility condition that poses an emergency or urgent threat, as defined in Education Code 17592.72, or any complaint that a school restroom is not clean, maintained, or kept open, as defined in Education Code 35292.5. See E/; see AR/E(1)/E(2) 1312.4 - Williams Uniform Complaint Procedures.

Any complaint alleging a school facility condition that poses an emergency or urgent threat to the health or safety of students or staff, or alleging that a school restroom is not clean, maintained, stocked, or kept open, shall be addressed in accordance with AR Administrative Regulation 1312.4 - Williams Uniform Complaint Procedures.

CSBA NOTE: Education Code 1240 requires the County Superintendent of Schools to visit low-performing schools to determine (1) the status of any facility condition that may create an emergency or urgent threat to the health or safety of students or staff and (2) the accuracy of data reported on the school accountability report card with respect to the safety, cleanliness, and adequacy of school facilities. Education Code 1240 requires that the County Superintendent

provide a quarterly report to the Governing Board on the results of any county office of education (COE) visit. Education Code 1240 provides that, if the County Superintendent determines that a facility condition poses an emergency or urgent threat, or is not in good repair, the County Superintendent may return to the school to verify repairs and/or prepare a report that identifies areas of noncompliance if the district has not provided evidence that the repairs will be made within 30 days or, for major repairs, in a timely manner. The County Superintendent may then present the report to the Board at a public meeting and post the report on the COE's ~~web site~~website.

The Superintendent or designee shall provide the Governing Board with regular reports regarding the district's facility inspections and updates of any visits to district schools by the County Superintendent of Schools to review school facilities.

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State	Description
2 CCR 1859.300-1859.330	Emergency Repair Program
24 CCR 11B-703	Signage for all gender restrooms
Ed. Code 1240	County superintendent of schools; duties
Ed. Code 17002	State School Building Lease-Purchase Law, including definition of good repair
Ed. Code 17070.10-17077.10	Leroy F. Greene School Facilities Act of 1998
Ed. Code 17565-17591	Property maintenance and control; duties of governing board
Ed. Code 17592.72	~~Urgent or emergency repairs;~~ School Facility Emergency Repair Account; urgent or emergency repairs
Ed. Code 33126	School accountability report card
Ed. Code 35186	Complaints ~~regarding~~related to instructional materials, teacher vacancy or misassignment, and facility conditions that pose emergency or urgent threat
Ed. Code 35292.5-35292.6	Restrooms; maintenance and cleanliness
Health and Safety Code 1597.16	Licensed day care centers; testing for lead in water

Federal	Description
20 USC 6314	Schoolwide programs
42 USC 300f-300j-27	Safe Drinking Water Act

Management Resources	Description

State Allocation Board, Public School Construction Publication	Facility Inspection Tool: School Facility Conditions Evaluation (https://www.dgs.ca.gov/-/media/Divisions/OPSC/Forms/Facility-Inspection-Tool---SAB-Approved-04-27-2022.pdf)
Website	CSBA District and County Office of Education Legal Services
Website	State Allocation Board, Office of Public School Construction
Website	California Department of Education~~, Williams Case~~ (https://www.cde.ca.gov/)
Website	Coalition for Adequate School Housing
Website	California County Superintendents
Website	CSBA

Cross References

Code	Description
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0510	School Accountability Report Card
1312.4	Williams Uniform Complaint Procedures
1312.4-E(1)	Williams Uniform Complaint Procedures
1312.4-E(2)	Williams Uniform Complaint Procedures
1330.1	Joint Use Agreements
3000	Concepts And Roles
3311	Bids
3311	Bids
3511.1	Integrated Waste Management
3511.1	Integrated Waste Management
3514	Environmental Safety
3514	Environmental Safety
3514.2	Integrated Pest Management
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program

5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
6117	Year-Round Schedules
7110	Facilities Master Plan
7111	Evaluating Existing Buildings
9000	Role Of The Board

Exhibit 3517-E(1): Facilities Inspection

Status: ADOPTED

Original Adopted Date: 06/01/2022 **| Last Revised Date:** 09/01/2024 **|Last Reviewed Date:** ~~06~~09/01/~~2022~~2024

CSBA NOTE: Education Code 35292.6 requires that the following notice be posted in a prominent and conspicuous location in each restroom where menstrual products are required to be stocked.

NOTICE REGARDING MENSTRUAL PRODUCTS

Education Code 35292.6 requires that:

CSBA NOTE: Pursuant to Education Code 35292.6, as amended by AB 230 (Ch. 421, Statutes of 2023), the requirement to stock the school's restrooms with free menstrual products for use in connection with the menstrual cycle has been expanded to include schools that serve students in grades 3-12.

a. On or before the start of the ~~2022–23~~2024-25 school year, a public school, including a school operated by a school district, county office of education, or charter school, maintaining any combination of classes from grades ~~6~~3 to 12, inclusive, shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom~~.~~

b. A public school described in subdivision (a) shall not charge for any menstrual products provided to pupils~~.~~

c. A public school described in subdivision (a) shall post a notice regarding the requirements of this section in a prominent and conspicuous location in every restroom required to stock menstrual products, available and accessible, free of cost, pursuant to this section~~.~~

This notice shall include the text of this section and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

d. For purposes of this section, "menstrual products" means menstrual pads and tampons for use in connection with the menstrual cycle~~.~~

e. This section shall become operative on July 1, ~~2022.~~2024

The name and contact information for the individual responsible for maintaining the requisite supply of menstrual products is:

_____

(name and/or title/position)
_____
(telephone number)
_____
(email address)

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Ed. Code 17070.10-17077.10	Leroy F. Greene School Facilities Act of 1998
Ed. Code 17565-17591	Property maintenance and control; duties of governing board
Ed. Code 17592.72	~~Urgent or emergency repairs;~~ School Facility Emergency Repair Account; urgent or emergency repairs
Ed. Code 33126	School accountability report card
Ed. Code 35186	Complaints ~~regarding~~related to instructional materials, teacher vacancy or misassignment, and facility conditions that pose emergency or urgent threat
Ed. Code 35292.5-35292.6	Restrooms; maintenance and cleanliness
Health and Safety Code 1597.16	Licensed day care centers; testing for lead in water
Federal	**Description**
20 USC 6314	Schoolwide programs
42 USC 300f-300j-27	Safe Drinking Water Act
Management Resources	**Description**
State Allocation Board, Public School Construction Publication	Facility Inspection Tool: School Facility Conditions Evaluation (https://www.dgs.ca.gov/-/media/Divisions/OPSC/Forms/Facility-Inspection-Tool---SAB-Approved-04-27-2022.pdf)

Website	CSBA District and County Office of Education Legal Services
Website	State Allocation Board, Office of Public School Construction
Website	California Department of Education~~, Williams Case~~ (https://www.cde.ca.gov/)
Website	Coalition for Adequate School Housing
Website	California County Superintendents
Website	CSBA

Cross References

Code	Description
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0510	School Accountability Report Card
1312.4	Williams Uniform Complaint Procedures
1312.4-E(1)	Williams Uniform Complaint Procedures
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1330.1	Joint Use Agreements
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3550	Food Service/Child Nutrition Program
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
6117	Year-Round Schedules

7110	Facilities Master Plan
7111	Evaluating Existing Buildings
9000	Role Of The Board

Policy 4040: Employee Use Of Technology

Status: ADOPTED

Original Adopted Date: 07/01/2001 **| Last Revised Date:** ~~07~~09/01/~~2015~~2024 **| Last Reviewed Date:** ~~07~~09/01/~~2015~~2024

CSBA NOTE: This policy addresses employee use of technology, including artificial intelligence (AI), and may be modified to reflect district practice. The U.S. Department of Education, Office of Educational Technology's, "Artificial Intelligence and the Future of Teaching and Learning: Insights and Recommendations," provides information related to the opportunities for using AI to improve education, the challenges in doing so, and recommendations to guide further policy development. Districts are encouraged to continue to monitor the development of new technologies, including AI.

The Governing Board recognizes that technological resources enhance employee performance by offering effective tools to assist in providing a quality instructional program; facilitating communications with parents/guardians, students, and the community; supporting district and school operations; ~~and improving access to and exchange of information. The Board expects all employees to learn to use the available technological resources that will assist them in the performance of their job responsibilities. As needed, employees shall receive professional development in the appropriate use of these resources.~~

~~Employees shall be responsible for the appropriate use of technology and shall use district technology primarily for purposes related to their employment.~~

~~District technology includes, but is not limited to, computers, the district's computer network including servers and wireless computer networking technology (wi-fi), the Internet, email, USB drives, wireless access points (routers), tablet computers, smartphones and smart devices, telephones, cellular telephones, personal digital assistants, pagers, MP3 players, wearable technology, any wireless communication device including emergency radios, and/or future technological innovations, whether accessed on or off site or through district-owned or personally owned equipment or devices~~improving access to and exchange of information; enriching curriculum; and enhancing student learning.

District technology includes, but is not limited to, computer hardware, software, or software as a service provided or paid for by the district, whether accessed on or off site or through district-owned or personally owned equipment or devices, including tablets and laptops; computer servers, wireless access points (routers), and wireless computer networking technology (wi-fi); the Internet; email; applications (apps), including artificial intelligence (AI) apps; telephones, cellular or mobile telephones, smartphones, smart devices, and wearable technology; or any wireless communication device, including radios.

Employees shall review the prohibited and permitted uses of technology as specified in Board Policy 5131.9 – Academic Honesty, be responsible for the appropriate use of technology, and use district

technology primarily for purposes related to their employment consistent with board policies and administrative regulations.

CSBA NOTE: The following optional paragraphs address employee use of technology, particularly AI applications, are permissive as they relate to such use, and should be modified to reflect district practice.

An employee may use technology, including AI apps, to assist the employee in the performance of the employee's professional duties, including, but not limited to, the following specific tasks: developing syllabi, creating curriculum, reviewing student work, suggesting instructional strategies, and researching academic content or instructional techniques. Any employee using technology, including AI, shall review and be responsible for any final product or document; not share confidential student records with a third party, such as an AI app, except as permitted by law; use the technology in accordance with Board Policy 6162.6 – Use of Copyrighted Materials, and in a manner otherwise consistent with law, board policies, and administrative regulations. If an employee is unsure about the appropriate use of technology, the employee shall confer with the Superintendent or designee before using.

As determined by the Superintendent or designee, employees shall receive professional development in the appropriate use of these resources, including in the use of AI apps.

CSBA NOTE: The following paragraph is optional and may be revised to reflect district practice. It is recommended that districts develop an "Acceptable Use Agreement" containing rules for the use of district technology, which should be signed by each employee. See the accompanying Exhibit for an example of an "Acceptable Use Agreement" for employees.

The Superintendent or designee shall establish an Acceptable Use Agreement which outlines employee obligations and responsibilities related to the use of district technology~~.~~, including the use of AI apps. Upon employment and whenever significant changes are made to the district's Acceptable Use Agreement, employees shall be required to acknowledge in writing that they have read and agreed to the Acceptable Use Agreement.

CSBA NOTE: The following paragraphs may be revised to reflect district practice.

To qualify for federal universal service discounts for Internet access, Internet services, or internal connections (E-rate discounts), districts are **mandated** by 47 USC 254 to adopt an Internet safety policy that includes, but is not limited to, provisions addressing access by minors to "inappropriate matter" on the Internet; see BP 6163.4 - Student Use ~~of~~Of Technology. Consistent with those requirements, the following paragraph provides that employees shall not use district technology to access inappropriate matter. "Inappropriate matter" is not defined in the law and the determination of what matter is considered inappropriate is, to an extent, a local decision to be made by the district. Penal Code 313 provides a definition of "harmful matter" as specified below. Districts that have adopted their own definition should revise the following paragraphs as appropriate.

Employees shall not use district technology to access, post, submit, publish, ~~or~~ display, or otherwise engage with harmful or inappropriate matter that is threatening, obscene, disruptive, sexually explicit, or unethical or that promotes any activity prohibited by law, ~~Board~~board policy, or

administrative regulations.

Harmful matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes, in a patently offensive way, sexual conduct and which lacks serious literary, artistic, political, or scientific value for minors. (Penal Code 313)

CSBA NOTE: 47 USC 254 **mandates** that the district's Internet safety policy for E-rate discounts include the operation and enforcement of a "technology protection measure" that protects against Internet access to visual depictions that are obscene, child pornography, or harmful to minors. Similarly, as a condition of using federal Student Support and Academic Achievement Grants (20 USC 7101-7122) for the purpose of purchasing computers with Internet access or paying for direct costs associated with Internet access, 20 USC 7131 **mandates** that districts adopt an Internet safety policy that includes the operation of a technology protection measure that protects against access to visual depictions that are obscene or child pornography. Although these requirements focus on measures designed to protect students using district technology ~~(see BP 6163.4 - Student Use of Technology),~~, they also require policy that affects Internet access by adults; see BP 6163.4 - Student Use Of Technology.

The following paragraph is for use by districts that desire to use E-rate or federal technology funding sources and may be adapted by other districts that choose to install technology protection measures

The Superintendent or designee shall ensure that all district computers with Internet access have a technology protection measure that protects against access to visual depictions that are obscene, child pornography, or harmful to minors and that the operation of such measures is enforced. The Superintendent or designee may disable the technology protection measure during use by an adult to enable access for bona fide research or other lawful purpose. (20 USC 7131; 47 USC 254)

CSBA NOTE: Government Code 11549.3 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. It is recommended that districts 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' website.

The Superintendent or designee shall regularly review current guidance regarding cybersecurity, data privacy, 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, the monitoring and response to cyberattacks, ensuring data privacy, and managing suspicious and/or threatening digital media content, in accordance with Board Policy 3580 – District Records.

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

Although 20 USC 7131 and 47 USC 254 require districts receiving Student Support and Academic Achievement Grants or E-rate discounts to enforce the operation of technology protection

measures, the legislation clarifies that nothing in the Children's Internet Protection Act shall be construed to require the tracking of individual students' or adults' Internet use. Thus, it ~~appears to be left to the discretion~~is recommended that districts consult with CSBA's District and County Office of ~~districts as to whether they wish to track~~Education Legal Services or district legal counsel before tracking Internet use through personally identifiable web monitoring software or other means.

~~It is recommended that districts notify employees that they should have no expectation of privacy when using district equipment or technological resources.~~
In *City of Ontario v. Quon*, the U.S. Supreme Court held that a search of an employee's pager messages was reasonable because the search was motivated by a legitimate work-related purpose and was not excessive in scope. In addition, the city had adopted a policy stating that employees should have no expectation of privacy or confidentiality when using city equipment. The following paragraph, which may be modified to reflect district practice, includes a statement that employees should have no expectation of privacy when using district technology.

The Superintendent or designee shall annually notify employees in writing that they have no reasonable expectation of privacy in the use of any ~~equipment or other technological resources provided by or maintained by the district, including, but not limited to, computer files, email, text messages, instant messaging, and other electronic communications, even when provided their own password.~~district technology, as defined above, even when using their personal devices. To ensure proper use, the Superintendent or designee may monitor employee usage of district technology at any time without advance notice or consent and for any reason allowed by law.

CSBA NOTE: In *City of San Jose v. Superior Court*, the California Supreme Court held that a government employee's communications about public business are not excluded from a request under the California Public Records Act (CPRA) simply because they have been sent or received on a personal account or personal device. Thus, employees should be aware that if they use personal accounts or devices to communicate about district business, they may be required to temporarily provide the district with access to their personal accounts or devices. Alternatively, employees may search their personal communications ~~and provide~~ using reasonable effort, sign a sworn declaration ~~stating a sufficient factual basis for determining whether~~regarding the nature of their search, and provide any responsive communications ~~are district-related communications subject to the CPRA, personal nondisclosable materials, or materials otherwise exempt under the CPRA~~to the district as directed. The court observed that the CPRA requires districts to use "reasonable effort" to locate existing records in response to a public records request, but that such searches need not be extraordinary or intrusive. For further information, see CSBA's~~.~~ "Legal Alert: Tips for Governing Boards in Response to Public Records Act Ruling on Electronic Communications~~.~~."

In addition, employees shall be notified that records, including communications, maintained on any personal ~~device~~accounts or ~~messages sent or received on a personal device that is being~~devices used to conduct district business ~~may be~~are subject to disclosure~~,~~ at the district's request, and pursuant to a subpoena or other lawful request.

Employees shall report any security problem or misuse of district technology to the Superintendent or designee.

Inappropriate use of district technology may result in a cancellation of the employee's user privileges, disciplinary action, and/or legal action in accordance with law, ~~Board~~board policy, and administrative regulation.

CSBA NOTE: Labor Code 1139 prohibits an employer from preventing any employee from accessing the employee's mobile device or other communications device for seeking emergency assistance, assessing the safety of the situation, or communicating with a person to confirm the person's safety.

Employees may access their mobile or other communications device if there is a need to seek emergency assistance, assess the safety of a situation, or communicate with a person to confirm the person's safety. (Labor Code 1139)

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State	Description
Gov. Code 3543.1	Rights of employee organizations
Gov. Code 7920.000-7930.170	California Public Records Act
Gov. Code 11549.3	Cybersecurity
Labor Code 1139	Emergency assistance
Pen. Code 502	Computer crimes; remedies
Pen. Code 632	Eavesdropping on or recording confidential communications
Veh. Code 23123	Wireless telephones in vehicles
Veh. Code 23123.5	Mobile communication devices; text messaging while driving
Veh. Code 23125	Wireless telephones in school buses

Federal	Description
20 USC 7101-7122	Student Support and Academic Enrichment Grants
20 USC 7131	Internet Safety
47 CFR 54.520	Internet safety policy and technology protection measures; E-rate discounts

Management Resources	Description

Court Decision	City of San Jose v. Superior Court (2017) 2 Cal.5th 608
Court Decision	City of Ontario v. Quon et al. (2010) 000 U.S. 08-1332
California Department of Education Publication	Artificial Intelligence: Learning With AI Learning About AI (https://www.cde.ca.gov/ci/pl/documents/cdeairesourcekit.pdf)
U.S. Department of Education Publication	2024 National Education Technology Plan (https://tech.ed.gov/netp/)
Publication	Artificial Intelligence and the Future of Teaching and Learning: Insights and Recommendations (https://www2.ed.gov/documents/ai-report/ai-report.pdf)
Publication	Guidelines for AI integration throughout education in the commonwealth of Virginia (https://www.education.virginia.gov/media/governorvirginiagov/secretary-of-education/pdf/AI-Education-Guidelines.pdf)
Website	CSBA District and County Office of Education Legal Services
Website	Federal Communications Commission
Website	American Library Association
Website	California Department of Education
Website	California Governor's Office of Emergency Services (https://www.caloes.ca.gov/)
Website	CSBA
Website	U.S. Department of Education

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
0440	District Technology Plan
0440	District Technology Plan
1100	Communication With The Public
1113	District And School Websites
1113	District And School Websites
1113-E(1)	istrict And School Websites
1114	District-Sponsored Social Media

1114	District-Sponsored Social Media
1340	Access To District Records
1340	Access To District Records
2121	Superintendent's Contract
3512	Equipment
3512-E(1)	Equipment
3516.2	Bomb Threats
3580	District Records
3580	District Records
4032	Reasonable Accommodation
4113.5	Working Remotely
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4119.1	Civil And Legal Rights
4119.11	~~Sex Discrimination and Sex-Based Harassment~~Sexual Harassment
4119.11	~~Sex Discrimination and Sex-Based Harassment~~Sexual Harassment
4119.21	Professional Standards
4119.21-E(1)	Professional Standards
4119.23	Unauthorized Release Of Confidential/Privileged Information
4119.25	Political Activities Of Employees
4119.25	Political Activities Of Employees
4131	Staff Development
4132	Publication Or Creation Of Materials
4136	Nonschool Employment
4213.5	Working Remotely
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action

4219.1	Civil And Legal Rights
4219.11	~~Sex Discrimination and Sex-Based Harassment~~Sexual Harassment
4219.11	~~Sex Discrimination and Sex-Based Harassment~~Sexual Harassment
4219.21	Professional Standards
4219.21-E(1)	Professional Standards
4219.23	Unauthorized Release Of Confidential/Privileged Information
4219.25	Political Activities Of Employees
4219.25	Political Activities Of Employees
4231	Staff Development
4232	Publication Or Creation Of Materials
4236	Nonschool Employment
4313.5	Working Remotely
4319.1	Civil And Legal Rights
4319.11	~~Sex Discrimination and Sex-Based Harassment~~Sexual Harassment
4319.11	~~Sex Discrimination and Sex-Based Harassment~~Sexual Harassment
4319.21	Professional Standards
4319.21-E(1)	Professional Standards
4319.23	Unauthorized Release Of Confidential/Privileged Information
4319.25	Political Activities Of Employees
4319.25	Political Activities Of Employees
4331	Staff Development
4332	Publication Or Creation Of Materials
4336	Nonschool Employment
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
5131.9	Academic Honesty
6116	Classroom Interruptions
6162.6	Use Of Copyrighted Materials
6162.6	Use Of Copyrighted Materials
6163.4	Student Use Of Technology
6163.4-E(1)	Student Use Of Technology

Exhibit 4040-E(1): Employee Use Of Technology

Status: ADOPTED

Original Adopted Date: 07/01/2015 **| Last Revised Date:** 09/01/2024 **| Last Reviewed Date:** ~~07~~09/01/~~2015~~2024

ACCEPTABLE USE AGREEMENT
AND RELEASE OF DISTRICT FROM LIABILITY (EMPLOYEES)

CSBA NOTE: The following Exhibit presents a sample Acceptable Use Agreement outlining obligations and responsibilities of employees using the district's technological resources. It is recommended that the district consult CSBA's District and County Office of Education Legal Services or district legal counsel in the development of such an agreement.

Districts using an Acceptable Use Agreement should require all employees who use district technology to sign the agreement as an acknowledgment that they have read and understood the contents of this agreement and Board Policy 4040 – Employee Use of Technology. As appropriate, the district may also require contractors and affiliated third parties to sign the Acceptable Use Agreement.

For a sample Acceptable Use Agreement for students, see E(1) 6163.4 - Student Use of Technology.

The _____ School District authorizes district employees to use district technology ~~owned or otherwise provided by the district~~ , as ~~necessary to fulfill the requirements~~defined in Board Policy 4040 – Employee Use of ~~their position~~Technology. The use of district technology is a privilege permitted at the district's discretion and is subject to the conditions and restrictions set forth in applicable ~~Board~~board policies, administrative regulations, and this Acceptable Use Agreement. The district reserves the right to suspend access at any time, without notice, for any reason.

The district expects all employees to use technology responsibly in order to avoid potential problems and liability. The district may place reasonable restrictions on the sites, material, and/or information that employees may access through the system.

However, the district shall not prevent or restrict access to an employee's mobile or other communications device(s) if there is a need to seek emergency assistance, assess the safety of a situation, or communicate with a person to confirm the person's safety.

The district makes no guarantee that the functions or services provided by or through the district will be without defect. In addition, the district is not responsible for financial obligations arising from unauthorized use, or misuse, of the system.

Each employee who is authorized to use district technology shall sign this ~~Acceptable Use~~ Agreement ~~as an indication~~, which indicates that ~~he/she~~the employee has read and understands ~~the agreement.~~

~~**Definitions**~~

~~*District technology* includes, but is not limited to, computers, the district's computer network including servers~~this Agreement and ~~wireless computer networking technology (wi-fi), the Internet, email, USB drives, wireless access points (routers), tablet computers, smartphones and smart devices, telephones, cellular telephones, personal digital assistants, pagers, MP3 players, wearable technology, any wireless communication device including emergency radios, and/or future technological innovations, whether accessed on or off site or through district-owned or personally owned equipment or devices.~~ Board Policy 4040 – Employee Use of Technology.

Employee Obligations and Responsibilities

Employees are expected to use district technology safely, responsibly, and primarily for work-related purposes~~.~~ and in accordance with the accompanying board policy and applicable copyright laws. Any incidental personal use of district technology shall not interfere with district business and operations, the work and productivity of any district employee, or the safety and security of district technology. The district is not responsible for any loss or damage incurred by an employee as a result of ~~his/her~~the employee's personal use of district technology.

The employee in whose name district technology is issued is responsible for its proper use at all times. Employees shall not share their assigned online services account information, passwords, or other information used for identification and authorization purposes, and shall use the system only under the account to which they have been assigned.

Employees shall not gain unauthorized access to the files or equipment of others, access electronic resources by using another person's name or electronic identification, or send anonymous electronic communications. Furthermore, employees shall not attempt to access any data, documents, emails, or programs in the district's system for which they do not have authorization.

Employees are prohibited from using district technology for improper purposes, including, but not limited to, use of district technology to:

1. Access, post, display, create, or otherwise use material that is discriminatory, defamatory, obscene, sexually explicit, harassing, intimidating, threatening, or disruptive

2. Disclose or in any way cause to be disclosed confidential or sensitive district, employee, or student information without prior authorization from a supervisor, including sharing confidential information or personally identifiable information with an open artificial intelligence system

3. Engage in personal commercial or other for-profit activities without permission of the Superintendent or designee

4. Engage in unlawful use of district technology for political lobbying

5. Infringe on copyright, license, trademark, patent, or other intellectual property rights

6. Intentionally disrupt or harm district technology or other district operations (such as destroying district equipment, placing a virus on district computers, adding or removing a computer program without permission, changing settings on shared computers)

7. Install unauthorized software

8. Engage in or promote unethical practices or violate any law or ~~Board~~board policy, administrative regulation, or district practice

Privacy

Since the use of district technology is intended for use in conducting district business, no employee should have any expectation of privacy in any use of district technology.

The district reserves the right to monitor and record all use of district technology, including, but not limited to, access to the Internet or social media, Internet searches, browsing history, use of artificial intelligence, communications sent or received from district technology, or other uses within the jurisdiction of the district. Such monitoring/recording may occur at any time without prior notice for any legal purposes including, but not limited to, record retention and distribution and/or investigation of improper, illegal, or prohibited activity. Employees should be aware that, in most instances, their use of district technology (such as web searches or emails) cannot be erased or deleted.

All passwords created for or used on any district technology are the sole property of the district. The creation or use of a password by an employee on district technology does not create a reasonable expectation of privacy.

Personally Owned Devices

If an employee uses a personally owned device to access district technology or conduct district business, ~~he/she~~the employee shall abide by all applicable ~~Board~~board policies, administrative regulations, and this ~~Acceptable Use~~ Agreement. Any such use of a personally owned device may subject the contents of the device and any communications sent or received on the device to disclosure pursuant to a lawful subpoena or public records request.

Records

Any electronically stored information generated or received by an employee which constitutes a district or student record shall be classified, retained, and destroyed in accordance with ~~BP/AR~~Board Policy/Administrative Regulation 3580 - District Records, ~~BP/AR~~Board

Policy/Administrative Regulation 5125 - Student Records, or other applicable policies and regulations addressing the retention of district or student records.

Reporting

If an employee becomes aware of any security problem (~~such as~~including, but not limited to, a cyberattack, phishing, or any compromise of the confidentiality of any login or account information~~)~~), or misuse of district technology, ~~he/she~~the employee shall immediately report such information to the Superintendent or designee.

Consequences for Violation

Violations of the law, ~~Board~~board policy, or this ~~Acceptable Use~~ Agreement may result in revocation of an employee's access to district technology and/or discipline, up to and including termination. In addition, violations of the law, ~~Board~~board policy, or this agreement may be reported to law enforcement agencies as appropriate.

Employee Acknowledgment

I have received, read, understand, and agree to abide by this ~~Acceptable Use~~ Agreement, ~~BP~~Board Policy 4040 - Employee Use of Technology, and other applicable laws and district policies and regulations governing the use of district technology. I understand that there is no expectation of privacy when using district technology or when my personal electronic devices use district technology. I further understand that any violation may result in revocation of user privileges, disciplinary action, and/or appropriate legal action.

I hereby release the district ~~and~~, its personnel, and the Governing Board from any and all claims and damages arising from my use of district technology or from the failure of any technology protection measures employed by the district.

Name: _____ Position: _____
(Please print)

School/Work Site: _____

Signature: _____ Date: _____

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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
Gov. Code 3543.1	Rights of employee organizations
Gov. Code 7920.000-7930.170	California Public Records Act
Gov. Code 11549.3	Cybersecurity
Labor Code 1139	Emergency assistance
Pen. Code 502	Computer crimes; remedies
Pen. Code 632	Eavesdropping on or recording confidential communications
Veh. Code 23123	Wireless telephones in vehicles
Veh. Code 23123.5	Mobile communication devices; text messaging while driving
Veh. Code 23125	Wireless telephones in school buses

Federal	Description
20 USC 7101-7122	Student Support and Academic Enrichment Grants
20 USC 7131	Internet Safety
47 CFR 54.520	Internet safety policy and technology protection measures; E-rate discounts

Management Resources	Description
Court Decision	City of San Jose v. Superior Court (2017) 2 Cal.5th 608
Court Decision	City of Ontario v. Quon et al. (2010) 000 U.S. 08-1332
California Department of Education Publication	Artificial Intelligence: Learning With AI Learning About AI (https://www.cde.ca.gov/ci/pl/documents/cdeairesourcekit.pdf)
U.S. Department of Education Publication	2024 National Education Technology Plan (https://tech.ed.gov/netp/)
Publication	Artificial Intelligence and the Future of Teaching and Learning: Insights and Recommendations (https://www2.ed.gov/documents/ai-report/ai-report.pdf)
Publication	Guidelines for AI integration throughout education in the commonwealth of Virginia (https://www.education.virginia.gov/media/governorvirginiagov/secretary-of-education/pdf/AI-Education-Guidelines.pdf)
Website	CSBA District and County Office of Education Legal Services
Website	Federal Communications Commission
Website	American Library Association

Website	California Department of Education
Website	California Governor's Office of Emergency Services (https://www.caloes.ca.gov/)
Website	CSBA
Website	U.S. Department of Education

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
0440	District Technology Plan
0440	District Technology Plan
1100	Communication With The Public
1113	District And School Websites
1113	District And School Websites
1113-E(1)	istrict And School Websites
1114	District-Sponsored Social Media
1114	District-Sponsored Social Media
1340	Access To District Records
1340	Access To District Records
2121	Superintendent's Contract
3512	Equipment
3512-E(1)	Equipment
3516.2	Bomb Threats
3580	District Records
3580	District Records
4032	Reasonable Accommodation
4113.5	Working Remotely
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4119.1	Civil And Legal Rights

4119.11	~~Sex Discrimination and Sex-Based Harassment~~Sexual Harassment
4119.11	~~Sex Discrimination and Sex-Based Harassment~~Sexual Harassment
4119.21	Professional Standards
4119.21-E(1)	Professional Standards
4119.23	Unauthorized Release Of Confidential/Privileged Information
4119.25	Political Activities Of Employees
4119.25	Political Activities Of Employees
4131	Staff Development
4132	Publication Or Creation Of Materials
4136	Nonschool Employment
4213.5	Working Remotely
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4219.1	Civil And Legal Rights
4219.11	~~Sex Discrimination and Sex-Based Harassment~~Sexual Harassment
4219.11	~~Sex Discrimination and Sex-Based Harassment~~Sexual Harassment
4219.21	Professional Standards
4219.21-E(1)	Professional Standards
4219.23	Unauthorized Release Of Confidential/Privileged Information
4219.25	Political Activities Of Employees
4219.25	Political Activities Of Employees
4231	Staff Development
4232	Publication Or Creation Of Materials
4236	Nonschool Employment
4313.5	Working Remotely

4319.1	Civil And Legal Rights
4319.11	~~Sex Discrimination and Sex-Based Harassment~~Sexual Harassment
4319.11	~~Sex Discrimination and Sex-Based Harassment~~Sexual Harassment
4319.21	Professional Standards
4319.21-E(1)	Professional Standards
4319.23	Unauthorized Release Of Confidential/Privileged Information
4319.25	Political Activities Of Employees
4319.25	Political Activities Of Employees
4331	Staff Development
4332	Publication Or Creation Of Materials
4336	Nonschool Employment
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
5131.9	Academic Honesty
6116	Classroom Interruptions
6162.6	Use Of Copyrighted Materials
6162.6	Use Of Copyrighted Materials
6163.4	Student Use Of Technology
6163.4-E(1)	Student Use Of Technology

Policy 5144.1: Suspension And Expulsion/Due Process

Status: ADOPTED

Original Adopted Date: 12/01/2014 **| Last Revised Date:** ~~03~~09/01/~~2020~~2024 **| Last Reviewed Date:** ~~03~~09/01/~~2020~~2024

CSBA NOTE: Education Code 35291 requires the Governing Board to prescribe rules and regulations for maintaining discipline in the schools under its jurisdiction. Education Code 48918 **mandates** the setting of rules and regulations for student expulsion as specified in this Board policy and the accompanying administrative regulation.

While recognizing that suspension or expulsion of students is sometimes necessary, legislative, administrative, regulatory, civic, and educational leaders are united in the belief that instructional time should be used for student learning purposes and that school discipline should be imposed in a way that, as much as possible, does not exclude students from school or limit their ability or opportunity to learn. ~~According to the~~The U.S. Department of ~~Justice's Civil Rights Division (DOJ)~~Education's (USDOE) March 2023, "Guiding Principles for Creating Safe, Inclusive, Supportive, and ~~the U.S. Department of Education's Office for Civil Rights (OCR), in their joint January 2014 Dear Colleague Letter on the Nondiscriminatory Administration of~~Fair School ~~Discipline (which has been under review by DOJ and OCR since July 30, 2021), studies suggest a correlation between exclusionary~~Climates," states that unfair student discipline ~~policies and practices (such as suspension and expulsion)~~can result in a negative school climate, and an array of serious educational, economic, ~~and~~ social, and emotional problems, including school avoidance and diminished educational engagement, decreased academic achievement, increased behavior problems, ~~and~~an increased likelihood of repeating a grade or dropping out, ~~substance abuse,~~ and involvement with the juvenile justice system. Consequently, ~~they recommend that~~ USDOE recommends districts ~~adopt alternative disciplinary measures that provide~~ensure the fair administration of student discipline in ways that treat students with ~~appropriate~~dignity and respect while using a continuum of supports to increase student success and promote positive and supportive school environments that support students and keep them in the classroom learning as much as possible. Additionally, USDOE recommends schools to adopt a coordinated system of whole school evidence-based intervention practices that are more effective than exclusionary discipline in addressing student behavior and improving school climate and safety, such as positive behavioral interventions and supports ~~as a means for preventing and addressing student misbehaviors.~~; trauma-informed practices; social and emotional wellbeing; and restorative practices.

Pursuant to Education Code 48900.5, a district is not authorized to suspend a student for certain specified violations unless the student has been subjected to other means of correction which have failed to bring about proper conduct. Such other means of correction include, but are not limited to, conferences between school personnel, the student, and the student's parent/guardian; use of study, guidance, or other intervention teams to develop a plan to address the behavior in partnership with the student; referral for behavioral supports; and participation in restorative justice programs. Additionally, pursuant to Education Code 48900.5, as amended by AB 1165 (Ch. 22, Statutes of 2023), districts are encouraged to have a student who has been suspended, or for whom other means of correction have been implemented, for an incident of racist bullying,

harassment, or intimidation, as well as the victim, to engage in a restorative justice practice suitable to address the needs of both the victim and the perpetrator, as specified in the accompanying administrative regulation. For further information about specific disciplinary strategies, including alternatives to class or school removals, see BP/AR 5144 - Discipline.

Education Code 48900.5 authorizes a district to document in a student's records the alternative means of correction used to address the student's behavior. Furthermore, when a student is being suspended by the Superintendent, principal, or designee, Education Code 48911 requires that the student be informed, during the informal conference that precedes the suspension, of the other means of correction that were attempted before the suspension.

Pursuant to Education Code 48913.5, when a student in any of grades 1-12 has been suspended for two or more school days, the student's parent/guardian, or other person holding the right to make educational decisions for the student, may request homework that the student would otherwise have been assigned, and the student's teacher is required to provide such homework; see BP 6154 - Homework/Makeup Work.

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

CSBA NOTE: Pursuant to Education Code 48900(s), a student may be subject to discipline only when the violation is related to a school activity or school attendance as specified below. A student may also be disciplined for a violation committed away from school if it is related to a school activity or to school attendance. For example, Education Code 48900 defines bullying by means of an electronic act as including an act that originates off campus; see the accompanying administrative regulation and BP/AR 5131.2 - Bullying. Another example is the hostile school environment which a victim may suffer from sexual harassment that occurs off campus; see BP/AR 5145.7 - Sexual Harassment.

Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds

2. While going to or coming from school

3. During the lunch period, whether on or off the school campus

4. During, going to, or coming from a school-sponsored activity

CSBA NOTE: The following paragraph addresses the problem of unlawful discrimination in the administration of student discipline. In their joint ~~January 2014 Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline (which has been under review by DOJ and OCR since July 30, 2021), DOJ and OCR noted that, based on the civil rights data collection conducted by OCR, students of certain racial or ethnic groups tended to be disciplined more, and sometimes more harshly, than their similarly situated peers in violation of federal nondiscrimination laws. The letter warned that any district determined to have engaged in unlawful discrimination could be subject to OCR investigation and significant remedial action.~~March 2023 publication, "Resource on Confronting Racial Discrimination in Student Discipline," the USDOE Office for Civil Rights and Department of Justice, Civil Rights Division noted that, based on decades of enforcement activity, discrimination based on race, color, and national origin in student discipline continues to be a significant concern and that disparities by race have persisted in the application of student discipline in schools.

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Appropriate Use of Suspension Authority

CSBA NOTE: Education Code 48900.5 requires districts to use other means of correction instead of suspension, except when a student commits certain enumerated offenses. The following section reflects legislative intent regarding appropriate use of suspension as a means of disciplining students and may be modified to reflect district practice.

Except when a student's act violates Education Code 48900(a)-(e), as listed in Items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when the student's presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

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

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

CSBA NOTE: Education Code 48900(k) ~~prohibits a district~~), as amended by SB 274 (Ch. 597, Statutes of 2023), extends the prohibition from suspending ~~students in grades K-8~~ a student for disruption or willful defiance ~~:~~

~~A district may, but is not required to, suspend~~ , formerly applicable to students in grades K-8, to all students. Suspension of a student in grades ~~9~~6-12 for disruption or willful defiance~~. Even with this authority, districts should be careful in using these grounds, as available data have indicated a disproportionate use with certain student subgroups. Option 1 below is~~ is prohibited until July 1, 2029. However, teachers may still suspend a student from class for ~~use by any district that chooses to suspend~~willful defiance pursuant to Education Code section 48910. As part of the other means of correction specified in Education Code 48900.5, employees may also refer students for timely in ~~grades 9-12~~-school interventions or supports for disruption ~~and/or willful defiance as authorized pursuant to Education Code 48900(k). Any district that chooses to eliminate disruption and~~or willful defiance ~~as reasons for suspending any of its students from school should select Option 2 below. Such districts should also delete the section titled "Additional Grounds for Suspension and Expulsion: Grades 9-12" in the accompanying administrative regulation.~~

~~Each option below reflects an exception granted to teachers pursuant to Education Code 48910 to suspend students, including a K-3 student, from class; see section.~~

Pursuant to Education Code 48900, if a student is referred on this basis, school administrators, are required to inform the referring employee within five business days, verbally or in writing, of the actions taken and, if none, the rationale for not providing any timely in-school interventions or supports. See "Suspension from Class by a Teacher" in the accompanying administrative regulation.

~~OPTION 1: (Students in grades 9-12 may be suspended for disruption and/or willful defiance)~~
~~No student in grades K-8 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)~~

~~OPTION 1 ENDS HERE~~

~~OPTION 2: (No student may be suspended for disruption and/or willful defiance)~~No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

~~OPTION 2 ENDS HERE~~

CSBA NOTE: ~~The following optional paragraph reflects the Legislature's intent, expressed in~~ Pursuant to Education Code 48900~~, concerning disciplinary actions against~~ (w), as amended by SB 274, a student may not be suspended or expelled based solely on the fact that they are truant, tardy, or otherwise absent ~~students. Since these are not enumerated offenses, a district does not have the authority to suspend or expel students for committing any of these acts.~~ from school activities.

Students shall not be suspended or expelled ~~for~~based solely on a student's truancy, tardiness, or absenteeism from assigned school activities. (Education Code 48900)

On-Campus Suspension

CSBA NOTE: As an alternative to off-campus suspension, Education Code 48911.1 authorizes a supervised suspension classroom program for students who pose no imminent danger to anyone at school and who have not been recommended for expulsion, as specified below.

The following optional section is for use by districts implementing a supervised suspension classroom program. Such districts may continue to claim funding apportionments for students so assigned, provided they meet specific criteria which are set forth under "On-Campus Suspension" in the accompanying administrative regulation. A district does not receive funding for off-campus suspensions.

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper

conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

2. Selling or otherwise furnishing a firearm

3. Brandishing a knife at another person

4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, or 289, or former 288a, or committing a sexual battery as defined in Penal Code 243.4

6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation, the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in an open session of a Board meeting. (Education Code 48918(j))

CSBA NOTE: Pursuant to Education Code 48917, the Board may ~~decide to~~ suspend the enforcement of an ~~order for~~ expulsion order as long as a student satisfies specific criteria. ~~See~~See "Decision to Suspend Expulsion Order" in the accompanying administrative regulation for criteria. In addition, the Attorney General opined, in 80 Ops.Cal.Atty.Gen. 85 (1997~~)~~), that the enforcement of an expulsion order may be suspended even in those cases where the student has committed an offense for which expulsion is required by law. CSBA's District and County Office of Education Legal Services or district legal counsel should be consulted as appropriate.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

CSBA NOTE: The following paragraph is for use by districts that contract with the California Department of Education (CDE) to operate a California State Preschool Program. Education Code 8489.1~~, as added by AB 2806 (Ch. 915, Statutes of 2022),~~ prohibits the expulsion or disenrollment of a child in a preschool program unless the district has taken specified steps, the child's continued enrollment would present a serious safety threat to the child or other enrolled children, and the district refers the child's parents/guardians to other appropriate placements. For further details regarding the steps the district must take prior to expelling a child, see ~~BP~~AR 5148.3 - Preschool/Early Childhood Education.

No child enrolled in a preschool program shall be expelled or unenrolled except under limited circumstances in accordance with Education Code 8489.1 and as specified in ~~AR~~Administrative Regulation 5148.3 - Preschool/Early Childhood Education.

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording ~~them their~~the students due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

Maintenance and Monitoring of Outcome Data

CSBA NOTE: Education Code 48900.8 and 48916.1 require the district to maintain data related to suspensions and expulsions as provided below. Pursuant to Education Code 48916.1, the Superintendent of Public Instruction may require submission of such data as part of the Federal Program Monitoring process. In addition, 20 USC 7961 requires districts to submit to CDE a description of the circumstances surrounding any expulsions based on bringing or possessing a firearm on campus, including the name of the school, the number of students expelled, and the type of firearms involved.

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

CSBA NOTE: Pursuant to Education Code 52060, districts are required to address school climate in the local control and accountability plan, as measured by student suspension and expulsion rates and other local measures for each school and each numerically significant student subgroup. ~~As defined in~~ Education Code 52052, as amended by SB 114 (Ch. 48, Statutes of 2023), defines numerically significant subgroups to include ethnic subgroups, socioeconomically disadvantaged students, English learners, long-term 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 presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

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State	Description
Civ. Code 47	Privileged communication
Civ. Code 48.8	Defamation liability
Code of Civil Procedure 1985-1997	Production of evidence; means of production
Ed. Code 17292.5	Program for expelled students; facilities
Ed. Code 1981-1983	Enrollment of students in community school
Ed. Code 212.5	Sexual harassment
Ed. Code 233	Hate violence
Ed. Code 32260-32262	Interagency School Safety Demonstration Act of 1985
Ed. Code 35145	Open board meetings
Ed. Code 35146	Closed sessions regarding suspensions
Ed. Code 35291	Rules for government and discipline of schools
Ed. Code 35291.5	Rules and procedures on school discipline
Ed. Code 48645.5	Former juvenile court school students; enrollment
Ed. Code 48660-48666	Community day schools
Ed. Code 48853-48853.5	Foster youth
Ed. Code 48900-48927	Suspension and expulsion
Ed. Code 48950	Speech and other communication
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 49073-49079	Privacy of student records
Ed. Code 52052	Numerically significant student subgroups

Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 64000-64001	Consolidated application
Ed. Code 8489-8489.1	Prohibition against expulsion of preschool student
Gov. Code 11455.20	Informal hearing procedures
Gov. Code 54950-54963	The Ralph M. Brown Act
H&S Code 11014.5	Drug paraphernalia
H&S Code 11053-11059	Controlled substances; standards and schedules
Lab. Code 230.7	Employee time off to appear in school on behalf of a child
Pen. Code 240	Assault defined
Pen. Code 241.2	Assault fines
Pen. Code 242	Battery defined
Pen. Code 243.2	Battery on school property
Pen. Code 243.4	Sexual battery
Pen. Code 245	Assault with deadly weapon
Pen. Code 245.6	Hazing
Pen. Code 261	Rape defined
Pen. Code 266c	Unlawful sexual intercourse
Pen. Code 286	Sodomy defined
Pen. Code 287	Oral Copulation
Pen. Code 288	Lewd or lascivious acts with child under age 14
Pen. Code 289	Penetration of genital or anal openings
Pen. Code 31	Principal of a crime; defined
Pen. Code 417.27	Laser pointers
Pen. Code 422.55	Definition of hate crime
Pen. Code 422.6	Crimes; harassment
Pen. Code 422.7	Aggravating factors for punishment
Pen. Code 422.75	Enhanced penalties for hate crimes
Pen. Code 626.10	Dirks, daggers, knives, razors, or stun guns
Pen. Code 626.2	Entry upon campus after written notice of suspension or dismissal without permission
Pen. Code 626.9	Gun-Free School Zone Act of 1995
Pen. Code 868.5	Supporting person; attendance during testimony of witness

W&I Code 224.1	Indian child; definition
W&I Code 729.6	Counseling

Federal	**Description**
18 USC 921	Definitions; firearms and ammunition
20 USC 1415(K)	Students with disabilities; placement in alternative educational setting
20 USC 7961	Gun-Free Schools Act
42 USC 11431-11435	Education of homeless children and youths

Management Resources	**Description**
Attorney General Opinion	80 Ops.Cal.Atty.Gen. 348 (1997)
Attorney General Opinion	80 Ops.Cal.Atty.Gen. 85 (1997)
Attorney General Opinion	80 Ops.Cal.Atty.Gen. 91 (1997)
Attorney General Opinion	84 Ops.Cal.Atty.Gen. 146 (2001)
Court Decision	Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H. (2001) 85 Cal.App.4th 1321
Court Decision	Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182
Court Decision	Garcia v. Los Angeles Board of Education (1981) 123 Cal. App. 3d 807
Court Decision	John A. v. San Bernardino School District (1982) 33 Cal. 3d 301
Court Decision	T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267
Court Decision	Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421
U.S. DOE Publication	Guiding Principles for Creating Safe, Inclusive, Supportive, and Fair School Climates, March 2023 (https://www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pdf)
U.S. DOE, Office for Civil Rights and U.S. Department of Justice, Civil Rights Division Publication	~~Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014~~Resource on Confronting Racial Discrimination in Student Discipline, May 2023 (https://www2.ed.gov/about/offices/list/ocr/docs/tvi-student-discipline-resource-202305.pdf)
U.S. DOE Publication	School Climate and Student Discipline Resources (https://www2.ed.gov/policy/gen/guid/school-discipline/index.html)

Website	CSBA District and County Office of Education Legal Services
Website	U.S. Department of Education, Office of Safe and Healthy Students
Website	California Attorney General's Office
Website	California Department of Education
Website	CSBA
Website	U.S. Department of Education, Office for Civil Rights

Cross References

Code	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
1114	District-Sponsored Social Media
1114	District-Sponsored Social Media
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
3513.3	Tobacco-Free Schools
3513.3	Tobacco-Free Schools
3513.4	Drug And Alcohol Free Schools
3515	Campus Security
3515	Campus Security
3515.21	Unmanned Aircraft Systems (Drones)
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

3516.2	Bomb Threats
4158	Employee Security
4158	Employee Security
4258	Employee Security
4258	Employee Security
4358	Employee Security
4358	Employee Security
5000	Concepts And Roles
5112.1	Exemptions From Attendance
5112.1	Exemptions From Attendance
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
5113.11	Attendance Supervision
5116.2	Involuntary Student Transfers
5117	Interdistrict Attendance
5117	Interdistrict Attendance
5119	Students Expelled From Other Districts
5125	Student Records
5125	Student Records
5125.2	Withholding Grades, Diploma Or Transcripts
5131	Conduct
5131.1	Bus Conduct
5131.1	Bus Conduct
5131.2	Bullying
5131.2	Bullying
5131.4	Student Disturbances
5131.4	Student Disturbances
5131.5	Vandalism And Graffiti

5131.6	Alcohol And Other Drugs
5131.6	Alcohol And Other Drugs
5131.62	Tobacco
5131.62	Tobacco
5131.63	Steroids
5131.63	Steroids
5131.7	Weapons And Dangerous Instruments
5131.7	Weapons And Dangerous Instruments
5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5142	Safety
5142	Safety
5144	Discipline
5144	Discipline
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5144.4	Required Parental Attendance
5144.4	Required Parental Attendance
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.2	Freedom Of Speech/Expression
5145.2	Freedom Of Speech/Expression
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5145.7	~~Sex Discrimination and Sex-Based Harassment~~Sexual Harassment
5145.7	~~Sex Discrimination and Sex-Based Harassment~~Sexual Harassment
5145.71	~~Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures~~Title IX Sexual Harassment Complaint Procedures

5145.71-E(1)	~~Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures~~Title IX Sexual Harassment Complaint Procedures
5145.9	Hate-Motivated Behavior
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6145.2	Athletic Competition
6145.2	Athletic Competition
6145.5	Student Organizations And Equal Access
6145.5	Student Organizations And Equal Access
6145.8	Assemblies And Special Events
6153	School-Sponsored Trips
6153	School-Sponsored Trips
6154	Homework/Makeup Work
6158	Independent Study
6158	Independent Study
6161.2	Damaged Or Lost Instructional Materials
6163.4	Student Use Of Technology
6163.4-E(1)	Student Use Of Technology
6164.6	Identification And Education Under Section 504
6164.6	Identification And Education Under Section 504
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
6173.4	Education For American Indian Students
6184	Continuation Education
6184	Continuation Education

6185	Community Day School
6185	Community Day School
9000	Role Of The Board
9321	Closed Session
9321-E(1)	Closed Session
9321-E(2)	Closed Session
9322	Agenda/Meeting Materials

Regulation 5144.1: Suspension And Expulsion/Due Process

Status: ADOPTED

Original Adopted Date: 12/01/2014 **| Last Revised Date:** ~~03~~09/01/~~2023~~2024 **| Last Reviewed Date:** ~~03~~09/01/~~2023~~2024

CSBA NOTE: CSBA recommends that this administrative regulation be approved by the Governing Board, regardless of regular district practice regarding the approval of administrative regulations.

Education Code 35291 requires the Board to adopt rules and regulations, which are not inconsistent with law or rules adopted by the State Board of Education, for the government and discipline of the schools under its jurisdiction. In addition, Education Code 48918 and 48918.5 **mandate** that districts adopt rules concerning the due process rights of students in expulsion situations, and Education Code 48916 **mandates** procedures for filing and processing requests for readmission. Specific language complying with these mandates is included throughout this administrative regulation.

Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level

2. Referral to a certificated employee designated by the principal to advise students

3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910, so long as removal from a particular class does not occur more than once every five school days~~.~~

Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925)

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

Grounds for Suspension and Expulsion: Grades K-12

CSBA NOTE: The acts for which students may be suspended or expelled are specified in law, the following section, and ~~the sections below titled~~ "Additional Grounds for Suspension and Expulsion:

Grades 4-12," ~~and "Additional Grounds for Suspension and Expulsion: Grades 9-12."~~below. The Board does not have authority to add to those enumerated acts. However, the Board has authority to prohibit suspension or expulsion for certain acts for which suspension or expulsion is permissible rather than mandatory. The Board may consider limiting the use of suspension and expulsion for such offenses as part of the district plan to address school climate within the local control and accountability plan required pursuant to Education Code 52060. ~~In addition~~Additionally, pursuant to Education Code 48900.5, a district is not authorized to suspend a student for certain specified violations unless other means of correction have failed to bring about proper conduct.

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows and in ~~the sections~~ "Additional Grounds for Suspension and Expulsion: Grades 4-12~~"~~ ~~and "Additional Grounds for Suspension and Expulsion: Grades 9-12"~~," below:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))

CSBA NOTE: The Attorney General, in 80 Ops.Cal.Atty.Gen. 91 (1997), determined that a student may be expelled for "possession" of a firearm if the student knowingly and voluntarily had direct control over the firearm. The only exceptions are when the student has permission from school officials to possess the firearm (pursuant to Education Code 48900 and 48915) or when the possession is brief and solely for the purpose of disposing of the firearm, such as handing it to school officials. Note that "firearm" does not include "imitation firearm" which is listed separately in Item #12 below. See BP/AR 5131.7 - Weapons and Dangerous Instruments.

Pursuant to Penal Code 417.27, students are prohibited from possessing a laser pointer on school premises, except for a valid instructional or other school-related purpose. See BP 5131 - Conduct.

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))

3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the same as a controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))

5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))

6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))

7. Stole or attempted to steal school property or private property (Education Code 48900(g))

8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing prescription products (Education Code 48900(h))

9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))

10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))

11. Knowingly received stolen school property or private property (Education Code 48900(l))

12. Possessed an imitation firearm (Education Code 48900(m))

    Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, 289, or former 288a, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))

14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))

15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))

16. Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

    Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

17. Engaged in an act of bullying (Education Code 48900(r))

CSBA NOTE: Education Code 48900(r) defines "bullying" as "any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of electronic act," which is directed toward a student and which would have serious detrimental consequences upon a reasonable student. Pursuant to Education Code 48900, a student may be disciplined for bullying by means of an electronic act even when the act originated off campus. See also AR 5131.2 - Bullying.

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student(s) in fear of harm to self or property; cause the student to experience a substantially detrimental effect on physical or mental health; or cause the student to experience substantial interferences with academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

CSBA NOTE: "Bullying" also would include any act of sexual harassment, hate violence, or harassment, threat, or intimidation committed by a student at any grade level, as set forth in Education Code 48900.2, 48900.3, or 48900.4, when the act results in harm to a reasonable student as specified in the above paragraph. However, when bullying is found under these circumstances, students below grade 4 may be disciplined for the "bullying" but not for the underlying act of sexual harassment, hate violence, or harassment, threat, or intimidation as specified below in ~~the section~~ "Additional Grounds for Suspension and Expulsion: Grades 4-12."

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in ~~the section~~ "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))

a. A message, text, sound, video, or image

b. A post on a social network Internet ~~web site~~website, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above~~.~~

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of the student's age, or for a person of the student's age and disability. (Education Code 48900(r))

Burn page means an internet ~~web site~~website created for the purpose of causing a reasonable student any of the effects of bullying described above. (Education Code 48900(r))

Credible impersonation means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that the student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated. (Education Code 48900(r))

False profile means a profile of a fictitious student or profile using the likeness or attributes of an actual student other than the student who created the false profile. (Education Code 48900(r))

An electronic act is not considered pervasive conduct solely on the basis that it has been transmitted to the internet or is currently posted on the internet. (Education Code 48900(r))

CSBA NOTE: The following paragraph may be revised to reflect district practice. Pursuant to Education Code 48900.5, as amended by AB 1165 (Ch. 22, Statutes of 2023), the district is encouraged to have a student who has been suspended, or for whom other means of correction have been implemented pursuant to Education Code 48900.5 for an incident of racist bullying, harassment, or intimidation, as well as the victim, to engage in a restorative justice practice suitable to address the needs of both the victim and the perpetrator, in addition to the other measures specified in the following paragraph.

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee may, as appropriate, engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

CSBA NOTE: Education Code 48900(t) allows for the suspension, but not expulsion, of a student who "aids or abets," as defined in Penal Code 31, the infliction or attempted infliction of physical injury to another person. The term "aiding or abetting," is a complex legal term and requires that, at the time the crime was committed, the aider or abettor was aware of the crime and specifically intended to commit the crime. Because of the complexities of criminal law, CSBA's District and County Office of Education Legal Services or district legal counsel should be consulted as appropriate.

Pursuant to Education Code 48900(t), any student who aids or abets a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury is subject to suspension or expulsion as provided in Item #1 above.

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))

19. Made terrorist threats against school officials and/or school property (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying out the crime. (Education Code 48900.7)

CSBA NOTE: Pursuant to Education Code 48900, as amended by SB 274 (Ch. 597, Statutes of 2024), until July 1, 2029, a district may not suspend a student in grades 6-12 for disruption or willful defiance. Together with previous amendments, this means that no K-12 student may be suspended for disruption or willful defiance.

However, pursuant to Education Code 48900, as amended by SB 274, a certificated or classified employee may refer a student for appropriate and timely in-school interventions or supports as specified in Education Code 48900.5 for disruption or willful defiance. By the end of the fifth business day, a school administrator is required to inform the referring employee, verbally or in writing, of the actions taken and if none, the rationale for not providing any timely in-school interventions or supports.

A student may not be suspended or expelled for disruption or willful defiance. (Education Code 48900)

Additional Grounds for Suspension and Expulsion: Grades 4-12

CSBA NOTE: The following section applies only to students in grades 4-12 and may be revised to reflect grade levels offered by the district.

As discussed in Item #17 of "Grounds for Suspension and Expulsion: Grades K-12" above, although Education Code 48900(r) defines bullying to include acts involving Items #1-3 below, Education Code 48900.2-48900.4 provide that only students in grades 4-12 may be suspended or expelled for the individual acts that constitute sexual harassment, hate violence, and harassment. Because the interplay between "bullying" and Items #1-3 can raise complex legal issues, districts should consult CSBA's District and County Office of Education Legal Services or district legal counsel, as appropriate.

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that the student:

1. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

   Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

   Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment. (Education Code 48900.4)

Additional Grounds for Suspension and Expulsion: Grades 9-12from Class by a Teacher

CSBA NOTE: Pursuant to Education Code 48900(k), students in grades K-8 must not be suspended for disruption of school activities or willful defiance of school authority, and students in grades K-12 must not be expelled on these grounds. Since districts are authorized but not required to suspend students in grades 9-12 based on these grounds, the following section is for use only by districts that selected Option 1 in the section "Appropriate Use of Suspension Authority" in the accompanying Board policy. Districts that selected Option 2 in the accompanying Board policy, thereby prohibiting the use of these reasons for suspending students at any grade level, should delete the following section.

None of the prohibitions or restrictions in Education Code 48900(k) affect a teacher's authority to remove a student from class for one day pursuant to Education Code 48910. See the section "Suspension from Class by a Teacher" below.CSBA NOTE: The following section is optional and may be revised to reflect district practice. As stated above, Education Code 48900(k), as amended by SB 274, extends the prohibition from suspending a student in grades K-12 for disruption or willful defiance, formerly applicable to students in grades K-8, to all students. Suspension of a student in grades 6-12 for disruption or willful defiance is prohibited until July 1, 2029. However, teachers may still suspend a student from class for disruption or willful defiance pursuant to Education Code 48910. As part of the other means of correction specified in Education Code 48900.5, employees may also refer students for timely in-school interventions or supports for disruption or willful defiance. Pursuant to Education Code 48900, if a student is referred on this basis, school administrators, are required to inform the referring employee within five business days, verbally or in writing, of the actions taken and, if none, the rationale for not providing any timely in-school interventions or supports.

Any student in grades 9-12 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

Suspension from Class by a Teacher

~~CSBA NOTE: The following section is optional and may be revised to reflect district practice. While Education Code 48900(k) prohibits a district from suspending students in grades K-8 for disruption or willful defiance, it still allows for a teacher to suspend a K-8 student on these grounds.~~

A teacher may suspend a student from class for the remainder of the day and the following day for any of the acts specified in Education Code 48900 and listed as Items #1-19 under "Grounds for Suspension and Expulsion: Grades K-12" above or for disruption or willful defiance at any grade level~~, including grades K-8.~~. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, the student shall be appropriately supervised during the class periods from which the student has been suspended. (Education Code 48910)

As soon as possible after the teacher ~~decides to suspend~~has suspended the student, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if ~~either~~requested by the parent/guardian or teacher ~~so requests~~. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which the student was suspended. (Education Code 48910)

A teacher may also refer a student, for any of the acts specified above in Education Code 48900, to the principal or designee for consideration of a suspension from school. (Education Code 48910)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Suspension by Superintendent, Principal or Principal's Designee

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity away from school to have committed any of the acts listed in the Board policy under "Authority to Expel" for which a recommendation of expulsion is required. (Education Code

48915(c))

CSBA NOTE: Education Code 48900.5 limits situations warranting suspension for a first offense to when the violation involves Education Code 48900(a)-(e) or the student's presence causes a danger to persons.

The Superintendent, principal, or designee may impose a suspension for a first offense if it is determined that the student violated any of Items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

CSBA NOTE: Pursuant to Education Code 48900 and 48915, except for certain egregious acts or offenses for which suspension is permissible or mandatory, as specified above pursuant to Education Code 48915(a) or (c), the Superintendent or principal is authorized to provide an alternative, age-appropriate disciplinary measure that is tailored to correct a student's specific misbehavior. In addition, the U.S. Department of Justice's Civil Rights Division (DOJ) and the U.S. Department of Education's Office for Civil Rights (OCR), in their joint January 2014 Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline (which has been under review by DOJ and OCR since July 30, 2021), recommend that effective alternatives to suspension and expulsion be implemented for correcting student misbehavior. For a list of appropriate alternatives, see AR 5144 - Discipline.

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension upon a student, including supervised suspension, the Superintendent, principal, or designee shall document the other means of correction used and retain the documentation in the student's record. (Education Code 48900.5)

Length of Suspension

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school or class, or continuation school or class for the purpose of adjustment, the student may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

Due Process Procedures for Suspension

CSBA NOTE: District disciplinary procedures are generally subject to basic constitutional due process requirements, such as the provision of notice and/or hearing, especially with respect to

suspension, involuntary transfer, expulsion, or other serious disciplinary actions. However, when dealing with certain categories of students, additional procedures apply. For example, when considering suspension of a student who is a foster youth or Indian child, as defined in Welfare and Institutions Code 224.1, Education Code 48853.5, 48911, 48911.1, and 48915.5~~, as amended by AB 740 (Ch. 400, Statutes of 2022),~~ require that the foster youth's educational rights holder, attorney, and county social worker receive specified notifications in relation to the suspension, and for an Indian child, the child's tribal social worker, and if applicable, county social worker. See Items #1, 3, 5, and 6 below.

Suspensions shall be imposed in accordance with the following procedures:

1. Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against the student, and shall be given the opportunity to present the student's version and evidence in the student's defense. (Education Code 48911)

   This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, the student, the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, shall be notified of the student's right to a conference and the right to return to school for the purpose of the conference. The conference shall be held within two school days, unless the student waives the right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school for the conference. (Education Code 48911)

   CSBA NOTE: Item #2 below should be revised to reflect the district's processing and reporting procedures.

2. Administrative Actions: All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker, and, if applicable, the county social worker, in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian, or, if applicable, the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, the county social worker, shall also be notified in writing of the suspension. (Education Code 48911)

   This notice shall state the specific offense committed by the student. (Education Code 48900.8)

~~CSBA NOTE: The following optional paragraph may be revised to reflect district practice.~~

4. In addition, the notice ~~may~~shall state the date and time when the student may return to school.

5. 4. Parent/Guardian Conference: Whenever a student is suspended, school officials may conduct a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

If school officials request to meet with the parent/guardian, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, the notice may state that the law requires such individuals to respond to the request without delay. However, the student shall not be penalized for the failure of the parent/guardian, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, to attend such a conference. The student may not be denied reinstatement solely because such individuals failed to attend the conference. (Education Code 48911)

5. 6. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)

a. The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard.

This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.

b. The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process.

CSBA NOTE: When the student being considered for expulsion is a foster youth or Indian child, Education Code 48911 and 48918.1, ~~as amended by AB 740,~~ require the district to invite the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker or, if applicable, the county social worker, to the meeting specified above. ~~See the section below titled~~See "Additional Notice of Expulsion Hearing for Foster Youth, Homeless Students, and Indian Children, below."

c. If the student involved is a foster youth or Indian child, the Superintendent or designee shall notify the district's educational liaison of the need to invite the foster youth's educational rights holder, attorney and county social worker, or the Indian child's tribal social worker or, if applicable, the county social worker, to attend the meeting. (Education Code 48853.5, 48911, 48918.1)

CSBA NOTE: Pursuant to Education Code 48918.1, the district's liaison for homeless students must be notified when the student being considered for expulsion is a ~~homeless~~ student~~.~~ experiencing homelessness. See ~~the~~ ~~section~~ ~~below~~ ~~titled~~ "Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students."

d. If the student involved is a ~~homeless~~ child or youth experiencing homelessness, the Superintendent or designee shall notify the district liaison for homeless students~~.~~ (Education Code 48918.1)

CSBA NOTE: The following optional paragraph may be revised to reflect district practice. Since Education Code 48900 and 48900.5 require a district, under certain circumstances, to use alternative disciplinary measures prior to imposing suspension, including supervised suspension, the district may, as necessary, provide services that would address the student's specific misbehavior along with the suspension program. For example, the district may require the student to enroll in a program that teaches prosocial behavior or anger management even while the student is suspended.

e. In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct the behavior and keep the student in school~~.~~

Suspension by the Board

CSBA NOTE: The following optional section reflects the Board's authority to suspend students from school pursuant to Education Code 48912. In practice, it is impractical for boards to directly exercise this authority since circumstances warranting suspension usually require quick and sometimes immediate action which may not be possible for a board due to legal requirements for taking board actions, such as having a meeting.

The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12," and "Additional Grounds for Suspension and Expulsion: Grades 4-12," ~~and "Additional Grounds for Suspension and Expulsion: Grades 9-12"~~ above and within the limits specified under "Suspension by Superintendent, Principal, or Designee~~"~~," above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information that would violate a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

The Board shall provide the student and parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

On-Campus Suspension

CSBA NOTE: The following optional section is for use by any district establishing an on-campus suspension program pursuant to Education Code 48911.1. However, pursuant to Education Code 48900.5, such a district is required to use other means of correcting a student's behavior before imposing a supervised suspension, unless such a supervised suspension is otherwise permitted by law for a student's first offense. Use of a supervised suspension classroom program does not in any way limit the district's ability to transfer a student to an opportunity school or class or a continuation education school or class in accordance with law.

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The on-campus suspension classroom shall be staffed in accordance with law~~.~~

2. The student shall have access to appropriate counseling services~~.~~

3. The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension~~.~~

4. The student shall be responsible for contacting the student's teacher(s) to receive assignments to be completed in the supervised suspension classroom~~.~~ ~~The~~ and the teacher(s) shall provide all assignments and tests that the student will miss while suspended~~.~~

   If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

~~CSBA NOTE: Education Code 48911.1, as amended by AB 740, requires notification to a foster youth's educational rights holder, attorney, and county social worker, and an Indian child's tribal social worker and, if applicable, county social worker, of a student's assignment to an on-campus suspension classroom.~~

At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or, if the student if an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, in person, by email, or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

Superintendent or Principal's Authority to Recommend Expulsion

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, the Superintendent or principal shall recommend a student's expulsion for any of the following acts: (Education Code 48915)

1. Causing serious physical injury to another person, except in self-defense

2. Possession of any knife or other dangerous object of no reasonable use to the student

3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11059, except for:

    a. The first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis

    b. The student's possession of over-the-counter medication for use by the student for medical purposes

    c. Medication prescribed for the student by a physician

4. Robbery or extortion

5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Student's Right to Expulsion Hearing

CSBA NOTE: Education Code 48918 **mandates** that the Board establish rules and regulations governing procedures for the expulsion of students. The timelines of Education Code 48918 must be strictly followed; failure to do so may result in loss of the district's power to act (*Garcia v. Los Angeles Board of Education*). In calculating timelines, the district should also be aware of the difference between the calculation of "school days" and "calendar days" under Education Code 48918.

Any student recommended for expulsion shall be entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Stipulated Expulsion

CSBA NOTE: The following section is optional and may be revised to reflect district practice. "Stipulated expulsion" is for districts that have adopted an expedited procedure which allows a student to waive the right to a pre-expulsion hearing in exchange for an agreement as to the terms of the expulsion. Such waivers are not specifically addressed in law and districts should ensure that the due process rights of students are included in the stipulated agreement and are clearly explained ~~to them~~ before the agreement is signed. Districts should consult with CSBA's District and County Office of Education Legal Services or district legal counsel as appropriate.

After a determination that a student has committed an offense for which the student may be expelled, the Superintendent, principal, or designee shall offer the student, the student's parent/guardian, or, when applicable, other person holding the right to make educational decisions for the student, the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after written notice of the expulsion hearing pursuant to Education Code 48918 has been given.

The stipulation agreement shall be in writing and shall be signed by the student, the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of the right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student, the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student, shall be effective upon approval by the Board.

Rights of Complaining Witness

CSBA NOTE: Education Code 48918.5 **mandates** the following rights related to the treatment of witnesses alleging acts of sexual assault or sexual battery. Other procedures related to complaining witnesses also may be added as desired by the district. Additional mandated procedures related to the rights and treatment of complaining witnesses are included where appropriate throughout this regulation.

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses

allegations of sexual assault or sexual battery, the Superintendent or designee shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of the right to: (Education Code 48918.5)

1. Receive five days' notice of the scheduled testimony at the hearing

2. Have up to two adult support persons present at the hearing at the time the witness testifies

3. Have a closed hearing during the time the witness testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing

CSBA NOTE: Education Code 48918 **mandates** the Board to adopt procedures that include the following items.

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing

2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based

3. A copy of district disciplinary rules which relate to the alleged violation

4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment

   This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney adviser

   Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

   Nonattorney adviser means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's

parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing

7. The opportunity to confront and question all witnesses who testify at the hearing

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses

Additional Notice of Expulsion Hearing for Foster Youth, Homeless Students, and Indian Children

CSBA NOTE: Prior to conducting an expulsion hearing to determine whether a foster youth or Indian child should be expelled, Education Code 48918.1~~, as amended by AB 740,~~ requires the district to notify the foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker and, if applicable, county social worker, provided that the violation does not require a mandatory recommendation for expulsion. Pursuant to Education Code 48918.1, such additional notice must be given to the district liaison for homeless students when the student involved is a ~~homeless~~ child or youth experiencing homelessness and the violation does not require a mandatory recommendation for expulsion. While such a notice is not required if the offense requires a mandatory recommendation for expulsion, it is nonetheless recommended and the following section reflects this recommendation.

If the student facing expulsion is a foster student or Indian child, the Superintendent or designee shall also send notice of the hearing to the foster ~~youth's~~ youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker, at least 10 calendar days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a ~~homeless~~ student experiencing homelessness, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 calendar days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

CSBA NOTE: Education Code 48918 **mandates** that the Board adopt procedures that include the following items.

Instead of the Board conducting an expulsion hearing, it may appoint a hearing officer or an impartial administrative panel to conduct the hearing; see ~~section~~ "Alternative Expulsion Hearing: Hearing Officer or Administrative Panel~~"~~," below. Even if the district conducts all expulsion hearings in this manner, the requirements of Education Code 48918 pertaining to the conduct of the hearing must be met.

1. Closed Session: Notwithstanding Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public

meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code 48918)

CSBA NOTE: For the purpose of Board deliberations during the closed session described below, the presence of any person other than the Board members, including the Superintendent, necessitates allowing the presence of the parent/guardian, student, and student's counsel.

~~2.~~ Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to testify in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, a videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

~~3.~~ 2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

CSBA NOTE: Education Code 48918 authorizes the Board to issue subpoenas for the personal appearance of percipient witnesses at an expulsion hearing. In *Woodbury v. Dempsey*, the court held that a district's authority to determine whether to issue subpoenas is discretionary, but a district could not have a blanket policy denying the issuance of subpoenas in all cases.

In accordance with Code of Civil Procedure 1987, the subpoena must be served at least 10 days before the time required for attendance unless the court prescribes a shorter time. Unless they are parties to the hearing or are district or government employees, witnesses who appear pursuant to a subpoena receive fees equal to those prescribed for witnesses in civil actions in a superior court, and all witnesses other than the parties to the hearing receive mileage; these fees and mileage must be paid by the party requesting the subpoena.

~~4.~~ 3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in Item #6 below. (Education Code 48918(i))

~~5.~~ 4. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12," and "Additional Grounds for Suspension and Expulsion: Grades 4-12," ~~and "Additional Grounds for Suspension and Expulsion: Grades 9-12"~~ above. (Education Code 48918(h))

CSBA NOTE: Findings of fact made by the Board or a hearing panel must not be based on hearsay alone. "Hearsay" is evidence of an oral or written statement made by a person who is not present at the hearing which is offered to establish a fact as being true. Some exceptions to the hearsay rule exist under the Evidence Code and Education Code; the district should consult CSBA's District and County Office of Education Legal Services or district legal counsel as appropriate.

~~6.~~ Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

CSBA NOTE: Education Code 48918.6 provides that testimony by a student witness at an expulsion hearing is privileged and thus protected from liability for defamation pursuant to Civil Code 47(b).

~~7~~ ~~.~~5. Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

a. Any complaining witness shall be given five days' notice before being called to testify~~.~~

b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during the testimony~~.~~

c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential~~.~~

d. The person presiding over the hearing may remove a support person who is disrupting the hearing.

e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.

f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard.

Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.

i. The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

ii. At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

iii. The person conducting the hearing may:

a. Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness

b. Limit the time for taking the testimony of a complaining witness to normal school hours, if there is no good cause to take the testimony during other hours

c. Permit one of the support persons to accompany the complaining witness to the witness stand

~~8.~~ 6. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from school, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

CSBA NOTE: For districts that use a hearing officer or administrative panel, Education Code 48918 **mandates** that the Board adopt procedures that include the following section.

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. The Board may also appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918)

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

CSBA NOTE: Pursuant to Education Code 48918, if the hearing officer or administrative panel does not recommend expulsion, a student must be permitted to return to the classroom instructional program from which the expulsion referral was made, unless the student's parent/guardian requests a different placement. Education Code 48918 also states that a student who is found to have committed any of the violations listed in "Authority to Expel" in the accompanying Board policy but for whom expulsion is not recommended may be referred to the student's prior school, or another district comprehensive or continuation school. However, the hearing officer or administrative panel, like the Board, must recommend expulsion or a suspended expulsion under Education Code 48915, if it finds that a student committed any such violation that mandates expulsion. District should consult CSBA's District and County Office of Education Legal Services or district legal counsel to resolve this apparent discrepancy.

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by the student's parent/guardian, the Superintendent or designee shall consult with the parent/guardian and district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from

which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

Final Action by the Board

CSBA NOTE: Education Code 48918 **mandates** that the Board adopt procedures that include the following paragraph.

Whether the expulsion hearing is conducted in closed or open session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public. (Education Code 48918(j))

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

CSBA NOTE: 20 USC 7961 requires the district, in the consolidated application for federal funding, to provide an assurance that it will comply with the state requirement to expel, for a period not less than one year, any student who brings a firearm to school or possesses a firearm at school.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in ~~the section~~ "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review, as well as assessment at the time of review, for readmission

2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

CSBA NOTE: The following paragraph is optional. Education Code 48916.5 authorizes, but does not mandate, the Board to make the following requirement of certain expelled students.

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," or "Additional Grounds for Suspension and Expulsion: Grades 94-12" (Education Code 48900.8)

2. The fact that a description of readmission procedures will be made available to the student and parent/guardian (Education Code 48916)

3. Notice of the right to appeal the expulsion to the County Board (Education Code 48918)

4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)

5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision to Suspend Expulsion Order

CSBA NOTE: Pursuant to Education Code 48917, the Board's criteria for suspending the enforcement of expulsions must be applied uniformly to all students. Items #1-3 below are optional and should be revised to reflect district criteria.

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior

2. The seriousness of the misconduct

3. The student's attitude toward the misconduct and willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation.

   This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)

2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)

3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," or "Additional Grounds for Suspension and Expulsion: Grades 94-12" above, or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)

4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)

5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school.

   Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)

6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian.

   The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))

7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Appeal

If a student is expelled from school, the student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

CSBA NOTE: 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.

However, when the student involved in such a case is a student with a disability, Education Code 49076 requires any law enforcement authority to which student information is disclosed to certify that those records will not be disclosed to another party without the prior written consent of the student's parent/guardian or other person invested with the student's educational right; see AR 5144.2 - Suspension ~~and~~And Expulsion/Due Process (Students ~~with~~With Disabilities).

When submitting the consolidated application for federal funding, the district must provide assurance that it has adopted a policy requiring referral to the criminal justice system or juvenile delinquency system of any student who brings a firearm or weapon to a school. The following section fulfills this requirement.

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate county or district law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Placement During Expulsion

CSBA NOTE: Education Code 48915 requires the Board to refer all expelled students to a program of study that is prepared to accommodate students with discipline problems and that is not located at the school the student currently attends or at any regular elementary, middle, junior, or senior high school. However, students expelled for the acts described in Education Code 48900(f) through (m) or Education Code 48900.2, 48900.3, or 48900.4 may be referred to a program of study that is at another elementary, middle, junior, or senior high school if the County Superintendent of Schools certifies that an alternative program is not available at a site away from such a school.

Education Code 48915.01 states that if the Board has established a community day school pursuant to Education Code 48661 on the same site as an elementary, middle, junior, or senior high school, expelled students may be referred to the community day school at that site. Although Education Code 48663 prohibits the use of independent study in community day schools, Education Code 48916.1 does not in any way restrict the district from offering independent study as a voluntary alternative placement option for expelled students.

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems

2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at any of these

3. Not housed at the school site attended by the student at the time of suspension

When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in Items #6-12 under "Grounds for Suspension and Expulsion: Grades K-12" and Items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

CSBA NOTE: Education Code 48916 **mandates** that the Board adopt rules and regulations establishing a procedure for filing and processing requests for readmission and a process for Board review of all expelled students for readmission. ~~The following section is consistent with the intent of AB 740 to afford protections specific to foster youth and Indian children.~~ Items #1-2 below should be revised to reflect district practice.

Prior to the date set by the Board for the student's readmission:

1. The Superintendent or designee shall hold a conference with the student's parent/guardian, or other person holding the right to make educational decisions for the student, and the student~~.~~

   At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and the student's parent/guardian or other person holding the right to make educational decisions for the student shall be asked to indicate in writing their willingness to comply with these regulations.

2. The Superintendent or designee shall transmit to the Board a recommendation regarding readmission~~.~~

   The Board shall consider this recommendation in closed session. If a written request for open session is received from the student's parent/guardian or other person holding the right to make educational decisions for the student, or adult student, it shall be honored to the extent that privacy rights of other students are not violated.

3. If the readmission is granted, the Superintendent or designee shall notify the student and the student's parent/guardian, or other person holding the right to make educational decisions for the student, by registered mail, of the Board's decision regarding readmission~~.~~

4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to

campus safety or to other district students or employees. (Education Code 48916)

5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.

6. The Board shall provide written notice to the expelled student and the student's parent/guardian, or other person holding the right to make educational decisions for the student, describing the reasons for denying readmittance into the regular program.

   This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district.

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

CSBA NOTE: Education Code 48915.1 requires that, when an expelled student asks to enroll in another district, the receiving district must hold a hearing to determine whether the student poses a danger to its students or staff. The receiving district then may either deny or permit the enrollment. Upon request from another district, the expelling district must provide information about the expulsion within five days.

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

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
Civ. Code 47	Privileged communication

Civ. Code 48.8	Defamation liability
Code of Civil Procedure 1985-1997	Production of evidence; means of production
Ed. Code 17292.5	Program for expelled students; facilities
Ed. Code 1981-1983	Enrollment of students in community school
Ed. Code 212.5	Sexual harassment
Ed. Code 233	Hate violence
Ed. Code 32260-32262	Interagency School Safety Demonstration Act of 1985
Ed. Code 35145	Open board meetings
Ed. Code 35146	Closed sessions regarding suspensions
Ed. Code 35291	Rules for government and discipline of schools
Ed. Code 35291.5	Rules and procedures on school discipline
Ed. Code 48645.5	Former juvenile court school students; enrollment
Ed. Code 48660-48666	Community day schools
Ed. Code 48853-48853.5	Foster youth
Ed. Code 48900-48927	Suspension and expulsion
Ed. Code 48950	Speech and other communication
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 49073-49079	Privacy of student records
Ed. Code 52052	Numerically significant student subgroups
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 64000-64001	Consolidated application
Ed. Code 8489-8489.1	Prohibition against expulsion of preschool student
Gov. Code 11455.20	Informal hearing procedures
Gov. Code 54950-54963	The Ralph M. Brown Act
H&S Code 11014.5	Drug paraphernalia
H&S Code 11053-11059	Controlled substances; standards and schedules
Lab. Code 230.7	Employee time off to appear in school on behalf of a child
Pen. Code 240	Assault defined
Pen. Code 241.2	Assault fines
Pen. Code 242	Battery defined
Pen. Code 243.2	Battery on school property

Pen. Code 243.4	Sexual battery
Pen. Code 245	Assault with deadly weapon
Pen. Code 245.6	Hazing
Pen. Code 261	Rape defined
Pen. Code 266c	Unlawful sexual intercourse
Pen. Code 286	Sodomy defined
Pen. Code 287	Oral Copulation
Pen. Code 288	Lewd or lascivious acts with child under age 14
Pen. Code 289	Penetration of genital or anal openings
Pen. Code 31	Principal of a crime; defined
Pen. Code 417.27	Laser pointers
Pen. Code 422.55	Definition of hate crime
Pen. Code 422.6	Crimes; harassment
Pen. Code 422.7	Aggravating factors for punishment
Pen. Code 422.75	Enhanced penalties for hate crimes
Pen. Code 626.10	Dirks, daggers, knives, razors, or stun guns
Pen. Code 626.2	Entry upon campus after written notice of suspension or dismissal without permission
Pen. Code 626.9	Gun-Free School Zone Act of 1995
Pen. Code 868.5	Supporting person; attendance during testimony of witness
W&I Code 224.1	Indian child; definition
W&I Code 729.6	Counseling

Federal	**Description**
18 USC 921	Definitions; firearms and ammunition
20 USC 1415(K)	Students with disabilities; placement in alternative educational setting
20 USC 7961	Gun-Free Schools Act
42 USC 11431-11435	Education of homeless children and youths

Management Resources	**Description**
Attorney General Opinion	80 Ops.Cal.Atty.Gen. 348 (1997)
Attorney General Opinion	80 Ops.Cal.Atty.Gen. 85 (1997)
Attorney General Opinion	80 Ops.Cal.Atty.Gen. 91 (1997)
Attorney General Opinion	84 Ops.Cal.Atty.Gen. 146 (2001)

Court Decision	Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H. (2001) 85 Cal.App.4th 1321
Court Decision	Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182
Court Decision	Garcia v. Los Angeles Board of Education (1981) 123 Cal. App. 3d 807
Court Decision	John A. v. San Bernardino School District (1982) 33 Cal. 3d 301
Court Decision	T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267
Court Decision	Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421
U.S. DOE Publication	Guiding Principles for Creating Safe, Inclusive, Supportive, and Fair School Climates, March 2023 (https://www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pdf)
U.S. DOE, Office for Civil Rights and U.S. Department of Justice, Civil Rights Division Publication	~~Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014~~Resource on Confronting Racial Discrimination in Student Discipline, May 2023 (https://www2.ed.gov/about/offices/list/ocr/docs/tvi-student-discipline-resource-202305.pdf)
U.S. DOE Publication	School Climate and Student Discipline Resources (https://www2.ed.gov/policy/gen/guid/school-discipline/index.html)
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Department of Education, Office of Safe and Healthy Students
Website	California Attorney General's Office
Website	California Department of Education
Website	CSBA
Website	U.S. Department of Education, Office for Civil Rights

Cross References

Code	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0460	Local Control And Accountability Plan

0460	Local Control And Accountability Plan
1114	District-Sponsored Social Media
1114	District-Sponsored Social Media
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
3513.3	Tobacco-Free Schools
3513.3	Tobacco-Free Schools
3513.4	Drug And Alcohol Free Schools
3515	Campus Security
3515	Campus Security
3515.21	Unmanned Aircraft Systems (Drones)
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
3516.2	Bomb Threats
4158	Employee Security
4158	Employee Security
4258	Employee Security
4258	Employee Security
4358	Employee Security
4358	Employee Security
5000	Concepts And Roles
5112.1	Exemptions From Attendance
5112.1	Exemptions From Attendance
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
5113.11	Attendance Supervision
5116.2	Involuntary Student Transfers
5117	Interdistrict Attendance
5117	Interdistrict Attendance
5119	Students Expelled From Other Districts
5125	Student Records
5125	Student Records
5125.2	Withholding Grades, Diploma Or Transcripts
5131	Conduct
5131.1	Bus Conduct
5131.1	Bus Conduct
5131.2	Bullying
5131.2	Bullying
5131.4	Student Disturbances
5131.4	Student Disturbances
5131.5	Vandalism And Graffiti
5131.6	Alcohol And Other Drugs
5131.6	Alcohol And Other Drugs
5131.62	Tobacco
5131.62	Tobacco
5131.63	Steroids
5131.63	Steroids
5131.7	Weapons And Dangerous Instruments
5131.7	Weapons And Dangerous Instruments
5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5142	Safety
5142	Safety

5144	Discipline
5144	Discipline
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5144.4	Required Parental Attendance
5144.4	Required Parental Attendance
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.2	Freedom Of Speech/Expression
5145.2	Freedom Of Speech/Expression
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5145.7	~~Sex Discrimination and Sex-Based Harassment~~Sexual Harassment
5145.7	~~Sex Discrimination and Sex-Based Harassment~~Sexual Harassment
5145.71	~~Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures~~Title IX Sexual Harassment Complaint Procedures
5145.71-E(1)	~~Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures~~Title IX Sexual Harassment Complaint Procedures
5145.9	Hate-Motivated Behavior
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6145.2	Athletic Competition
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6145.5	Student Organizations And Equal Access
6145.5	Student Organizations And Equal Access

6145.8	Assemblies And Special Events
6153	School-Sponsored Trips
6153	School-Sponsored Trips
6154	Homework/Makeup Work
6158	Independent Study
6158	Independent Study
6161.2	Damaged Or Lost Instructional Materials
6163.4	Student Use Of Technology
6163.4-E(1)	Student Use Of Technology
6164.6	Identification And Education Under Section 504
6164.6	Identification And Education Under Section 504
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
6173.4	Education For American Indian Students
6184	Continuation Education
6184	Continuation Education
6185	Community Day School
6185	Community Day School
9000	Role Of The Board
9321	Closed Session
9321-E(1)	Closed Session
9321-E(2)	Closed Session
9322	Agenda/Meeting Materials

Regulation 5144.2: Suspension And Expulsion/Due Process (Students With Disabilities)

Status: ADOPTED

Original Adopted Date: 11/01/2006 **| Last Revised Date:** ~~03~~09/01/~~2023~~2024 **| Last Reviewed Date:** ~~03~~09/01/~~2023~~2024

CSBA NOTE: Education Code 35291 requires the Governing Board to prescribe rules and regulations for maintaining discipline in the schools under its jurisdiction. While many of the required rules and regulations are in BP/AR 5144.1 - Suspension ~~and~~And Expulsion/Due Process, the following administrative regulation addresses special procedures required when disciplining students who have been identified for special education and related services. This administrative regulation reflects the federal Individuals with Disabilities Education Act (IDEA) (20 USC 1400-1482), implementing federal regulations (34 CFR 300.1-300.818), and conforming state legislation. Note that in cases where state law provides greater protections to students, state law supersedes federal law.

The U.S. Department of Education's, Office of Special Education and Rehabilitative Services (OSERS), "Positive, Proactive Approaches to Supporting Children with Disabilities: A Guide for Stakeholders," recommends that districts identify ways to significantly reduce the use of exclusionary discipline, and its disproportionate effect on students with disabilities. See BP 6120 - Response ~~to~~To Instruction ~~and~~And Intervention and BP/AR 6164.5 - Student Success Teams.

Neither state nor federal law requires that these procedures apply to students identified under Section 504 of the federal Rehabilitation Act of 1973 (29 USC 794). However, the U.S. Department of Education's, Office for Civil Rights~~,~~ (OCR), "Fact Sheet: Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline Under Section 504 of the Rehabilitation Act of 1973," provides that, for a student with a disability under Section 504, schools are required to conduct a manifestation determination before implementing a disciplinary removal that will significantly change the placement of the student due to discipline for (1) removal from class or school for more than 10 consecutive school days, or (2) a series of removals from class or school that together total more than 10 school days in a school year and constitute a pattern of removal. Districts that wish to apply all IDEA procedures to Section 504 students should modify the following regulation accordingly.

OSER's 2022, "Dear Colleague Letter on Implementation of IDEA Discipline Provisions," cautions that while IDEA does not preclude a district from disciplining a child with a disability, disparities in the use of discipline may arise when implementing IDEA's discipline provisions. OCR and the U.S. Department of Justice, Civil Rights Division's May 2023, "Resource on Confronting Racial Discrimination in Student Discipline," provides additional resources and findings which address unlawful discrimination in the administration of student discipline.

Additionally, the U.S. Department of Education's 2023 publication, "Guiding Principles for Creating Safe, Inclusive, Supportive, and Fair School Climates," provides that schools should objectively define disciplinary infractions in order to reduce subjectivity and ensure that consequences are

administered consistently and fairly without regard to race, sex, disability, or other student characteristics.

Due to the complexity of the issue, districts should proceed carefully when suspending or expelling students with disabilities~~,~~ and consult CSBA's District and County Office of Education Legal Services or district legal counsel as appropriate.

A student identified as an individual with a disability pursuant to the Individuals with Disabilities Education Act (IDEA), 20 USC 1400-1482, is subject to the same grounds and procedures for suspension and expulsion which apply to students without disabilities, except as otherwise specified in this administrative regulation.

Suspension or expulsion of a student with disabilities shall be in accordance with Board Policy 5144.1 - Suspension ~~and~~And Expulsion/Due Process and this administrative regulation.

When a student with disabilities exhibits behavior which impedes the student's own learning or that of others, the student's individualized education program (IEP) team shall consider positive behavioral interventions and supports, and other strategies, to address the behavior. (Education Code 56521.2; 20 USC 1414)

Suspension

CSBA NOTE: Pursuant to 20 USC 1415(k)(1), 34 CFR 300.530, and ~~a~~the 1988 U.S. Supreme Court decision ~~(~~*Honig v. Doe*~~),~~, districts receiving funds under the IDEA may suspend a student with a disability for ~~no more than~~up to 10 consecutive school days, as long as the removal does not constitute a change in placement pursuant to 34 CFR 300.536. ~~Education Code 48903 specifies that a student may not~~However, pursuant to Education Code 48911, unless the student has been recommended for expulsion or suspended directly by the Board, a student may be suspended for no more than five consecutive school days for a given incident. The more restrictive law, which in this case is state law, applies. Pursuant to Education Code 48903, a student may not typically be suspended for more than 20 cumulative school days in a school year.

The Analysis of Comments to the federal regulations, 71 Fed. Reg. 156, pg. 46715, explains that whether a bus suspension or "in-school suspension" would count as a day of suspension affecting the cumulative total depends on the unique circumstances of each case, such as whether bus transportation is part of the student's individualized education program (IEP). An "in-school suspension" or "supervised suspension classroom" as authorized by Education Code 48911.1 would not count towards the ~~10 consecutive or 20 cumulative school day~~ limit as long as the student is afforded the opportunity to continue to appropriately participate in the general curriculum, receive the services specified in the student's IEP, and participate with nondisabled students to the extent the student would have in the current placement. The district should be careful that such actions do not constitute a change of placement and carefully monitor such suspensions.

It is recommended that districts with questions regarding suspension of a student with disabilities consult CSBA's District and County Office of Education Legal Services or district legal counsel.

The Superintendent, principal, or designee may suspend a student ~~with a disability~~ from school for up to ~~10~~five consecutive school days, unless the suspension has been extended following a recommendation for ~~a single incident of misconduct, and~~expulsion. (Education Code 48911)

A student may usually be suspended from school for up to 20 cumulative school days, or 30 cumulative school days as permitted by Education Code 48903, in a school year as long as the pattern of suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; 34 CFR 300.530)

The Superintendent or designee shall determine, on a case-by-case basis, whether a pattern of removals of a student from the student's current educational placement for disciplinary reasons constitutes a change of placement.

CSBA NOTE: Pursuant to 34 CFR 300.536, a change of placement is deemed to occur when a student with disabilities is removed for more than 10 consecutive school days. However, Education Code 48911 limits the suspension of a student to no more than five consecutive school days, unless that suspension is imposed directly by the Board pursuant to Education Code 48912 or the student's suspension has been extended pending expulsion. Because the more restrictive law applies, which in this case is state law, a student may usually be suspended for no more than five consecutive school days.

A change of placement shall be deemed to have occurred under either of the following circumstances: (34 CFR 300.536)

1. ~~The~~A decision has been made that would result in the removal ~~is~~of the student for more than 10 consecutive school days

2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:

    a. The series of removals total more than 10 school days in a school year

    b. The student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals

    c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another

CSBA NOTE: Pursuant to 20 USC 1412(a)(1)(A) and 34 CFR 300.530, a "free appropriate public education" (FAPE) must be available to all students, including any student with a disability who has been suspended for more than 10 school days in the same school year. The Analysis of Comments to the federal regulations, 71 Fed. Reg. 156, pg. 46716, clarifies that the district is not required to provide a student who has been suspended for more than 10 school days in a school year for disciplinary reasons exactly the same services in exactly the same setting as the student was receiving prior to the imposition of discipline. However, the special education and related services the student does receive must enable the student to continue to participate in the general curriculum and to progress toward meeting the goals set out in the student's IEP. The Analysis of Comments, 71 Fed. Reg. 156, pg. 46717, clarifies that services need not be provided when a student is removed for 10 school days or less, as long as the district does not provide services to nondisabled students removed for the same amount of time.

If a student's removal is determined to be a change of placement as specified in Items #1-2 above, the student's IEP team shall determine the appropriate educational services. Such services shall be designed to enable the student to continue to participate in the general education curriculum in another setting, to progress toward meeting the goals set out in the student's IEP, and to address the student's behavior violation so that it does not recur. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

If the IEP of a student with a disability requires the district to provide the student with transportation, the district shall provide the student with an alternative form of transportation at no cost to the student or the student's parent/guardian when, as a result of a suspension, the student is excluded from school bus transportation. (Education Code 48915.5)

CSBA NOTE: The following paragraph is optional.

The principal or designee shall monitor the number of days, including portions of days, in which a student with an IEP has been suspended during the school year.

Interim Alternative Educational Placement Due to Dangerous Behavior

CSBA NOTE: 20 USC 1415(k) and 34 CFR 300.530 permit an interim alternative placement for 45 school days when a student with a disability, while on school grounds, while going to or coming from school, or at a school function, either (1) carries or possesses a weapon, (2) knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance, or (3) inflicts serious bodily injury upon another person. "Serious bodily injury" is defined in 18 USC 1365 as bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty. This alternative placement decision may be made unilaterally by the district.

The term "weapon," as used below, refers to a "dangerous weapon" as defined in 18 USC 930 and includes any device which is capable of causing death or serious bodily injury. The term does not include a pocket knife with a blade of less than 2 1/2 inches in length.

The district may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.530)

1. Carries or possesses a weapon, as defined in 18 USC 930

2. Knowingly possesses or uses illegal drugs

3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V

4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365

The student's interim alternative educational setting shall be determined by the student's IEP team. (20 USC 1415(k)(1)(G); 34 CFR 300.531)

CSBA NOTE: For requirements of the procedural safeguards notice, see AR 6159.1 - Procedural Safeguards ~~and~~And Complaints ~~for~~For Special Education.

On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

A student who has been removed from the student's current placement because of dangerous behavior shall receive services, although in another setting, to the extent necessary to allow the student to participate in the general education curriculum and to progress toward meeting the goals set out in the IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation, so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Manifestation Determination

~~CSBA NOTE:~~ CSBA NOTE: Pursuant to 34 CFR 300.530 and 300.536, a manifest determination meeting must be held within 10 school days of the decision to change a student's placement. A change of placement occurs when a student is, or would be, removed for more than 10 consecutive school days or the student has been subjected to a series of removals that constitute a pattern. However, Education Code 48911 limits the suspension of a student to no more than five consecutive school days, unless the student has been recommended for expulsion, or the student has been suspended by the Board pursuant to Education Code 48912.

A student with a disability who is also a foster youth or Indian child is afforded additional due process safeguards. Pursuant to Education Code 48853.5 and 48915.5, ~~as amended by AB 740 (Ch. 400, Statutes of 2022),~~ a foster youth's educational rights holder, attorney, and county social worker, and an Indian child's tribal social worker and, if applicable, county social worker, have the same rights as a parent/guardian to receive a suspension notice, expulsion notice, manifestation determination notice and invitation to the manifestation determination meeting, involuntary transfer notice, and other documents and related information, as reflected in Items #1 and 2 below. See AR 5144.1 - Suspension ~~and~~And Expulsion/Due Process and BP/AR 6184 - Continuation Education.

The following procedural safeguards shall apply when a decision has been made to suspend a student with a disability ~~is suspended~~ for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the district's code of conduct:

1. Notice: On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504~~.~~

   If the student is a foster youth, the notice shall be given to the student's educational rights holder, attorney, and county social worker, and, if the student is an Indian child, the student's tribal social worker and, if applicable, county social worker. (Education Code 48853.5; 20 USC 1415(k)(1)(H); 34 CFR 300.530)

2. Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

   If the student is a foster youth or Indian child, the foster youth's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker and, if applicable, county social worker, shall be invited to participate in the manifestation determination review. (Education Code 48915.5)

   At the manifestation determination review, the district, the student's parent/guardian, and relevant members of the IEP team (as determined by the district and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

   a. Caused by or had a direct and substantial relationship to the student's disability

   b. A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies

      If the manifestation review team determines that either of the above conditions applies, the student's conduct shall then be determined to be a manifestation of the student's disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

3. Determination that Behavior is a Manifestation of the Student's Disability: When the student's conduct has been determined to be a manifestation of the student's disability, the IEP team shall conduct a functional behavioral assessment, unless one had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student.

   If a behavioral intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

   The student shall be returned to the placement from which the student was removed, unless the parent/guardian and Superintendent or designee agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

4. Determination that Behavior is Not a Manifestation of the Student's Disability: When it has been determined that the student's conduct was not a manifestation of the disability, the student may be disciplined in accordance with the procedures for students without disabilities.

   However, the student's IEP team shall determine services necessary to enable the student to participate in the general education curriculum in another setting and to allow the student to progress toward meeting the goals set out in the IEP. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

As appropriate, the student also shall receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Due Process Appeals

CSBA NOTE: As specified below, 34 CFR 300.532 provides that either the district or the parent/guardian may appeal a placement decision by filing a due process complaint pursuant to 34 CFR 300.507 and 300.508. For details regarding the due process complaint, see BP/AR 6159.1 - Procedural Safeguards ~~and~~And Complaints ~~for~~For Special Education. In addition, the district may file a request that the hearing officer order a change of placement to an interim alternative setting for up to 45 days when the hearing officer determines that maintaining the current placement is substantially likely to result in injury to the student or others.

The Analysis of Comments to the federal regulations, 71 Fed. Reg. 156, pg. 46723, clarifies that the burden of proof in due process hearings is on the party that is responsible for the issue going forward to the due process hearing officer, consistent with the U.S. Supreme Court's decision in *Schaffer v. Weast*. Thus, if the district has requested that a hearing officer remove a student to an interim alternative educational setting, the burden of persuasion at the hearing is on the district.

If the parent/guardian disagrees with any district decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances), 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), the parent/guardian may appeal the decision by requesting a hearing. The district may request a hearing if the district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a due process hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532)

CSBA NOTE: Pursuant to 34 CFR 300.532, this due process hearing is the same as the impartial due process hearing held for other special education matters, except that the law specifies expedited timelines. For other due process hearing requirements, see BP/AR 6159.1 - Procedural Safeguards ~~and~~And Complaints ~~for~~For Special Education.

Whenever a hearing is requested as specified above, the parent/guardian or the district shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

If the student's parent/guardian or the district has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

Readmission

CSBA NOTE: There is no state or federal law that requires special procedures for readmission of expelled students with disabilities; however, districts have an ongoing obligation to make FAPE available to students with disabilities.

Readmission procedures for students with disabilities shall be the same as those adopted for students without disabilities. Upon readmission of a student with disabilities, an IEP team meeting

shall be convened to review and, as necessary, modify the student's IEP.

Decision Not to Enforce Expulsion Order

CSBA NOTE: For district criteria applicable to all students when the Board is considering whether to suspend the enforcement of an expulsion order, see BP 5144.1 - Suspension ~~and~~And Expulsion/Due Process. The district should consult CSBA's District and County Office of Education Legal Services or district legal counsel when considering the suspension of an expulsion order involving a special education student.

The Governing Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

Notification to Law Enforcement Authorities

CSBA NOTE: Pursuant to 20 USC 1415(k)(6) and 34 CFR 300.535, the district is authorized to report crimes by students with disabilities to law enforcement in accordance with state law. Education Code 48902 provides procedures for these required notifications and Education Code 49076, requires any law enforcement authority to which information regarding a student with disabilities is disclosed to certify that those records will not be disclosed to another party without the prior written consent of the student's parent/guardian or other person invested with the student's educational right. See also AR 5144.1 - Suspension ~~and~~And Expulsion/Due Process and BP 5131.7 - Weapons ~~and~~And Dangerous Instruments.

Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students in ~~AR~~Administrative Regulation 5144.1 - Suspension ~~and~~And Expulsion/Due Process.

When giving any required notification concerning a student with disabilities to any law enforcement official, the principal or designee shall require the law enforcement official to certify in writing that the student's information or records will not be disclosed to any other person without the prior written consent of the student's parent/guardian. (Education Code 49076)

Report to County Superintendent of Schools

CSBA NOTE: Education Code 48203 requires the Superintendent to report to the County Superintendent of Schools when any special education student has been expelled or suspended for more than 10 school days. Education Code 48203 specifies that it is the duty of the County Superintendent to examine the reports and, if any case exists in which the interest of the student or welfare of the state may need further examination, bring the reports to the attention of the Board and the County Board of Education.

The Superintendent or designee shall report to the County Superintendent of Schools when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action. (Education Code 48203)

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been determined to be eligible for special education and related services and

who has violated the district's code of student conduct may nevertheless assert any of the protections under IDEA, if the district had knowledge of the student's disability. (20 USC 1415(k)(5); 34 CFR 300.534)

Knowledge means that, before the occurrence of the behavior that precipitated the disciplinary action, one of the following occurred: (20 USC 1415(k)(5); 34 CFR 300.534)

1. The parent/guardian, in writing, has expressed concern to district supervisory or administrative personnel, or to a teacher of the student, that the student is in need of special education or related services

2. The parent/guardian has requested an evaluation of the student for special education pursuant to 20 USC 1414(a)(1)(B) or 34 CFR 300.300-300.311

3. The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or other supervisory district personnel about a pattern of behavior demonstrated by the student

However, the district shall not be deemed to have knowledge of a student's disability if the student's parent/guardian has not allowed the student to be evaluated for special education services or has refused services or, after evaluating the student pursuant to 34 CFR 300.300-300.311, the district determined that the student was not an individual with a disability. (20 USC 1415(k)(5); 34 CFR 300.534)

When the district is deemed to not have knowledge of a student's disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415(k)(5); 34 CFR 300.534)

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 35146	Closed sessions regarding suspensions
Ed. Code 35291	Rules of governing board
Ed. Code 48203	Reports of severance of attendance of disabled students

Ed. Code 48853.5	Foster youth and Indian child's representatives' right to receive notices
Ed. Code 48900-48925	Suspension and expulsion
Ed. Code 49076	Access to student records
Ed. Code 56000	Special education; legislative findings and declarations
Ed. Code 56320	Educational needs; requirements
Ed. Code 56321	Development or revision of individualized education program
Ed. Code 56329	Independent educational assessment
Ed. Code 56340-56347	Individualized education program teams
Ed. Code 56505	State hearing
Ed. Code 56521.2	Behavioral interventions
Pen. Code 245	Assault with deadly weapon
Pen. Code 626.10	Dirks, daggers, knives, razors, or stun guns
Pen. Code 626.2	Entry upon campus after written notice of suspension or dismissal without permission
Pen. Code 626.9	Gun-Free School Zone Act of 1995

Federal	**Description**
18 USC 1365	Serious bodily injury
18 USC 930	Weapons
20 USC 1412	State eligibility
20 USC 1414	Evaluations, eligibility determinations, individualized education programs, and educational placements
20 USC 1415	Procedural safeguards
21 USC 812	Schedule of controlled substances
29 USC 794	Rehabilitation Act of 1973; Section 504
34 CFR 104.35	Evaluation and placement
34 CFR 104.36	Procedural safeguards
34 CFR 300.1-300.818	Assistance to states for the education of students with disabilities
34 CFR 300.530-300.537	Discipline procedures

Management Resources	**Description**
Court Decision	Honig v. Doe (1988) 484 U.S. 305
Court Decision	M.P. v. Governing Board of Grossmont Union High School District (1994) 858 F.Supp. 1044

Court Decision	Parents of Student W. v. Puyallup School District (1994 9th Cir.) 31 F.3d 1489
Court Decision	Schaffer v. Weast (2005) 546 U.S. 49
Federal Register	Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845
~~Ofc of Special Education & Rehabilitative Svcs Pub~~	~~Letter Commenting on Hearing Officer Authority to Determine whether Conduct is a Violation of Student Code of Conduct, July 2012~~
Ofc of Special Education & Rehabilitative Svcs Pub	Dear Colleague Letter on ~~Supporting the Needs of~~Ensuring Equity and Providing Behavioral Support to Students with Disabilities, ~~July 2022~~August 2016 (https://sites.ed.gov/idea/files/dcl-on-pbis-in-ieps-08-01-2016.pdf)
Ofc of Special Education & Rehabilitative Svcs Pub	Dear Colleague Letter on ~~Supporting the Needs~~Implementation of ~~Students with Disabilities~~IDEA Discipline Provisions, July 2022 (https://sites.ed.gov/idea/files/dcl-implementation-of-idea-discipline-provisions.pdf)
Ofc of Special Education & Rehabilitative Svcs Pub	Questions and Answers: Addressing the Needs of Children with Disabilities and IDEA's Discipline Provisions, July 2022 (https://sites.ed.gov/idea/files/guide-positive-proactive-approaches-to-supporting-children-with-disabilities.pdf)
Ofc of Special Education & Rehabilitative Svcs Pub	Positive, Proactive Approaches to Supporting Children with Disabilities: A Guide for Stakeholders, July 2022 (https://sites.ed.gov/idea/files/guide-positive-proactive-approaches-to-supporting-children-with-disabilities.pdf)
Office of Administrative Hearings	Parent v. Fairfield-Suisun Unified School District (2012) Case No. 2012030917
U.S. DOE, Office for Civil Rights Publication	Fact Sheet: Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973 (https://www2.ed.gov/about/offices/list/ocr/docs/504-discipline-factsheet.pdf)
U.S. DOE, Office for Civil Rights and U.S. Department of Justice, Civil Rights Division Publication	Resource on Confronting Racial Discrimination in Student Discipline, May 2023 (https://www2.ed.gov/about/offices/list/ocr/docs/tvi-student-discipline-resource-202305.pdf)
U.S. DOE	Guiding Principles for Creating Safe, Inclusive, Supportive, and Fair School Climates, March 2023 (https://www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pdf)

Website	CSBA District and County Office of Education Legal Services
Website	U.S. Department of Education, Office of Special Education and Rehabilitative Services
Website	California Department of Education, Special Education
Website	U.S. Department of Education, Office for Civil Rights

Cross References

Code	Description
0430	Comprehensive Local Plan For Special Education
0430	Comprehensive Local Plan For Special Education
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
3513.4	Drug And Alcohol Free Schools
3541.2	Transportation For Students With Disabilities
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4158	Employee Security
4158	Employee Security
4258	Employee Security
4258	Employee Security
4358	Employee Security
4358	Employee Security
5113.11	Attendance Supervision
5116.2	Involuntary Student Transfers
5125	Student Records
5125	Student Records
5131	Conduct
5131.2	Bullying
5131.2	Bullying
5131.4	Student Disturbances

5131.4	Student Disturbances
5131.62	Tobacco
5131.62	Tobacco
5131.7	Weapons And Dangerous Instruments
5131.7	Weapons And Dangerous Instruments
5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.4	Required Parental Attendance
5144.4	Required Parental Attendance
5145.2	Freedom Of Speech/Expression
5145.2	Freedom Of Speech/Expression
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5145.7	~~Sex Discrimination and Sex-Based Harassment~~Sexual Harassment
5145.7	~~Sex Discrimination and Sex-Based Harassment~~Sexual Harassment
5145.9	Hate-Motivated Behavior
6120	Response To Instruction And Intervention
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6145.2	Athletic Competition
6145.2	Athletic Competition
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
6159.3	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
6163.4	Student Use Of Technology
6163.4-E(1)	Student Use Of Technology
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.4	Identification And Evaluation Of Individuals For Special Education
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	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
6173.4	Education For American Indian Students
6184	Continuation Education
6184	Continuation Education
6185	Community Day School
6185	Community Day School
9321	Closed Session
9321-E(1)	Closed Session
9321-E(2)	Closed Session

Policy 5147: Dropout Prevention

Status: ADOPTED

Original Adopted Date: 07/01/2005 **| Last Revised Date:** ~~08~~09/01/~~2014~~2024 **| Last Reviewed Date:** ~~08~~09/01/~~2014~~2024

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

~~AB 97 (Ch. 47, Statutes of 2013) eliminated the Pupil Retention Block Grant (Education Code 41505-41508), which had provided funding for opportunity classes and programs; supplemental instruction; and dropout prevention and recovery programs, including educational clinics, alternative work centers, and the school-based student motivation and maintenance program. At their discretion, districts may use funding from the local control funding formula to provide services that support dropout prevention efforts.~~CSBA NOTE: The following optional policy may be modified to reflect district practice.

The Governing Board expects all students to remain in school until graduation in order to acquire critical knowledge and skills and be prepared for postsecondary education and/or employment. The Superintendent or designee shall identify factors that impede student success in school and shall implement integrated, systemic support and strategies that address dropout prevention and promote timely intervention and recovery.

CSBA NOTE: The California Department of Education (CDE) has identified strategies that have a positive effect in encouraging students to regularly attend school, which can be found on CDE's webpage, "School Attendance Improvement Strategies." Some of these practices include identifying and responding to grade level and student subgroup patterns of chronic absence and truancy; improving communication with parents/guardians, including using bilingual aides and sending out attendance emails in the language used by parents/guardians; positive reinforcement for improved attendance such as prizes for individuals or classes with the most improved attendance; and personalizing relationships between students and school support staff and/or teachers, including establishing homeroom classes for secondary students for all years of high school.

The Superintendent or designee, in collaboration with parents/guardians, school staff, and community agencies and organizations as appropriate, shall develop districtwide and schoolwide strategies that support regular school attendance for all students. Dropout prevention strategies shall include efforts to provide a safe and positive learning environment that engages and motivates students, encourages students' connectedness to the schools, offers meaningful educational opportunities, and promotes student health and well-being.

CSBA NOTE: Pursuant to Education Code 46211, as added by SB 153 (Ch. 38, Statutes of 2024), a district may, beginning July 1, 2025, implement attendance recovery programs for students in grades TK-12 to make up lost instructional time and offset absences, including chronic absenteeism for up to 10 days of attendance in a school year or the number of absences a student accrued in that school year, whichever is less. A student's participation in an attendance recovery program is optional and may not be punitive. Attendance recovery programs may be operated before or after school, on weekends, or during intersessional periods. A district that operates attendance recovery

programs must offer access to the programs throughout the school year, including at least once during each term, such as a trimester or quarter.

Students participating in an attendance recovery program may generate average daily attendance (ADA) for the school year in which the program is operated, and that otherwise meets the requirements of Education Code 46211. Districts are required to report ADA accrued through participation in an attendance recovery program to CDE separately from ADA generated during the school day in classroom-based programs. It is recommended that districts with questions about attendance recovery programs consult CSBA's District and County Office of Education Legal Services or district counsel.

In order to make up lost instructional time and offset absences, the district may implement attendance recovery programs. Any attendance recovery program shall be provided as a voluntary, limited-term option for a classroom-based, regular education program for students in grades TK-12 in accordance with Education Code 46211.

In addition, the Superintendent or designee shall develop strategies to provide targeted support to individual students who are at risk of dropping out of school. Students may be identified based on indicators such as chronic absenteeism, truancy, or tardiness; below-grade-level academic achievement as evidenced by student assessment results and/or teacher evaluations; and personal, social, health, or economic circumstances that may affect student performance and behavior in school.

Strategies to support students at risk of dropping out of school may include, but are not limited to:

1. Meetings and/or home visits with the student and parent/guardian to identify and address barriers to the student's success and inform them of the state's compulsory education law

2. Individualized instruction that responds to the needs and unique learning styles of students

CSBA NOTE: Pursuant to Education Code 46211, as added by SB 153, a district may implement attendance recovery programs for students to make up lost instructional time and offset absences, including chronic absenteeism.

3. Supplemental instruction during or outside the school day that is designed to help students overcome academic deficiencies, including attendance recovery programs

4. Enrollment in alternative or specialized educational programs

5. Assistance locating employment or work-based learning opportunities which link classroom learning with real-world experiences

6. Academic guidance and personal counseling services

7. Referral to a student success team, school attendance review board, or other team that addresses persistent attendance problems

CSBA NOTE: A student assistance program (SAP) is an integrated effort to intervene with students for ~~substance abuse, mental health, emotional, or social issues~~non-academic barriers to learning by connecting education, programs, and school and community services to create a network of supports for students~~.~~ through referral and facilitation of appropriate services. Non-academic barriers to learning include substance abuse; mental health issues including depression or suicidal thoughts or behavior, self-injury, stress and anxiety, or grief; emotional or social issues; school adjustment problems; trauma generated at school or home; attendance and dropout problems; physical and sexual abuse, or violence; gender issues; teen pregnancy and parenting; family issues, including dissolution, homelessness or displacement, family member mental health and substance use disorders, and relationship difficulties; parent or other family member incarceration; military deployment; or delinquency and involvement with the juvenile justice system. CDE's publication, "SAP Bulletin 11: Nine Components of SAPs," provides for recommended minimum requirements needed to reduce barriers to learning and ensure student success, including a board policy defining the school's role in creating a safe, disciplined, and drug-free learning community; staff development; program awareness; an internal referral process; a problem solving team and case management; SAP evaluation; educational student support groups; cooperation and collaboration with community agencies and resources; and integration with other school-based programs.

For resources related to the implementation of SAPs, see ~~the web sites of the California Department of Education and California SAP Resource Center~~CDE's, "Student Assistance Programs" and "School Attendance Improvement Strategies" webpages.

8. Referral to school and/or community support services, such as a student assistance program~~,~~; substance abuse program; health services~~,~~ or school nurse; school social worker or social services~~, a substance abuse program,~~; school counselor, school psychologist or other student support personnel for case management and counseling; and other resources

9. Continued monitoring of student attendance, including tracking student attendance and identifying students with attendance problems as early as possible, so the school may provide appropriate support services and interventions

10. Employment of qualified outreach consultants to perform duties related to dropout identification, prevention, intervention, and recovery as assigned

CSBA NOTE: Items #11-12 reflect recommendations from the Institute of Education Sciences' publication, "Preventing Dropout in Secondary Schools," to create small communities to facilitate monitoring and support, and to engage students by offering programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school.

11. Creating small, personalized learning communities to facilitate monitoring and support

12. Offering courses or programs that connect schoolwork with college and career success, including career technical education

CSBA NOTE: Education Code 52060~~, as added by AB 97 (Ch. 47, Statutes of 2013),~~ requires districts to develop a local control and accountability plan (LCAP) which includes goals and actions aligned with specified state priorities, including student engagement; see BP/AR 0460 - Local Control ~~and~~And Accountability Plan. Pursuant to Education Code 52060, student engagement should be measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, ~~and~~ high school graduation rates, as applicable, and any additional metrics developed and selected by the district. Actions identified to address other state priorities ~~(e.g.,~~ such as school climate~~,~~ and student achievement~~)~~, may also contribute to dropout prevention.

The strategies may be incorporated into the district's local control and accountability plan and linked to district goals for student engagement, school climate, and student achievement.

The Superintendent or designee shall ensure that employees are trained to support at-risk students and are prepared to implement intervention strategies or to make appropriate referrals to support services.

When a student leaves school prior to the end of a school year, or when a student successfully completed the prior school year but did not begin attending the next grade or school that ~~he/she~~the student was expected to attend or had pre-registered to attend, the Superintendent or designee shall make efforts to determine whether the student has dropped out or has transferred to another educational setting. The Superintendent or designee may contact the student's parents/guardians to verify school enrollment and, if necessary, shall implement intervention and recovery efforts.

CSBA NOTE: Pursuant to 20 USC 6311, a district that receives Title I Funds is required to include high school graduation rates, including a four-year adjusted cohort graduate rate, on its annual report card. CDE monitors district programs and operations for compliance with these requirements through its Federal Program Monitoring (FPM) process. The FPM process includes a review of a district's written policies and procedures to maintain required documentation for students who transfer or withdraw from a district school, including the exit reasons and documentation to support the exit reasons. The following paragraph reflects the Adjusted Cohort Graduation Rate 2024-25 FPM instrument.

The Superintendent or designee shall maintain required documentation for students who transfer from or otherwise withdraw from a school in the district. (20 USC 6311)

CSBA NOTE: The following optional paragraph reflects indicators specified in Education Code 52060, as measures of student engagement for purposes of the LCAP, and may be revised to reflect district practice and the grade levels offered by the district.

Using data submitted by districts through the California Longitudinal Pupil Achievement Data System~~, the California Department of Education~~ (CalPADS), CDE calculates four-year graduation and dropout rates for districts, schools, and counties.

Pursuant to Education Code 60900.2, as added by AB 1340 (Ch. 576, Statutes of 2023), and contingent upon an appropriation, CDE is required to post a report on its website that allows the public to view statewide-level four- and five-year cohort graduation rates for students with disabilities, disaggregated by disability.

The Superintendent or designee shall annually report to the Board on measures of student engagement, including school attendance rates, chronic absenteeism rates, middle school and high school dropout rates, and high school graduation rates. The Board shall monitor district progress in increasing student retention in school and may require revisions in district plans and strategies as needed.

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State	**Description**
Ed. Code 35160	Authority of governing boards
Ed. Code 46211	Attendance recovery programs
Ed. Code 48200	Compulsory education
Ed. Code 48260-48273	Truancy
Ed. Code 48400-48403	Compulsory continuation education
Ed. Code 48430-48438	Continuation education
Ed. Code 48660-48666	Community day schools
Ed. Code 49600-49604	Educational counseling
Ed. Code 51260-51269	Gang and substance abuse prevention curriculum
Ed. Code 51745	Independent study
Ed. Code ~~52060~~52059.5-52077	Local control and accountability plan
Ed. Code 52300-~~52334~~52462	~~Regional occupational centers and programs~~Career technical education
Ed. Code 54690-54697	Partnership academies
Ed. Code 60900-60901	California Longitudinal Pupil Achievement Data System
Ed. Code 64001	School plan for student achievement; consolidated application programs
W&I Code 18986.40-18986.46	Interagency children's services programs

Federal	**Description**
20 USC 6301-6322	Title I programs

Management Resources	**Description**
California Department of Education Publication	Adjusted Cohort Graduation Rate Program Instrument (https://www.cde.ca.gov/ta/cr/)

California Department of Education Publication	Student Assistance Programs (https://www.cde.ca.gov/ls/he/at/sap.asp)
California Department of Education Publication	SAP Bulletin 11: Nine Components of SAPs (https://www.cde.ca.gov/ls/he/at/sapninecomponents.asp)
California Department of Education Publication	School Attendance Improvement Strategies (https://www.cde.ca.gov/ls/ai/cw/attendstrategy.asp)
US Department of Education Publication	Every Student Succeeds Act High School Graduation Rate Non-Regulatory Guidance, January 2017 (https://www2.ed.gov/policy/elsec/leg/essa/essagradrateguidance.pdf)
CSBA Publication	Seize the Data: Using Chronic Absence Data to Drive Student Engagement, March 2024 (https://www.csba.org/-/media/CSBA/Files/GovernanceResources/GovernanceBriefs/Attendance-Brief-2024.ashx?la=en&rev=a3dd0ccb6e214e3fbe0a4e5d49e797f5)
CSBA Publication	California High School Graduation and Dropout Rates, Fact Sheet, May 2013 (https://www.csba.org/GovernanceAndPolicyResources/~/media/CSBA/Files/GovernanceResources/GovernanceBriefs/20130 5FactSheetHSGradRates.ashx)
Institute of Education Sciences Publication	Preventing Dropout in Secondary Schools, September 2017 (https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/wwc_dropout_092617.pdf)
Website	CSBA District and County Office of Education Legal Services
Website	California Dropout Research Project
~~Website~~	~~California Student Assistance Program Resource Center~~
Website	National Dropout Prevention Center
Website	U.S. Department of Education
Website	CSBA
Website	California Department of Education, Dropout Prevention (https://www.cde.ca.gov/ls/ai/dp/)
Website	Institute of Education Sciences (https://ies.ed.gov/)

Cross References

Code	Description
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan

4131	Staff Development
5030	Student Wellness
5113	Absences And Excuses
5113	Absences And Excuses
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5113.11	Attendance Supervision
5113.12	District School Attendance Review Board
5113.12	District School Attendance Review Board
5113.2	Work Permits
5113.2	Work Permits
5123	Promotion/Acceleration/Retention
5123	Promotion/Acceleration/Retention
5131.6	Alcohol And Other Drugs
5131.6	Alcohol And Other Drugs
5136	Gangs
5136	Gangs
5137	Positive School Climate
5141.6	School Health Services
5141.6	School Health Services
5146	Married/Pregnant/Parenting Students
5148.2	Before/After School Programs
5148.2	Before/After School Programs
6120	Response To Instruction And Intervention
6146.1	High School Graduation Requirements
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
6158	Independent Study
6158	Independent Study
6164.2	Guidance/Counseling Services

6164.5	Student Success Teams
6164.5	Student Success Teams
6172	Gifted And Talented Student Program
6172	Gifted And Talented Student Program
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6173.4	Education For American Indian Students
6177	Summer Learning Programs
6178.1	Work-Based Learning
6178.1	Work-Based Learning
6178.2	Regional Occupational Center/Program
6179	Supplemental Instruction
6184	Continuation Education
6184	Continuation Education

Policy 6112: School Day

Status: ADOPTED

Original Adopted Date: 09/01/1988 **| Last Revised Date:** ~~12~~09/01/~~2021~~2024 **| Last Reviewed Date:** ~~12~~09/01/~~2021~~2024

CSBA NOTE: The following optional policy may be revised to reflect district practice. California law specifies the minimum length of the school day for elementary and secondary schools~~; see~~ , which are reflected in the accompanying administrative regulation. In its , "Frequently Asked Questions," about attendance accounting and instructional time for independent study, the California Department of Education ~~(CDE)~~ has clarified that the same minimum school day requirements apply to ~~traditional~~ independent study as for students attending in-person instruction; for more information regarding instructional minutes as they relate to independent study, see BP/AR 6158 – Independent Study.

The Governing Board shall fix the length of the school day in accordance with law. (Education Code 46100)

At each school, the length of the school day shall be the same for all students, except as otherwise permitted by law. For any student with a disability, the length of the school day shall be as specified in the student's individualized education program or Section 504 plan.

CSBA NOTE: The following ~~optional paragraph is~~two paragraphs are for use by districts that maintain ~~elementary schools and may be modified to reflect district practice.~~any of grades K-6. Pursuant to Education Code ~~33350, CDE encourages~~49056, as added by SB 291 (Ch. 863, Statutes of 2023) and amended by SB 153 (Ch. 38, Statutes of 2024), districts that maintain any of grades K-6 are required to provide ~~daily~~ recess ~~periods~~as specified below, except that for ~~elementary~~any student with a disability, recess is required to be in accordance with the student's individualized education program or Section 504 plan. SB 153 clarifies that the recess requirements specified below do not apply to (1) students~~, featuring time for unstructured but supervised play. The Superintendent of Public Instruction's Task Force on Obesity, Type 2 Diabetes, and Cardiovascular Disease recommends that~~ in grades 7-12, even if the school also serves students in grades K-6 ~~be provided with recess or other~~, or (2) students in grade 6 where grade 6 is part of a middle school program or part of a program that serves some or all of students in grades 6-12 if the students receive physical ~~activity breaks at least once per 120 minutes of instruction. The National Association for Sport and Physical~~education as specified in Education ~~recommends daily recess breaks of at least 20 minutes each day.~~Code 51222. For information regarding the prohibition against denying a student recess, see BP 5144 – Discipline.

~~The~~Unless there is a field trip or other educational program, the daily schedule for ~~elementary schools~~grades K-6 shall include at least one ~~period~~or more periods of recess of at least ~~20~~30 minutes~~, during which~~ on regular instructional days and 15 minutes on early release days. During this time, students shall be provided supervised opportunities, outdoors when weather and air quality permit unless space is not sufficient in which case recess may be held indoors, to engage in unstructured physical activity~~.~~, play, organized games, and/or social engagement with peers, and may be provided a snack. (Education Code 49056)

Educational Program means the entire school-sponsored offering for students, including in-class and out-of-class activities. (Education Code 49056)

CSBA NOTE: The remainder of this policy only applies to districts that maintain secondary schools and may be modified to reflect district practice.

In establishing the daily instructional schedule for each secondary school, the Superintendent or designee shall give consideration to course requirements and curricular demands, availability of school facilities and equipment, and applicable legal requirements.

The Board encourages flexibility in scheduling so as to provide longer time blocks or class periods when appropriate and desirable to support student learning, provide more intensive study of core academic subjects or extended exploration of complex topics, and reduce transition time between classes.

Prior to implementing a block or alternative schedule that will allow secondary students to attend school for fewer school days than the total number of school days for which the school is in session, the Board shall consult in good faith, in an effort to reach agreement with the certificated and classified employees of the school, parents/guardians of the students who would be affected by the change, and the community at large. Such consultation shall include at least one public hearing for which the Board shall give adequate notice to the employees and to the parents/guardians of affected students. (Education Code 46162)

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State	Description
Ed. Code 37202	Equal time in all schools
Ed. Code 37670	Year-round schools
Ed. Code 46010	Total days of attendance
Ed. Code 46100	Length of school day
Ed. Code 46110-46120	Attendance in kindergarten and elementary schools
Ed. Code 46120	Expanded learning opportunities
Ed. Code 46140-46148	Attendance in junior high and high schools
Ed. Code 46148	School day for middle and high school
Ed. Code 46160-46162	Alternative schedule for junior high and high school; public hearing with notice
Ed. Code 46170	Continuation schools; minimum day

Ed. Code 46180	Opportunity schools; minimum day
Ed. Code 46191	Attendance for adults in correctional facilities
Ed. Code 46200-~~46206~~46208	~~Minimum instructional time~~Incentives for longer instructional days and year
Ed. Code 48200	~~Minimum school day~~Compulsory full-time education
Ed. Code 48663	Community day school; minimum school day
Ed. Code 48800-48802	Concurrent enrollment in community college
Ed. Code 49056	Recess
Ed. Code 51222	Physical education; instructional minutes
Ed. Code 51720-51724	Evening high school for minors
Ed. Code 51760-51769.5	Work experience education
Ed. Code 52325	Regional occupational center; minimum day
Ed. Code 8970-8974	Early primary program, including extended-day kindergarten

Management Resources	**Description**
California Department of Education Publication	Conducting Individualized Determinations of Need (https://www.cde.ca.gov/sp/se/ac/sept2021leaguidance.asp#:~:text=Determining%20service%20and%20support%20needs%20for%20students%20with%20disabilities%20should,progress%20in%20meeting%20IEP%20goals.)
~~California Department of Education Publication~~	~~Clarifications for Student Learning in Quarantine, 2021~~
California Department of Education Publication	~~2021-22~~ AA & IT Independent Study FAQs (https://www.cde.ca.gov/fg/aa/pa/instructionaltimefaq.asp#itis)
~~NASPE Position Statement~~	~~Recess for Elementary School Students, 2006~~
State Board of Education Policy Statement	99-03 Physical Education (PE) Requirements for Block Schedules, July 2006
~~U.S. Department of Education Publication~~	~~Extending Learning Time for Disadvantaged Students, August 1995~~
~~WestEd~~WestEd Publication	Full-Day Kindergarten: Expanding Learning Opportunities, Policy Brief, April 2005
Website	CSBA District and County Office of Education Legal Services
Website	WestEd
Website	National Association for Sport and Physical Education
Website	State Board of Education

Website	U.S. Department of Education
Website	California Department of Education

Cross References

Code	Description
3516.5	Emergency Schedules
5030	Student Wellness
5113	Absences And Excuses
5113	Absences And Excuses
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
6000	Concepts And Roles
6111	School Calendar
6117	Year-Round Schedules
6142.7	Physical Education And Activity
6142.7	Physical Education And Activity
6145.8	Assemblies And Special Events
6154	Homework/Makeup Work
6158	Independent Study
6158	Independent Study
6159	Individualized Education Program
6159	Individualized Education Program
6164.6	Identification And Education Under Section 504
6164.6	Identification And Education Under Section 504
6170.1	Transitional Kindergarten
6171	Title I Programs
6171	Title I Programs
6172.1	Concurrent Enrollment In College Classes
6172.1	Concurrent Enrollment In College Classes
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
6184	Continuation Education
6184	Continuation Education
6185	Community Day School
6185	Community Day School
6200	Adult Education
6200	Adult Education
9320	Meetings And Notices

Regulation 6112: School Day

Status: ADOPTED

Original Adopted Date: 11/01/2006 **| Last Revised Date:** ~~12~~09/01/~~2021~~2024 **| Last Reviewed Date:** ~~12~~09/01/~~2021~~2024

CSBA NOTE: The following optional administrative regulation specifies minimum and maximum school days for each grade level as provided by law. The district may revise this regulation to reflect district practice.

Pursuant to Education Code 46114, the minimum school day in grades K-8 may be computed by determining the average number of minutes over 10 consecutive school days (i.e., the number of minutes of attendance in any 10 consecutive school days, divided by 10). Education Code 46142 authorizes the minimum school day in junior high and high schools to be computed by averaging the number of minutes over two consecutive school days. The district will be in compliance if the average is at least the minimum day required by law, even if the number of minutes in any one school day is less than the minimum required school day specified below. However, Education Code 46114 and 46142 provide that no single school day may be less than 60 minutes for kindergarten, 170 minutes for grades 1-3, or 180 minutes for grades 4-12.

Education Code 46201 and 46207 require districts that have reached their local control funding formula (LCFF) funding target, as well as districts that received longer day or longer year funding prior to the implementation of the LCFF, to offer at least the following instructional minutes per school year: 36,000 minutes for kindergarten, 50,400 for grades 1-3, 54,000 for grades 4-8, and 64,800 for grades 9-12. Pursuant to Education Code 46201 and 46207, if this requirement is not met for any grade level, a portion of the district's LCFF allocation will be withheld.

Kindergarten/Transitional Kindergarten

CSBA NOTE: The following section is for use by districts that maintain kindergarten and transitional kindergarten (TK) classes. Education Code 37202 permits districts to maintain kindergarten or TK classes for different lengths of time during the school day, either at the same or different school sites. Districts offering kindergarten or TK classes for different lengths of time are still required to meet the minimum and maximum length of school day described below.

Kindergarten and transitional kindergarten (TK) classes in district schools may be maintained for different lengths of time, either at the same or different school sites. (Education Code 37202)

CSBA NOTE: Education Code 46117 establishes a minimum school day of three hours (180 minutes) for kindergarten students. However, pursuant to Education Code 46119, if a district has fewer than 40 kindergarten students, the Governing Board may apply to the Superintendent of Public Instruction to maintain two kindergarten classes of 150 minutes each, including recesses, taught on the same day by the same teacher.

The average school day for kindergarten and TK students shall be at least three hours, including recesses but excluding noon intermissions. If fewer than 40 students are enrolled in kindergarten classes, the district may request approval of the Superintendent of Public Instruction to maintain two kindergarten classes of 150 minutes each. (Education Code 46114, 46115, 46117, 46119)

CSBA NOTE: Education Code 46111 limits the maximum length of the school day for kindergarten to four hours, not counting recesses, except where the school is operating an early primary program pursuant to Education Code 8970-8974 or an expanded learning opportunity program established pursuant to Education Code 46120~~, as added by AB 130 (Ch. 44, Statutes of 2021)~~.

In any school day, kindergarten and/or TK students shall not be kept in school for longer than four hours, excluding recesses, except where the school is operating an early primary program pursuant to Education Code 8970-8974 or an expanded learning opportunity program pursuant to Education Code 46120. (Education Code 46111, 46115, 46120)

CSBA NOTE: The following optional paragraph is for use by districts that have established an early primary program pursuant to Education Code 8970-8974 in order to provide an integrated, experiential, and developmentally appropriate educational program with specified components for students in prekindergarten through grade 3. Education Code 8973 provides that the kindergarten school day in such programs may exceed four hours under the conditions described below, although districts do not receive additional apportionment funds for the excess time.

In any district school operating an early primary program pursuant to Education Code 8970-8974, the kindergarten school day may exceed four hours, excluding recess, if both of the following conditions are met: (Education Code 8973)

1. The Governing Board has declared that the extended-day kindergarten program does not exceed the length of the primary school day~~.~~

2. The extended-day kindergarten program includes ample opportunity for both active and quiet activities within an integrated, experiential, and developmentally appropriate educational program~~.~~

CSBA NOTE: The following paragraph is optional. Although Education Code 46111 provides that recess shall be excluded from determining the maximum school day, it is the interpretation of the California Department of Education (CDE) that recess time may be counted as instructional minutes, at the district's discretion, if teacher supervision occurs.

Under an extended day kindergarten program, recess may be counted as instructional minutes for purposes of determining the maximum school day if it occurs under teacher supervision.

CSBA NOTE: The following optional paragraph is for use by districts that maintain multitrack year-round schools pursuant to Education Code 37670.

In any multitrack year-round school operating pursuant to Education Code 37670, the kindergarten school day may be up to 265 minutes, excluding recesses. (Education Code 46111)

CSBA NOTE: Pursuant to Education Code 48003, districts are required to provide an annual report to CDE regarding the type of kindergarten program offered by the district, including part day, full day, or both, by completing the School Information Form 2017 located on CDE's ~~web site~~website. The form also includes the type(s) of TK program offered.

The Superintendent or designee shall annually report to the California Department of Education as to whether the district's kindergarten and TK programs are offered full day, part day, or both. (Education Code 48003)

Grades 1-8

CSBA NOTE: The following section is for use by districts that maintain any of grades 1-8 and should be modified to reflect the grade levels offered by the district.

Except as otherwise provided by law, the school day for elementary and middle school students shall be:

1. At least 230 minutes for students in grades 1-3, unless the Board has prescribed a shorter school day because of lack of school facilities requiring double sessions, in which case the minimum school day shall be 200 minutes (Education Code 46112)

2. At least 240 minutes for students in grades 4-8 (Education Code 46113, 46142)

In determining the number of minutes for purposes of compliance with the minimum school day for students in grades 1-8, both noon intermissions and recesses shall be excluded. (Education Code 46115)

CSBA NOTE: The following optional paragraph is for any district maintaining a middle school, except a rural school district. Pursuant to Education Code 46148, the school day for a middle school is required to begin no earlier than 8:00 am.

The school day for a middle school shall begin no earlier than 8:00 a.m. (Education Code 46148)

Grades 9-12

CSBA NOTE: The following section is for use by districts that maintain any of grades 9-12 and may be modified to reflect the grade levels offered by the district.

The school day for a high school shall begin no earlier than 8:30 a.m. (Education Code 46148)

CSBA NOTE: In its, "Frequently Asked Questions" ~~about~~," about attendance accounting and instructional time for independent study, CDE has clarified that the same minimum school day requirements apply to ~~traditional~~ independent study as for students attending in-person instruction; for more information regarding instructional minutes as they relate to independent study, see BP/AR 6158 – Independent Study.

The school day for students in grades 9-12, including students in the ~~traditional~~ independent study program, shall be at least 240 minutes. (Education Code 46141, 46142)

CSBA NOTE: The following list should be revised to reflect programs offered by the district.

However, the school day may be less than 240 minutes when authorized by law. Programs that have a minimum school day of 180 minutes include, but are not necessarily limited to:

1. Continuation high school or classes (Education Code 46141, 46170)

2. Opportunity school or classes (Education Code 46141, 46180)

3. Regional occupational center (Education Code 46141, 52325)

4. Work experience education program approved pursuant to Education Code 51760-51769.5 (Education Code 46141, 46144)

   A student in grade 12 who is enrolled in work experience education and is in the last semester or quarter before graduation may, upon written request by the student's parent/guardian or the student, if 18 years of age or over, be permitted to attend school for less than 180 minutes per school day if all requirements for graduation would be completed,

except physical education courses, in less than 180 minutes each day. (Education Code 46147)

5. Concurrent enrollment in a community college pursuant to Education Code 48800-48802 or, for students in grades 11-12, part-time enrollment in classes of the California State University or University of California, provided academic credit will be awarded upon satisfactory completion of enrolled courses (Education Code 46146)

6. An early college high school or middle college high school, provided the students are enrolled in community college or college classes in accordance with ~~item~~Item #5 above (Education Code 46141, 46146.5)

7. Special day or Saturday vocational training program conducted under a federally approved plan for career technical education (Education Code 46141, 46144)

~~8. Adult education classes (Education Code 46190)~~

CSBA NOTE: The following optional paragraph is for use by districts that operate an evening high school pursuant to Education Code 51720-51724.

For an evening high school operated pursuant to Education Code 51720-51724, the number of days, specific days of the week, and number of hours during which the program shall be in session may be determined by the Board. (Education Code 46141, 51721)

Students in grade 12 shall be enrolled in at least five courses each semester or the equivalent number of courses each quarter. This requirement shall not apply to students enrolled in regional occupational centers or programs, courses at accredited postsecondary institutions, independent study, special education programs in which the student's individualized education program establishes a different number of courses, continuation education classes, work experience education programs, or any other course of study authorized by the Board that is equivalent to the approved high school course of study. (Education Code 46145)

Alternative Block Schedule for Secondary Schools

CSBA NOTE: The following optional section is for use by districts that choose to create a block schedule pursuant to Education Code 46160-46162; for information regarding actions required prior to implementing a block or alternative schedule, see the accompanying Board policy. In establishing a block schedule, the district should be aware of state law (Education Code 51222) that requires secondary students to attend physical education courses for at least 400 minutes each 10 school days; for more information regarding instructional minutes as it relates to physical education, see AR 6142.7 - Physical Education and Activity. Although the daily alternating block schedule, often referred to as the A/B block schedule, does fulfill the requirement for physical education minutes, other block schedules do not and thus require a waiver from the State Board of Education (SBE~~). See~~); see SBE Waiver Policy #99-03 for waiver criteria.

In order to establish a block or other alternative schedule or to accommodate career technical education and regional occupational center/program courses, the district may authorize students to attend fewer than the total number of days in which school is in session provided that students attend classes for at least 1,200 minutes during any five school day period or 2,400 minutes during any 10 school day period. (Education Code 46160)

CSBA NOTE: The following optional paragraph is for use by districts that maintain an early college high school or middle college high school. Pursuant to Education Code 46160 such districts may schedule classes in these schools so that students who satisfy the provisions of Education Code 46146.5 in regard to part-time enrollment at community college, the California State University, or the University of California attend classes for at least 900 minutes during any five-school day period or 1,800 minutes during any 10-school day period.

An early college high school or middle college high school may be scheduled so that students attend classes for at least 900 minutes during any five-school day period or 1,800 minutes during any 10-school day period. (Education Code 46160)

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Ed. Code 46120	Expanded learning opportunities
Ed. Code 46140-46148	Attendance in junior high and high schools
Ed. Code 46148	School day for middle and high school
Ed. Code 46160-46162	Alternative schedule for junior high and high school; public hearing with notice
Ed. Code 46170	Continuation schools; minimum day
Ed. Code 46180	Opportunity schools; minimum day
Ed. Code 46191	Attendance for adults in correctional facilities
Ed. Code 46200-~~46206~~46208	~~Minimum instructional time~~Incentives for longer instructional days and year
Ed. Code 48200	~~Minimum school day~~Compulsory full-time education
Ed. Code 48663	Community day school; minimum school day
Ed. Code 48800-48802	Concurrent enrollment in community college
Ed. Code 49056	Recess

Ed. Code 51222	Physical education; instructional minutes
Ed. Code 51720-51724	Evening high school for minors
Ed. Code 51760-51769.5	Work experience education
Ed. Code 52325	Regional occupational center; minimum day
Ed. Code 8970-8974	Early primary program, including extended-day kindergarten

Management Resources	**Description**
California Department of Education Publication	Conducting Individualized Determinations of Need (https://www.cde.ca.gov/sp/se/ac/sept2021leaguidance.asp#:~:text=Determining%20service%20and%20support%20needs%20for%20students%20with%20disabilities%20should,progress%20in%20meeting%20IEP%20goals.)
~~California Department of Education Publication~~	~~Clarifications for Student Learning in Quarantine, 2021~~
California Department of Education Publication	~~2021-22~~ AA & IT Independent Study FAQs (https://www.cde.ca.gov/fg/aa/pa/instructionaltimefaq.asp#itis)
~~NASPE Position Statement~~	~~Recess for Elementary School Students, 2006~~
State Board of Education Policy Statement	99-03 Physical Education (PE) Requirements for Block Schedules, July 2006
~~U.S. Department of Education Publication~~	~~Extending Learning Time for Disadvantaged Students, August 1995~~
~~WestEd~~WestEd Publication	Full-Day Kindergarten: Expanding Learning Opportunities, Policy Brief, April 2005
Website	CSBA District and County Office of Education Legal Services
Website	WestEd
Website	National Association for Sport and Physical Education
Website	State Board of Education
Website	U.S. Department of Education
Website	California Department of Education

Cross References

Code	**Description**
3516.5	Emergency Schedules
5030	Student Wellness
5113	Absences And Excuses
5113	Absences And Excuses

5141.22	Infectious Diseases
5141.22	Infectious Diseases
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
6000	Concepts And Roles
6111	School Calendar
6117	Year-Round Schedules
6142.7	Physical Education And Activity
6142.7	Physical Education And Activity
6145.8	Assemblies And Special Events
6154	Homework/Makeup Work
6158	Independent Study
6158	Independent Study
6159	Individualized Education Program
6159	Individualized Education Program
6164.6	Identification And Education Under Section 504
6164.6	Identification And Education Under Section 504
6170.1	Transitional Kindergarten
6171	Title I Programs
6171	Title I Programs
6172.1	Concurrent Enrollment In College Classes
6172.1	Concurrent Enrollment In College Classes
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
6184	Continuation Education
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6185	Community Day School

6185	Community Day School
6200	Adult Education
6200	Adult Education
9320	Meetings And Notices

Policy 6142.92: Mathematics Instruction

Status: ADOPTED

Original Adopted Date: 10/01/1995 **| Last Revised Date:** ~~12~~09/01/~~2015~~2024 **| Last Reviewed Date:** ~~12~~09/01/~~2015~~2024

CSBA NOTE: The following optional policy may be revised to reflect district practice and the grade levels offered by the district. Education Code 51210 and 51220 require that mathematics, including mathematical concepts and understandings, operational skills, and problem solving, be included in the course of study offered in grades 1-12; see AR 6143 - Courses ~~of~~Of Study. In addition, Education Code 51224.5~~, as amended by AB 220 (Ch. 165, Statutes of 2015),~~ specifies that the adopted course of study for grades 7-12 must include algebra, and that, as part of the two courses in mathematics required for high school graduation pursuant to Education Code 51225.3, students must complete coursework that meets or exceeds the rigor of the content standards for Algebra I or Mathematics I adopted by the State Board of Education (SBE); see BP 6146.1 - High School Graduation Requirements.

Pursuant to Education Code 51002, SBE adopts curriculum frameworks for specified subjects, including mathematics, to offer guidance for the implementation of content standards for those subjects. The, "2023 Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve," is designed to help educators align classroom teaching with California's math content standards, and provides guidelines and selected research-based approaches for implementing instruction to ensure optimal benefits for all students.

The Governing Board desires to offer a rigorous mathematics program that progressively develops the knowledge and skills students will need to succeed in college and career. The district's mathematics program shall be designed to teach mathematical concepts in the context of real-world situations and to help students gain a strong conceptual understanding, a high degree of procedural skill and fluency, and ability to apply mathematics to solve problems.

CSBA NOTE: The, "2023 Mathematics Framework for California Public Schools," aims to remove structural barriers to students' mathematics success and ensure access and opportunity for all students to receive high level mathematics instruction.

The district's mathematics program shall also incorporate recognized principles, concepts, and research-based strategies to meet the needs of all students and provide equal access to learning through lessons that are relevant to students. Instructional resources adopted for use in district schools shall provide guidance to support a diverse student population, including students who are English learners, at-promise, advanced learners, and students with learning disabilities.

CSBA NOTE: The Common Core State Standards (CCSS) for mathematics~~, modified in January 2013,~~ are based on ~~the~~ three principles ~~of~~: (1) focus, placing strong emphasis on the concepts in the standards so that students have sufficient time to think about, practice, and integrate new ideas~~;~~, (2) coherence, linking topics across grade levels and establishing connections with other topics~~;~~, and (3) rigor, requiring that conceptual understanding, procedural skills and fluency, and

applications be pursued with equal intensity.

~~All California schools are expected to implement the CCSS in the 2014-15 school year. In November 2013, the SBE adopted the Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve which was updated to reflect these standards. In addition, the state assessment system is transitioning to the California Assessment of Student Performance and Progress which is aligned with the CCSS; see BP/AR 6162.51 - State Academic Achievement Tests. The CCSS and state curriculum framework are available on the California Department of Education's web site. For further information about the CCSS and recommendations for implementation, see CSBA's Governing to the Core series of governance briefs.~~

~~Education Code 51284, as amended by AB 166 (Ch. 135, Statutes of 2013), requires that, concurrent with the next revision of textbooks or the curriculum framework in mathematics, the SBE ensure the integration of financial literacy, including, but not limited to, budgeting and managing credit, student loans, consumer debt, and identity theft security. An appendix to the 2013 curriculum framework provides examples and resources to assist in incorporating problems or exercises that teach financial literacy concepts and skills.~~

For each grade level, the Board shall adopt academic standards for mathematics that meet or exceed the Common Core State Standards. The Superintendent or designee shall develop or select curricula that are aligned with these standards and the state curriculum framework.

CSBA NOTE: The CCSS for mathematics include two types of standards: (1) mathematical practice standards ~~(~~, which are identical for each grade level~~)~~, and (2) mathematical content standards ~~(~~, which are different at each grade level~~).~~. The eight practice standards are grouped into four categories as reflected in ~~items~~Items #1-4 below.

The district's mathematics program shall address the following standards for mathematical practices which are the basis for mathematics instruction and learning:

1. Overarching habits of mind of a productive mathematical thinker: Making sense of problems and persevering in solving them; attending to precision

2. Reasoning and explaining: Reasoning abstractly and quantitatively; constructing viable arguments and critiquing the reasoning of others

3. Modeling and using tools: Modeling with mathematics; using appropriate tools strategically

4. Seeing structure and generalizing: Looking for and making use of structure; looking for and expressing regularity in repeated reasoning

~~CSBA NOTE: The following three paragraphs reflect the mathematic content standards of the CCSS and may be revised to reflect district practice. The district should select the paragraph(s) applicable to the grade levels offered by the district.~~

In addition, the district's mathematics program shall be aligned with grade-level standards for mathematics content.

CSBA NOTE: The following paragraph is for districts that offer grades K-8, reflect the mathematics content standards of the CCSS, and may be revised to reflect district practice.

For grades K-8, mathematics content shall address, at appropriate grade levels, counting and cardinality, operations and algebraic thinking, number and operations in base ten, fractions, measurement and data, geometry, ratios and proportional relationships, functions, expression and equations, the number system, and statistics and probability. Students shall learn the concepts and skills that prepare them for the rigor of higher mathematics.

CSBA NOTE: The following paragraph is for use by districts that maintain secondary grades. ~~As revised in January 2013, the CCSS~~The, "Mathematics Framework for ~~higher~~California Public Schools," recognizes that schools are free to organize mathematics ~~replace the unique Grade 8 Algebra course with an Algebra I course that covers the same content regardless of the grade level of the student taking the course. Thus,~~pathways in different ways but encourages districts to consider offering two potential pathways to enable students who ~~are not ready to take algebra in grade 8 may take an alternate path. As revised, the higher mathematics standards are organized into both conceptual categories and model courses, which may be delivered using a traditional pathway (i.e., Algebra I, Geometry, Algebra II) or an integrated pathway (i.e., Mathematics I, II, and III) in which each course contains standards from all six conceptual categories. The CCSS also~~would like to reach Calculus by the end of high school to do so. The California Department of Education's guidance recommends flexibility so that choices made by students during their first two years do not limit their later choices. Additionally, the CCSS provide for two advanced courses: (1) Advanced Placement Statistics and Probability and (2) Calculus. ~~For further information, see the state curriculum framework or the Common Core State Standards Initiative's guidance, Appendix A: Designing High School Mathematics Courses Based on the Common Core State Standards, available on its web site.~~

The district may revise the following paragraph to reflect the pathway(s) used in the district and/or the grade levels at which higher mathematics ~~shall be~~are offered.

For higher mathematics, the district shall offer ~~a pathway~~alternative pathways of courses through which students shall be taught concepts that address number and quantity, algebra, functions, modeling, geometry, and statistics and probability. Any pathway offered by the district shall be designed in a manner that provides maximum opportunities for students to access advanced mathematics courses during high school.

CSBA NOTE: Education Code 51224.7~~, as added by SB 359 (Ch. 58, Statutes of 2015),~~ requires any district maintaining grade 9 to have a policy in place ~~prior to January 1, 2016~~ regarding placement of students in mathematics courses. See BP 6152.1 - Placement ~~in~~In Mathematics Courses for language fulfilling this mandate.

The Superintendent or designee shall ensure that students are appropriately placed in mathematics courses and are not required to repeat a course that they have successfully completed in an earlier grade level. Placement decisions shall be based on consistent protocols and multiple academic measures.

~~CSBA NOTE: AB 97 (Ch. 47, Statutes of 2013) eliminated the Professional Development Block Grant (Education Code 41530-41532) and the Mathematics and Reading Professional Development Program (Education Code 99230-99242) and redirected that funding into the local control funding formula. At their discretion, districts may provide professional development opportunities to meet the purposes of those programs or other local needs.~~

The Superintendent or designee shall ensure that certificated staff have opportunities to participate in professional development activities designed to increase their knowledge and skills in effective mathematics teaching practices.

CSBA NOTE: As a condition of receiving funds for instructional materials from any state source, Education Code 60119 requires the Governing Board to annually hold a public hearing to determine whether each student in the district has sufficient standards-aligned textbooks or instructional materials in mathematics and other specified subjects to use in class and to take home. For a definition of "sufficiency" for this purpose and a sample Board resolution, see BP/E 6161.1 - Selection ~~and~~And Evaluation ~~of~~Of Instructional Materials.

The Superintendent or designee shall ensure that students have access to sufficient instructional materials, including manipulatives and technology, to support a balanced, standards-aligned mathematics program.

The Superintendent or designee shall provide the Board with data from state and district mathematics assessments and program evaluations to enable the Board to monitor program effectiveness.

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Policy Reference Disclaimer:
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State	**Description**
Ed. Code 51002	Common state curriculum
Ed. Code 51210	Course of study for grades 1-6
Ed. Code 51220	Course of study for grades 7-12
Ed. Code 51224.5	Algebra in course of study for grades 7-12
Ed. Code 51224.7	California Mathematics Placement Act of 2015
Ed. Code 51225.3	High school graduation requirements
Ed. Code 51284	Financial literacy
Ed. Code 60605	State-adopted content and performance standards in core curricular areas
Ed. Code 60605.8	Common Core standards

Management Resources	**Description**
California Department of Education Publication	2023 Mathematics Framework for California Public Schools~~: Kindergarten Through Grade Twelve, 2013~~, June 2023 https://www.cde.ca.gov/ci/ma/cf/#:~:text=At%20its%20

	meeting%20on%20July,Grade%20Twelve%20(Mathematics%20Framework)
California Department of Education Publication	California Common Core State Standards: Mathematics, rev. January 2013 https://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf
Common Core State Standards Initiative Publication	Appendix A: Designing High School Mathematics Courses Based on the Common Core State Standards https://www.cde.ca.gov/re/cc/mathresources.asp
CSBA Publication	Governing to the Core~~,~~: Pathway Options for High School Mathematics Governance Briefs, May 2014 https://www.csba.org/GovernanceAndPolicyResources/StudentAchievement/~/media/CSBA/Files/GovernanceResources/GovernanceBriefs/201405GoverningtotheCore6_MathPathways.ashx
Website	CSBA District and County Office of Education Legal Services
Website	Common Core State Standards Initiative
Website	CSBA
Website	California Department of Education

Cross References

Code	Description
0440	District Technology Plan
0440	District Technology Plan
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0500	Accountability
1312.2	Complaints Concerning Instructional Materials
1312.2	Complaints Concerning Instructional Materials
1312.2-E(1)	Complaints Concerning Instructional Materials
1312.4	Williams Uniform Complaint Procedures
1312.4-E(1)	Williams Uniform Complaint Procedures
1312.4-E(2)	Williams Uniform Complaint Procedures
4131	Staff Development
4331	Staff Development

5148.2	Before/After School Programs
5148.2	Before/After School Programs
6011	Academic Standards
6120	Response To Instruction And Intervention
6141	Curriculum Development And Evaluation
6141	Curriculum Development And Evaluation
6141.4	International Baccalaureate Program
6142.93	Science Instruction
6143	Courses Of Study
6143	Courses Of Study
6146.1	High School Graduation Requirements
6152.1	Placement In Mathematics Courses
6152.1	Placement In Mathematics Courses
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
6161.11	Supplementary Instructional Materials
6162.5	Student Assessment
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6163.1	Library Media Centers
6172	Gifted And Talented Student Program
6172	Gifted And Talented Student Program
6176	Weekend/Saturday Classes
6179	Supplemental Instruction
6190	Evaluation Of The Instructional Program

Policy 6152.1: Placement In Mathematics Courses

Status: ADOPTED

Original Adopted Date: 08/01/2015 **| Last Revised Date:** ~~10~~09/01/~~2018~~2024 **| Last Reviewed Date:** ~~10~~09/01/~~2018~~2024

CSBA NOTE: Pursuant to Education Code 51224.7, the Governing Board of a district ~~which~~that serves ~~9th-grade~~ students entering grade 9 is **mandated** to develop and, at a regularly scheduled public Board meeting, adopt a fair, objective, and transparent mathematics placement policy with specified components. Although not required, districts serving students who are transitioning between elementary and middle or junior high schools are encouraged to adopt and implement policy to address the transition from elementary to secondary mathematics courses.

Pursuant to Education Code 51225.3, high school graduation requirements include the completion of at least two mathematics courses in grades 9-12. Pursuant to Education Code 51224.5, one of those two courses must meet or exceed state content standards for Algebra I or Mathematics I. While the completion of Algebra I or Mathematics I coursework prior to 9th grade would satisfy this requirement, it does not exempt a student from the requirement to complete two mathematics courses in grades 9-12. See BP 6142.92 - Mathematics Instruction and BP 6146.1 - High School Graduation Requirements.

According to a report by the Lawyers' Committee for Civil Rights of San Francisco Bay Area, "Held Back: Addressing Misplacement of 9th Grade Students in Bay Area School Math Classes~~,~~," many districts place students who have successfully completed Algebra I in 8th grade into Algebra I class again in 9th grade. In adding Education Code 51224.7, the legislature declared that placement in appropriate mathematics courses is critically important for a ~~student in his/her~~student's middle and high school years, and that misplacement in the sequence of mathematics courses creates barriers for educational success, especially for students of color. This is compounded by the fact that the University of California (UC) and California State University (CSU) systems require at least three years of mathematics for freshman admission.

The Governing Board believes that a sound educational program must include the study of subjects that prepare students for admission to higher education and/or fulfilling careers. District students shall be provided an opportunity to complete a sequence of mathematics courses recommended for admission into the University of California (UC) and California State University (CSU) systems.

CSBA NOTE: The "Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve," recognizes that schools are free to organize mathematics pathways in different ways but encourages districts to consider offering two potential pathways to enable students who would like to reach Calculus by the end of high school to do so. The California Department of Education's guidance recommends flexibility so that choices made by students during their first two years do not limit their later choices.

The district shall offer alternative pathways of courses designed in a manner that provides maximum opportunities for students to access advanced mathematics courses during high school.

CSBA NOTE: The following paragraph may be revised to reflect district practice. For nonunified districts, Education Code 51224.7 **mandates** that the policy address the consistency of mathematics placement policies between elementary and high school districts.

The Superintendent or designee shall work with district teachers, counselors, and administrators and the representatives of feeder schools to develop a well-articulated sequence of mathematics courses and consistent protocols for placing students in mathematics courses offered at district high schools.

CSBA NOTE: Education Code 51224.7 **mandates** that the district's policy ~~include~~includes the following statement. Also see the accompanying administrative regulation for further information regarding placement protocols.

Such placement protocols shall systematically take into consideration multiple objective academic measures that may include, but are not limited to, statewide mathematics assessments, including state interim and summative assessments; placement tests that are aligned to state-adopted content standards in mathematics; classroom assignment and grades; and report cards. (Education Code 51224.7)

CSBA NOTE: ~~The Lawyers' Committee for Civil Rights of San Francisco Bay Area's report, Held Back: Addressing Misplacement of 9th Grade Students~~CSBA's 2019 Governance Brief, "Disproportionality in ~~Bay Area School~~ Math ~~Classes, found~~Placement," explains that the practice of having 9th~~-~~ grade students repeat Algebra I disproportionately affects students of color and from low-income families, and could therefore be found to be discriminatory. For more information about the prohibition against discrimination in district programs and activities, see BP 0410 - Nondiscrimination ~~in~~In District Programs ~~and~~And Activities.

District staff shall implement the placement protocols uniformly and without regard to students' socioeconomic background or any characteristic specified in ~~BP~~Board Policy 0410 - Nondiscrimination ~~in~~In District Programs ~~and~~And Activities, including, but not limited to, race, sex, gender, nationality, and ethnicity.

CSBA NOTE: Education Code 51224.7 **mandates** that the district's policy ~~include~~includes at least one placement checkpoint within the first month of the school year to ensure accurate placement and permit reevaluation of individual student progress.

The placement protocols shall provide for at least one reevaluation within the first month of the school year to ensure that students are appropriately placed in mathematics courses and shall specify the criteria the district will use to make this determination. Any student found to be misplaced shall be promptly placed in the appropriate mathematics course.

CSBA NOTE: Education Code 51224.7 **mandates** that the district's policy ~~offer~~offers a clear and timely recourse for any student and ~~his/her~~the student's parent/guardian who question the student's placement. See the accompanying administrative regulation for additional language implementing this requirement.

If a student or parent/guardian questions the student's placement, ~~he/she~~the student or the student's parent/guardian may appeal the decision to the Superintendent or designee. The decision of the Superintendent or designee shall be final.

The Superintendent or designee shall ensure that all teachers, counselors, and other district staff responsible for determining students' placement in mathematics courses receive training on the placement protocols.

CSBA NOTE: To ensure that students who are qualified to progress in mathematics courses based on their performance on district-selected objective academic measures are not unlawfully or inappropriately held back, Education Code 51224.7 **mandates** that the policy ~~include~~includes a requirement for an annual examination of aggregate student placement data, which must be reported to the Board. In addition, pursuant to Education Code 52060, districts must annually review their progress toward the student achievement goals in their local control and accountability plan using measures that include, as applicable, 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.~~UC and CSU systems.

The Board and the Superintendent or designee shall annually review student data related to placement in mathematics courses offered at district high schools to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures are not being held back in a disproportionate manner on the basis of any subjective or discriminatory basis, and shall develop strategies for removing any identified barriers to students' access to mathematics courses. The Superintendent or designee shall also report on the percentage of district students who have successfully completed mathematics courses that satisfy the requirements for entrance to the ~~University of California and the California State University.~~UC and CSU systems.

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State	Description
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 48070.5	Promotion and retention of students
Ed. Code 51220	Course of study for grades 7-12
Ed. Code 51224.5	Algebra in course of study for grades 7-12
Ed. Code 51224.7	California Mathematics Placement Act of 2015
Ed. Code 51225.3	High school graduation requirements
Ed. Code 51284	Financial literacy
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 60605	State-adopted content and performance standards in core curricular areas
Ed. Code 60605.8	Common Core standards
Ed. Code 60640-60648.5	California Assessment of Student Performance and Progress

Management Resources	Description

California Department of Education Publication	California Common Core State Standards: Mathematics, January 2013 (https://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf)
California Department of Education Publication	Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve, ~~2013~~June 2023 (https://www.cde.ca.gov/ci/ma/cf/)
California School Board Association Publication	Disproportionality in Math Placement 9https://www.csba.org/-/media/CSBA/Files/GovernanceResources/GovernanceBriefs/CSBA-G-Brief-Math-Misplacement-07-2019.ashx?la=en&rev=e91fd64843fe489692734928219b6461)
Common Core State Standards Initiative Publication	Appendix A: Designing High School Mathematics Courses Based on the Common Core State Standards (https://www.cde.ca.gov/re//cc/mathresources.asp)
CSBA Publication	Math Misplacement, Governance Brief, September 2015 (https://www.csba.org/-/media/CSBA/Files/GovernanceResources/GovernanceBriefs/CSBA-G-Brief-Math-Misplacement-07-2019.ashx?la=en&rev=e91fd64843fe489692734928219b6461)
Lawyers' Committee for Civil Rights (LCCR) Publication	Held Back - Addressing Misplacement of 9th Grade Students in Bay Area School Math Classes, 2013 (https://lccrsf.org/wp-content/uploads/Held_Back_9th_Grade_Math_Misplacement.pdf)
Website	CSBA District and County Office of Education Legal Services
Website	Lawyers' Committee for Civil Rights of the San Francisco Bay Area (LCCR)
Website	Northwest Evaluation Association, Measures of Academic Progress
Website	University of California, Mathematics Diagnostic Testing Project
Website	Common Core State Standards Initiative
Website	CSBA
Website	California Department of Education

Cross References

Code	Description

0410	Nondiscrimination In District Programs And Activities
0415	Equity
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0500	Accountability
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
4131	Staff Development
5121	Grades/Evaluation Of Student Achievement
5121	Grades/Evaluation Of Student Achievement
6011	Academic Standards
6141.5	Advanced Placement
6142.92	Mathematics Instruction
6143	Courses Of Study
6143	Courses Of Study
6146.1	High School Graduation Requirements
6152	Class Assignment
6162.5	Student Assessment
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6164.5	Student Success Teams
6164.5	Student Success Teams
6174	Education For English Learners
6174	Education For English Learners
6179	Supplemental Instruction

Regulation 6152.1: Placement In Mathematics Courses

Status: ADOPTED

Original Adopted Date: 10/01/2018 **| Last Revised Date:** 09/01/2024 **| Last Reviewed Date:** ~~10~~09/01/~~2018~~2024

Placement Protocols

CSBA NOTE: Education Code 51224.7 **mandates** that any district that serves ~~9th-grade~~ students in grade 9 adopt protocols for student placement in mathematics courses based on multiple objective academic measures, such as statewide assessments, including interim and summative assessments; placement tests that are aligned to state-adopted content standards in mathematics; classroom assignment and grades; and report cards. Districts that serve students transitioning from elementary to middle or junior high school may also adopt a placement protocol based on similar measures. The following section should be revised to reflect the grade levels at which the placement protocols will be applied, specific tests and other measures used for placement purposes, and the performance level on each assessment or minimum grade that will be used to determine a student's readiness for specific mathematics courses.

In determining student placement in mathematics courses for students entering grade 9, the Superintendent or designee shall assess whether each student has the prerequisite skills for success in the course and consider student and parent/guardian requests. Such determinations shall be based on multiple measures, including, but not limited to, the following:

CSBA NOTE: Pursuant to Education Code 60640, mathematics assessments in the California Assessment of Student Performance and Progress are administered at grades 3-8 and 11.

1. Interim and summative grade 8 mathematics assessments from the California Assessment of Student Performance and Progress

2. For students with disabilities, an alternate test or other measures when designated in a student's individualized education program (IEP)

3. Other assessments such as Measures of Academic Progress, the readiness tests of the University of California's Mathematics Diagnosis Testing Project, and/or district benchmark assessments

4. The student's grades in ~~his/her~~ previous mathematics course

5. The final mathematics grade on the end-of-year report card

Individual student performance data shall be analyzed each spring, prior to scheduling and placing students into secondary mathematics courses. Students and parents/guardians shall be notified in writing by the end of the school year as to the mathematics course in which the student has been placed.

No student shall be required to repeat a mathematics course which ~~he/she~~the student has successfully completed in accordance with district's placement protocols.

CSBA NOTE: Recommendations by teachers or counselors are generally considered subjective and therefore do not meet the requirement of Education Code 51224.7 that placement in mathematics courses be based on objective measures. The following optional paragraph authorizes staff recommendations to be considered when placing a student in a higher level mathematics course than ~~he/she~~the student would be assigned based on the district's protocol, but such recommendations should not be the sole basis for placing a student in a lower level class.

When a student does not qualify to be enrolled in a particular mathematics course based on a consideration of the objective measures specified in the placement protocol, ~~he/she~~the student may nevertheless be admitted to the course based on the recommendation of a teacher or counselor who has personal knowledge of the student's academic ability.

Students who exhibit deficits in knowledge and skills needed to advance to a higher level mathematics course may receive supplemental instruction to improve achievement of mathematic content standards.

Reevaluation

Within the first month of the school year, mathematics course placements shall be individually reevaluated to ensure placement in the most rigorous mathematics course for which the student has the potential for success.

Criteria for reevaluating each student's placement shall include, but are not limited to, course preassessment results, attendance, and student performance in the first month of the school year as determined by teacher observation and grades on assignments and tests. Student and parent/guardian request for course placement may also be considered.

Notification of Placement Protocol

The district's policy and protocols related to student placement in mathematics courses shall be posted on the district's ~~web site~~website. (Education Code 51224.7)

The Superintendent or designee shall also make the district's placement policy, protocols, and course sequence readily accessible to students, parents/guardians, and staff at school sites and/or in student handbooks.

Appeals

CSBA NOTE: Education Code 51224.7 **mandates** that the district's policy or protocol ~~offer~~offers a clear and timely recourse for any student and parent/guardian who question the student's placement. See the accompanying ~~Board~~board policy. The following paragraph contains timelines that may be revised to reflect district practice.

Within 10 school days of an initial placement decision or a placement decision upon reevaluation, a student and ~~his/her~~the student's parent/guardian who disagree with the placement may appeal the decision to the Superintendent or designee. The Superintendent or designee shall ~~decide whether or not to overrule the placement determination~~rule on the appeal within 10 school days of receiving the appeal. The decision of the Superintendent or designee shall be final.

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Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 48070.5	Promotion and retention of students
Ed. Code 51220	Course of study for grades 7-12
Ed. Code 51224.5	Algebra in course of study for grades 7-12
Ed. Code 51224.7	California Mathematics Placement Act of 2015
Ed. Code 51225.3	High school graduation requirements
Ed. Code 51284	Financial literacy
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 60605	State-adopted content and performance standards in core curricular areas
Ed. Code 60605.8	Common Core standards
Ed. Code 60640-60648.5	California Assessment of Student Performance and Progress

Management Resources	Description
California Department of Education Publication	California Common Core State Standards: Mathematics, January 2013 (https://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf)
California Department of Education Publication	Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve, ~~2013~~June 2023 (https://www.cde.ca.gov/ci/ma/cf/)
California School Board Association Publication	Disproportionality in Math Placement 9https://www.csba.org/-/media/CSBA/Files/GovernanceResources/GovernanceBriefs/CSBA-G-Brief-Math-Misplacement-07-2019.ashx?la=en&rev=e91fd64843fe489692734928219b6461)
Common Core State Standards Initiative Publication	Appendix A: Designing High School Mathematics Courses Based on the Common Core State Standards (https://www.cde.ca.gov/re//cc/mathresources.asp)

CSBA Publication	Math Misplacement, Governance Brief, September 2015 (https://www.csba.org/-/media/CSBA/Files/GovernanceResources/GovernanceBriefs/CSBA-G-Brief-Math-Misplacement-07-2019.ashx?la=en&rev=e91fd64843fe489692734928219b6461)
Lawyers' Committee for Civil Rights (LCCR) Publication	Held Back - Addressing Misplacement of 9th Grade Students in Bay Area School Math Classes, 2013 (https://lccrsf.org/wp-content/uploads/Held_Back_9th_Grade_Math_Misplacement.pdf)
Website	CSBA District and County Office of Education Legal Services
Website	Lawyers' Committee for Civil Rights of the San Francisco Bay Area (LCCR)
Website	Northwest Evaluation Association, Measures of Academic Progress
Website	University of California, Mathematics Diagnostic Testing Project
Website	Common Core State Standards Initiative
Website	CSBA
Website	California Department of Education

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
0415	Equity
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0500	Accountability
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
4131	Staff Development
5121	Grades/Evaluation Of Student Achievement
5121	Grades/Evaluation Of Student Achievement

6011	Academic Standards
6141.5	Advanced Placement
6142.92	Mathematics Instruction
6143	Courses Of Study
6143	Courses Of Study
6146.1	High School Graduation Requirements
6152	Class Assignment
6162.5	Student Assessment
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6164.5	Student Success Teams
6164.5	Student Success Teams
6174	Education For English Learners
6174	Education For English Learners
6179	Supplemental Instruction

Policy 6163.4: Student Use Of Technology

Status: ADOPTED

Original Adopted Date: 07/01/2007 **| Last Revised Date:** ~~07~~09/01/~~2015~~2024 **| Last Reviewed Date:** ~~07~~09/01/~~2015~~2024

CSBA NOTE: This policy addresses student use of technology, including artificial intelligence (AI), and may be modified to reflect district practice. The U.S. Department of Education's (USDOE), "2024 National Education Technology Plan," provides actionable recommendations to advance the effective use of technology to support teaching and learning and aims to close the digital divide by ensuring that all students can equitably access the latest digital tools and technology. Additionally, the USDOE Office of Educational Technology's, "Artificial Intelligence and the Future of Teaching and Learning: Insights and Recommendations," provides information related to the opportunities for using AI to improve education, the challenges in doing so, and recommendations to guide further policy development. Districts are encouraged to continue to monitor the development of new technologies, including AI.

~~The Governing~~ The Governing Board believes that effective use of technology is integral to the education and development of students. In order to promote digital citizenship, the Board recognizes that students must have access to the latest digital tools and receive instruction that allows students to positively engage with technology in ways that respect human rights and avoids Internet dangers. Technological resources provided to students, including technology based on artificial intelligence (AI), shall be aligned to district goals, objectives, and academic standards. The use of technology shall augment the use of Board adopted instructional materials.

The Board intends that technological resources provided by the district be used in a safe and responsible manner in support of the instructional program and for the advancement of student learning. ~~All students using these resources shall receive instruction in their proper and appropriate use~~Students shall be allowed to use such technology, including AI technology, in accordance with district policies, including, but not limited to, policies on academic honesty, data privacy, nondiscrimination, and copyright protections. All students using these resources shall receive instruction in the proper and appropriate use of technology. Such instruction shall incorporate students' responsibilities regarding academic honesty, honoring copyright provisions, assessing the reliability and accuracy of information, protecting personal data, and the potential for biases and errors in artificially generated content.

District technology includes, but is not limited to, computer hardware, software, or software as a service provided or paid for by the district, whether accessed on or off site or through district-owned or personally owned equipment or devices, including tablets and laptops; computer servers, wireless access points (routers), and wireless computer networking technology (wi-fi); the Internet; email; applications (apps), including AI apps; telephones, cellular telephones, smartphones, smart devices, and wearable technology; or any wireless communication device, including radios.

Teachers, administrators, and/or library media specialists are expected to review the technological resources and online sites that will be used in the classroom or assigned to students in order to ensure that they are appropriate for the intended purpose and the age of the students.

CSBA NOTE: The following optional paragraphs may be revised to reflect district practice. It is recommended that districts develop an "Acceptable Use Agreement" containing rules for the use of district technology, which students and their parents/guardians should be required to sign. See the accompanying Exhibit for an example of an "Acceptable Use Agreement" for students.

The Superintendent or designee shall notify students and parents/guardians about authorized uses of district technology, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities in accordance with this ~~Board~~board policy and the district's Acceptable Use Agreement.

~~District technology includes, but is not limited to, computers, the district's computer network including servers and wireless computer networking technology (wi-fi), the Internet, email, USB drives, wireless access points (routers), tablet computers, smartphones and smart devices, telephones, cellular telephones, personal digital assistants, pagers, MP3 players, wearable technology, any wireless communication device including emergency radios, and/or future technological innovations, whether accessed on or off site or through district-owned or personally owned equipment or devices.~~

Before a student is authorized to use district technology, the student and ~~his/her~~the student's parent/guardian shall sign and return the Acceptable Use Agreement. In that agreement, the student and parent/guardian shall agree not to hold the district or any district staff responsible for the failure of any technology protection measures or user mistakes or negligence and shall agree to indemnify and hold harmless the district and district staff for any damages or costs incurred.

CSBA NOTE: The following optional paragraph may be revised to reflect district practice. If the district chooses to monitor student use of district equipment or other technological resources, it is recommended that the district adopt an express, written policy and notify students of the policy through the "Acceptable Use Agreement~~.~~."

Searches of students' personally owned devices (e.g., cell phones, computers, other communications devices) may be subject to the Fourth Amendment of the U.S. Constitution which prohibits unreasonable search and seizure. In *New Jersey v. T.L.O.*, the U.S. Supreme Court held that the legality of a search of a student's belongings depends on whether the search is "reasonable." The "reasonableness" of a search depends on two factors: (1) whether there is individualized suspicion that the search will turn up evidence of a student's violation of the law or school rules and (2) whether the search is reasonably related to the objectives of the search and not excessively intrusive in light of the student's age, gender, and/or the nature of the infraction. See BP 5145.12 - Search ~~and~~And Seizure.

The district reserves the right to monitor student use of technology within the jurisdiction of the district without advance notice or consent. Students shall be informed that ~~their~~the use of district technology, ~~including, but not limited to, computer files, email, text messages, instant messaging, and other electronic communications~~as defined above, is not private and may be accessed by the district for the purpose of ensuring proper use. Students have no reasonable expectation of privacy in the use of ~~the~~ district technology. Students' personally owned devices shall not be searched except in cases where there is a reasonable suspicion, based on specific and objective facts, that the search will uncover evidence of a violation of law, district policy, or school rules.

CSBA NOTE: The following optional paragraph is for use by districts that have adopted a program, pursuant to Education Code 49073.6, ~~as added by AB 1442 (Ch. 799, Statutes of 2014),~~ to gather or maintain information from students' social media activity that pertains directly to school safety or student safety. Districts that choose to adopt such a program must comply with specified notification and program requirements; see BP/AR 5125 - Student Records.

The Superintendent or designee may gather and maintain information pertaining directly to school safety or student safety from the social media activity of any district student in accordance with Education Code 49073.6 and ~~BP/AR~~Board Policy/Administrative Regulation 5125 - Student Records.

Whenever a student is found to have violated ~~Board~~board policy or the district's Acceptable Use Agreement, the principal or designee may cancel or limit a student's user privileges or increase supervision of the student's use of the district's equipment and other technological resources, as appropriate. Inappropriate use also may result in disciplinary action and/or legal action in accordance with law and ~~Board~~board policy.

The Superintendent or designee, with input from students and appropriate staff, shall regularly review and update procedures to enhance the safety and security of students using district technology and to help ensure that the district adapts to changing technologies and circumstances.

Internet Safety

CSBA NOTE: 20 USC 7131 mandates that districts adopt an Internet safety policy as a condition of receiving federal Student Support and Academic Achievement Grants (20 USC 7101-7122) for the purpose of purchasing computers with Internet access or paying for direct costs associated with accessing the Internet. 47 USC 254 **mandates** that districts adopt an Internet safety policy in order to qualify for federal universal service discounts for Internet access (E-rate discounts). This **mandate** applies to districts that receive E-rate discounts for Internet access, Internet services, or internal connections, but not to districts that receive discounts for telecommunications services only.

Both 20 USC 7131 and 47 USC 254 require that the district's policy include the operation and enforcement of a "technology protection measure" that blocks or filters Internet access to visual depictions that are obscene, child pornography, or harmful to minors. As part of the funding application process, a district is required to certify that it has the required policy in place and is enforcing the operation of the technology protection measure.

The following paragraph is **mandated** for districts that use E-rate discounts or Student Support and Academic Achievement Grants and may be adapted by other districts that choose to install technology protection measures.

The Superintendent or designee shall ensure that all district computers with Internet access have a technology protection measure that protects against access to visual depictions that are obscene, child pornography, or harmful to minors and that the operation of such measures is enforced. (20 USC 7131; 47 USC 254; 47 CFR 54.520)

CSBA NOTE: Districts receiving E-rate discounts for Internet access, Internet services, or internal connections are also **mandated** by 47 USC 254 to adopt policy that addresses (1) access by minors to "inappropriate matter" on the Internet~~;~~, (2) safety and security of minors when using email, chat

rooms, and other forms of direct electronic communication~~;~~, (3) unauthorized access, including "hacking" and other unlawful online activities by minors~~;~~, (4) unauthorized disclosure, use, and dissemination of personal identification information regarding minors~~;~~, (5) measures designed to restrict minors' access to harmful materials~~;~~, and (6) education of students about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms as well as cyberbullying awareness and response.

The remainder of this section addresses these mandates and may be revised to reflect district practice. Districts that do not receive E-rate discounts may choose to use or adapt this material at their discretion.

To reinforce these measures, the Superintendent or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities.

CSBA NOTE: "Inappropriate matter" is not defined in the law and the determination of what matter is considered inappropriate for minors is a local decision to be made by the district. Penal Code 313 provides a definition of "harmful matter" as specified below. Districts that have adopted their own definition should revise the following paragraph as appropriate.

Harmful matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes, in a patently offensive way, sexual conduct and which lacks serious literary, artistic, political, or scientific value for minors. (Penal Code 313)

The district's Acceptable Use Agreement shall establish expectations for appropriate student conduct when using the Internet or other forms of electronic communication, including, but not limited to, prohibitions against:

1. Accessing, posting, submitting, publishing, or displaying harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs

2. Intentionally uploading, downloading, or creating computer viruses and/or maliciously attempting to harm or destroy district equipment or materials or manipulate the data of any other user, including so-called "hacking"

CSBA NOTE: Penal Code 653.2 makes it a crime for a person to distribute another person's personal identification information electronically with the intent to cause harassment by a third party or to threaten a person's safety or that of ~~his/her~~a person's family (e.g., placing a person's picture or address online so that ~~he/she~~the person receives harassing messages).

3. Distributing personal identification information, including the name, address, telephone number, Social Security number, or other personally identifiable information, of another student, staff member, or other person with the intent to threaten, intimidate, harass, or ridicule that person

CSBA NOTE: Government Code 11549.3 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' website.

The Superintendent or designee shall regularly review current guidance regarding cybersecurity, data privacy, 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, the monitoring and response to cyberattacks, ensuring data privacy, and monitoring suspicious and/or threatening digital media content, in accordance with Board Policy 5125 – Student Records.

The Superintendent or designee shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, the dangers of posting one's own personal identification information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

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State	**Description**
Civ. Code 3120-3123	Digital equity bill of rights
Ed. Code 49073.6	Student records; social media
Ed. Code 51006	Computer education and resources
Ed. Code 51007	Programs to strengthen technological skills
Ed. Code 60044	Prohibited instructional materials
Pen. Code 313	Harmful matter
Pen. Code 502	Computer crimes; remedies
Pen. Code 632	Eavesdropping on or recording confidential communications
Pen. Code 653.2	Electronic communication devices; threats to safety

Federal	**Description**
15 USC 6501-6506	Children's Online Privacy Protection Act
16 CFR 312.1-312.12	Children's Online Privacy Protection Act
20 USC 7101-7122	Student Support and Academic Enrichment Grants
20 USC 7131	Internet Safety

47 CFR 54.520	Internet safety policy and technology protection measures; E-rate discounts
47 USC 254	Universal service discounts (E-rate)
Management Resources	**Description**
Court Decision	New Jersey v. T.L.O. (1985) 469 U.S. 325
CSBA Publication	Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007
Federal Trade Commission Publicat	How to Protect Kids' Privacy Online: A Guide for Teachers, December 2000
California Department of Educatio Publication	Artificial Intelligence: Learning With AI Learning About AI https://www.cde.ca.gov/ci/pl/documents/cdeairesourcekit.pdf
U.S. Department of Education Publication	2024 National Education Technology Plan (https://tech.ed.gov/netp/)
U.S. Department of Education Publication	Artificial Intelligence and the Future of Teaching and Learning: Insights and Recommendations (https://www2.ed.gov/documents/ai-report/ai-report.pdf)
Website	CSBA District and County Office of Education Legal Services
Website	California Coalition for Children's Internet Safety
Website	California Governor's Office of Emergency Services (https://www.caloes.ca.gov/)
Website	Center for Safe and Responsible Internet Use
Website	Federal Trade Commission, Children's Online Privacy Protection
Website	American Library Association
Website	Federal Communications Commission
Website	California Department of Education
Website	U.S. Department of Education
Website	CSBA

Cross References

Code	Description
0440	District Technology Plan
0440	District Technology Plan
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
1114	District-Sponsored Social Media
1114	District-Sponsored Social Media
3260	Fees And Charges
3260	Fees And Charges
3512	Equipment
3512-E(1)	Equipment
4040	Employee Use Of Technology
4040-E(1)	Employee Use Of Technology
4131	Staff Development
5125	Student Records
5125	Student Records
5125.2	Withholding Grades, Diploma Or Transcripts
5131	Conduct
5131.2	Bullying
5131.2	Bullying
5131.8	Mobile Communication Devices
5131.9	Academic Honesty
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	~~Sex Discrimination and Sex-Based Harassment~~Sexual Harassment
5145.7	~~Sex Discrimination and Sex-Based Harassment~~Sexual Harassment
5145.9	Hate-Motivated Behavior
5148.2	Before/After School Programs
5148.2	Before/After School Programs
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6154	Homework/Makeup Work
6162.5	Student Assessment
6162.6	Use Of Copyrighted Materials
6162.6	Use Of Copyrighted Materials
6162.8	Research
6162.8	Research
6163.1	Library Media Centers

Exhibit 6163.4-E(1): Student Use Of Technology

Status: ADOPTED

Original Adopted Date: 07/01/2015 **| Last Revised Date:** 09/01/2024 **| Last Reviewed Date:** 0709/01/20152024

ACCEPTABLE USE AGREEMENT AND RELEASE OF DISTRICT FROM LIABILITY (STUDENTS)

CSBA NOTE: The following Exhibit presents a sample Acceptable Use Agreement outlining obligations and responsibilities of students using the district's technological resources. The district is encouraged to consult CSBA's District and County Office of Education Legal Services or district legal counsel in the development of such an agreement. Districts using an Acceptable Use Agreement should require all students and their parents/guardians to sign the agreement as an acknowledgment that they have read and understood its contents; see the accompanying and Board policy.Policy 6164.4 – Student Use of Technology.

For a sample Acceptable Use Agreement for employees, see E(1) 4040 - Employee Use of Technology.

The _____ School District authorizes students to use technology owned or otherwise provided by the district , as necessary for instructional purposes.defined in Board Policy 6163.4 – Student Use of Technology. The use of district technology is a privilege permitted at the district's discretion and is subject to the conditions and restrictions set forth in applicable Board board policies, administrative regulations, and this Acceptable Use Agreement. The district reserves the right to suspend access at any time, without notice, for any reason.

The district expects all students to use technology responsibly in order to avoid potential problems and liability. The district may place reasonable restrictions on the sites, material, and/or information that students may access through the system.

The district makes no guarantee that the functions or services provided by or through the district will be without defect. In addition, the district is not responsible for financial obligations arising from unauthorized use, or misuse, of the system.

Each student who is authorized to use district technology and his/herthe student's parent/guardian shall sign this Acceptable Use Agreement as an indication, which indicates that they havethe student has read and understand the agreement.

Definitions

District technology includes, but is not limited to, computers, the district's computer network including serversunderstands the Agreement and wireless computer networking technology (wi-fi), the Internet, email, USB drives, wireless access points (routers), tablet computers, smartphones

~~and smart devices, telephones, cellular telephones, personal digital assistants, pagers, MP3 players, wearable technology, any wireless communication device including emergency radios, and/or future technological innovations, whether accessed on or off site or through district-owned or personally owned equipment or devices~~Board Policy 6163.4 – Student Use of Technology.

Student Obligations and Responsibilities

Students are expected to use district technology safely, responsibly, and for educational purposes only~~.~~, and in accordance with the accompanying board policy and applicable copyright laws. The student in whose name district technology is issued is responsible for its proper use at all times. Students shall not share their assigned online services account information, passwords, or other information used for identification and authorization purposes, and shall use the system only under the account to which they have been assigned.

Students shall not gain unauthorized access to the files or equipment of others, access electronic resources by using another person's name or electronic identification, or send anonymous electronic communications. Furthermore, students shall not attempt to access any data, documents, emails, or programs in the district's system for which they do not have authorization.

Students are prohibited from using district technology for improper purposes, including, but not limited to, use of district technology to:

1. Access, post, display, create, or otherwise use material that is discriminatory, libelous, defamatory, obscene, sexually explicit, or disruptive

2. Bully, harass, intimidate, or threaten other students, staff, or other individuals ("cyberbullying")

3. Disclose, use, or disseminate personal identification information (such as name, address, email, telephone number, Social Security number, or other personal information) of another student, staff member, or other person with the intent to threaten, intimidate, harass, or ridicule that person

4. Share confidential information or personally identifiable information with an open artificial intelligence (AI) system of themselves, another student, staff member, or other person

5. Adjust the privacy settings on any technology tool or AI app unless directed to do so by a teacher or staff member

6. Violate the direction of teachers or other staff members, age restrictions, or the intended use of the technology

~~4.~~ 7. Infringe on copyright, license, trademark, patent, or other intellectual property rights

~~5.~~ 8. Intentionally disrupt or harm district technology or other district operations (such as destroying district equipment, placing a virus on district computers, adding or removing a computer program without permission from a teacher or other district personnel, changing settings on shared computers)

~~6.~~ 9. Install unauthorized software

~~7.~~ 10. "Hack" into the system to manipulate data of the district or other users

~~8.~~ 11. Engage in or promote any practice that is unethical or violates any law or ~~Board~~board policy, administrative regulation, or district practice

Privacy

Since the use of district technology is intended for educational purposes, students shall not have any expectation of privacy in any use of district technology.

The district reserves the right to monitor and record all use of district technology, including, but not limited to, access to the Internet or social media, Internet searches, browsing history, use of AI, communications sent or received from district technology, or other uses. Such monitoring/recording may occur at any time without prior notice for any legal purposes including, but not limited to, record retention and distribution and/or investigation of improper, illegal, or prohibited activity. Students should be aware that, in most instances, their use of district technology (such as web searches and emails) cannot be erased or deleted.

All passwords created for or used on any district technology are the sole property of the district. The creation or use of a password by a student on district technology does not create a reasonable expectation of privacy.

Personally Owned Devices

If a student uses a personally owned device to access district technology, ~~he/she~~the student shall abide by all applicable ~~Board~~ board policies, administrative regulations, and this ~~Acceptable Use~~ Agreement. Any such use of a personally owned device may subject the contents of the device and any communications sent or received on the device to disclosure pursuant to a lawful subpoena or public records request.

Reporting

If a student becomes aware of any security problem ~~(such as~~ (including, but not limited to, a cyberattack, phishing, or any compromise of the confidentiality of any login or account information~~)~~), or misuse of district technology, ~~he/she~~the student shall immediately report such information to the teacher or other district personnel.

Consequences for Violation

Violations of the law, ~~Board~~board policy, or this ~~agreement~~Agreement may result in revocation of a student's access to district technology and/or discipline, up to and including suspension or expulsion. In addition, violations of the law, ~~Board~~board policy, or this ~~agreement~~Agreement may be reported to law enforcement agencies as appropriate.

Student Acknowledgment

I have received, read, understand, and agree to abide by this ~~Acceptable Use~~ Agreement and other applicable laws and district policies and regulations governing the use of district technology. I understand that there is no expectation of privacy when using district technology. I further understand that any violation may result in loss of user privileges, disciplinary action, and/or appropriate legal action.

Name: _____ Grade: _____
(Please print)
School: _____
Signature: _____ Date: _____

Parent or Legal Guardian Acknowledgment

If the student is under 18 years of age, a parent/guardian must also read and sign the ~~agreement~~Agreement.

As the parent/guardian of the above-named student, I have read, understand, and agree that my child shall comply with the terms of the ~~Acceptable Use~~ Agreement. By signing this Agreement, I give permission for my child to use district technology and/or to access the school's computer network and the Internet. I understand that, despite the district's best efforts, it is impossible for the school to restrict access to all offensive and controversial materials. I agree to release from liability, indemnify, and hold harmless the school, district, ~~and~~ district personnel and the Board against all claims, damages, and costs that may result from my child's use of district technology or the failure of any technology protection measures used by the district. Further, I accept full responsibility for supervision of my child's use of ~~his/her~~my child's access account if and when such access is not in the school setting.

Name: _____ Date: _____
(Please print)
Signature: _____

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Pen. Code 653.2	Electronic communication devices; threats to safety

Federal	Description
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20 USC 7101-7122	Student Support and Academic Enrichment Grants
20 USC 7131	Internet Safety
47 CFR 54.520	Internet safety policy and technology protection measures; E-rate discounts
47 USC 254	Universal service discounts (E-rate)

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California Department of Education Publication	Artificial Intelligence: Learning With AI Learning About AI https://www.cde.ca.gov/ci/pl/documents/cdeairesourcekit.pdf
U.S. Department of Education Publication	2024 National Education Technology Plan (https://tech.ed.gov/netp/)
U.S. Department of Education Publication	Artificial Intelligence and the Future of Teaching and Learning: Insights and Recommendations (https://www2.ed.gov/documents/ai-report/ai-report.pdf)
Website	CSBA District and County Office of Education Legal Services
Website	California Coalition for Children's Internet Safety
Website	California Governor's Office of Emergency Services (https://www.caloes.ca.gov/)
Website	Center for Safe and Responsible Internet Use
Website	Federal Trade Commission, Children's Online Privacy Protection
Website	American Library Association
Website	Federal Communications Commission
Website	California Department of Education

Website	U.S. Department of Education
Website	CSBA

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5131.2	Bullying
5131.2	Bullying
5131.8	Mobile Communication Devices
5131.9	Academic Honesty
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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)
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5145.12	Search And Seizure
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5145.3	Nondiscrimination/Harassment
5145.7	~~Sex Discrimination and Sex-Based Harassment~~Sexual Harassment
5145.7	~~Sex Discrimination and Sex-Based Harassment~~Sexual Harassment
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6162.6	Use Of Copyrighted Materials
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6162.8	Research
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6163.1	Library Media Centers

Bylaw 9010: Public Statements

Status: ADOPTED

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~~CSBA NOTE: Pursuant to Government Code 54960, the district attorney or any interested person can sue the Governing Board in order to stop or prevent violations of the Brown Act or to determine whether any Board rule or action which penalizes or otherwise discourages the expression of one or more of its members is valid or invalid under law. The following optional bylaw may be modified as appropriate.~~

The Governing Board recognizes the responsibility of Board members in their role as community leaders to participate in public discourse on matters of civic or community interest, including those involving the district, and their right to freely express their personal views. However, to ensure communication of a consistent, unified message regarding district issues, Board members are expected to respect the authority of the Board to choose its representatives, to communicate its positions, and to abide by established protocols.

Board Spokesperson

CSBA NOTE: Many districts designate the Governing Board president and/or Superintendent to communicate with the public on behalf of the district. ~~Any district that has designated another position for this responsibility may revise the~~The following paragraph should be revised to reflect ~~district~~Board practice.

All public statements authorized to be made on behalf of the Board shall be made by the Board president or, if appropriate, by the Superintendent or, with respect to a specific issue or topic, other ~~designated~~ representative~~.~~ as designated by the Board or Board president.

When speaking for the ~~district, the~~ Board ~~encourages its spokespersons to~~ Board, a spokesperson shall exercise restraint and tact and ~~to~~ communicate ~~the message~~ in a manner that promotes public confidence in the Board's leadership.

Board spokespersons shall not disclose confidential information or information received in closed session except when authorized by a majority of the Board~~.~~ ~~(Government Code 54963)~~ or by law. (Government Code 54963)

Statements by Individual Board Members

CSBA NOTE: The following paragraph is responsive to the recent U.S. Supreme Court holding in *Lindke v. Freed*, which held that a Board member who limits or prevents critics from speaking, such as by blocking them on social media, violates the First Amendment only if the member (1) has been granted the power to speak on behalf of the Board or the district, and (2) claims to be actually

exercising that power. For more information, see BB 9012 – Board Member Electronic Communications.

When speaking to community groups, members of the public, or the media, individual Board members should recognize that their statements may be perceived as reflecting the views and positions of the Board. Board members have a responsibility to identify when a viewpoint is held by an individual Board member rather than the Board as a whole. For example, a Board member may include a disclaimer on the Board member's personal social media account that the Board member is expressing personal viewpoints ~~as such~~ and not ~~as the viewpoint~~ those of the Board~~. In addition,~~ or the district.

Board ~~encourages~~ members who ~~participate on social networking sites, blogs, or other discussion~~opt to express their opinions on district matters, whether in-person or ~~informational sites~~online, are expected to conduct themselves in a respectful, courteous, and professional manner and to model good behavior for district students and the community. ~~Such electronic communications are subject to the same standards and protocols established for other forms of communication, and the disclosure requirements of the California Public Records Act may likewise apply to them.~~

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State	Description
Ed. Code 35010	Control of district; prescription and enforcement of rules
Gov. Code 54960	Actions to stop or prevent violation of meeting provisions
Gov. Code 54963	Unauthorized disclosure of confidential information
Gov. Code 7920.000-7930.170	California Public Records Act

Management Resources	Description
Court Decision	Lindke v. Freed (2024) 601 U.S. 187
Website	CSBA District and County Office of Education Legal Services
Website	CSBA

Cross References

Code	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan

1000	Concepts And Roles
1100	Communication With The Public
1112	Media Relations
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
1114	District-Sponsored Social Media
1114	District-Sponsored Social Media
1160	Political Processes
1340	Access To District Records
1340	Access To District Records
2110	Superintendent Responsibilities And Duties
4143	Negotiations/Consultation
4143.1	Public Notice - Personnel Negotiations
4143.1	Public Notice - Personnel Negotiations
4243	Negotiations/Consultation
4243.1	Public Notice - Personnel Negotiations
4243.1	Public Notice - Personnel Negotiations
9000	Role Of The Board
9005	Governance Standards
9011	Disclosure Of Confidential/Privileged Information
9012	Board Member Electronic Communications
9121	President
9140	Board Representatives
9200	Limits Of Board Member Authority
9230	Orientation

Bylaw 9012: Board Member Electronic Communications

Status: ADOPTED

Original Adopted Date: 11/01/2008 **| Last Revised Date:** ~~12~~09/01/~~2020~~2024 **| Last Reviewed Date:** ~~12~~09/01/~~2020~~2024

CSBA NOTE: The following bylaw is optional ~~Board bylaw~~and should be ~~modified~~revised to reflect district practice.~~-~~ The Brown Act (Government Code 54950-54963) requires that Governing Board members conduct district business at properly noticed and agendized public meetings. In general~~,~~ ~~Board members should keep in mind that~~, for purposes of the Brown Act, electronic communications are subject to the same conditions and the same rules of confidentiality that are applicable to other forms of communication, such as individual conversations, telephone calls, or paper copies of documents. ~~However, the ease with which electronic communication can be shared and forwarded requires extra caution.~~

~~Furthermore, although Board members are not considered employees, there may be tax implications if the district provides Board members with laptop computers or subsidies for an Internet connection. In some circumstances, such provision or reimbursement may be considered a taxable benefit. Also see AR 3513.1 - Cellular Phone Reimbursement.~~

The Governing Board recognizes that electronic communication is an efficient and convenient way for Board members to communicate and expedite the exchange of information ~~within the~~with each other, district staff, and ~~with~~ members of the public. Board members shall exercise caution ~~so as~~ to ensure ~~that electronic communications are not used as a means for~~compliance with the Brown Act, the ~~Board to deliberate outside of an agendized Board meeting, circumvent the public's right to access records regarding district business, or restrict access to a public forum~~Public Records Act, and other applicable laws.

CSBA NOTE: Government Code 54952.2 defines a "meeting" as any congregation of a majority of the members of the Board at the same time and location, including a teleconference location as permitted by Government Code 54953, to hear, discuss, deliberate, or take action upon any item that is within the subject matter jurisdiction of the Board. Government Code 54952.2 prohibits a serial meeting, defined as a series of communications of any kind, directly or through intermediaries, involving a majority of the Board to discuss, deliberate, or take action on any item of district business outside of an authorized meeting~~.~~; see BB 9320 - Meetings And Notices. Thus, a series of emails, as well as other electronic communications such as ~~postings on an online forum~~text messages or replying directly to social media posts, that ultimately include a majority of the Board could lead to a Brown Act violation. ~~While the safest course of action is to not send an email to another Board member that, if forwarded, could lead to a discussion about district business by a majority of the Board, given the prevalence of email, such a practice may not be practical. However, in~~In order to help prevent an inadvertent violation, Board members may wish to consider ~~including~~"bcc'ing" other Board members to avoid the recipient "replying all", a "do not reply/forward alert" in the subject line of emails, or other cautionary measures, as appropriate.

A majority of the Board shall not, outside of an authorized meeting, use a series of electronic communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board. (Government Code 54952.2)

~~CSBA NOTE: CSBA's GAMUT Meetings is an electronic board meeting management application for use by districts and county offices of education that streamlines meeting preparation and provides easy and secure access to meeting materials, including Board meeting agendas, supporting documents, and minutes. Further information is available on CSBA's web site.~~

Examples of permissible electronic communications concerning district business include, but are not limited to, dissemination of Board meeting agendas and agenda packets, reports of activities from the Superintendent, and reminders regarding meeting times, dates, and places.

~~CSBA NOTE: Pursuant to Government Code 54952.2, as amended by AB 992 (Ch. 89, Statutes of 2020), Board members may engage in separate conversations or communications with members of the public on an Internet-based social media platform that is open and accessible to the public as long as a majority of the Board does not use the platform to discuss among themselves business within the subject matter jurisdiction of the Board and members do not comment on or use digital icons (e.g., "likes" or emojis) to express reactions to communications made by other Board members. Consequently, a Board member is prohibited from responding directly to any communication from other members of the Board on a social media platform regarding matters that are within the subject matter jurisdiction of the Board.~~

Board members may engage in separate conversations or communications with members of the public on a social media platform to answer questions, provide information, or solicit information regarding a matter that is within the subject matter jurisdiction of the Board~~,~~ as long as a majority of the Board does not use the platform to discuss among themselves any business of a specific nature that is within the subject matter jurisdiction of the Board. ~~A Board member is prohibited from responding directly to any communication from other~~ Additionally, Board members ~~regarding matters that~~ are ~~within the subject matter jurisdiction of the Board or~~ prohibited from using digital icons ~~(e.g.,~~, such as "likes" or "emojis~~)~~ ~~to~~," that express reactions to communications made by other Board members regarding matters within the subject matter jurisdiction of the Board. (Government Code 54952.2)

~~CSBA NOTE: Board members who use a social media platform to communicate with the public about district business or Board activities should be cautious about blocking access to members of the public. In Knight First Amendment Institute at Columbia University v. Trump, the court held that President Donald Trump's twitter account was a public forum from which the government may not exclude people based on their views and that blocking critics from viewing and replying to the account excluded individuals from a public forum in violation of the First Amendment. While there is not a clearly defined rule as to whether a board member's social media account is a public forum, the holding has been used in cases restricting school board members from blocking members of the public from their social media. See Garnier v. Poway Unified School District.~~CSBA NOTE: Public statements by Board members is a sensitive and complicated area of Board governance. As a result, many districts have established bylaws or other protocols for public statements by Board members; see BB 9010 – Public Statements.

~~Whenever a Board member uses a social media platform to communicate with the public about district business or Board activities, the Board member shall not block access to a member of the public based on the viewpoint expressed by that individual.~~

Board members shall make every effort to ensure that their electronic communications conform to Board Bylaw 9010 – Public Statements and shall forward any complaints or requests for information to the Superintendent in accordance with applicable Board bylaws.

~~CSBA NOTE: The prohibitions in the Brown Act apply only to discussions regarding district business. Like other citizens, Board members are permitted to use email to discuss personal, nondistrict matters.~~CSBA NOTE: Electronic communications received and sent by Board members are subject to disclosure upon request pursuant to the Public Records Act (Government Code 7920.000 - 7930.215), including communications regarding district business sent or received on a Board member's personal account or device. For further information, see CSBA's, "Legal Alert: Tips for Governing Boards in Response to Public Records Act Ruling on Electronic Communications." It is recommended that districts with specific questions regarding this issue consult CSBA's District and County Office of Education Legal Services or district legal counsel. Also see BP/AR 1340 - Access To District Records and BP/AR 3580 - District Records.

~~Board members may use electronic communications to discuss matters that do not pertain to district business, regardless of the number of Board members participating in the discussion.~~

~~CSBA NOTE: The following optional paragraph may be revised to reflect district practice. Many districts have established bylaws or other protocols describing how the Board has agreed to handle questions, concerns, or complaints received from members of the community. For example, see BB 9200 - Limits of Board Member Authority and BP 1112 - Media Relations.~~

~~Board members shall make every effort to ensure that their electronic communications conform to the same standards and protocols established for other forms of communication. A Board member may respond, as appropriate, to an electronic communication received from a member of the community and should make clear that the response does not necessarily reflect the views of the Board as a whole. Any complaint or request for information should be forwarded to the Superintendent in accordance with Board bylaws and protocols so that the issue may receive proper consideration and be handled through the appropriate district process. As appropriate, communication received from the media shall be forwarded to the designated district spokesperson.~~

~~CSBA NOTE: Electronic communications received and sent by Board members are subject to disclosure upon request pursuant to the California Public Records Act (CPRA) (Government Code 7920.000 - 7930.170) depending on the content of the communication and whether it is "prepared, owned, used, or retained" by the district in its normal course of business. District legal counsel should be consulted as appropriate. Also see BP/AR 1340 - Access to District Records and BP/AR 3580 - District Records.~~

~~In City of San Jose v. Superior Court, the California Supreme Court held that a public official's communications about public business, even if sent or received on the official's personal account or device, are public records and are not categorically excluded from disclosure under the CPRA. The court observed that the CPRA requires public agencies to use "reasonable effort" to locate existing records in response to a public records request, but that such searches need not be extraordinarily extensive or intrusive. For further information, see CSBA's Legal Alert: Tips for Governing Boards in Response to Public Records Act Ruling on Electronic Communications.~~

To the extent possible, electronic communications regarding any district-related business shall be transmitted through a district-provided device or account. When any such communication is

transmitted through a Board member's personal device or account, the Board member shall copy the communication to a district electronic storage device for easy retrieval.

CSBA NOTE: Pursuant to the U.S. Supreme Court's decision in *Lindke v. Freed*, a Board member's social media account becomes a public forum subject to the First Amendment when the Board member (1) has been granted the power to speak on behalf of the Board or the district and (2) claims to be actually exercising that power. The determination as to whether a Board member's action meets these two conditions is a fact-specific undertaking. It is recommended that districts with questions regarding this issue consult CSBA's District and County Office of Education Legal Services or district legal counsel.

This Bylaw does not apply to Board member electronic communications not related to district business or not conducted by a Board member in the Board member's official capacity.

Policy Reference UPDATE Service
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State	**Description**
Ed. Code 35140	Time and place of meetings
Ed. Code 35145	Public meetings
Ed. Code 35145.5	Agenda; public participation and regulations
Ed. Code 35147	Open meeting laws exceptions
Gov. Code 11135	Prohibition of discrimination
Gov. Code 54950-54963	The Ralph M. Brown Act
Gov. Code 54952.2	Meeting; defined
Gov. Code 54953	Meetings to be open and public; attendance
Gov. Code 54954.2	Agenda posting requirements; board actions
Gov. Code 7920.000-7930.~~170~~215	California Public Records Act
Management Resources	**Description**
Attorney General Publication	The Brown Act: -Open Meetings for Legislative Bodies, rev. 2003 (https://oag.ca.gov/system/files/media/the-brown-act.pdf)
~~Court Decision~~	~~Knight First Amendment Institute at Columbia University v. Trump (2019) 928 F.3d 226~~

Court Decision	~~Garnier v. Poway Unified School District (S.D. Cal. September 26, 2019) No. 17-cv-2215-W (JLB), 2019 WL 4736208~~Lindke v. Freed (2024) 601 U.S. 187
Court Decision	City of San Jose v. Superior Court (2017) 2 Cal.5th 608
CSBA Publication	Legal Alert: Tips for Governing Boards in Response to Public Records Act Ruling on Electronic Communications, March 2017 (https://www.csba.org/-/media/CSBA/Files/Advocacy/ELA/2017-03_LegalAlert_PRA_ElectronicDevices.ashx?la=en&rev=7f24e74fc2474138940357bc5efe1377)
CSBA Publication	The Brown Act: -School Boards and Open Meeting Laws, rev. ~~2019~~2023
Website	CSBA District and County Office of Education Legal Services
Website	CSBA, GAMUT Meetings
Website	California Attorney General's Office
Website	CSBA

Cross References

Code	Description
1100	Communication With The Public
1112	Media Relations
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
1114	District-Sponsored Social Media
1114	District-Sponsored Social Media
1312.1	Complaints Concerning District Employees
1312.1	Complaints Concerning District Employees
1312.2	Complaints Concerning Instructional Materials
1312.2	Complaints Concerning Instructional Materials
1312.2-E(1)	Complaints Concerning Instructional Materials
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures

1312.3-E(2)	Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1312.4-E(1)	Williams Uniform Complaint Procedures
1312.4-E(2)	Williams Uniform Complaint Procedures
1340	Access To District Records
1340	Access To District Records
3320	Claims And Actions Against The District
3320	Claims And Actions Against The District
3580	District Records
3580	District Records
9000	Role Of The Board
9005	Governance Standards
9010	Public Statements
9121	President
9200	Limits Of Board Member Authority
9230	Orientation
9320	Meetings And Notices
9322	Agenda/Meeting Materials
9323.2	Actions By The Board
9323.2-E(1)	Actions By The Board

HAPPY VALLEY UNION SCHOOL DISTRICT

ENROLLMENT HISTORY

As of February 7, 2025

For the School Year of:	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025
August	503	514	505	528	509	499	548	526	484	443	470	490	498	476
September	507	512	496	529	497	499	525	508	477	456	474	482	501	468
October	505	510	492	535	502	500	522	511	480	465	470	487	496	471
November	507	517	497	538	502	494	528	512	483	469	468	490	496	470
December	500	513	493	538	498	493	528	505	481	462	458	502	497	477
January	509	520	498	532	503	496	530	500	491	460	462	505	500	492
February	503	518	501	539	504	498	533	494	492	460	459	504	497	493
March	504	520	511	536	501	503	530	494	493	462	458	502	500	
April	501	527	516	538	498	500	531	493	491	467	470	505	501	
May	501	532	512	537	499	507	541	500	490	476	464	510	495	
June	496	531	511	535	495	504	535	497	490	472	466	510	495	

HAPPY VALLEY UNION SCHOOL DISTRICT

ENROLLMENT HISTORY - CDS

As of February 7, 2025

For the School Year of:	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/23	2023/24	2024/25
August	6	4	7	8	5	4	3	5	1
September	7	5	10	9	5	3	4	5	1
October	7	7	7	10	4	6	3	7	5
November	8	7	5	10	5	4	3	7	4
December	10	8	5	8	6	4	3	4	4
January	10	10	4	6	8	5	3	4	5
February	9	11	4	8	6	5	5	6	4
March	9	9	6	9	6	5	3	6	
April	8	9	4	8	6	5	6	9	
May	10	9	7	8	6	7	5	9	
June	10	10	9	8	6	10	6	8	

Happy Valley Community Day School

2024-2025

Enrollment by Teacher and Grade

Teacher	1 M	1 F	1 Total	4 M	4 F	4 Total	8 M	8 F	8 Total	ALL M	ALL F	ALL Total
001 Gandolfo	1	-	1	2	-	2	1	-	1	4	-	4
School Total:	1		1	2		2	1		1	4		4

HAPPY VALLEY UNION SCHOOL DISTRICT

ENROLLMENT HISTORY - ELEMENTARY

As of February 7, 2025

For the School Year of:	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023	2023/24	2024/25
August	278	284	263	248	237	254	252	246
September	279	279	266	205	237	245	252	245
October	279	281	263	212	229	247	242	242
November	275	282	264	215	224	246	240	239
December	280	282	266	215	223	251	239	242
January	282	285 as of 1/16	275	215	222	252	245	247
February	284	285	275	214	223	254	244	247
March	281	284	276	216	228	246	245	
April	289	284	275	221	226	246	244	
May	286	284	274	226	226	248	239	
June	286	283	274	224	226	245	240	

Happy Valley Elementary School

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2024-2025

Enrollment by Teacher and Grade

Teacher	------- 4 -------			------- 5 -------			------- 6 -------			------- 7 -------			------- 8 -------			--------- ALL ---------		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
172 Baldwin 3	-	-	-	-	-	-	-	-	-	13	7	20	-	-	-	13	7	20
116 Bassett 1	-	-	-	-	-	-	9	13	22	-	-	-	-	-	-	9	13	22
127 Francescut 9	-	-	-	-	-	-	-	-	-	-	-	-	13	15	28	13	15	28
				-	-	-	-	-	-	-	-	-						
164 Goodman 19	-	-	-	9	14	23	-	-	-	-	-	-	-	-	-	9	14	23
111 Hutchison 17	-	-	-	16	7	23	-	-	-	-	-	-	-	-	-	16	7	23
141 Keown 8	-	-	-	-	-	-	13	15	28	-	-	-	-	-	-	13	15	28
114 Kinsey 21	9	17	26	-	-	-	-	-	-	-	-	-	-	-	-	9	17	26
173 Morgan 2	-	-	-	-	-	-	-	1	1	1	-	1	-	-	-	1	1	2
113 Price 11	-	-	-	-	-	-	-	-	-	12	9	21	-	-	-	12	9	21
110 Sanford 20	10	15	25	-	-	-	-	-	-	-	-	-	-	-	-	10	15	25
001 Unassigned 1 11	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-	-	1	1
153 Youman 7	-	-	-	-	-	-	-	-	-	-	-	-	15	13	28	15	13	28
School Total:	**19**	32	5**1**	25	22	47	22	29	51	26	16	42	2**8**	28	5**6**	12**0**	127	2**47**

HAPPY VALLEY UNION SCHOOL DISTRICT

ENROLLMENT HISTORY – INDEPENDENT STUDY

As of February 7, 2025

For the School Year of:	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025			
August	5	13	9	10	7			
September	81	18	9	11	7			
October	77	21	10	12	6			
November	70	20	11	14	9			
December	56	20	15	20	12			
January	51	21	16	18	13			
February	52	22	16	18	15			
March	49	22	17	19				
April	44	21	18	19				
May	44	23	17	18				
June	43	23	20	18				

Enrollment by Teacher and Grade

Teacher	K			1			2			3			4			5			6			7			8			ALL		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
004 Blevins	-	1	1	1	-	1	-	1	1	1	-	1	1	-	1	3	1	4	1	-	1	1	1	2	-	3	3	8	7	15
School Total:		1	1	1		1		1	1	1		1	1		1	3	1	4	1		1	1	1	2		3	3	8	7	15

HAPPY VALLEY UNION SCHOOL DISTRICT

ENROLLMENT HISTORY - PRIMARY

As of February 7, 2025

For the School Year of:	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	2024/25
August	193	207	215	198	185	216	224	231	214
September	200	213	217	205	165	216	224	232	215
October	201	210	217	207	172	212	227	235	218
November	197	216	210	209	179	215	230	235	218
December	195	218	206	207	186	210	235	234	219
January	198	219	203	210	188	213	235	233	227
February	201	226	205	209	191	210	231	230	227
March	203	228	202	208	196	208	228	230	
April	205	238	205	208	195	211	235	229	
May	210	237	208	208	200	208	240	229	
June	211	238	205	208	200	207	239	229	

Happy Valley Primary School

02/06/2025
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2024-2025

Enrollment by Teacher and Grade

Teacher	------- TK -------			------- K -------			------- 1 -------			------- 2 -------			------- 3 -------			--------- ALL ---------		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
141 Collver 7	-	-	-	2	-	2	-	1	1	1	-	1	3	-	3	6	1	7
140 Cook 8	-	-	-	1	-	1	3	-	3	-	-	-	-	-	-	4	-	4
	-	-	-	-	-	-				-	-	-	-	-	-			
132 Gurwell 2	8	9	17	-	-	-	-	-	-	-	-	-	-	-	-	8	9	17
135 Jaramillo 6	-	-	-	-	-	-	10	11	21	-	-	-	-	-	-	10	11	21
130 McEvoy 10	-	-	-	2	-	2	1	-	1	1	-	1	1	-	1	5	-	5
121 Piazza 5	-	-	-	-	-	-	11	13	24	-	-	-	-	-	-	11	13	24
126 Roach 13	-	-	-	-	-	-	-	-	-	14	11	25	-	-	-	14	11	25
123 Russell 4	-	-	-	12	11	23	-	-	-	-	-	-	-	-	-	12	11	23
134 Salcido 16	-	-	-	-	-	-	-	-	-	-	-	-	13	13	26	13	13	26
136 Sanders 12	-	-	-	-	-	-	-	-	-	13	13	26	-	-	-	13	13	26
120 Spencer 15	-	-	-	-	-	-	-	-	-	-	-	-	19	8	27	19	8	27
129 Stotka 3	-	-	-	12	10	22	-	-	-	-	-	-	-	-	-	12	10	22
				-	-	-	-	-	-	-	-	-	-	-	-			
School Total:	8	**9**	1**7**	29	21	50	2**5**	25	5**0**	29	24	53	36	21	57	12**7**	10**0**	22**7**