

RIVER DELTA UNIFIED SCHOOL DISTRICT

Notice of a Regular Meeting of the Board of Trustees

By Order of the President of the Board of Trustees, this is a Call for the Regular Meeting of the Board of Trustees of the River Delta Unified School District to be held:

**June 13, 2023 ♦ General Open Session 6:30pm
Walnut Grove Elementary School • Walnut Grove, CA**

A copy of the full agenda (with backup documents but without confidential closed session items) is available for public review at the District Office, 445 Montezuma St., Rio Vista, California, at least 72 hours prior to the announced meeting of the Board of Trustees or online at <http://riverdelta.org> under the heading: Board of Trustees

ADDRESSING THE BOARD: Anyone may address the Board regarding any subject that is within the Board's subject-matter jurisdiction [Government Code Section 54954.3 and Education Code Sections 35145.5 and 72121.5]. The Board of Trustees welcomes public participation, consistent with the Brown Act, on items that appear on the agenda and those items that are not appearing on the agenda. **If you wish to address the Board during the Public Comment section of the meeting or during the corresponding item section, you must complete and submit an electronic Public Comment Card or submit a paper Public Comment Card to the Executive Assistant or designee prior to the General Open Session of the meeting.** Individuals are not required to sign in, or otherwise disclose their name or other information as a condition of attending a meeting or addressing the Board. You will be called upon to speak during the Public Comment section or the specified agenda item you have selected. If you prefer not to provide your name, you will need to provide how you wish to be identified when called upon. If you are attending the School Board meeting via Zoom please make sure that the name on the Public Comment Card matches the name you enter when joining the Zoom Meeting. **However, understand the Board may not take action on any item which is not listed on this agenda** (except as authorized by Government Code Section 54954.2). (BB9323), The Board may ask clarifying questions related to the public comments made on items appearing on the agenda or the Board may refer such matter to the Superintendent or designee. (Education Code 35145.5, Government Code 54954.2). **Individual speakers shall be allowed three minutes to address the Board on any agenda item or non-agenda item. The Board shall limit the total time for public presentation and input on all items to a maximum of 20 minutes.** With Board consent, the Board President may increase or decrease the time allowed for public comment, depending on the topic and the number of persons wishing to be heard and the overall length of the agenda. The Board President may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add. (BB 9323) Anyone may appear at the Board meeting to testify in support of, or in opposition to, any item on this agenda being presented to the Board for consideration. {If you wish to have an item placed on the agenda for discussion and/or action by the Board, you must notify the Board Secretary/Superintendent in writing no later than ten working days prior to a regularly scheduled Board meeting requesting permission. After the Superintendent's Cabinet has met, you will be notified of their decision.} **If you have a comment or complaint regarding a specific employee, please refrain from making a public comment and contact the employee's supervisor for resolution.**

Listen in English: Meeting ID: 944 4979 3850 Passcode: 961029

REGULAR MEETING AGENDA

1. Call the Open Session to Order (@ 5:30 p.m.)
2. Roll Call
3. Review Closed Session Agenda (see attached agenda)
 - 3.1 Announce Closed Session Agenda
 - 3.2 Public Comment on Closed Session Agenda Items Only
4. Approve Closed Session Agenda and Adjourn to the **Closed Session** (@5:35 p.m.)
Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____ Time: _____
5. Reconvene to Open Session (@ approx. 6:30 p.m.) Time: _____
 - 5.1 Retake Roll Call
Member Stone ____; Member Jelly ____; Member Riley ____; Member Casillas ____;
Member Apel ____; Member Mahoney ____; Member Lamera ____
 - 5.2 Pledge of Allegiance

6. Report of Action taken, if any, during the Closed Session (Government Code Section 54957.1) – Board President Lamera
7. Review and Approve the **Open Session** Agenda
 Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____
8. **Public Comment: Individual speakers who have submitted a Comment Card shall be allowed three minutes to address the Board on any non-agendized item. The Board shall limit the total time for public presentation and input on all items to a maximum of 20 minutes.** The Board will follow the process for Public Comments listed above.

Special Presentations, Reports, Information

- 9.1 Special Presentations
 - 9.1.1 Solar Presentation – Nate Schlegel, Syserco Energy Solutions, Inc.
 - 9.1.2 Measure J & Measure K Budget Update Presentation – Katherine Wright, Superintendent
- 9.2 Board Member(s) and Superintendent Report(s) and/or Presentation(s) –
 - 9.2.1 Board Members’ report(s)
 - 9.2.2 Superintendent Wright’s report(s)
- 9.3 Business Services’ Reports and/or Presentations on: Routine Restricted Maintenance; Deferred Maintenance; Maintenance and Operations; Transportation Department; Food Services Department; District Technology; and District Budget – Tammy Busch, Asst. Superintendent of Business Services; Ken Gaston, Directors of MOT
 - 9.3.1 ADA/Enrollment Report – Tammy Busch, Asst. Superintendent of Business Services
 - 9.3.2 Monthly Financial Report – Tammy Busch, Asst. Superintendent of Business Services
 - 9.3.3 Maintenance, Operations & Transportation Update, Ken Gaston, Director of MOT
- 9.4 Education Services’ Reports and/or Presentation(s) - Nancy Vielhauer, Asst. Superintendent of Educational Services and Tracy Barbieri, Director of Special Education
 - 9.4.1 School Plan for Student Achievement 2023-2024 Presentations: D.H. White Elementary School; Walnut Grove Elementary School; Bates Elementary and Mokelumne High Schools; Riverview Middle School; River Delta High/Elementary School – Site Principals
- 9.5 River Delta Unified Teacher’s Association (RDUTA) Update – Chris Smith, RDUTA President
- 9.6 California State Employees Association (CSEA) Chapter #319 Update – Patty DuBois, Interim CSEA President
- 9.7 Public Hearing Regarding the Proposed 2023-2024 LCAP and Dashboard Local Indicators: LCAP Adoption Will Be Held at The Regular June 27, 2023 Board Meeting – 6:30 pm – Katherine Wright, Superintendent

Open Public Hearing _____pm Public Comments: _____Close Public Hearing _____pm

- 9.8 Public Hearing Regarding the Proposed 2023-2024 District Budget, Adoption will be held at the Regular June 27, 2023 Board Meeting – 6:30 pm – Tammy Busch, Asst. Supe of Business Services

Open Public Hearing _____pm Public Comments: _____Close Public Hearing _____pm

10. Consent Calendar

- 10.1 Approve Board Minutes
 - Regular Meeting of the Board, May 9, 2023
 - Special Meeting of the Board May 31, 2023
- 10.2 Receive and Approve Monthly Personnel Reports
As of June 13, 2023
- 10.3 District’s Monthly Expenditure Report
May 2023
- 10.4 Request the Approval of the 2023-2024 Single Plan for Student Achievements for D.H. White Elementary School; Walnut Grove Elementary School; Bates Elementary and Mokelumne High Schools; Riverview Middle School; River Delta High/Elementary School – Site Principals
- 10.5 Request to Approve Royce “Craig” Cornelson, Principal and Jeff Brown, Athletic Director as Delta High and Clarksburg Middle Schools Representatives to California Interscholastic Federation (CIF) Leagues for the 2023-2024 School Year – Katherine Wright, Superintendent

- 10.6 Request to Approve Clarence Isadore, Interim Principal; Katherine Ingalls, Vice Principal and Drake Sherman, Athletic Director as Rio Vista High School’s Representatives to California Interscholastic Federation (CIF) Leagues for the 2023-2024 School Year – Katherine Wright, Superintendent
- 10.7 Request to Authorize for the Superintendent to Enter Into Contract with the Preliminary List of Special Education Contracts for the 2023-2024 School Year – Tracy Barbieri, Director of Special Education
- 10.8 Request to Approve the D.H. White Elementary School 6th Grade Students to Attend the Sly Park Science Camp from March 11, 2024 to March 15, 2024 – Jennie Gornto, Principal
- 10.9 Request to Approve the Purchase of (25) Dell desktop computers for the Teacher Pathway at Rio Vista High School at a cost not exceed \$53,000 Specialized Secondary Programs (SSP) Funding – Tammy Busch, Asst. Superintendent of Business Services
- 10.10 Request to Approve the Independent Contract for Services with Jibber Jabber Speech, LLC to Provide Speech-Language Therapy Services for the 2023-2024 School Year at a cost not to exceed \$43,000, Special Education Funds – Tracy Barbieri, Director of Special Education
- 10.11 Request to Approve the Independent Contract for Services Agreement with Meladee McCarty to Provide Program Specialist Services for the 2023-2024 School Year at a cost not to exceed \$11,000, Special Education Funds – Tracy Barbieri, Director of Special Education
- 10.12 Donations Receive and Acknowledge

Bates Elementary School – Student Fieldtrips

Pump House Ranches, Inc. - \$100

Rio Vista High School – Roller Shades in Cafeteria & (Television, Apple TV, sound bar, Ipad, and monitoring) for six classrooms

Harvey L. and Maud C. Sorensen Foundation

Delta High School Ag Mechanics/ Welding Shop

Delta Ag Boosters – 3 Welders, Welding Equipment and Supplies - \$10,293.65

Delta High School Ag Mechanics/ Welding Shop

Delta Ag Boosters – 2-100 qt. Coolers & 22” Briggs & Stratton Propelled Mower - \$890.53

Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____

Action Items -- Individual speakers who have submitted a Comment Card shall be allowed three minutes to address the Board on any agenda item. The Board shall limit the *total time* for public presentation and input on *all items* to a maximum of 20 minutes including the Public Comments made previously in this meeting. The Board will follow the process for Public Comments listed above.

- 11. Request to Approve the Second and Final Reading of the Updated or New Board Policies, Administrative Regulation and or Exhibits Due to New Legislation or Mandated Language and Citation Revisions as of March 2023 – Katherine Wright, Superintendent

Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____

- 12. Request to Approve the Purchase of a 2018 Ford Transit Connect Passenger Van to Replace the Failing Delivery Driver’s Van at a cost of \$30,647.93 plus applicable fees, Transportation Funds – Ken Gaston, Director of Maintenance, Operations and Transportation

Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____

- 13. Request to Approve the Purchase of a New Kubota RTV-X900G-A 4WD Utility Vehicle to Replace a 2000 F150 Chevrolet Pickup Truck, at a cost not to exceed \$16,766.38, Maintenance and Operations Funds – Ken Gaston, Director of Maintenance, Operations and Transportation

Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____

- 14. Request the Authorization for the Superintendent or Designee to Approve the Purchase of a Ten Passenger Van to Provide To and From School Transportation to District Students, a cost of \$50,000 – Ken Gaston, Director of MOT

Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____

- 15. Request to Approve the Contract with Parker and Covert LLP for Legal Services for FY 2023-24 and 2024-2025 – General and Bond Funds – Tammy Busch, Asst. Superintendent of Business Services

Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____

- 16. Request to Approve Memorandum of Understanding between the California School Employees Association and its River Delta Chapter #319 (CSEA) and the River Delta Unified School District Regarding the State Preschool Teacher and Corresponding Job Description – Katherine Wright, Superintendent

Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____

17. Request to Approve the Memorandum of Understanding between the California School Employees Association and its River Delta Chapter #319 (CSEA) and the River Delta Unified School District Regarding the State Preschool Associate Teacher and Corresponding Job Description – Katherine Wright, Superintendent

Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____

18. Request to Approve the Student Placement Agreement with California State University, Sacramento for Allied Health - Speech Language Pathologist Assistants (SLPA) Interns for the 2023-2024 School Year– Tracy Barbieri, Director of Special Education

Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____

19. Request to Approve the “Declaration of Need” for Fully Qualified Educators” for the 2023-2024 School Year – Katherine Wright, Superintendent

Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____

20. Request to Approve the Provisional Internship Permits as Authorized by the Commission on Teacher Credentialing for 2023-2024 School Year – Katherine Wright, Superintendent

Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____

21. Request to Approve Change Order #1 to Vanden Bos Electric, a Credit of \$13,522.82 and Approval of Notice of Completion for the Walnut Grove Fire Alarm Project, Measure K Bond Funds - Tammy Busch, Asst. Superintendent of Business Services

Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____

22. Request to Approve the Proposal for Purchase and Installation of Replacement Speakers at Rio Vista High School, cost not to exceed \$87,151.05, Measure J Bond Funds - Tammy Busch, Asst. Superintendent of Business Services

Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____

23. Request to Approve the Proposals from Warren E. Gomes Excavating, Inc. for Removal of Storm Debris at Bates Elementary School and Delta High School, with a total cost of \$19,345, FEMA Funds - Tammy Busch, Asst. Superintendent of Business Services

Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____

24. Request to Approve and Award Contract to Warren E. Gomes Excavating, Inc. for the Storm Damage Slide Repair at Rio Vista High School, cost not to exceed \$81,900 FEMA Funds - Tammy Busch, Asst. Superintendent of Business Services

Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____

25. Request to Award the Contract for the Delta High School / Clarksburg Middle School Cafeteria Modernization Project to Bobo Construction and Approval of the Final Master Budget, \$3,973,300 Measure K Bond Funds - Tammy Busch, Asst. Superintendent of Business Services

Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____

26. Request to Award the Contract for the Rio Vista High School New Science and Culinary Classroom Projects to Diede Construction, Inc. and Approval of the Final Master Budget, cost not to exceed \$4,866,000 Measure J Bond Funds - Tammy Busch, Asst. Superintendent of Business Services

Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____

27. Request to Approve the Contracts for Project Inspector and Special Inspections Services for the New Science and Culinary Classroom Building at Rio Vista High School, total cost not to exceed \$220,970 Measure J Bond Funds

Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____

28. Request to Approve Resolution No. #847 Requesting The Board Of Supervisors Of The County Of Sacramento To Establish Tax Rate For Bonds Of The School Facilities Improvement District No. 1 Of The River Delta Unified School District Expected To Be Sold During Fiscal Year 2023-2024 – Tammy Busch, Asst. Supe of Business Services

Motioned: _____ Second: _____

Roll Call Vote:

Member Stone ___; Member Jelly ___; Member Riley ___; Member Mahoney ___; Member Casillas ___; Member Apel ___; Member Lamera ___

29. Request to Approve Resolution No. #848 Requesting The Board Of Supervisors Of The County Of Sacramento To Establish Tax Rate For Bonds Of The School Facilities Improvement District No. 2 Of The River Delta Unified School District Expected To Be Sold During Fiscal Year 2023-2024 – Tammy Busch, Asst. Supe of Business Services

Motioned: _____ Second: _____

Roll Call Vote:

Member Stone ___; Member Jelly ___; Member Riley ___; Member Mahoney ___; Member Casillas ___; Member Apel ___; Member Lamera ___

- 30. Re-Adjourn to continue Closed Session, if needed
- 31. Report of Action taken, if any, during continued Closed Session (Government Code Section 54957.1) - Board President Lamera
- 32. Adjournment

Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____ Abstentions: _____ Time: _____

A copy of the full agenda (with backup documents but without confidential closed session items) is available for public review at the District Office, 445 Montezuma St., Rio Vista, California, at least 72 hours prior to the announced meeting of the Board of Trustees. The full agenda is also available online at <http://riverdelta.org>.

Americans with Disabilities Act Compliance: Any and all requests for "...any disability-related modification or accommodation, including auxiliary aids or services..." needed to access our agendas or to participate in the public meetings, must be received in writing by the Superintendent's Office at 445 Montezuma Street, Rio Vista, CA 94571 at least annually before July 1 of each year -- or at least 5 calendar days prior to the individual meeting in question. All inquiries may be directed to the Superintendent's Office c/o Jennifer Gaston at (707) 374-1711.

AFFIDAVIT OF NOTICING AND POSTING:

I, Jennifer Gaston, Executive Assistant to the Board of Trustees, declare that a copy of this Regular Meeting Agenda/Notice was posted in the bulletin board in front of the District Office and that the Board of Trustees Members, District administrative offices and schools, the community libraries were provided notice or caused to be provided notice via fax, e-mail and/or hand delivery on Friday, June 9, 2023, by or before 5:30 p.m.

By: Jennifer Gaston, Executive Assistant, to the Superintendent.

ATTACHMENT
RIVER DELTA UNIFIED SCHOOL DISTRICT

Notice of a Regular Meeting of the Board of Trustees

By Order of the President of the Board of Trustees, this is a Call for the Regular Meeting of the Board of Trustees of the River Delta Unified School District to be held:

June 13, 2023 ♦ Closed Session 5:35pm
Walnut Grove Elementary School • Walnut Grove, CA

As provided by Government Code Section 54957, the Board is requested to meet in closed session for consideration of **personnel appointment, employment, discipline, complaint, evaluation or dismissal** [Government Code Section 54957], **possible or pending litigation** [Government Code 54956.9(a)(b)(c)], **student discipline** [Education Code Sections 49070 (c) and 76232 (c)], **employee/employer negotiations** [Government Code Section 3549.1 and 54957.6], or **real property transactions** [Government Code Section 54956.8].

A Closed Session will be held beginning at 5:35 p.m. on June 13, 2023, at the Walnut Grove Elementary School, Walnut Grove, California (which is prior to the full Open Session). Any formal action taken by the Board will be reported in the Open Session of this regular meeting of the Board of Trustees [Government Code Section 54957.1]. As needed, this Closed Session may be reconvened following the full Open Session. Any formal action taken by the Board will be reported in Open Session prior to adjournment.

4. CLOSED SESSION

4.1 **Student Discipline** [Education Code Sections 49070 (c) and 76232 (c)].
4.1.1 Student Case #2223-222-002

4.2 **Possible or Pending Litigation** [Government Code 54956.9(a)(b)(c)]
Following Conference with Legal Counsel (Parker & Covert, LLC; Edwards, Stevens & Tucker LLP; Burke, Williams & Sorensen, LLP) – Pending or Anticipated Litigation/Potential Case(s) Update(s)
4.2.1 Name(s) unspecified as disclosure would jeopardize the service of process and/or existing/possible settlement negotiations
4.2.1.1 Development Discussion with Counsel (Parker & Covert, LLC) and SCI Consulting Group, the River Delta Unified School District’s Lead Negotiator

4.3 **Personnel Evaluation, Searches, Appointment, Employment, Reassignment, Complaint, Discipline, Dismissal, Non-reelects and Releases** [Government Code Section 54957]

Following Conference with Legal Counsel (Edwards, Stevens & Tucker LLP)

Public Employee(s) Evaluation:

- 4.3.1 Superintendent
- 4.3.2 Asst. Superintendent
- 4.3.3 Administration
- 4.3.4 Certificated
- 4.3.5 Classified
- 4.3.6 Public Employee(s) Searches, Appointment, Employment conditions
- 4.3.7 Complaint, Discipline, Dismissal, Non-reelects, & Releases
- 4.3.8 Employee/Employer Negotiations [Government Code Section 3549.1 and 54957.6] Following negotiation meetings any/all units.
 - 4.3.8.1 RDUTA
 - 4.3.8.2 CSEA

5. Adjourn to Open Session (@6:30 p.m.) Any formal action taken by the Board in the above items will be reported in Open Session of this regular meeting of the Board of Trustees [Government Code Section 54957.1]. The meeting may be reconvened as needed (i.e. following the end of Open Session).

Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____ Time: _____
jg

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 13, 2023

Attachments: _____

From: Tammy Busch, Asst. Supt. of Business Services

Item Number: 9.1.1

Type of item: (Action, Consent Action or Information Only): Information

SUBJECT:

Presentation from Syserco regarding Solar Project Development

BACKGROUND:

The Board of Trustees approved a letter of intent with Syserco Energy solutions to Conduct Solar Feasibility analysis and complete interconnect applications with PG&E.

STATUS:

The presentation will provide information on Solar Project Development.

PRESENTER:

Nate Schlegel – Syserco and Tammy Busch, Asst. Supt. of Business Services

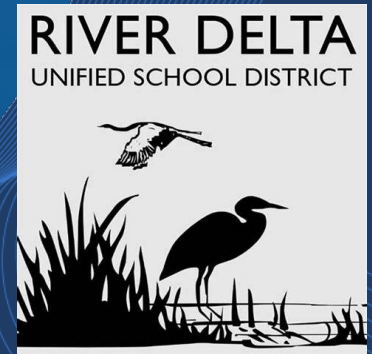
OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

RECOMMENDATION:

Receive the presentation from Syserco regarding Solar Project Development

Time allocated: 10 minutes



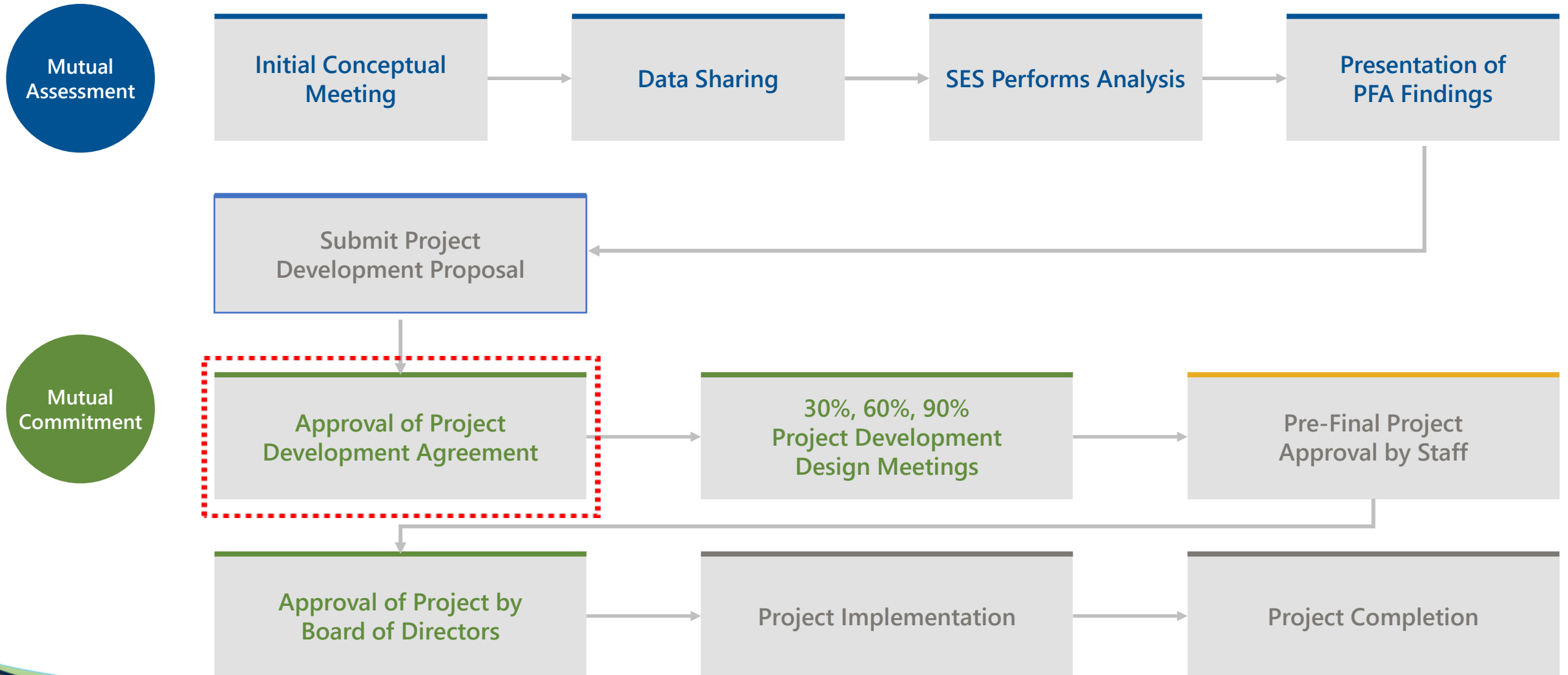
DEVELOPMENT KICK OFF PRESENTATION & UPDATE

River Delta Unified School District

Presented by:
Nate Schlegel
Account Executive

June 13, 2023

Project Development Process



GOVERNMENT CODE SECTION 4217.10-4217.18



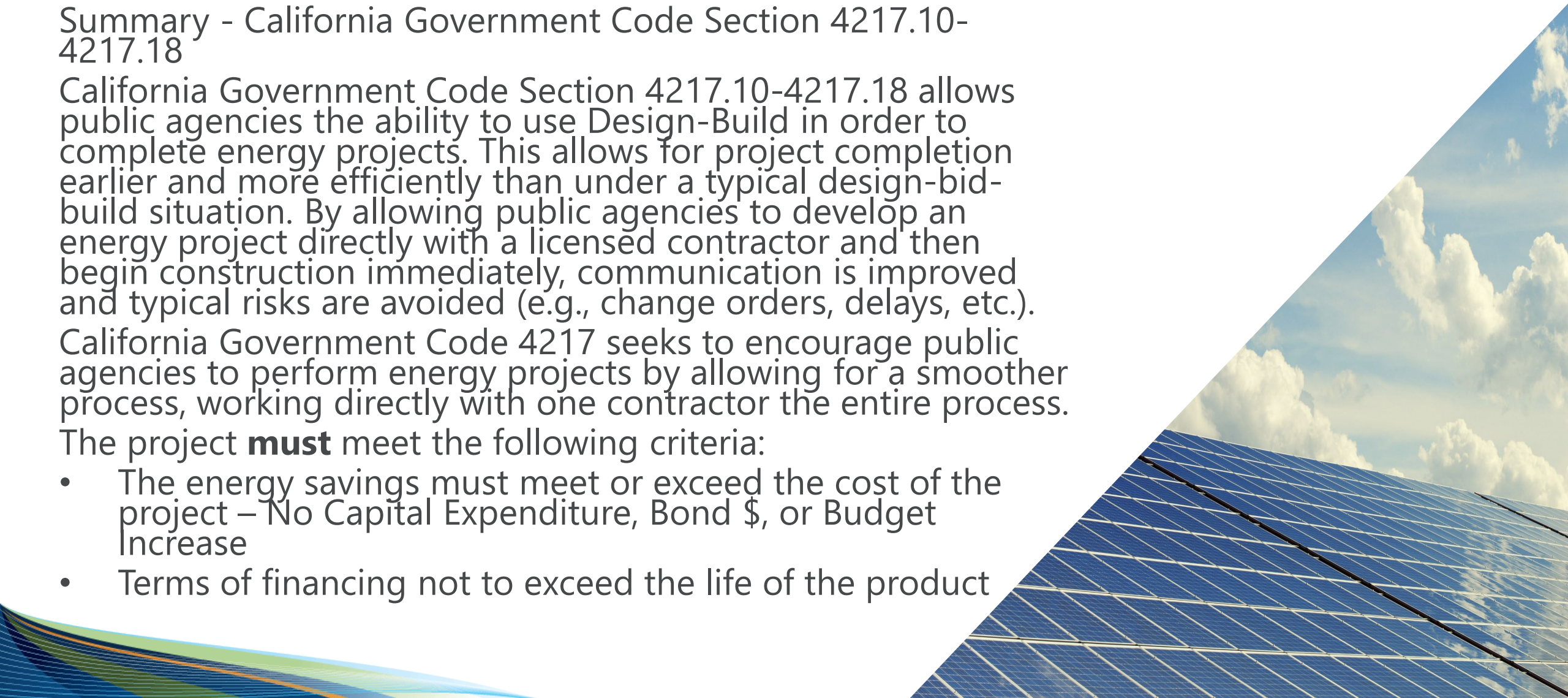
Summary - California Government Code Section 4217.10-4217.18

California Government Code Section 4217.10-4217.18 allows public agencies the ability to use Design-Build in order to complete energy projects. This allows for project completion earlier and more efficiently than under a typical design-bid-build situation. By allowing public agencies to develop an energy project directly with a licensed contractor and then begin construction immediately, communication is improved and typical risks are avoided (e.g., change orders, delays, etc.).

California Government Code 4217 seeks to encourage public agencies to perform energy projects by allowing for a smoother process, working directly with one contractor the entire process.

The project **must** meet the following criteria:

- The energy savings must meet or exceed the cost of the project – No Capital Expenditure, Bond \$, or Budget Increase
- Terms of financing not to exceed the life of the product



What does this mean for RDUSD?



- Every energy savings measure becomes financial leverage
- Energy savings and generation is only one benefit
 - Financial Stability and Predictability that improves over time
 - Budget Positivity
 - Maximizing Bond \$
 - RDUSD Master Plan
 - RDUSD Needs Assessment
 - Rebate \$ for additional needs
 - Engineering & Collaborative savings on approved projects
 - Deferred Maintenance
 - Educational Opportunities



UPDATE ON DEVELOPMENT

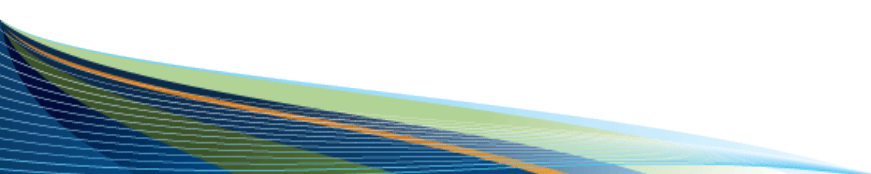


Summary

- ▶ Solar Interconnection Applications have been submitted in PG&E Territory Schools
 - Preliminary proposed locations at each school approved as part of application

- ▶ Development of Solar/PV Systems for SMUD schools coming soon

- ▶ Evaluation of other energy conservation measure (ECM's)
 - Lighting
 - HVAC
 - Controls
 - Building Envelope
 - Water Conservation
 - Please add to this list if there are any needs/desires





Next Steps (How will this process look?)

1. Detailed Scope of Work
 1. **Collaboration**
 2. **What do you want to see?**
2. Project Price
3. Annual Energy Savings
4. Annual Maintenance Savings
5. Funding Sources

At the conclusion of the project development phase, final recommended project will be presented to Board of Directors for consideration of approval under CA Government Code 4217 to execute Energy Services Agreement (ESA) and begin construction.

Thank you for your time!

Please feel free to contact me.

Nate Schlegel
Account Executive

n.schlegel@syserco-es.com | 916.906.3279

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 13,2023

Attachments: 1 _____

From: Katherine Wright, Superintendent

Item Number: 9.1.2

Type of item: (Action, Consent Action or Information Only): Information

SUBJECT: Presentation of Measure J & K Budget Update

BACKGROUND:

On November 3, 2020, voters approved two bond measures for River Delta Unified School District. Measure J approved the sale of \$45,700,000 in bonds to be used for capital improvements to District facilities in SFID #1 which includes Rio Vista High School, Riverview Middle School, DH White Elementary School, and Isleton Elementary School. Measure K approved the sale of \$14,600,000 in bonds to be used for capital improvements to District Facilities in SFID #2 which includes Delta High School, Clarksburg Middle School, Bates Elementary School, and Walnut Grove Elementary School.

STATUS:

Since voter approval of the two bond measures, the Board approved preparation of a comprehensive master plan for the District. Subsequently, the Board approved proceeding with numerous projects identified in the master plan. The attached list identifies all current Measure J and Measure K projects by site and the corresponding approved or anticipated total cost including soft costs and contingencies.

Projects either completed, in progress or contemplated are expected to total approximately 80% of the total authorized bond proceeds for each measure.

PRESENTER:

Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Marlin Jones, Maria Denney and/or Ralph Caputo, RGM Kramer

COST AND FUNDING SOURCES: N/A

RECOMMENDATION:

That the Board received this information

Time allocated: 5 minutes

River Delta Unified School District
 Measure J & K Master Budget Summary

5/30/2023

Site	RGMK Proj. #	Project	Comments	Master Budget Total*
SFID #1 (Measure J)				
All Sites	01000	Program Costs:	See breakdown on page 3	\$ 518,648
All Sites	01002	Miscellaneous Roof Repairs		\$ 53,826
All Sites		Security Cameras		TBD (1)
RVHS	11001	RVHS New Culinary and Science Classrooms	Post award budget	\$ 6,115,000
RVHS	11002	RVHS Building D Roofing Replacement	Post award budget	\$ 439,408
RVHS	11003	RVHS Gym & Locker Room Modernization	Preliminary master budget	\$ 6,749,000
RVHS	11007	Speaker Replacement	Per proposal from AMS.Net	\$ 87,151
RVHS	01004	HVAC Replacement	Preliminary budget	\$ 72,000 (2)
RVMS	12001	RVMS Marquee Sign	Completed.	\$ 58,178
RVMS	12002	RVMS Parking	Cancelled. Cost to date shown	\$ 41,306
RVMS	12003	RVMS Classroom Building Modernization	Preliminary master budget	\$ 8,225,341
RVMS	01004	HVAC Replacement	Preliminary budget	\$ 310,800 (2)
DHW	13001	D H White ES Marquee Sign	Completed	\$ 58,178
DHW	13002	DH White ES Modular Classrooms	In progress. Post award budget	\$ 853,342
DHW	13003	D H White ES Buildings A & B Roofing Replacement	Post award budget	\$ 626,011
DHW	13004	DH White ES Administration	Preparation of master budget pending receipt of consultant proposals.	\$ 5,000,000 (3)
DHW	01004	HVAC Replacement	Preliminary budget	\$ 93,800 (2)
IES	14001	Isleton ES Marquee Sign	Completed	\$ 51,413
IES	14002	Isleton ES Restrooms	Preparation of master budget pending receipt of consultant proposals. To be combined with Admin. Project.	\$ 6,000,000 (3)
IES	14003	Isleton ES Admin Modernization	Preparation of master budget pending receipt of consultant proposals. To be combined with Restroom Project.	Included in above (3)
IES	01004	HVAC Replacement	Preliminary budget	\$ 54,600 (2)
SFID #1 Total				\$ 35,408,002
Estimated Net Bond Funds Available				\$ 45,250,000
Percent of Total Funds Committed				78%

*Amounts shown are master budget totals and include construction costs, soft costs and contingencies. See page 3 for additional footnotes.



**River Delta Unified School District
Measure J & K Master Budget Summary**

5/30/2023

Site	RGMK Proj. #	Project	Comments	Master Budget Total*
SFID #2 (Measure K)				
All Sites	01000	Program Costs:	See breakdown on page 3	\$ 163,783
All Sites	01002	Miscellaneous Roof Repairs		\$ 53,826
All Sites		Security Cameras		TBD (1)
DHS	21001	DHS Cafeteria Modernization	Bids received. Value engineering in progress. Expect final budget to be significantly higher than preliminary budget.	\$ 5,331,459
DHS	21002	DHS Building A Roofing Repairs	Post award budget	\$ 224,166
DHS	21003	DHS Gym Boiler Replacement	Preliminary master budget. Design in Progress.	\$ 469,000
DHS	21004	DHS Building A Restroom Modernization	Preliminary master budget	\$ 988,405
DHS	01004	HVAC Replacement	Preliminary budget	\$ 546,000 (2)
CMS	22002	CMS Restroom Modernization	Preliminary master budget	\$ 1,390,500
BES	23001	Bates ES Classroom Bldg. Roofing Repair	Completed. Actual cost was less than budget	\$ 32,163
WGES	24001	Walnut Grove ES Marquee Sign	Completed	\$ 51,213
WGES	24002	Walnut Grove ES Fire Alarm Upgrades	Work substantially complete. Expect approximate \$90,000 savings from final master budget.	\$ 538,938
WGES	24003	Walnut Grove ES Window Replacement	Post award budget	\$ 482,640
WGES	24004	Walnut Grove ES Parking Lot Lighting	Completed	\$ 25,850
WGES	01004	HVAC Replacement	Preliminary budget	\$ 770,000 (2)
SFID #2 Total				\$ 11,067,943
Estimated Net Bond Funds Available				\$ 14,190,000
Percent of Total Funds Committed				78%

*Amounts shown are master budget totals and include construction costs, soft costs and contingencies. See page 3 for additional footnotes.



**River Delta Unified School District
Measure J & K Master Budget Summary**

5/30/2023

Site	RGMK Proj. #	Project	Comments	Master Budget Total*
Program Costs Breakdown and Proration:				
		Program Management 2021-2022 FY		\$ 150,000
		Program Management 2022-2023 FY		\$ 184,834
		Master Plan		\$ 113,672
		Accounting Software		\$ 175,500 (4)
		HVAC Survey		\$ 31,250
		Roofing Survey		\$ 2,175
		Funding Consultant		\$ 25,000
		Total		\$ 682,431
			SFID #1 (76%)	\$ 518,648
			SFID #2 (24%)	\$ 163,783

Footnotes:

- (1) Budget to be determined.
- (2) Preliminary budgets. Have not been presented to Board.
Does not include HVAC replacement projects to be completed with ESSER funds.
- (3) Budgets have not been prepared. Rough order of magnitude amounts shown.
Tentatively scheduled to present to Board on 6/27/23.
- (4) Includes setup and four years of annual fees.

*Amounts shown are master budget totals and include construction costs, soft costs and contingencies.
See page 3 for additional footnotes.



**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 13, 2023

Attachments: X

From: Tammy Busch, Asst. Superintendent of Business Services Item Number: 9.3.1

Type of item: (Action, Consent Action or Information Only): Information Only

SUBJECT: Monthly Enrollment and ADA Report (**MAY MONTH 10**)

BACKGROUND:

Each month district staff compiles attendance and enrollment data for all school sites. The attached summary shows enrollment and ADA for 2021-2022 compared to current year 2022-2023.

STATUS:

District-wide enrollment **decreased by 58** students compared to the same month of school year 2021-22, decreasing from 1,817 to 1,759 (does not include Adult Ed).

District-wide enrollment **decreased by 6 students** compared to **last month from 1,765 to 1,759**.
(Does not include Adult Ed)

District-wide attendance **decreased by 52 ADA** compared to the same month of school year, 2021-22, decreasing from 1,670 to 1,618 (does not include Adult Ed).

District-wide attendance **no change in ADA** compared to **last month, from 1,618 to 1,618**.
(Does not include Adult Ed)

PRESENTER:

Tammy Busch, Asst. Superintendent of Business Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

RECOMMENDATION:

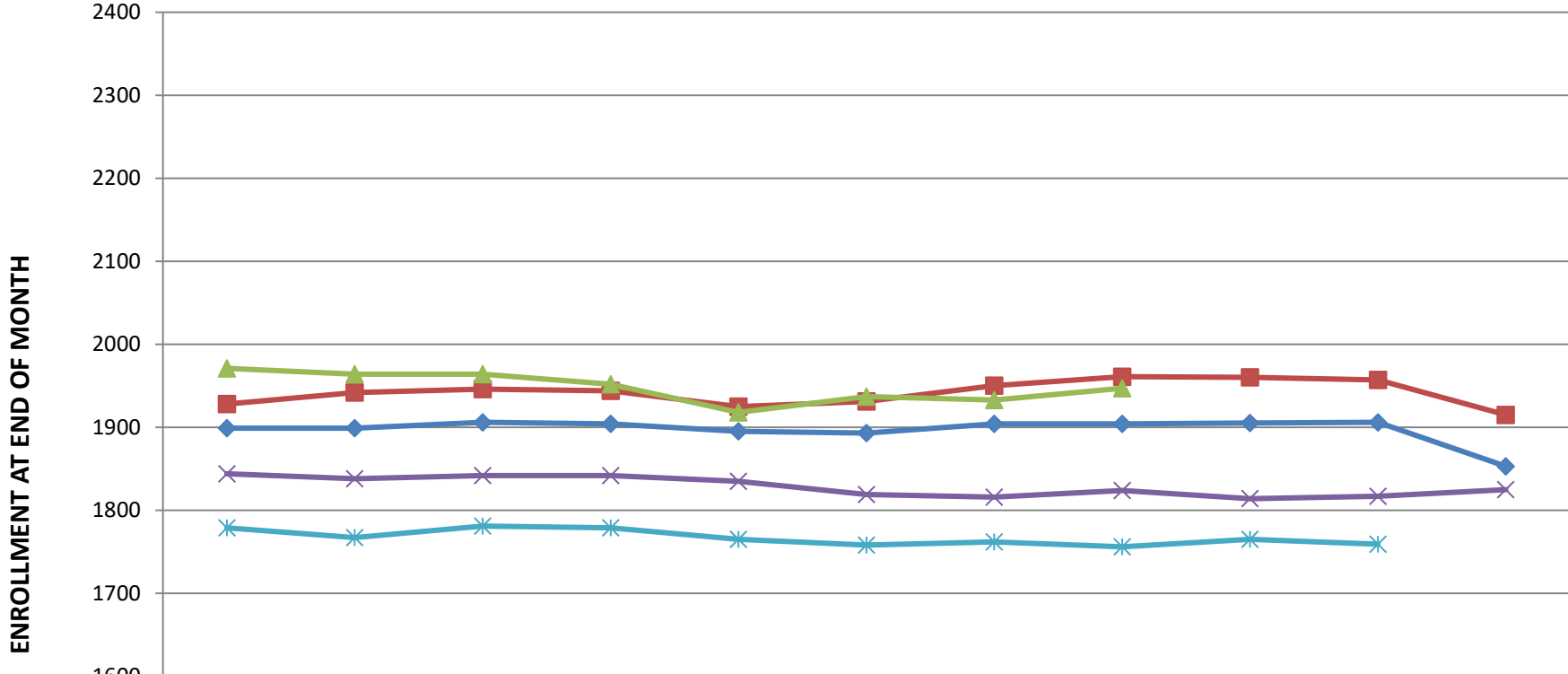
That the Board receives the information presented

Time allocated: 3 minutes

SITE		AUG	AUG	% of ADA		SEPT	SEPT	Incr/Decr	% of ADA	OCT	OCT	Incr/Decr	% of ADA	NOV	NOV	Incr/Decr	% of ADA	DEC	DEC	Incr/Decr	% of ADA	JAN	JAN	Incr/Decr	% of ADA	FEB	FEB
		21-22	22-23			21-22	22-23	From Pr Month		21-22	22-23	From Pr Month		21-22	22-23	From Pr Month		21-22	22-23	From Pr Month		21-22	22-23	From Pr Month		21-22	22-23
BATES	ENR	89	83	94.0%		90	83	0	95.2%	90	83	0	95.2%	88	82	-1	92.7%	85	74	-8	105.4%	88	82	8	93.9%	89	81
	ADA	85	78			84	79			82	79			83	76			82	78			76	77			80	78
CLARKSBURG (7th & 8th Gr)	ENR	149	138	89.1%		149	137	-1	94.2%	147	136	-1	95.6%	148	138	2	86.2%	145	137	-1	93.4%	145	137	0	91.2%	144	137
	ADA	139	123			142	129			138	130			140	119			139	128			125	125			133	129
ISLETON	ENR	158	174	92.5%		155	178	4	93.3%	158	176	-2	93.8%	157	177	1	91.0%	152	177	0	86.4%	150	175	-2	91.4%	156	181
	ADA	141	161			149	166			139	165			147	161			147	153			132	160			143	167
RIVERVIEW	ENR	192	168	90.5%		187	165	-3	92.1%	185	165	0	91.5%	188	164	-1	91.5%	174	163	-1	87.7%	184	163	0	92.0%	181	163
	ADA	169	152			172	152			168	151			170	150			168	143			150	150			155	145
WALNUT GROVE	ENR	167	156	88.5%		167	136	-20	105.9%	168	153	17	94.1%	167	153	0	87.6%	161	155	2	76.8%	170	157	2	85.4%	172	155
	ADA	149	138			153	144			150	144			152	134			150	119			138	134			157	143
D.H. WHITE	ENR	390	394	89.6%		383	398	4	90.7%	383	403	5	89.6%	382	400	-3	86.8%	351	394	-6	88.3%	385	406	12	92.1%	384	402
	ADA	342	353			352	361			341	361			340	347			342	348			313	374			334	362
ELEMNTARY SUB TOTAL	ENR	1,145	1,113			1,131	1,097	-16		1,131	1,116	19		1,130	1,114	-2		1,068	1,100	-14		1,122	1,120	20		1,126	1,119
	ADA	1,025	1,005			1,052	1,031			1,018	1,030			1,032	987			1,028	969			934	1,020			1,002	1,024
CLARKSBURG (9th Grade)	ENR	76	62	93.5%		76	64	2	93.8%	77	63	-1	95.2%	78	64	1	85.9%	77	64	0	93.8%	77	62	-2	93.5%	78	64
	ADA	73	58			72	60			70	60			72	55			73	60			66	58			71	60
DELTA HIGH	ENR	217	211	87.7%		215	206	-5	93.7%	213	204	-2	94.1%	215	204	0	89.7%	206	204	0	93.6%	205	196	-8	96.9%	203	194
	ADA	205	185			203	193			196	192			201	183			197	191			168	190			184	185
RIO VISTA HIGH	ENR	380	367	91.3%		378	367	0	89.1%	379	365	-2	89.9%	378	362	-3	88.1%	362	363	1	86.0%	371	352	-11	90.3%	371	346
	ADA	345	335			344	327			340	328			342	319			342	312			286	318			322	307
HIGH SCHOOL SUB TOTAL	ENR	673	640			669	637	-3		669	632	-5		671	630	-2		645	631	1		653	610	-21		652	604
	ADA	623	578			619	580			606	580			615	557			612	563			520	566			577	552
Mokelumne High (Continuation)	ENR	4	1			4	4	3		4	4	0		4	4	0		3	3	-1		3	2	-1		3	8
	ADA	2	0			2	41			1	2			2	1			1	1			1	1			1	3
River Delta High/Elem (Alternative)	ENR	22	25			34	29	4		38	29	0		37	31	2		29	31	0		31	26	-5		35	31
	ADA	11	22			19	25			23	26			27	26			29	27			25	23			31	27
Community Day	ENR	0	0			0	0	0		0	0	0		0	0	0		0	0	0		0	0	0		0	0
	ADA	0	0			0	0			0	0			0	0			0	0			0	0			0	0
TOTAL K-12 LCFF Funded	ENR	1,844	1,779			1,838	1,767	-12		1,842	1,781	14		1,842	1,779	-2	88.3%	1,745	1,765	-14	88.4%	1,809	1,758	-7		1,816	1,762
	ADA	1,661	1,605			1,692	1,677			1,648	1,638			1,676	1,571			1,670	1,560			1,480	1,610			1,611	1,606
Wind River- Adult Ed	ENR	0	8			0	-8			0	9	9		6	10	1		6	10	0		11	10	0		11	11
TOTAL DISTRICT	ENR	1,844	1,787			1,838	1,767	-20		1,842	1,790	23		1,848	1,789	-1		1,751	1,775	-14		1,820	1,768	-7		1,827	1,773

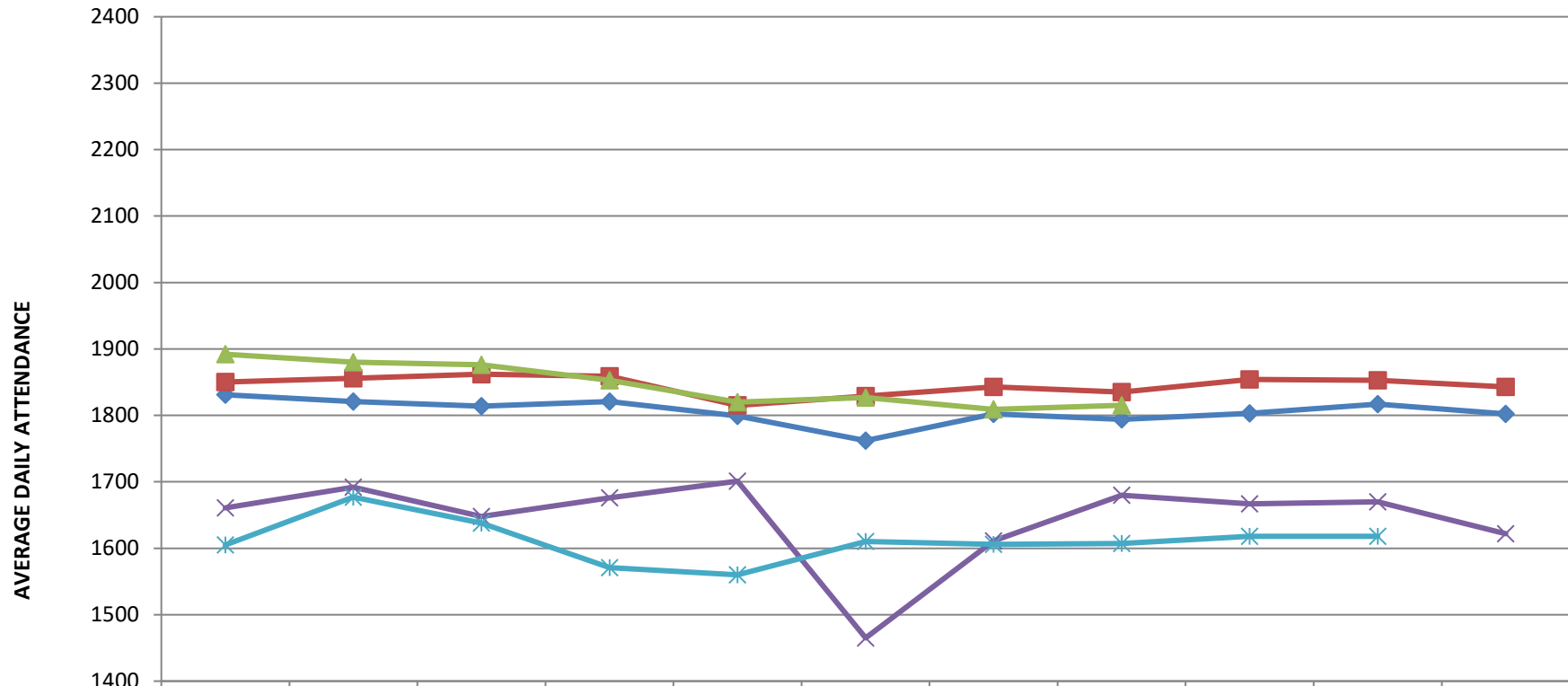
SITE	Incr/Decr From Pr Month	% of ADA	MAR	MAR	Incr/Decr From Pr Month	% of ADA	APR	APR	Incr/Decr From Pr Month	% of ADA	MAY	MAY	Incr/Decr From Pr Month	% of ADA
			21-22	22-23			21-22	22-23			21-22	22-23		
BATES	ENR	-1	89	82	1		87	82	0		87	83	1	
	ADA		96.3%	85	78		95.1%	84	79		96.3%	84	80	96.4%
CLARKSBURG (7th & 8th Gr)	ENR	0	145	136	-1		144	137	1		144	136	-1	
	ADA		94.2%	137	127		93.4%	136	128		93.4%	135	129	94.9%
ISLETON	ENR	6	156	183	2		156	182	-1		156	182	0	
	ADA		92.3%	144	166		90.7%	148	174		95.6%	145	170	93.4%
RIVERVIEW	ENR	0	185	162	-1		180	161	-1		181	160	-1	
	ADA		89.0%	166	147		90.7%	163	144		89.4%	170	146	91.3%
WALNUT GROVE	ENR	-2	176	155	0		174	155	0		177	155	0	
	ADA		92.3%	162	139		89.7%	157	140		90.3%	164	142	91.6%
D.H. WHITE	ENR	-4	386	403	1		388	406	#REF!		385	407	1	
	ADA		90.0%	355	364		90.3%	351	365		89.9%	352	368	90.4%
ELEMENTARY SUB TOTAL	ENR	-1	1,137	1,121	2		1,129	1,123	2		1,130	1,123	0	
	ADA		1,049	1,021			1,039	1,030			1,050	1,035		
CLARKSBURG (9th Grade)	ENR	2	76	64	0		76	65	1		74	65	0	
	ADA		93.8%	73	61		95.3%	70	61		93.8%	71	62	95.4%
DELTA HIGH	ENR	-2	202	193	-1		200	192	-1		200	192	0	
	ADA		95.4%	186	180		93.3%	189	182		94.8%	187	183	95.3%
RIO VISTA HIGH	ENR	-6	373	345	-1		372	347	2		375	341	-6	
	ADA		88.7%	342	310		89.9%	337	314		90.5%	330	306	89.7%
HIGH SCHOOL SUB TOTAL	ENR	-6	651	602	-2		648	604	2		649	598	-6	
	ADA		601	551			596	557			588	551		
Mokelumne High (Continuation)	ENR	6	4	4	-4		1	5	1		1	4	-1	
	ADA		1	5			2	3			1	2		
River Delta High/Elem (Alternative)	ENR	5	32	29	-2		36	33	4		37	34	1	
	ADA		29	30			30	28			31	30		
Community Day	ENR	0	0	0	0		0	0	0		0	0	0	
	ADA		0	0			0	0			0	0		
TOTAL K-12 LCFF Funded	ENR	4	1,824	1,756	-6		1,814	1,765	9		1,817	1,759	-6	
	ADA		1,680	1,607			1,667	1,618			1,670	1,618		
Wind River- Adult Ed	ENR	1	11	15	4		14	44	29		14	44	0	
TOTAL DISTRICT	ENR	5	1,835	1,771	-2		1,828	1,809	38		1,831	1,803	-6	

ENROLLMENT



	1	2	3	4	5	6	7	8	9	10	11
◆ 17/18	1899	1899	1906	1904	1895	1893	1904	1904	1905	1906	1853
■ 18/19	1928	1942	1946	1944	1925	1931	1950	1961	1960	1957	1915
▲ 19/20	1971	1964	1964	1952	1918	1937	1933	1947			
× 21/22	1844	1838	1842	1842	1835	1819	1816	1824	1814	1817	1825
* 22/23	1779	1767	1781	1779	1765	1758	1762	1756	1765	1759	

ACTUAL ATTENDANCE



	1	2	3	4	5	6	7	8	9	10	11
◆ 17/18	1831	1821	1814	1821	1799	1762	1802	1794	1803	1817	1802
■ 18/19	1850	1856	1862	1859	1815	1829	1843	1835	1854	1853	1843
▲ 19/20	1892	1880	1876	1853	1820	1827	1809	1815			
✕ 21/22	1661	1692	1648	1676	1701	1465	1611	1680	1667	1670	1622
* 22/23	1605	1677	1638	1571	1560	1610	1606	1607	1618	1618	

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: June 13, 2023

Attachments: X

From: Ken Gaston, Director of MOT

Item Number: 9.3.3

Type of item: (Action, Consent Action or Information Only): Information Only

SUBJECT:

Monthly MOT Information Report

BACKGROUND:

To provide a monthly update on the activities of the Maintenance, Operations & Transportation Departments. The only projects included in this report are those over \$100.

STATUS:

See attached monthly report for the period of May 2023

PRESENTER:

Ken Gaston, Director of Maintenance, Operations and Transportation

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

RECOMMENDATION:

That the Board receives this information

Time allocated: 5 minutes

Maintenance, Operations & Transportation
Monthly Report for Board Meeting
June 13, 2023

Routine maintenance, repairs and custodial duties at all school sites and district office were completed. Other non-routine projects have been captured below.

Maintenance & Operations:

- **Bates Elementary**
 - Removed Conterra's Networking equipment. - \$110
 - Change thermostat settings and closed some vents in media center to get better cooling in rooms 6 and 13. - \$110
 - Replaced broken key switch for floor scrubber. - \$ 140
 - Filled holes and cracks with asphalt on blacktop. \$137

- **Clarksburg Middle School**
 - Removed pencils and plastic food container from the drain hole for urinal in boy's bathroom. - \$247

- **Delta High School**
 - Repaired leaking back flow. - \$165
 - Removed pencil lead from the lock cylinder to the door leading to P402. - \$110
 - Replaced lever on a dead bolt for the door of the boy's PE locker room. - \$110
 - Set up fencing for playoff baseball game. - \$200
 - Replaced bad plug for power supply on the Chromebook cart. - \$120
 - Replaced bulbs and ballasts for lights in the art room Q101. - \$110

- **D. H. White Elementary**
 - Pump out back up grease traps. - \$685
 - Replaced AC motor in room 20. - \$795
 - Cleared out and fixed flush valve for urinals in boy's bathroom. - \$215
 - Changed out motor capacitor for AC unit in portable classroom. - \$165
 - Snaked all sewer lines to clear clog in bathroom in the cafeteria - \$285

- **Isleton Elementary School**
 - Painted field for Special Olympics event. - \$280
 - Changed out flash valve diaphragm for toilet in the admin building bathroom. - \$110
 - Replaced toilet gasket and flush meter in the boy's bathroom. - \$212

- **Rio Vista High School**
 - Cleaned the football field, ramp going down to field and bleachers. - \$1,070
 - Painted 4th street for Senior Paint. - \$487
 - Fixed water leak on the softball field. - \$632
 - Replaced door closer to the cafeteria door. -\$285
 - Patched holes and cracks in the kitchen and kitchen pantry. - \$160
 - Installed cove base around the base of the walk-in fridge to cover the gap to the floor. Covered hole in the wall in back storage area in the kitchen. - \$690

- **Riverview Middle School**
 - Fixed water leak on the back field. - \$1,707
 - Fixed door and door lock by the bus lane to pull open. - \$430
 - Reattach loose bricks on the wall outside the girl's bathroom. - \$110

- **Transportation Dept.**
 - Replaced hoses on the water heater for the Courtland Bus Garage. - \$153

BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 13, 2023

Attachments: X

From: Nancy Vielhauer, Asst. Superintendent of Ed. Services

Item Number: 9.4.2

Type of item: (Action, Consent Action or Information Only): Information Only

SUBJECT:

Presentation of the Districts' Single Plan for Student Achievement for D.H. White Elementary School; Walnut Grove Elementary School; Bates Elementary and Mokelumne High Schools; Riverview Middle School; and River Delta High/Elementary School for the 2023-2024 school year.

BACKGROUND:

River Delta Unified School District (RDUSD) school sites have been working steadfast and diligently to continue to provide our students with opportunities for excellence in education and experiences that are rich in rigor, technology and campus culture.

STATUS:

During the June 13, 2023, regularly scheduled meeting of the RDUSD Board of Trustees, principals from D.H. White Elementary School; Walnut Grove Elementary School; Bates and Mokelumne High Schools; Riverview Middle School; and River Delta High/Elementary School will share successes, challenges and areas for continued growth as identified by each Single Plan for Student Achievement (SPSA).

PRESENTER:

Site Principals

OTHER PEOPLE WHO MIGHT BE PRESENT:

Nancy Vielhauer, Asst. Superintendent of Ed. Services

COST AND FUNDING SOURCES: N/A

RECOMMENDATION:

That the Board receives the presentations of the Districts' Single Plan for Student Achievement for the 2023-2024 school years.

Time allocated: 15 minutes

DH White Elementary



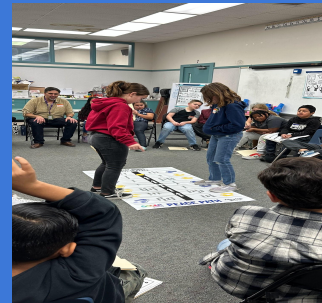
2022-2023 HIGHLIGHTS

- Peacemakers
- 6th grade dances
- Student council
- Breakfast with Santa
- ASP Sports
- Colorfest
- Paint Night
- Egg Drop
- Character Ed. assemblies
- Field trips and assemblies
- Grinch Day
- “Pie” Day



DH White is Making a Splash!

- Peacemakers Program fully implemented with 26 trained Peer Peacemakers.
- Parent Involvement; 96% of our families are connected to Parent Square.
- 100% of classrooms in grades 3-6 received RTI instruction 4 times a week in both ELA and Math using the Standards Plus program



Areas of Focus...

Closing the achievement gap

- Establish WINN- What I need now, Schoolwide RTI Daily
- MTSS site level (Multi- Tiered System of Support)
- Full-time RTI Aide
- Increase minimum of 3 point in ELA/Math measured by CAASPP
- Increase number of students reclassified by 2% as measured by ELPAC
- ASP tutoring by classroom teacher

Reducing our Chronic absenteeism by 6.4%

- After school program sports
- Increase Parent engagement events
- Revise current attendance incentives.
- Fully implement the SARB process
- Positive calls and messages home

Social Emotional

- School wide PBIS will continue
- Peacemaker program
- Provide Staff with mental health and trauma informed professional development
- Hire a full tie counselor
- Revive 2nd Step Bully prevention program

Walnut Grove Elementary School



We're all in this together!

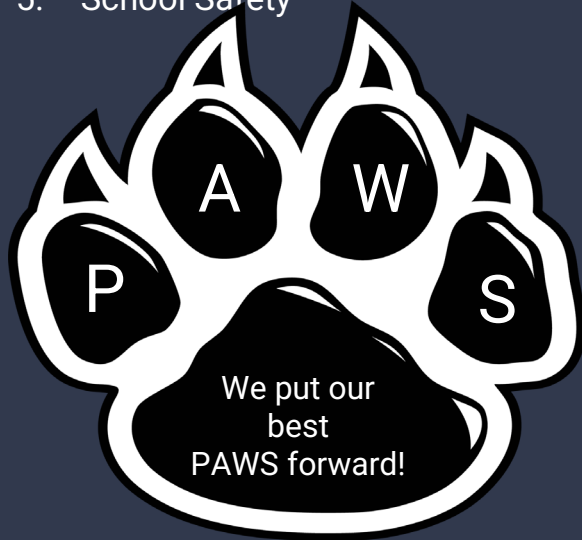
Highlights

Goodies for Grown Ups
Harvest Festival
Winter Program
Water Fun Day
Pumpkin Donations
Santa Present Donation
UC Davis Covid Testing/Vaccines
Jacket Donations
AR Reward Parties
Student of the Month
Captain Encouragement
Kinder/6th Grade Promotions
Back to School Night
Open House
Field Trips
Sly Park
Family Game Night
Movie Night
Wildcats on the Move



Areas of Focus

1. Closing the Achievement Gap
2. Social Emotional Learning with a focus on Restorative Practices
3. Parent Involvement/Engagement
4. Enrichment
5. School Safety



1. Closing the Achievement Gap
 - a. Implement new classroom interventions and continue differentiated instruction
 - b. 10% more students will achieve Standards Met or Exceeded in ELA and Math
 - c. Standards Not Met will reduce by 10% in ELA and Math
 - d. 80% of 1st - 6th grade students will meet their AR goal with at least 85% accuracy
 - e. 8 students will be reclassified
 - f. 35% of Fifth Graders will receive Meets or Exceeds on the CAST
2. Social Emotional Learning
 - a. Implement SEL and Anti Bullying Curriculum
 - b. Continue to improve our PBIS and Restorative Practices
 - c. Create an SEL team
 - d. Implement Wildcat of the Month
 - e. Create a Kindness Club and have monthly Random Acts of Kindness
 - f. Promote a growth mindset
3. Parent Involvement and Engagement
 - a. Provide Participation in Parent Volunteer Work Days
 - b. Hold Grade Level Parent Trainings
 - c. Implement School to Home Communication System
 - d. Family Event Nights
 - e. Remove Barriers to allow parents to volunteer
4. Enrichment
 - a. Provide STEM activities for students to participate in throughout the year
 - b. Continue Wildcats on the Move
 - c. Reimplement Spanish Classes - Path to Seal of Biliteracy
 - d. Music, Art, and Sports
5. School Safety
 - a. Create an School Safety Committee
 - b. Perform Quarterly Walk Throughs with Safety Committee
 - c. Monthly drills
 - d. Implement the modernized Visitor Management System
 - e. Partner with local first responders (Police and Fire Department)



RIVER DELTA
UNIFIED SCHOOL DISTRICT

**Bates Elementary,
Mokelumne High,
&
Community Day School**

Building Capacity and Relationships for a Success

Bates Elementary, Dual Language Academy

Mokelumne High & Community Day School

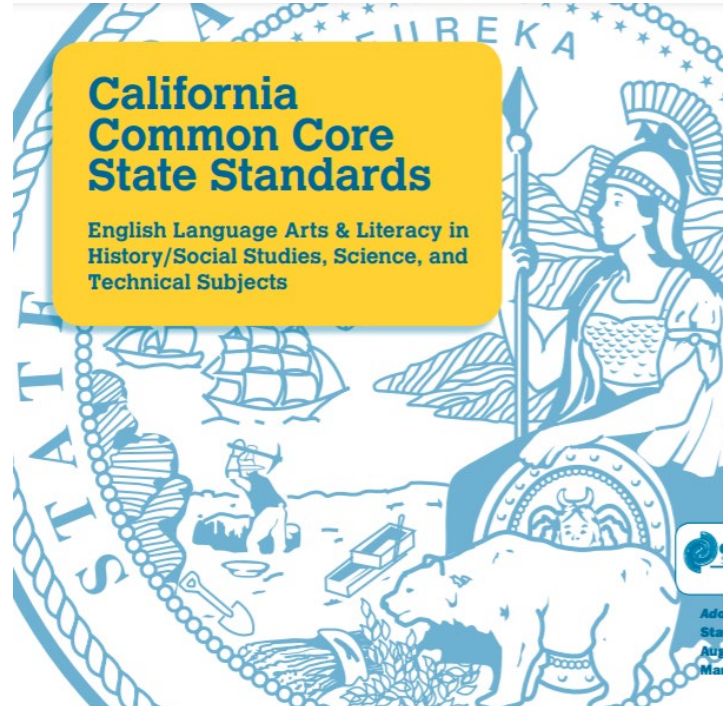
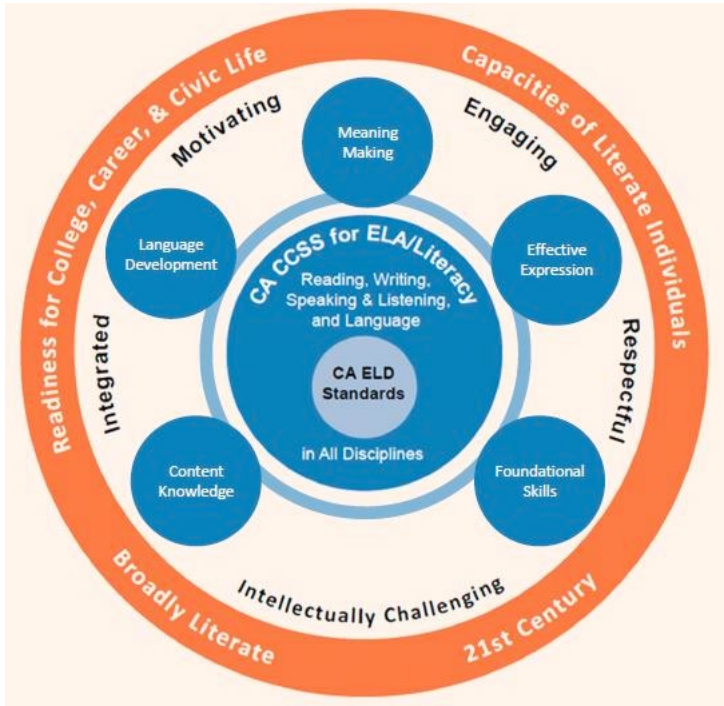


Spanish English Dual Language Immersion TK- 6th Grade



“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language that goes to his heart.” — Nelson Mandela

Build Strength in Core Subjects While Exploring College, Career, and Technology through STEM-based lessons



Quarterly MAP
English Reading
Math
Spanish

Accelerated
Reader

SBAC
Math
English
Spanish
Science

ELPAC

RDUSD Provides All of Our Students with Support

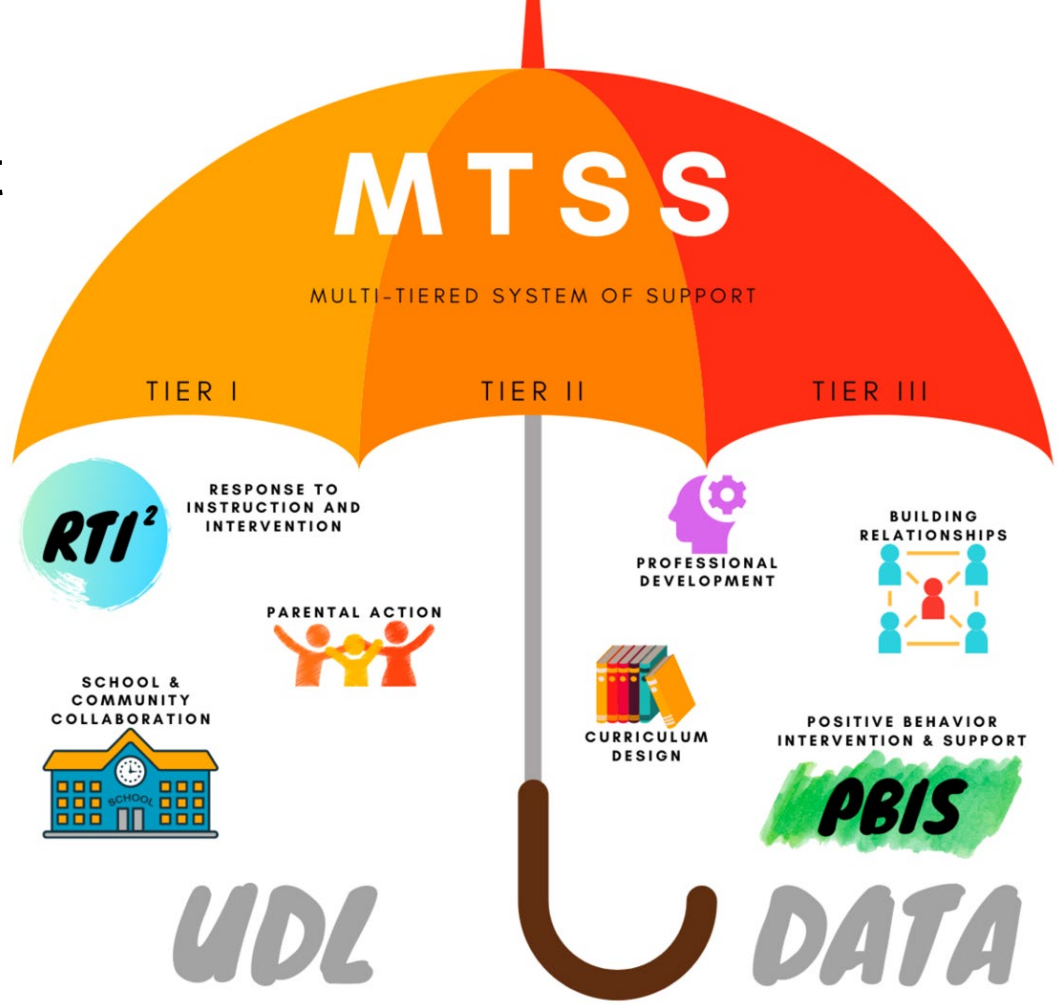
Supporting Social Competence & Academic Achievement



Supporting Staff Behavior

Supporting Decision Making

Supporting Student Behavior



UDL

DATA

Riverview Middle School

Panther Pride!



We Rocked the Panther Way!

- We are out of ATSI status!!
SBAC scores went up in ELA, Math, and Science
- Shared Leadership -> More 'Pawsitivity'
Student of the week, Good Week Club, Pawsitive Behavior Reward, etc.
- Staff - Everyone stepped up to make sure students were supported
teachers, aides, office, custodian and maintenance staff

Areas of Focus...

- **Work with new counselor to implement a student Peace Keeper program**
- **More outside professional development for staff**
- **Reinforce rules and expectations all year**
 - *Monthly checks with home teacher***
 - *Minilessons during house meetings***

River Delta High/Elementary School



Good Things Happening at RDHES!

- College field trips!
- The percentage of students earning a C or better increased
 - Elementary ~~52%~~80%
 - High School ~~63%~~73%
- Full (almost) program with 2 teachers again this year!

Areas of Focus...

- **More positive feedback to help students feel connected!**
 - *Hold monthly Fun Fridays (lunch, dessert, and prizes)
 - *Weekly rewards and recognition*
- **Increase student success rates**
 - *80% of Elementary and High school grades will be C or better
- **Training on new curriculum for teachers**

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: June 13, 2023

Attachments: X

From: Katherine Wright, Superintendent

Item Number: 10.1

Type of item: (Action, Consent Action or Information Only): Consent Action

SUBJECT:

Request to Approve the Minutes from the Regular meeting of the Board of Trustees held on May 9, 2023.

BACKGROUND:

Attached are the Minutes from the Regular meeting of the Board of Trustees held on May 9, 2023.

STATUS:

The Board is to review and approve.

PRESENTER:

Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Jennifer Gaston, Recorder

COST AND FUNDING SOURCES:

None

RECOMMENDATION:

That the Board approves the Minutes as submitted.

Time allocated: 2 minutes

RIVER DELTA UNIFIED SCHOOL DISTRICT

MINUTES

REGULAR MEETING

May 9, 2023

1. **Call Open Session to Order** – Board President Lamera called the Open Session of the meeting of the Board of Trustees to order at 5:32 p.m. on May 9, 2023, at Clarksburg Middle, Clarksburg, California.

2. **Roll Call of Members:**

Marcial Lamera, President
Jennifer Stone, Vice President
Randall Jelly, Clerk
Marilyn Riley, Member
Rafaela Casillas, Member
Wanda Apel, Member (Absent)
Dan Mahoney, Member

Also present: Katherine Wright, Superintendent

3. **Review, Approve the Closed Session Agenda**

- 3.1 Board President Lamera announced items on the Closed Session Agenda
- 3.2 Public Comment on Closed Session Agenda Items. – None to report

4. **Approve Closed Session and Adjourn to Closed Session**

- 4.1 Board President Lamera asked for a motion to approve the Closed Session agenda and Adjourn the meeting to **Closed Session @ 5:33 pm**

Member Riley moved to approve, Member Stone seconded. Motion carried 6 (Ayes: Stone, Jelly, Riley, Casillas, Mahoney, Lamera): 0 (Nays): 1 (Absent: Apel)

5. **Open Session was reconvened at 6:34 pm**

- 5.1 Roll was retaken. Member Apel was absent, all other members were present.
Also present: Katherine Wright, Superintendent; Tammy Busch, Assistant Superintendent of Business Services; Nancy Vielhauer, Assistant Superintendent of Educational Services and Jennifer Gaston, Recorder

- 5.2 Pledge of Allegiance was led by Board President Lamera

6. **Report of Action taken, if any, during the Closed Session** (Government Code Section 54957.1)

Board President Lamera reported that the Board received information; no action taken during Closed Session.

7. **Review and Approve the Open Session Agenda**

- 7.1 Board President Lamera announced that there was a request from the Superintendent Wright to revise the language on agenda item number 10.4, per the Board briefing, the Rio Vista High School's Graduation Trip should read as follows:

Request to Approve the Rio Vista High School's Senior Class of 2023 Graduation Trip to Universal Studios in Hollywood, California on May 25-26, 2023.

Board President Lamera asked for a motion to approve the revised Open Session agenda

Member Stone moved to approve, Member Riley seconded. Motion carried 6 (Ayes: Stone, Jelly, Riley, Casillas, Mahoney, Lamera): 0 (Nays): 1 (Absent: Apel)

8. **Public Comment:** Gracie Medders, community member, announced to community members of Rio Vista that the answers they are seeking can be found on the District's website, such as job descriptions of district employees and who is responsible for their supervision. She named several positions which could be found and who supervises them. She urged the community members to visit the River Delta Unified School District's website and search for the employment title they wish to find.

Paul Delgado, Delta High School teacher, spoke of the temporary cafeteria complex which includes housing the students in the small gym during lunch. He asked if there would be guidance and leeway for administration and PE teachers. He mentioned that this situation is complicated since it includes the

neighboring elementary school. He indicated that something would need to be put into place, such as class schedules to make things run smoothly. Supervision during this time will be tight.

Mr. Delgado indicated that he has been in the District for 16 years. It is his opinion that some people in the District have been tossed aside. In his words, one of the most valuable and dedicated employees has been told "Thank you, but not you". He stated that in a previous, but similar circumstance, the employee was given a chance to interview. He indicated that this current situation has left him hurt, and discussed and felt the District got this one wrong.

Josh Perkins, a former Rio Vista High School student and brother-in-law of the Vice Principal of Rio Vista High School, and came to the meeting to speak of the District's hiring and recruiting practices. He indicated that he is a director of a very large government agency and is very familiar with CalHR and the Personnel Board, particularly with regard to hiring practices. He noted that things he has heard from others - not his family members - are disheartening concerning the district's perceived hiring practices that were used during this time. He stated that no one should have excluded a candidate prior to the screening and interview process. He has the opinion that all candidates should have been given the opportunity to go through the process if they have the knowledge, skills, ability that meet the minimum requirements for an interview.

Mr. Perkins spoke of the District's nepotism policy. He stated that the nepotism policy was never intended to be punitive. He stated that in his large organization, he runs into nepotism issues frequently and they work around them. He has the opinion that the District owes it to the teachers and administrators to go to bat for them to resolve any conflict of interest issue. He accused the District of punitively using this nepotism policy. He noted that, in this small district, it is not uncommon to have conflict of interest with family members that work in the district. He mentioned that Superintendent Wright has two or three generations working within the District, including her spouse. He encouraged the Board members to be familiar with the duty statements within the District positions, stating that it should be clear to who the reporting relationships are, including organizational charts that are shared amongst staff so they understand where conflicts of interest occur.

Mr. Perkins stated that he was very upset when he heard that it was shared that the Vice Principal had applied for the Principal of Rio Vista position and was asked to withdraw her packet. He noted that this information is confidential and should never be disclosed. Mr. Perkins has the opinion that this recruitment has been compromised and should have been pulled by the HR Department, as it could be protested by any of the applicants. He then provided his perceived description of the Superintendents' duties and responsibilities.

Alicia Fernandez, a community member from Clarksburg, spoke of the stipends for coaches. She noted that the stipends for coaches haven't changed much since she coached in the District, which has been roughly 15 years. When she calculated how much a coach would make during a season, she used a conservative 15 hours a week, most coaches put in many more hours, a coach would make under minimum wage. This wage doesn't take into consideration transportation, meals and other expenses traveling to and from games.

As a side note, Ms. Fernandez made comment that she realizes that as a Board member, they are privy to confidential information that the public does not know and cannot be disclosed. She had confidence in the Board with guidance from their counsel that they will make the right decision that reflects what is best for the students of the District. She thanked the Board for their time and continued commitment to the students and staff of the District and stated that the Board has her utmost respect.

9 Special Presentations, Reports, Information

9.1 Special Presentations

- 9.1.1 Schedule of Events for the Next Bond Issuances – Lori Raineri, Government Financial Strategies, Inc. (GFSI), provided a short presentation providing an update to the Board of Trustees on the Bond Measures J and K. She stated that Measure J is in correspondence with the South end of the District in School Facilities Improvement District #1 (SFID#1 - Solano and Sacramento Counties) and Measure K is in correspondence with the North end of the District in School Facilities Improvement District #2 (SFID#2 - Yolo, Sacramento and Solano Counties). Ms. Raineri spoke of financial strategies used when issuing bonds to provide funding for projects that have

been approved by the Board. She informed the Board that in June, resolutions will be brought to them for approving the Schedule of Events (Debt Service Schedule) for both SFID #1 and #2.

9.2 Board Member(s) and Superintendent Report(s) and/or Presentation(s) –

9.2.1 Board Members' report(s) Member Casillas reported that she attended the Walnut Grove Elementary School's Cinco de Mayo celebration. She mentioned that it has been four years since they last held the performance, it was a truly genuine experience, and the students were very happy. Member Casillas thanked staff members and students for their participation.

Member Stone reported that she, Member Apel and Member Riley participated in a walk through at Isleton Elementary School. While they were there, the students taught them how to play a new game called Gaga Ball. She mentioned that the students and staff were both very happy and it was a very nice walk through.

Member Mahoney reported that he was at a meeting with a small group of Rio Vista High School students at the District Office regarding the Principal position. He made clarification to accusations reported that were incorrect. He stated that the reason for the meeting was to listen to what the students had to say and as a former educator he feels the importance of hearing their voices, as they bring a different perspective. Member Mahoney mentioned that Member Stone was also in attendance along with Superintendent Wright and Assistant Superintendent Nancy Vielhauer. During the meeting the students wanted to read letters, and one letter in particular the Board had already received numerous times and read. The correspondence on social media stated that he had indicated that he did not read the letter, which is exactly the opposite, he had read the letter several times. Member Mahoney openly admitted that he giggles at many things; that is just his personality. He stated that the Board was accused of being discriminatory and wanted a man for the job of Principal. He stated that that would be discriminatory, and the Board never spoke of this during any Closed Session, only to find the most qualified person for the position. He mentioned that Superintendent Wright spoke of the hiring process and the Board Policies in regard to the process. He did find it slightly funny, and giggled, which he apologized for, that the student asked for the District's attorney to give them a call. Member Mahoney noted that, if anyone thinks that the District has the funds to let any student, parent or teacher contact our attorney any time they had a question or concern, it would be extremely expensive. After what was posted on social media regarding his participation in the meeting, he couldn't believe it. He stated that he has been the same his entire life in town, and he wouldn't change now. Everyone that knows him in town knows all the things he has done for kids over the years. He apologized if his demeanor came across differently than intended. After the meeting with students at the District Office, he had the opinion that everyone seemed to be okay with the outcome as they left the meeting. He asked if anyone has an issue with him, please come to him directly.

Member Lamera reported that he attended the Delta High School baseball game against Pierce High School, which was played at Sutter Health Park, and won 10-7 and begin playoff the following day. He wished both Delta High and Rio Vista High School's teams the best of luck in their playoff games.

Member Lamera mentioned that he attended the Delta High and Clarksburg Middle Schools' Site Council meeting where they discussed the proposed Site Plan for Student Achievement (SPSA). He mentioned that we were honored to host Congressman Mike Thompson and one of his staff members on a tour of Delta High and Clarksburg Middle Schools. He noted that he, Superintendent Wright, Principal Cornelson and Vice Principal Magana led the tour. During this event they were able to show what shape the school sites were in and what kind of needs they have. Member Lamera stated that he was looking forward to collaborating with Congressman Thompson in the future.

- 9.2.2 Superintendent Wright's report(s) greeted the audience, thanking them for attending the meeting. She noted that it is inspiring to see parents and students attending to share their concerns.

She reported that over the past month, she and the admin team have had a productive negotiation session with our California Schools Employee Association (CSEA) labor partners. They continue their work on job descriptions that are in desperate need of revision, as some are 35-40 years old. She expressed her appreciation and gratefulness for those who have spent time working on these important documents.

Superintendent Wright mentioned that she is working with the RDUSD negotiation Team for the Brann Ranch Development to ensure that the needs of staff and students are being addressed properly in the developer agreement. She noted that after several years of negotiation, she is hopeful that the agreement will be finalized soon.

Superintendent Wright reported that, she, principals and district admin team attended a Anti-Racism seminar lead by Enid Lee, who is amazing and an expert in the field. There were so many enlightening ideas and concepts. Our team was inspired by all the impactful concepts they learned.

Superintendent Wright spoke on the topic of the first and second rounds of robust interview process for the Rio Vista High School Principal. The first-round interview team included the Vice Principal, teachers, classified staff, a parent, a fellow principal and district admin. Eight candidates were offered interviews. The first-round interview team sent the three top scoring candidates forward to the second round of interviews. The second-round interview team included teachers, a parent, a classified staff member, three Board members and herself. She noted that two candidates were interviewed. The top scoring candidate was offered and accepted the position. All interview panel members were very excited about the news of her acceptance and are dedicated to making her transition into River Delta USD and Rio Vista High School a successful one.

Superintendent Wright noted that she attended the Superintendents Executive Leadership Council for Solano and Yolo Counties Superintendents. She mentioned that it's an excellent forum for sharing issues our districts are facing and getting expert advice on how to handle and proceed with issues.

Lastly, Superintendent Wright reported that she and Ms. Busch met with the architects on the previous Friday, to review the final plans for the new Culinary Arts Lab and Science Lab for Rio Vista High School. They also reviewed the Delta High School, Clarksburg Middle School and Delta Elementary Charter School's shared cafeteria plan including the temporary facilities and plans to service the students during the modernization project of the cafeteria, music room, restrooms, and service rooms. She mentioned that the District is excited to provide these new facilities to these campuses. She thanked the Board for their support and approving these projects.

- 9.3 Business Services' Reports and/or Presentations on: Routine Restricted Maintenance; Deferred Maintenance; Maintenance and Operations; Transportation Department; Food Services Department; District Technology; and District Budget – Tammy Busch, Asst. Superintendent of Business Services; Ken Gaston, Directors of MOT – Ms. Busch announced that the California Department of Education (CDE) approved the use of ESSER Funds for the \$1.5 million dollar HVAC system.

- 9.3.1 Average Daily Attendance (ADA)/Enrollment Report – Tammy Busch, Asst. Superintendent of Business Services, reported that the district-wide enrollment has seen a decrease of 49 student compared to the same month in the 2021-2022 school year with a decrease in ADA of 49, showing the District is in declining enrollment. Compared to last month the district-wide enrollment has increased by 9 students with an increase of 11 ADA.

- 9.3.2 Monthly Financial Report – Tammy Busch, Asst. Superintendent of Business Services, reported that the financial report for year-to-date income and expenses are as of April 30, 2023.
- 9.3.3 Present the April 20, 2023, Bid Results for the Delta High School Cafeteria Modernization Plan – Tammy Busch, Asst. Superintendent of Business Services, reported that on February 15, 2022, the Board approved the Master Plan for the Delta High School Cafeteria Modernization Project. After the Division of State Architects (DSA) plans were approved, pre-bid conferences were held with eight contractors attending, bids were opened on April 20, 2023, with two bids were received. The apparent low bid was submitted by Bobo Construction, Inc. of Elk Grove. The bids received exceeded the 50% threshold of the building’s replacement cost, the scope of work will need to be reduced to bring the cost of the project below the 50% threshold or a seismic upgrade of the entire building will be required, which is extremely costly and time consuming. HKIT Architects and RGM Kramer are working with the designs and scope of work to bring the cost of the project within the 50% threshold. Until they can establish the modernization cost is under the 50% threshold, DSA regulations require that the project be postponed. Ms. Busch noted that it is the intent to have these issues resolved for the June Board meeting.
- 9.3.4 Maintenance, Operations & Transportation Update, Ken Gaston, Director of MOT, reported that the bus drivers working through the hiring process are still on schedule. He mentioned that his team is preparing for all the year-end promotion ceremonies. Mr. Gaston was excited to announce that, after a year of waiting, the trash compactor will be delivered on May 18th to Delta High School.
- 9.4 Education Services’ Reports and/or Presentation(s) - Nancy Vielhauer, Asst. Superintendent of Educational Services and Tracy Barbieri, Director of Special Education
- 9.4.1 Educational Services Update – Nancy Vielhauer, Asst. Superintendent of Educational Services, reported that the Educational Services Department has been busy working on the end of this school year and gearing up for the 2023-2024 school year. The Admin team has had several LCAP writing sessions and sections of the LCAP have been submitted to the County Office for review. The LCAP is scheduled to be completed on time. She noted that her department has been working on their budget for the 2023-24 school year. She announced that the 2023 Elementary Summer School registration forms have been sent out to families. They are developing the Secondary Summer School program, which includes credit recovery for high schools and remediation for middle schools. She noted that grade level teams are collaborating to determine the rubrics used to assess students for their report cards. Mr. Wright is working on the new platform for the District’s website. The end-of-year data submission window for CalPads has just opened and the District is working on preparing the data for submittal. The District received notice from the Office of Civil Rights for its annual reporting, data will be collected and submitted.
- Ms. Vielhauer was excited to announce that the Ag trailer that was approved for purchase has been registered and received. The trailer will be used to deliver livestock to the Dixon May Fair.
- 9.4.2 Special Education Update – Tracy Barbieri, Director of Special Education, reported on behalf of the Special Educations and Health Services Departments. She thanked the Board for their support of the students with special needs this school year. She mentioned that her department is turning their attention to summer programs. She announced that in her first year here at River Delta USD. It has been an honor to work side-by-side with some of the most wonderful people she has ever worked with. She invited the Board of Trustees to attend River Delta’s First Annual Special Education Special Olympics. The event will be held on May 25th from 11:45am to 2:30pm at Isleton Elementary School. Highlights of the event will be running events, relay events, throwing events and more. Mr. Perez, Principal of Walnut Grove Elementary School, will be the Master of Ceremonies. They will provide lunch and drinks for the students, music and

more. She noted that one of her predecessors started the planning of this event, which was prior to Covid and, due to Covid, it was postponed.

Member Stone mentioned that she was one of the original members of the planning committee, and shared that she would love to be included in the planning for next year's event.

9.5 River Delta Unified Teacher's Association (RDUTA) Update – Chris Smith, RDUTA President, reported that his class has been training for the Special Olympics event. Mr. Smith noted that the negotiation process is going well with the District. He announced that this week is Teacher Appreciation Week. They received a nice gift of appreciation from the District. He personally wanted to thank the District and shared that a number of people he had spoken to, enjoyed the gift as well.

9.6 California State Employees Association (CSEA) Chapter #319 Update – Patty DuBois, Interim CSEA President, reported that, as Superintendent Wright reported earlier, they are working on job descriptions which is a large task. She announced that two of the job descriptions have been approved through the 610 process and ratified by its members. They also have approved the Summer Program Compensation Memorandum of Understanding. She mentioned that, during the last negotiation session they have made good progress on the job descriptions for Secretary, Office Specialist and Food Service positions. They have two future negotiation date scheduled and will be working on other classified job descriptions. Ms. DuBois announced that CSEA Classified Appreciation Week is the week of May 21 and will be celebrating their members with goodie bags and a pizza party at Walnut Grove. She invited the Board of Trustee if they are available to attend. The CSEA members are trying to boost their membership and want to let the members know they are being heard and acknowledge that they are working very hard. Ms. DuBois announced their appreciation for the gift received from the District.

10. **Consent Calendar**

10.1 Approve Board Minutes

Regular Meeting of the Board, April 11, 2023

Special Meeting of the Board, May 2, 2023

10.2 Receive and Approve Monthly Personnel Reports

As of May 9, 2023

10.3 District's Monthly Expenditure Report

April 2023

10.4 Request to Approve the Rio Vista High School's Senior Class of 2023 Graduation Trip to Universal Studios in Hollywood, California on May 25-26, 2023– Victoria Turk, Principal

10.5 Request to Approve the Contract with SchoolNow to Provide a Website Platform for the River Delta Unified School District, at an annual cost of \$6,900, LCFF Funds – Tammy Busch, Asst. Superintendent of Business Services

10.6 Request to Approve the Purchase of Naviance a Web-based Program Through PowerSchool Group LLC for the 2023-2024 School Year to Allow Students to Explore Career and College Pathways, \$22,623 A-G Completion Grant Funds – Nancy Vielhauer, Asst. Superintendent of Educational Services

10.7 Donations Receive and Acknowledge

Bates Elementary School

Westside Spreading LLC - Native American Books for Children Approx. Value \$217.25

Mr. & Mrs. Chan - \$200 - Student Field Trips

Dennis Leary - \$200 - Student Field Trips

Bogle Vineyards - \$500 - Student Field Trips

Kay Dix Inc. - \$500 - Student Field Trips

F & M Bank - \$900 - Student Field Trips

FLINT - \$600 - Student Field Trips

Rotary Club of Walnut Grove - \$2,000 – Dual Immersion Program

Rotary Club of Walnut Grove - \$380 - Picture Dictionaries

Carly Lamera - \$350 - Graphic Design

Delta High School – Athletics

Rotary Club of Walnut Grove - \$1,000

Clarksburg Middle School – Athletics

Rotary Club of Walnut Grove - \$1,000

A Public Comment card was received by Mr. Gouin for item 10.2, however, the name he submitted on the comment card was not present on online participants so he could be called upon to speak.

President Lamera acknowledged the donations and thanked them for their continued support.

Member Mahoney moved to approve, Member Jelly seconded. Motion carried 6 (Ayes: Stone, Jelly, Riley, Casillas, Mahoney, Lamera): 0 (Nays): 1 (Absent: Apel)

Action Items -- Individual speakers who have submitted a Comment Card shall be allowed three minutes to address the Board on any agenda item. The Board shall limit the *total time* for public presentation and input on *all items* to a maximum of 20 minutes including the Public Comments made previously in this meeting. The Board will follow the process for Public Comments listed above.

11. Request to Approve the First Reading of the Updated or New Board Policies, Administrative Regulation and or Exhibits Due to New Legislation or Mandated Language and Citation Revisions as of March 2023 – Katherine Wright, Superintendent
Member Stone moved to approve, Member Riley seconded. Motion carried 6 (Ayes: Stone, Jelly, Riley, Casillas, Mahoney, Lamera): 0 (Nays): 1 (Absent: Apel)
12. Request to Approve the Bates Elementary School's New Mascot the Falcon, and New School Colors: Red and Gold – MJ Kiwan Gomez, Principal of Bates Elementary School
Member Riley moved to approve, Member Casillas seconded. Motion carried 6 (Ayes: Stone, Jelly, Riley, Casillas, Mahoney, Lamera): 0 (Nays): 1 (Absent: Apel)
13. Request to Approve the Allowance of Attendance and Loss of Instructional Minutes Due to Emergency Conditions on March 22, 2023 for Riverview Middle School and Rio Vista High School – Tammy Busch, Asst. Superintendent of Business Services
Member Mahoney moved to approve, Member Stone seconded. Motion carried 6 (Ayes: Stone, Jelly, Riley, Casillas, Mahoney, Lamera): 0 (Nays): 1 (Absent: Apel)
14. Request to Approve Resolution # 846 to Become a Member of Government Financial Services Joint Powers Authority – Tammy Busch, Asst. Superintendent of Business Services
Member Jelly moved to approve, Member Stone seconded. Motion carried 6 (Ayes: Stone, Jelly, Riley, Casillas, Mahoney, Lamera): 0 (Nays): 1 (Absent: Apel)
15. Request to Approve the Food Service Management Contract Extension with Sodexo for FY 2023-2024, with a Maximum Dollar Amount of \$674,213, Cafeteria Funds with a Possible General Fund Contribution – Tammy Busch, Asst. Superintendent of Business Services
Member Casillas moved to approve, Member Riley seconded. Motion carried 6 (Ayes: Stone, Jelly, Riley, Casillas, Mahoney, Lamera): 0 (Nays): 1 (Absent: Apel)
16. Request to Approve the Purchase Contract with ICU Technologies Inc. for a CrisisAlert System Under GSA Contract #47QSWA18DOO3K, Funding From \$50,000 After School Program; \$200,000 Lottery; and \$353,209.59 General Fund - Tammy Busch, Asst. Superintendent of Business Services
Member Casillas moved to approve, Member Riley seconded. Motion carried 6 (Ayes: Stone, Jelly, Riley, Casillas, Mahoney, Lamera): 0 (Nays): 1 (Absent: Apel)
17. Request to Approve the Contracts with Christopher Gallup as a Project Inspector and Universal Engineering Services (previously Wallace Kuhl Associate) for Special Inspections and Laboratory of Record Services for the Delta High School Cafeteria Modernization Project, Not to Exceed \$155,472, Measure K Bond Funds - Tammy Busch, Asst. Superintendent of Business Services
Member Stone moved to approve, Member Jelly seconded. Motion carried 6 (Ayes: Stone, Jelly, Riley, Casillas, Mahoney, Lamera): 0 (Nays): 1 (Absent: Apel)
18. Request to Approve the Contract with Kitchens to Go by Mobile Modular for the Temporary Kitchen for Delta High School and Clarksburg Middle School Cafeteria during the construction of Cafeteria Modernization Bond Project, Measure K Bonds Not to Exceed \$115,827 - Tammy Busch, Asst. Superintendent of Business Services

Member Stone moved to approve, Member Jelly seconded. Motion carried 6 (Ayes: Stone, Jelly, Riley, Casillas, Mahoney, Lamera): 0 (Nays): 1 (Absent: Apel)

19. Request to Approve the Consulting Contract with Wilson Architecture; RGM Kramer, Inc., Project Program and Master Budget for the Clarksburg Middle School Restroom Modernization Project, Measure K Bond Funds, Not to Exceed \$1,390,500 - Tammy Busch, Asst. Superintendent of Business Services

Member Jelly moved to approve, Member Casillas seconded. Motion carried 6 (Ayes: Stone, Jelly, Riley, Casillas, Mahoney, Lamera): 0 (Nays): 1 (Absent: Apel)

20. Request to Approve the Consulting Contract with Wilson Architecture; RGM Kramer, Inc., Project Program and Master Budget for the Delta High School Building A Restroom Modernization Project, Measure K Bond Funds, Not to Exceed \$988,405 - Tammy Busch, Asst. Superintendent of Business Services

Member Mahoney moved to approve, Member Riley seconded. Motion carried 6 (Ayes: Stone, Jelly, Riley, Casillas, Mahoney, Lamera): 0 (Nays): 1 (Absent: Apel)

21. Request the Board's Authorization for Superintendent Wright to Review and Approve on Behalf of the Board the District Service Agreement (DSA) with Butte County Office of Education Migrant Education Region 2 for Migrant Services in RDUSD for the 2023-2024 School Year – Nancy Vielhauer, Asst. Superintendent of Educational Services

Member Casillas moved to approve, Member Jelly seconded. Motion carried 6 (Ayes: Stone, Jelly, Riley, Casillas, Mahoney, Lamera): 0 (Nays): 1 (Absent: Apel)

22. Re-Adjourn to continue Closed Session, if needed – Board President Lamera reported that the Board would reconvene to Closed Session at 8:27pm

23. Report of Action taken, if any, during continued Closed Session (Government Code Section 54957.1) – Board President Lamera reconvened the Open Session at 9:33pm. He reported that information was received, however, no actions were taken.

24. Adjournment: There being no further business before the Board, Board President Lamera asked for a motion to adjourn.

Member Casillas moved to approve, Member Riley seconded. Motion carried 6 (Ayes: Stone, Jelly, Riley, Casillas, Mahoney, Lamera): 0 (Nays): 1 (Absent: Apel)

The meeting was adjourned at 9:33 pm

Submitted:

Approved:

Katherine Wright, Superintendent and
Secretary to the Board of Trustees

Randall Jelly, Clerk, Board of Trustees

By: Jennifer Gaston, Recorder

End

RIVER DELTA UNIFIED SCHOOL DISTRICT

Notice of a Special Meeting of the Board of Trustees

By Order of the President of the Board of Trustees, this is a Call for the Special Meeting of the Board of Trustees of the River Delta Unified School District to be held:

May 31, 2023 ♦ 7:00pm

Walnut Grove Elementary School • Walnut Grove, CA

A copy of the full agenda (with backup documents but without confidential closed session items) is available for public review at the District Office, 445 Montezuma St., Rio Vista, California, at least 24 hours prior to the announced meeting of the Board of Trustees or online at <http://riverdelta.org> under the heading: Board of Trustees

ADDRESSING THE BOARD: Anyone may address the Board regarding any subject that is within the Board's subject-matter jurisdiction [Government Code Section 54954.3 and Education Code Sections 35145.5 and 72121.5]. The Board of Trustees welcomes public participation, consistent with the Brown Act, on items that appear on the agenda and those items that are not appearing on the agenda. **If you wish to address the Board during the Public Comment section of the meeting or during the corresponding item section, you must complete and submit an electronic Public Comment Card or submit a paper Public Comment Card to the Executive Assistant or designee prior to the General Open Session of the meeting.** Individuals are not required to sign in, or otherwise disclose their name or other information as a condition of attending a meeting or address the Board. You will be called upon to speak during the Public Comment section or the specified agenda item you have selected. If you prefer not to provide your name, you will need to provide how you wish to be identified when called upon. If you are attending the School Board meeting via Zoom please make sure that the name on the Public Comment Card matches the name you enter when joining the Zoom Meeting. **However, understand the Board may not take action on any item which is not listed on this agenda** (except as authorized by Government Code Section 54954.2). (BB9323), The Board may ask clarifying questions related to the public comments made on items appearing on the agenda or the Board may refer such matter to the Superintendent or designee. (Education Code 35145.5, Government Code 54954.2). **Individual speakers shall be allowed three minutes to address the Board on any agenda item or non-agenda item. The Board shall limit the total time for public presentation and input on all items to a maximum of 20 minutes.** With Board consent, the Board President may increase or decrease the time allowed for public comment, depending on the topic and the number of persons wishing to be heard and the overall length of the agenda. The Board President may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add. (BB 9323) Anyone may appear at the Board meeting to testify in support of, or in opposition to, any item on this agenda being presented to the Board for consideration. {If you wish to have an item placed on the agenda for discussion and/or action by the Board, you must notify the Board Secretary/Superintendent in writing no later than ten working days prior to a regularly scheduled Board meeting requesting permission. After the Superintendent's Cabinet has met, you will be notified of their decision.} **If you have a comment or complaint regarding a specific employee, please refrain from making a public comment and contact the employee's supervisor for resolution.**

Listen in English: Meeting ID: 944 4979 3850 Passcode: 961029

SPECIAL MEETING AGENDA

1. Call the Open Session to Order (@ 7:00 p.m.)
2. Roll Call
Member Stone ___; Member Jelly ___; Member Riley ___; Member Casillas ___;
Member Apel ___; Member Mahoney ___; Member Lamera ___
3. Pledge of Allegiance
4. Review Closed Session Agenda (see attached agenda)
 - 4.1 Announce Closed Session Agenda
 - 4.2 Public Comment on Closed Session Agenda Items Only
5. Approve Closed Session Agenda and Adjourn to the **Closed Session (@7:02 p.m.)**
Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____ Time: _____
6. Reconvene to Open Session (Approx. 8:00pm): _____
7. Report of Action taken, if any, during the Closed Session (Government Code Section 54957.1) – Board President Lamera
8. **Public Comment: Individual speakers who have submitted a Comment Card shall be allowed three minutes to address the Board on any non-agenda item. The Board shall limit the total time for public presentation and input on all items to a maximum of 20 minutes.** The Board will follow the process for Public Comments listed above.

9. Request to Approve the Job Description for a Speech Language Pathologist (SLP) – Tracy Barbieri, Director of Special Education

Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____

10. Request to Approve the Job Description for an Aspiring Teacher – Katherine Wright, Superintendent

Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____

11. Personnel Transaction Report as of May 31, 2023 – Katherine Wright, Superintendent

Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____

12. Request to Approve the Memorandum of Understanding Between Sacramento Food Bank & Family Services and The River Delta Unified School District - Katherine Wright, Superintendent

Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____

13. Adjournment

Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____ Abstentions: _____ Time: _____

A copy of the full agenda (with backup documents but without confidential closed session items) is available for public review at the District Office, 445 Montezuma St., Rio Vista, California, at least 24 hours prior to the announced meeting of the Board of Trustees. The full agenda is also available online at <http://riverdelta.org>.

Americans with Disabilities Act Compliance: Any and all requests for "...any disability-related modification or accommodation, including auxiliary aids or services..." needed to access our agendas or to participate in the public meetings, must be received in writing by the Superintendent's Office at 445 Montezuma Street, Rio Vista, CA 94571 at least annually before July 1 of each year -- or at least 5 calendar days prior to the individual meeting in question. All inquiries may be directed to the Superintendent's Office c/o Jennifer Gaston at (707) 374-1711.

AFFIDAVIT OF NOTICING AND POSTING:

I, Jennifer Gaston, Executive Assistant to the Board of Trustees, declare that a copy of this Special Meeting Agenda/Notice was posted in the bulletin board in front of the District Office and that the Board of Trustees Members, District administrative offices and schools, the community libraries were provided notice or caused to be provided notice via fax, e-mail and/or hand delivery on Monday, May 30, 2023, by or before 7:00 p.m.

By: Jennifer Gaston, Executive Assistant, to the Superintendent.

ATTACHMENT
RIVER DELTA UNIFIED SCHOOL DISTRICT

Notice of a Special Meeting of the Board of Trustees

By Order of the President of the Board of Trustees, this is a Call for the Special Meeting of the Board of Trustees of the River Delta Unified School District to be held:

May 31, 2023 ♦ 7:05pm

Walnut Grove Elementary School • Walnut Grove, CA

CLOSED SESSION

As provided by Government Code Section 54957, the Board is requested to meet in closed session for consideration of **personnel appointment, employment, discipline, complaint, evaluation or dismissal** [Government Code Section 54957], **possible or pending litigation** [Government Code 54956.9(a)(b)(c)], **student discipline** [Education Code Sections 49070 (c) and 76232 (c)], **employee/employer negotiations** [Government Code Section 3549.1 and 54957.6], or **real property transactions** [Government Code Section 54956.8].

A Closed Session will be held beginning at 7:05 p.m. on May 31, 2023, at Walnut Grove Elementary School, Walnut Grove, California (which is prior to the full Open Session). Any formal action taken by the Board will be reported in the Open Session of this special meeting of the Board of Trustees [Government Code Section 54957.1]. As needed, this Closed Session may be reconvened following the full Open Session. Any formal action taken by the Board will be reported in Open Session prior to adjournment.

4. CLOSED SESSION

4.1 **Possible or Pending Litigation** [Government Code 54956.9(a)(b)(c)]
Following Conference with Legal Counsel (Parker & Covert, LLC; Edwards, Stevens & Tucker LLP; Burke, Williams & Sorensen, LLP) – Pending or Anticipated Litigation/Potential Case(s) Update(s)
4.1.1 Name(s) unspecified as disclosure would jeopardize the service of process and/or existing/possible settlement negotiations

4.2 **Personnel Evaluation, Searches, Appointment, Employment, Complaint, Discipline, Dismissal, Non-reelects and Releases** [Government Code Section 54957]
Following Conference with Legal Counsel (Edwards, Stevens & Tucker LLP)
Public Employee(s) Evaluation:

- 4.2.1 Certificated
- 4.2.2 Classified
- 4.2.3 Public Employee(s) Searches, Appointment, Employment conditions
- 4.2.4 Complaint, Discipline, Dismissal, Non-reelects, & Releases
- 4.2.5 Employee/Employer Negotiations [Government Code Section 3549.1 and 54957.6]
Following negotiation meetings any/all units.
 - 4.2.51 RDUTA
 - 4.2.5.2 CSEA

5. Adjourn to Open Session (Approximate time unknown) Any formal action taken by the Board in the above items will be reported in Open Session of this regular meeting of the Board of Trustees [Government Code Section 54957.1]. The meeting may be reconvened as needed (i.e. following the end of Open Session).

Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____ Time: _____

jg

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: June 13, 2023

Attachments: X _____

From: Codi Agan, Director of Personnel

Item Number: 10.2

Type of item: (Action, Consent Action or Information Only): _____ Consent Action _____

SUBJECT:

Request to Approve the Monthly Personnel Transaction Report

BACKGROUND:

STATUS:

PRESENTER:

Codi Agan, Director of Personnel

OTHER PEOPLE WHO MIGHT BE PRESENT:

Staff

COST AND FUNDING SOURCES:

RECOMMENDATION:

That the Board approves the Monthly Personnel Transaction Report as submitted

Time allocated: 2 minutes

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 13, 2022

Attachments: X

From: Tammy Busch, Asst. Superintendent of Business Services Item Number: 10.3

Type of item: (Action, Consent Action or Information Only): Consent

SUBJECT:

Approve Monthly Expenditure Summary

BACKGROUND:

The Staff prepares a report of expenditures for the preceding month.

STATUS:

PRESENTER:

Tammy Busch, Asst. Superintendent of Business Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

Not Applicable

RECOMMENDATION:

That the Board approves the monthly expenditure summary report as submitted.

Time allocated: 2 minutes

Cutoff amount: \$1.00

Select vendors with 1099 flags: of any setting.

Select payments with 1099 flags: of any setting.

Input file: Unknown Updated:

Report prepared: Fri, Jun 02, 2023, 11:46 AM

MAY EXPENDITURE REPORT

05/01/2023 - 05/31/2023

Vendor Name/Address	Total	Description	Date	Warrant	Reference	Amount	1099
015023 49ER WATER SERVICES 245 NEW YORK RANCH ROAD #A JACKSON, CA 95642 (0) - 0	500.00	INV#4879 WATER TESTING	05/04/2023	23414561	PO-230095	500.00	N
000009 ABEL CHEVROLET-PONTIAC-BUICK 280 NO FRONT STREET P.O. BOX 696 RIO VISTA, CA 94571-0696 (707) 374-6317	3,569.81	INV#17041 INV#17035 SRVCS FOR MISC WORK ON VEHIC MISC WORK FOR VEHIC	05/04/2023 05/04/2023 05/30/2023 05/30/2023	23414575 23414575 23419762 23419762	PV-230967 PV-230967 PO-230525 PO-230525	63.02 3.29 1,000.00 2,503.50	N N N N
010999 ACADEMIC AFFAIRS 1026 FLORIN RD STE #143 SACRAMENTO, CA 95831 (070) 399-9091	826.81	INV#1606	05/30/2023	23419777	PV-231064	826.81	N
013287 ACSA FOUNDATION FOR ED ADMIN 1575 BAYSHORE HIGHWAY BURLINGAME, CA 94010 (800) 608-2272	188.72	MAY 22 DUES	05/09/2023	23415459	PV-230994	188.72	N
014952 AERIES SOFTWARE 770 THE CITY DR S #6500 ORANGE, CA 92868 (0) - 0	100.00	INV#RW-16246 CALPADS	05/25/2023	23419055	PO-230419	100.00	N
015430 AMAZON 2201 WESTLAKE AVE. #500 SEATTLE, WA 98121 (0) - 0	25,360.63	INV#1YHK-H3CN-76M3 RVHS INV#1RVN-KD9C-46IN DHW INV#1FXL-XX44-3QWN RMS INV#1H4N-DH3G-N79W MAINT INV#1H4N-DH3G-N79W MAINT INV#1667-Q1CY-6TJM MAINT INV#1RVN-KD9C-7NX4 MAINT INV#1TMQ- DKIH-4YMJ BATES INV#1NHR-WQY4-71H4 RMS INV#1NHR-WQY4-71H4 RMS INV#1G1F-TGVG-LLDY RVHS INV#1N39-G7QK-LHR6 ASP SUPPL INV#1RVN-KD9C-7477 RVHS INV#1DFD-MXR3-7PDJ CUL. ARTS INV#1HVM-Q61Y-7Q3N ED SRVCS	05/04/2023 05/04/2023 05/04/2023 05/09/2023 05/09/2023 05/09/2023 05/09/2023 05/09/2023 05/09/2023 05/09/2023 05/09/2023 05/09/2023 05/09/2023 05/09/2023 05/09/2023 05/09/2023 05/09/2023 05/09/2023 05/09/2023	23414567 23414567 23414562 23415474 23415474 23415474 23415474 23415474 23415474 23415474 23415474 23415474 23415474 23415474 23415474 23415474 23415474 23415474 23415474	PO-230184 PO-230197 PO-230471 PO-230096 PO-230096 PO-230096 PO-230096 PO-230154 PO-230252 PO-230252 PO-230290 PO-230382 PO-230396 PO-230406 PO-230420	204.13 233.86 102.39 2,593.74 1,191.22 2,470.91 1,793.14 150.30 144.62 96.41 261.92 340.40 1,514.76 225.76 951.50	N N N N N N N N N N N N N N N N N N N

Vendor Name/Address	Total	Description	Date	Warrant	Reference	Amount	1099
015430 AMAZON (Continued...)		INV#1D6K-ML96-4JX7 RMS	05/09/2023	23415474	PO-230432	122.21	N
		INV#1FXL-XX44-6MRV ED SRVCS	05/09/2023	23415474	PO-230461	426.86	N
		INV#1RMP-YGHG-7DFL RMS	05/09/2023	23415474	PO-230467	45.36	N
		INV#14IL-H6CP-NMN4 ED SRVCS	05/09/2023	23415474	PO-230508	224.16	N
		INV#1RCF-7V7R-P3KQ RMS	05/09/2023	23415474	PO-230520	1,067.99	N
		INV#1GFF-XQYL-LPYT RMS	05/09/2023	23415474	PO-230521	68.25	N
		INV#1GFF-XQYL-LPYT RMS	05/09/2023	23415474	PO-230521	45.50	N
		INV#1KCF-GVN6-NFDJ RMS	05/09/2023	23415474	PO-230541	327.96	N
		INV#1PJR-VRJ7-LFVY RMS	05/09/2023	23415474	PO-230542	684.00	N
		INV#13MN-7G1C-LJ4H RMS	05/09/2023	23415474	PO-230547	181.64	N
		INV#13MN-7G1C-LJ4H RMS	05/09/2023	23415474	PO-230547	121.08	N
		INV#1Q6H-CF6V-JXKV	05/09/2023	23415475	PV-231009	52.87	N
		INV#1YHK-H3CN-64P1	05/09/2023	23415475	PV-231009	142.27	N
		INV#1QKD-66W7-NFDH DHW SUPPL	05/16/2023	23416820	PO-230197	3,581.14	N
		INV#1QTK-9NCL-6V1L RMS	05/16/2023	23416820	PO-230227	84.44	N
		INV#1VDD-GLNK-NC4K RMS	05/16/2023	23416834	PV-231022	253.50	N
		INV#1FXH-4K3V-3Q11 RMS	05/16/2023	23416834	PV-231022	172.85	N
		INV#1HVM-Q61Y-4YR4 WGE	05/16/2023	23416834	PV-231022	323.10	N
		INV#1H1K-Y1T4-PFC9 RMS	05/16/2023	23416834	PV-231022	75.50	N
		INV#1QKD-66W7-NFDH DHW	05/16/2023	23416834	PV-231022	3,112.68	N
		INV#1HNV-HYHV-L39H WGE	05/16/2023	23416834	PV-231022	1,240.29	N
		INV#1TLF-1GQ3-L9LH ASP BATES	05/18/2023	23417605	PO-230445	435.05	N
		INV#1QKD-66W7-KXGX HR SUPPLIES	05/18/2023	23417614	PV-231051	447.87	N

015007 AMS.NET	3,088.48	INV#0065123 DIST OFF ERATE	05/18/2023	23417607	PO-230336	257.60	N
C/O FREMONT BANK		INV#0064919 RVHS ERATE	05/18/2023	23417607	PO-230336	857.56	N
PO BOX 4933		INV#0065172 DHW ERATE	05/18/2023	23417607	PO-230336	128.80	N
HAYWARD, CA 94540-4933		INV#0065115 DHS ERATE	05/18/2023	23417607	PO-230336	643.99	N
(0) - 0		INV#0065881 MOKE	05/25/2023	23419048	PO-230336	85.36	N
		INV#0064966 BATES	05/30/2023	23419772	PO-230336	599.97	N
		INV#0065127 WG	05/30/2023	23419772	PO-230336	386.40	N
		INV#0065112 MOKE	05/30/2023	23419772	PO-230336	128.80	N

014367 BANK OF AMERICA	19,707.43	RMS ANNE FRANK EXPERIENCE	05/18/2023	23417623	PO-230590	600.00	N
PO BOX 15796		RMS ANNE FRANK EXPERIENCE	05/18/2023	23417623	PO-230590	400.00	N
WILMINGTON, DE 19886-5710		L.M. ACSA CONF	05/18/2023	23417623	PV-231060	989.29	N
(0) - 0		DHW SMUD MUSEUM	05/18/2023	23417623	PV-231060	600.00	N
		INTUIT PROGRAM	05/18/2023	23417623	PV-231060	6,486.20	N
		V.P. SELPA WEBINAR	05/18/2023	23417623	PV-231060	101.23	N
		LB BUS OFF CONF HOTEL	05/18/2023	23417623	PV-231060	4,592.32	N
		RMS BOWLING ALLEY	05/18/2023	23417623	PV-231060	683.73	N
		EMPLOYEE APPREC.	05/18/2023	23417623	PV-231060	3,615.89	N
		CREDIT	05/18/2023	23417623	PV-231060	593.71	N
		CA AMERICAN WTR	05/18/2023	23417623	PV-231060	329.10	N
		K.L. ACSA CONF	05/18/2023	23417623	PV-231060	989.29	N
		ISLE IPADS	05/18/2023	23417624	PV-231060	914.09	N

MAY EXPENDITURE REPORT

05/01/2023 - 05/31/2023

Vendor Name/Address	Total	Description	Date	Warrant	Reference	Amount	1099
012586 BAY ALARM (Continued...)		INV#20465500 RVHS	05/02/2023	23413781	PV-230956	154.25	N
		INV#20463626 DHW	05/02/2023	23413781	PV-230956	250.96	N
		INV#20488253 DHW	05/02/2023	23413781	PV-230956	109.00	N
		INV#20533421 RVHS	05/16/2023	23416835	PV-231023	46.23	N
		INV#20531699 ISLE	05/16/2023	23416835	PV-231023	383.00	N
		INV#20532057 RMS	05/16/2023	23416835	PV-231023	131.27	N
		INV#20534877 RMS	05/16/2023	23416835	PV-231023	116.69	N
		INV#20527484 BATES	05/16/2023	23416835	PV-231023	3,733.82	N
		INV#20534389 DIST OFFICE	05/16/2023	23416835	PV-231023	109.76	N

015749 BAY CITY BOILER & ENGINEERING 23312 CABOT BLVD HAYWARD, CA 94545	1,060.00	INV#26004	05/04/2023	23414576	PV-230968	1,060.00	N
(0) - 0							

012147 BECERRA, LUCIA	232.87	DHW ELPO REIMB CLASS PRIZES	05/09/2023	23415470	PV-231005	171.07	N
		05/16/2023 23416848 PV-231035				61.80	N
(0) - 0							N

002104 BEL AIR P.O. BOX 15618 SACRAMENTO, CA 95852 (888) 208-8930	271.84	134367STR5060329 FFA SUPPL	05/16/2023	23416829	PO-230244	7.99	N
		134434STR5060415 FFA SUPPL	05/16/2023	23416829	PO-230244	39.26	N
		134367STR5060329 FFA SUPPL	05/16/2023	23416829	PO-230244	7.99	N
		134434STR5060415 FFA SUPPL	05/16/2023	23416829	PO-230244	39.25	N
		FLORAL LAB SUPPL	05/25/2023	23419051	PO-230244	9.01	N
		WINTER OFFI. RTRT DHS	05/25/2023	23419051	PO-230244	69.15	N
		HOLIDAY BREAKFAST	05/25/2023	23419051	PO-230244	10.52	N
		FLORAL LAB DHS	05/25/2023	23419051	PO-230244	9.01	N
		HOLIDAY BREAKFAST	05/25/2023	23419051	PO-230244	10.51	N
		WINTER OFF. RTRT	05/25/2023	23419051	PO-230244	69.15	N

015095 BRIOSO, TRINIDAD	27.77	APRIL MILEAGE	05/16/2023	23416849	PV-231036	27.77	N
							N

MAY EXPENDITURE REPORT

05/01/2023 - 05/31/2023

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
015204 BROOKCREST WATER COMPANY 1908 D ST SACRAMENTO, CA 95811-1123 (916) 441-7261	137.00	INV#136357 BATES WTR	05/18/2023	23417608 PO-230049	137.00	N
015255 BUSLOOP 2401 E. ORANGEBURG AVE SUITE 675-225 MODESTO, CA 95355 (510) 209-6691	1,425.00	INV#05222023WG CHARTER BUS	05/18/2023	23417615 PV-231052	1,425.00	N
012497 BUSWEST 21107 CHICO STREET CARSON, CA 90745 (209) 531-3928	773.82	INV#XA400071863:01 INV#XA410041536:01 INV#XA410041475:01 INV3XA410042116 TRANSPORT SUPP INV3XA410042116 TRANSPORT SUPP	05/04/2023 05/04/2023 05/04/2023 05/30/2023 05/30/2023	23414577 PV-230969 23414577 PV-230969 23414577 PV-230969 23419778 PV-231065 23419778 PV-231065	410.85 92.40 107.63 37.04 125.90	N N N N N
003681 CALIFORNIA AMERICAN WATER P.O. BOX 7150 PASADENA, CA 91109-7150 (888) 237-1333	645.02	ACCT#9749496 APRIL ISLE WTR ACCT#9402650 APRIL ISL WTR	05/09/2023 05/09/2023	23415454 PO-230053 23415454 PO-230053	341.67 303.35	N N
015754 CALIFORNIA ASSOCIATION OF CHILD WELFARE AND ATTENDANCE PO BOX 879 SANGER, CA 93657 (0) - 0 N	475.00	INV#09194 N.V. CONF REGIS.	05/02/2023	23413774 PO-230485	475.00	N
013205 CALIFORNIA FFA PO BOX 460 GALT, CA 95632 (209) 744-1600 N	40.00	INV#112325 LDRSHIP PCKTS INV#112325 LDRSHIP PCKTS	05/30/2023 05/30/2023	23419763 PO-230410 23419763 PO-230410	20.00 20.00	N N

MAY EXPENDITURE REPORT

05/01/2023 - 05/31/2023

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
012268 CALIFORNIA WASTE RECOVERY SYSTEMS 175 ENTERPRISE CT STE #A GALT, CA 95632-9047 (209) 369-6887	1,325.88	5/1/23 ISLE WST SRVCS	05/16/2023	23416822 PO-230052	1,325.88	N
011734 CALIFORNIA WELDING SUPPLY CO P.O. BOX 567 817 S CENTER STREET STOCKTON, CA 95201 (209) 466-8604	683.60	INV#866551 AG DEPT SUPPL INV#866551 AG DEPT SUPPL	05/04/2023 05/04/2023	23414568 PO-230470 23414568 PO-230470	341.80 341.80	N N
014242 CAMACHO MECHANICAL 618 A AIRPORT RD RIO VISTA, CA 94571 (209) 607-9807	508.86	INV#8776 MAINT FOR DHW INV#8776 MAINT FOR DHW	05/30/2023 05/30/2023	23419773 PO-230283 23419773 PO-230283	200.00 308.86	Y Y
015343 CAPITAL ENGEINEERING CNSLTS 11020 SUN CENTER DR. #100 RANCHO CORDOVA, CA 95670 (0) - 0	4,432.50	INV#84134 PROJ#230109.00	05/11/2023	23416131 PO-230439	4,432.50	N
014082 CAS INSPECTION INC 373 PEBBLE BEACH DRIVE RIO VISTA, CA 94571 (925) 584-1930	8,800.00	INV#2574 WG INSPECTION	05/16/2023	23416833 PO-230390	8,800.00	N
013347 CASBO PROFESSIONAL DEVELOPMENT 1001 K STREET, 5TH FLOOR SACRAMENTO, CA 95814 (0) - 0	1,750.00	INV#00200129	05/04/2023	23414578 PV-230970	1,750.00	N

MAY EXPENDITURE REPORT

05/01/2023 - 05/31/2023

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
014798 CCHAT CENTER SACRAMENTO 11100 COLOMA RD RANCHO CORDOVA, CA 95670 (916) 361-7290	75.00	INV#RD AUDIO APRIL 23	05/11/2023	23416123 PO-230393	75.00	N

003380 CENTRAL VALLEY WASTE SERVICE INC P.O. BOX 78251 PHOENIX, AZ 85062-8251 (0) - 0	2,058.70	INV#268857405438 WGE INV#268869505431 BUS GRGE INV#2688268105431 BATES INV#268869405434 MOKE	05/16/2023 05/16/2023 05/16/2023 05/16/2023	23416823 PO-230055 23416823 PO-230055 23416823 PO-230055 23416823 PO-230055	1,121.91 141.20 710.89 84.70	N N N N

015732 CERVANTES, CLAUDIA (0) - 0	666.15	MARCH-APRIL MILEAGE MARCH-APRIL MILEAGE MARCH-APRIL MILEAGE	05/04/2023 05/04/2023 05/04/2023	23414590 PV-230981 23414590 PV-230981 23414590 PV-230981	60.92 304.58 300.65	N N N

000201 CITY OF ISLETON P.O. BOX 716 101 SECOND STREET ISLETON, CA 95641 (916) 777-7770	411.05	INV#94789 ISLE SWER	05/04/2023	23414569 PO-230015	411.05	N

000077 CITY OF RIO VISTA 1 MAIN STREET RIO VISTA, CA 94571 (0) - 0	7,405.12	RVHS MTR 83071643 WTR DHW MTR 83100904 SWR DIST OFF MTR 83071276 SWR RVHS MTR 84221509 SWR N RIO VISTA FIRE DHW MTR 83071642 WTR DHW MTR 82723108 WTR RMS MTR 89338475 WTR RMS MTR 83100904 WTR RVHS MTR 75183805 WTR DHW MTR 83100899 SWR DHW MTR 83100903 WTR RVHS MTR 84221509 WTR DIST OFF MTR 83071276 WTR DHW MTR 83100899 WTR RVHS MTR 82723111 WTR	05/11/2023 05/11/2023 05/11/2023 05/11/2023 05/11/2023 05/11/2023 05/11/2023 05/11/2023 05/11/2023 05/11/2023 05/11/2023 05/11/2023 05/11/2023 05/11/2023 05/11/2023 05/11/2023 05/11/2023 05/11/2023	23416124 PO-230014 23416124 PO-230014 23416124 PO-230014 23416124 PO-230014 23416124 PO-230014 23416124 PO-230014 23416124 PO-230014 23416124 PO-230014 23416124 PO-230014 23416124 PO-230014 23416124 PO-230014 23416124 PO-230014 23416124 PO-230014 23416124 PO-230014 23416124 PO-230014 23416124 PO-230014 23416124 PO-230014	87.44 314.29 63.85 1,203.36 90.27 521.45 555.05 532.65 870.73 548.77 274.52 926.76 174.38 305.88 935.72	N N N N N N N N N N N N N N N N N N

MAY EXPENDITURE REPORT

05/01/2023 - 05/31/2023

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
015691 CLARK, DAWN	73.10	STALE DATE 23372683	05/04/2023	23414597 PV-230988	73.10	N
(0) - 0						
013922 COMPREHENSIV DRUG TESTING 230 COMMERCE, SUITE 100 IRVINE, CA 92602	222.00	INV#52692 INV#52554	05/30/2023 05/30/2023	23419779 PV-231066 23419779 PV-231066	45.00 177.00	N N
(714) 852-5200						N
015197 COMPUGROUP MEDICAL INC. 10901 STONELAKE BLVD STE 200 AUSTIN, TX 78759	542.17	INV#8180327522	05/16/2023	23416836 PV-231024	542.17	N
(0) - 0						
015726 CORNELSON, ROYCE	141.45	SUPPL FOR SNR NGHT/ LDRSHIP SUPPL FOR SNR NGHT/ LDRSHIP	05/04/2023 05/04/2023	23414591 PV-230982 23414591 PV-230982	48.28 93.17	N N
(0) - 0						N
012111 CRISIS PREVENTION INSTITUTE 10850 W. PARK PLACE #250 MILWAUKEE, WI 53224	616.09	INV#CUS0331028 CRISIS PREV.	05/11/2023	23416133 PV-231010	616.09	N
(800) 558-8976						
013876 DATAPATH PO BOX 94046 SEATTLE, WA 98124-9446	17,843.31	INV#163502 MICROSOFT 360 INV#163502 MNTHLY STORAGE INV#163502 MNTHLY IT SRVCS INV#163502 MNTHLY IT SRVCS INV#163502 MNTHLY IT SRVCS INV#163502 MNTHLY IT SRVCS INV#163805 LAPTOP FOR KATHY	05/09/2023 05/09/2023 05/09/2023 05/09/2023 05/09/2023 05/09/2023 05/18/2023	23415455 PO-220877 23415455 PO-230017 23415455 PO-230067 23415457 PO-230067 23415458 PO-230067 23417616 PV-231053	2,624.50 450.00 10,673.96 627.88 1,246.16 2,220.81	N N N N N N N
(888) 693-2827						
013722 DE LAGE LANDEN PUBLIC FINANCE 1111 OLD EAGLE SCHOOL ROAD WAYNE, PA 19087	2,301.26	INV#79913736 BATES INV#79915960 DIST OFF INV#79936031 DIST OFF INV#79929416 F5	05/30/2023 05/30/2023 05/30/2023 05/30/2023	23419780 PV-231067 23419780 PV-231067 23419780 PV-231067 23419780 PV-231067	978.26 447.51 794.67 80.82	N N N N
(800) 736-0220 721603479						N

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
015164 DELAROSA, SUSAN	189.94	8TH GRADE PROMOTION REIMB	05/16/2023	23416850 PV-231037	189.94	N
N						
002819 DELTA CARE DEPT #0170 LOS ANGELES, CA 90084-0170	73.30	SUMMER HEALTH PREMIUMS	05/09/2023	23415461 PV-230996	73.30	N
(0) - 0						
012807 DELTA ELEMENTARY CHARTER SCHOOL 36230 N SCHOOL ST CLARKSBURG, CA 95612	141,353.00	DECS MAY TAX IN LIEU	05/04/2023	23414579 PV-230993	141,353.00	N
(916) 995-1335						N
015775 DOLIGHTFUL, INC DBA KANGO 31 WINFIELD STREET SAN FRANCISCO, CA 94110	1,748.00	INV#RIV00000257 NPS SRVCS	05/25/2023	23419049 PO-230627	1,748.00	N
(0) - 0						N
000188 DOLK TRACTOR COMPANY 242 N. FRONT STREET RIO VISTA, CA 94571	3,396.86	INV#6163A TILLER FOR TRACTOR INV#23254	05/11/2023 05/11/2023	23416119 PO-230596 23416134 PV-231012	3,351.88 44.98	N N
(0) - 0						
014960 DORA DOME LAW 5111 TELEGRAPH AVE #164 OAKLAND, CA 94609	65.00	INV#1828 PROF SRVCS	05/02/2023	23413782 PV-230957	65.00	Y
(0) - 0						
010469 E.F. KLUDT & SONS INC P.O. BOX 166 LODI, CA 95241-0166	12,086.36	INV#304018 FUEL FOR TRANSPORT INV#303888 FUEL FOR TRANSPORT INV#303559 FUEL FOR TRANSPORT INV#304411 FUEL FOR TRANSPORT	05/16/2023 05/16/2023 05/18/2023 05/30/2023	23416824 PO-230103 23416824 PO-230103 23417609 PO-230103 23419774 PO-230103	2,367.66 3,609.24 4,635.30 1,474.16	N N N N
(0) - 0 942369157						N

MAY EXPENDITURE REPORT

05/01/2023 - 05/31/2023

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
015659 EDWARDS, STEVENS, AND TUCKER 333 UNIVERSITY AVE. #200 SACRAMENTO, CA 95825	7,041.00	INV#4898 PROF SRVCS	05/18/2023	23417617 PV-231054	3,451.50	Y
		INV#4898 PROF SRVCS	05/18/2023	23417617 PV-231054	206.50	Y
		INV#4898 PROF SRVCS	05/18/2023	23417617 PV-231054	3,383.00	Y
(916) 565-7697						
010042 EMIGH, JENNIFER	430.47	APRIL MILEAGE	05/30/2023	23419788 PV-231075	430.47	N
(0) - 0						N
001498 EMPLOYMENT DEVELOPMENT DEPT P.O. BOX 2482 SACRAMENTO, CA 95812-2482	327.45	LIABILITY FEES 5/1	05/16/2023	23416838 PV-231026	327.45	N
(916) 653-5380						N
015670 ESPARZA, ANNA	26.02	SAT EXAM SNACKS	05/16/2023	23416851 PV-231038	26.02	N
						N
013793 FLORENCE FILTER CORPORATION 530 WEST MANVILLE STREET COMPTON, CA 90220	3,983.30	IN-2023-00203 FILTERS FOR WTR	05/30/2023	23419764 PO-230403	589.30	N
		IN-2023-00203 FILTERS FOR WTR	05/30/2023	23419764 PO-230403	3,394.00	N
(310) 637-1137						
011339 FRONTIER COMMUNICATIONS CORPORATION THREE HIGH RIDGE PARK STAMFORD, CT 06905	9,141.01	DIST WIDE PHONES	05/09/2023	23415462 PV-230997	9,001.35	N
		RADIO RIO	05/09/2023	23415462 PV-230997	139.66	N
(0) - 0						
015227 FRONTLINE EDUCATION 1400 ATWATER DRIVE MALVERN, PA 19355	4,050.45	INV#INVUS181258 SOFTWARE TRN	05/25/2023	23419056 PO-230610	4,050.45	Y
(0) - 0		465125936 Y FRONTLINE TECH				

MAY EXPENDITURE REPORT

05/01/2023 - 05/31/2023

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
014933 GALT ROCK & ASPHALT PRODUCTS 10395 LIVE OAK AVE GALT, CA 95632	764.75	INV#54282 RVHS AG MECH PROJ INV#54282 RVHS AG MECH PROJ	05/30/2023 05/30/2023	23419765 PO-230586 23419765 PO-230586	382.38 382.37	N N
(209) 745-1925						
015759 GAUDALUPE CRUZ	1,100.40	APRIL MILEAGE APRIL MILEAGE	05/30/2023 05/30/2023	23419789 PV-231076 23419789 PV-231076	589.50 510.90	N N
(0) - 0						N
015671 GEOLINKS CALIFORNIA INTERNET 251 CAMARILLO RANCH RD CAMARILLO, CA 93012	69.70	CTF ERATE INV#BD0142888FIBER	05/09/2023 05/09/2023 05/09/2023	23415463 PV-230998 23415463 PV-230998 23415463 PV-230998	69.70- 557.60- 697.00	N N N
(0) - 0						N
015661 GLASSWEST INC 3033 DULUTH STREET W. SACRAMENTO, CA 95691	507.50	INV#48408	05/04/2023	23414580 PV-230971	507.50	N
(0) - 0						
003354 GOPHER SPORT 2525 LEMON ST SW OWATONNA, MN 55060-0998	1,174.95	INV#257294 ISLE SUPPL DHW ASP SUPPL INV#248078	05/04/2023 05/04/2023 05/04/2023	23414570 PO-230443 23414581 PV-230972 23414581 PV-230972	328.48 83.87 762.60	N N N
(800) 533-0446						
015699 GORBENKO, VADIM	186.81	APRIL MILEAGE	05/04/2023	23414592 PV-230983	186.81	N
(0) - 0						N
014382 GORNT0, JENNIE 5198 VIEIRA WAY RIO VISTA, CA 94571	345.12	PAINT NIGHT/ EMPLOYEE APPREC. PAINT NIGHT/ EMPLOYEE APPREC.	05/09/2023 05/09/2023	23415471 PV-231006 23415471 PV-231006	240.00 105.12	N N
(916) 417-1292						N

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
003598 GRAINGER 3691 INDUSTRIAL BLVD WEST SACRAMENTO, CA 95691-3479 (916) 372-7800	162.52	MAINT SUPPL	05/11/2023	23416135 PV-231013	162.52	N
015739 GROFF, EMMA	155.89	APRIL MILEAGE	05/02/2023	23413788 PV-230963	155.89	N
						N
000711 GROW WEST PARTS 14301 RAILROAD AVE WALNUT GROVE, CA 95690- (916) 776-1744	17.75	ACCT#13112 MAINT SUPPL	05/16/2023	23416825 PO-230174	17.75	N
013968 HIBMA, DONNA	14.81	STALE DATE 23369922	05/04/2023	23414598 PV-230989	14.81	N
(0) - 0						N
015210 HKIT 538 NINTH ST #240 OAKLAND, CA 94607 (510) 625-9800	65,518.78	INV#5 PROJ#22007.00 INV#9 PROJ#21041.00 CMS INV#2 PROJ#21040.01 RVHS INV#2 PROJ#21042.01 RMS INV#2 PROJ#22045.00 DHW INV#2 PROJ#22035.01 ISLE INV#1 PROJ#21042.02 RMS INV#9 PROJ#21040.00 RVHS	05/11/2023 05/11/2023 05/11/2023 05/11/2023 05/11/2023 05/11/2023 05/11/2023 05/11/2023 05/16/2023	23416132 PO-220912 23416132 PO-230001 23416130 PO-230434 23416130 PO-230436 23416130 PO-230437 23416130 PO-230438 23416130 PO-230517 23416832 PO-230003	2,938.00 14,493.52 8,735.00 350.00 8,915.00 3,550.00 21,640.44 4,896.82	N N N N N N N N
013947 HOME DEPOT PRO PO BOX 742056 LOS ANGELES, CA 90074-2056 (877) 577-1114	1,761.20	INV#740047964 INV#740047972 INV#740280540 INV#742404577 INV#742404569 INV#742476377 INV#742645534 INV#742231095	05/02/2023 05/02/2023 05/02/2023 05/16/2023 05/16/2023 05/16/2023 05/16/2023 05/16/2023	23413783 PV-230958 23413783 PV-230958 23413783 PV-230958 23416839 PV-231027 23416839 PV-231027 23416839 PV-231027 23416839 PV-231027 23416839 PV-231027	30.82 15.56 268.19 183.14 29.28 64.99 26.52 1,142.70	N N N N N N N N

MAY EXPENDITURE REPORT

05/01/2023 - 05/31/2023

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
002180 HORIZON DISTRIBUTORS PO BOX 80248 CITY OF INDUSTRY, CA 91716-8248 (209) 931-8555	1,296.76	INV#2B203916 MAINT SUPPL INV#2B203750 MAINT SUPPL	05/11/2023 05/30/2023	23416125 PO-230110 23419766 PO-230110	672.19 624.57	N N
014548 HUNTER, RENEE (0) - 0 N	62.03	APRIL MILEAGE	05/16/2023	23416852 PV-231039	62.03	N
015795 HUTSON, KAMERIN (0) - 0 N	18.74	STALE DATE# 23526780	05/16/2023	23416853 PV-231040	18.74	N
015784 JIBBER JABBER SPEECH LLC PO BOX 342 RIO VISTA, CA 94571 (0) - 0	1,125.00	INV#1 SPCH THRPY SRVCS	05/25/2023	23419050 PO-230617	1,125.00	Y
010859 JONES SCHOOL SUPPLY CO INC PO BOX 7008 COLUMBIA, SC 29201 (800) 845-1807	31.34	INV#1966217 DHS SUPPL	05/18/2023	23417618 PV-231055	31.34	N
015021 KEREX ENGINEERING INC. 93 MONTE CRESTA AVE PLEASANT HILL, CA 94523 (0) - 0	81,700.00	AIA DOC. G702 DHW MODULAR	05/04/2023	23414574 PO-230459	81,700.00	N
011311 LA RUE COMMUNICATIONS 521 E. MINER AVE STOCKTON, CA 95202 (209) 463-1900 Y LA RUE, KNOX J	330.00	INV#4108 UHF SRVCS	05/18/2023	23417610 PO-230122	330.00	7

MAY EXPENDITURE REPORT

05/01/2023 - 05/31/2023

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
015789 LAMERA, MARCIAL F	288.14	STALE DATE 23526235	05/04/2023	23414599 PV-230990	288.14	N
(0) - 0						N
015512 LEAF PO BOX 5066 HARTFORD, CT 06102-5066 (866) 219-7924	5,460.23	INV#14644136 CAFE INV314693332 DHS INV#14693331 DHW INV#14760826 RVHS	05/02/2023 05/16/2023 05/16/2023 05/30/2023	23413787 PV-230959 23416840 PV-231050 23416840 PV-231050 23419781 PV-231068	405.88 2,202.71 1,543.77 1,307.87	Y Y Y Y
000548 LIRAS SUPERMARKET 609 HWY 12 RIO VISTA, CA 94571 (707) 374-5399	1,516.95	INV#22356704 ACCT#55 RVHS INV#32351761 ACCT#55 RVHS INV#223551716 ACCT#55 RVHS INV#22349383 ACCT#135 INV#22329055 ACCT#135 INV#32366463 ACCT#175 DHW INV#32366455 ACCT#175 DHW INV#32365556 ACCT#175 DHW ACCT#135 INV#42321744 ACCT#135 INV#42335877 ACCT#133 RMS 4/11-4/27 ACCT#133 RMS 4/11-4/27	05/02/2023 05/02/2023 05/02/2023 05/02/2023 05/02/2023 05/11/2023 05/11/2023 05/11/2023 05/11/2023 05/11/2023 05/25/2023 05/25/2023	23413776 PO-230291 23413776 PO-230291 23413776 PO-230291 23413784 PV-230960 23413784 PV-230960 23416120 PO-230575 23416120 PO-230575 23416120 PO-230575 23416136 PV-231015 23416136 PV-231015 23419052 PV-231061 23419052 PV-231061	230.65 112.89 154.78 66.97 13.98 10.59 31.77 21.96 67.58 95.55 426.14 284.09	N N N N N N N N N N N N
015786 LOSCOTOFF, JENNIFER	89.08	ARPIL MILEAGE	05/02/2023	23413789 PV-230964	89.08	N
(0) - 0						N
014665 LOY MATTISON ENTERPRISES 7038 ALMOND HILL COURT ORANGEVALE, CA 95662 (0) - 0	747.50	INV#030123043023 MARCH-APR	05/16/2023	23416826 PO-230061	747.50	Y
012533 MACGILL & CO 1000 N LOMBARD ROAD LOMBARD, IL 60148 (800) 323-2841	74.54	INV#0832705 SCHOOL NRS SUPPL INV#0832705 SHIPPING	05/04/2023 05/04/2023	23414566 PO-230530 23414566 PO-230530	61.59 12.95	N N

MAY EXPENDITURE REPORT

05/01/2023 - 05/31/2023

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
015766 MARK SCHUMACHER 21942 BAHAMAS MISSION VIEJO, CA 92692 (0) - 0	2,500.00	INV#05022023 KEYNOTE SPEAKER	05/11/2023	23416126 PO-230529	2,500.00	N
014144 MARTINEZ, SANDRA (0) - 0	87.06	STALE DATE 23370724	05/04/2023	23414600 PV-230991	87.06	N
014819 MAVERICK NETWORKS INC. 7060 KOLL CENTER PKWY#318 PLEASANTON, CA 94566 (925) 931-1900	2,561.49	INV#2301262 INV#2301262 INV#2301323 INV#2301323 INV#2301508 PHONE SRVCS INV#2301492 DISTRICT PHONES	05/09/2023 05/09/2023 05/09/2023 05/09/2023 05/18/2023 05/30/2023	23415464 PV-230999 23415464 PV-230999 23415464 PV-230999 23415464 PV-230999 23417619 PV-231056 23419782 PV-231069	162.19 1,075.00 569.60 25.00 200.00 529.70	N N N N N N
015796 MCCOSKER, RAEQUEL (0) - 0	693.11	CLASSROOM SUPPL CLASSROOM SUPPL	05/16/2023 05/16/2023	23416854 PV-231041 23416854 PV-231041	338.93 354.18	N N
015270 MEDIWASTE PO BOX 6579 CORONA, CA 92878 (855) 449-6334	584.00	INV#0000176120 MEDIWASTE	05/09/2023	23415456 PO-230129	584.00	N
014990 MINDSPEAKER PRINTING 6410 Mount Palomar Ave. LAS VEGAS, NV 84332 (707) 321-9425	4,385.57	INV#WW01 DHW TSHIRTS	05/30/2023	23419767 PO-230574	4,385.57	N
011713 MITCHELL1 14145 DANIELSON STREET POWAY, CA 92064-6886 (858) 391-5000	1,882.00	INV#29134281 SHOPKEY RENEWAL	05/11/2023	23416139 PV-231016	1,882.00	N

MAY EXPENDITURE REPORT

05/01/2023 - 05/31/2023

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
015770 MJB PLUMBING AND BACKFLOW 2715 W. KETTLEMAN LANE SUITE #203-300 LODI, CA 95242	1,245.00	INV#2226	05/04/2023	23414582 PV-230973	795.00	N
		INV#2236	05/04/2023	23414582 PV-230973	450.00	N
(0) - 0						N
012837 MOBILE MODULAR 5700 LAS POSITAS ROAD LIVERMORE, CA 94551	1,250.00	INV#2411839 4/22-5/21 RMS	05/02/2023	23413780 PO-230090	625.00	N
		INV#2423110 5/22-6/20 RMS	05/30/2023	23419776 PO-230090	625.00	N
(925) 606-9000						
015169 MORGAN, DENISE 15134 GRAND ISLAND RD WALNUT GROVE, CA 95690	900.00	INV#B65542250852 REIMBURSEMENT	05/16/2023	23416841 PV-231028	900.00	N
(916) 207-1591						N
002424 NATIONAL SCHOOL FORMS 16 MT. EBO RD S. STE#16 BREWSTER, NY 10509	75.94	INV#54487 SHIPPING	05/04/2023	23414563 PO-230556	22.09	N
		INV#54487 TARDY SLIP BOOKLET	05/04/2023	23414563 PO-230556	53.85	N
(800) 431-1201						
015075 NO RED INK 548 MARKET STREET PMB 66984 SAN FRANCISCO, CA 94104	3,150.00	INV#18983 WARRANT RE-ISSUE	05/16/2023	23416842 PV-231029	3,150.00	N
(0) - 0						
015696 NORTHERN CALIFORNIA PREPARATORY SCHOOL PO BOX 2761 ELK GROVE, CA 95759	3,690.00	INV#NCPSS266 APRIL NPS DUES	05/04/2023	23414571 PO-230256	1,490.00	N
		INV#NCPSS247 APRIL NPS DUES	05/04/2023	23414571 PO-230256	2,200.00	N
(0) - 0						N

MAY EXPENDITURE REPORT

05/01/2023 - 05/31/2023

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
015692 PANDI, BRAMARAMBA	70.41	CLASSROOM SUPPL	05/04/2023	23414593 PV-230984	20.72	N
		CLASSROOM SUPPL	05/04/2023	23414593 PV-230984	29.81	N
		CLASSROOM SUPPL	05/04/2023	23414593 PV-230984	19.88	N
(0) - 0 N						
013692 PATIN, ANGELA	101.72	APRIL MILEAGE	05/04/2023	23414594 PV-230985	101.72	N
(707) 628-4406						
015261 PCR CONSULTING 4041 SOQUEL DRIVE, STE A-1 SOQUEL, CA 95073	882.50	INV#RD16 CONSULTING SRVCS	05/30/2023	23419783 PV-231071	882.50	N
(0) - 0						
013895 PEARSON CLINICAL ASSESSMENT ORDERING PO BOX 599700 SAN ANTONIO, TX 78259	356.82	INV#21718756 SHIPPING	05/11/2023	23416121 PO-230603	10.80	N
		INV#21718756 TEST SUPPL	05/11/2023	23416121 PO-230603	116.79	N
		INV#21718708 SHIPPING	05/16/2023	23416821 PO-230602	12.98	N
		INV#21718708 TESTING FORMS	05/16/2023	23416821 PO-230602	216.25	N
(800) 627-7271						
015698 PENDER, THOMAS	738.99	REC#811058 CPI	05/16/2023	23416828 PO-230251	738.99	Y
(707) 616-8969						
014310 PEREZ, GABINO	864.22	SAMS CLUB REIMB	05/25/2023	23419053 PV-231062	53.96	N
		SAMS CLUB REIMB	05/25/2023	23419053 PV-231062	108.18	N
		SAMS CLUB REIMB	05/25/2023	23419053 PV-231062	100.00	N
		REIMBR FOR SUPPL	05/30/2023	23419790 PV-231077	150.60	N
(0) - 0 N		REIMBR FOR SUPPL	05/30/2023	23419790 PV-231077	116.83	N
		REIMBR FOR SUPPL	05/30/2023	23419790 PV-231077	128.21	N
		REIMBR FOR SUPPL	05/30/2023	23419790 PV-231077	206.44	N

MAY EXPENDITURE REPORT

05/01/2023 - 05/31/2023

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
003270 PG&E 685 EMBARCADERO DRIVE SACRAMENTO, CA 95605 (0) - 0	43,514.54	MARCH-APR DIST WIDE ELEC	05/02/2023	23413777 PO-230037	43,514.54	N
013554 POINT QUEST EDUCATION 9355 E STOCKTON BLVD STE 225 ELK GROVE, CA 95624 (916) 422-0571	12,540.00	INV#739507 NPS SRVCS INV#739523 NPS SRVCS INV#539376 NPS SRVCS	05/11/2023 05/11/2023 05/11/2023	23416127 PO-230385 23416127 PO-230385 23416127 PO-230385	7,830.00 360.00 4,350.00	N N N
014333 PROCARE THERAPY 10151 DEERWOOD PARK BLVD BLDG 200 SUITE 400 JACKSONVILLE, FL 32256 (678) 459-1120	13,057.54	INV#20665020 BCBA, SLP, RRA INV#20670436 BCBA, SLP, RRA	05/02/2023 05/11/2023	23413778 PO-230386 23416128 PO-230386	5,946.72 7,110.82	N N
015785 RADIAL TIRE OF WALNUT GROVE PO BOX 377 WALNUT GROVE, CA 95690 (0) - 0	348.75	SRVC CHRG INV#500001360 INV#50000593 INV#50000505	05/02/2023 05/02/2023 05/02/2023 05/02/2023	23413785 PV-230961 23413785 PV-230961 23413785 PV-230961 23413785 PV-230961	2.00 257.20 75.00 14.55	N N N N
010909 RAPP, TIM 3633 S SCHOOL ST CLARKSBURG, CA 95612 (0) - 0	189.08	MILEAGE/ GAS REIMB MILEAGE/ GAS REIMB	05/02/2023 05/02/2023	23413790 PV-230965 23413790 PV-230965	89.08 100.00	N N
012160 RILEY, MARILYN () - N	110.82	STALE DATE 23525070	05/04/2023	23414601 PV-230992	110.82	N
000193 RIO VISTA ACE HARDWARE 506 STATE HIGHWAY 12 RIO VISTA, CA 94571 (714) 962-4160 N	350.65	ACCT#270676 3/7-3/31 MAINT	05/04/2023	23414572 PO-230146	350.65	N

MAY EXPENDITURE REPORT

05/01/2023 - 05/31/2023

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
014859 RIO VISTA BAKERY & CAFE 150 MAIN STREET RIO VISTA, CA 94571 (707) 374-3844	137.00	RVHS ATTEND REWARD	05/30/2023	23419784 PV-231073	137.00	N
013524 RIO VISTA DODGE CHRYSLER JEEP 1006 STATE HWY 12 RIO VISTA, CA 94571 (707) 374-6411	299.34	INV#17283 INV#54256 TRANSPORTATION SUPPL	05/04/2023 05/11/2023	23414583 PV-230974 23416137 PV-231017	224.34 75.00	N N
002751 RIO VISTA FORD 1010 STATE HWY 12 RIO VISTA, CA 94571 (0) - 0	4,639.83	INV#101160 INV#130289 INV#130288 INV#130286 INV#130285 INV#130281 INV#130335	05/11/2023 05/11/2023 05/11/2023 05/11/2023 05/11/2023 05/11/2023 05/11/2023	23416138 PV-231018 23416138 PV-231018 23416138 PV-231018 23416138 PV-231018 23416138 PV-231018 23416138 PV-231018 23416138 PV-231018	3,303.25 869.55 10.80 75.69 22.01 402.57 107.34	N N N N N N N
010239 RIO VISTA SANITATION P.O. BOX 607 RIO VISTA, CA 94571-0607 (0) - 0	2,227.05	INV#002218105 RVHS 4/30 MNTHLY CHRG 4/30 MNTHLY CHRG DIST OFF INV002218075 DHW	05/16/2023 05/16/2023 05/16/2023 05/16/2023	23416827 PO-230056 23416827 PO-230056 23416827 PO-230056 23416827 PO-230056	531.95 644.28 132.72 918.10	N N N N
010846 RIOS, ESMERALDA (0) - 0	21.75	GOALIE GLOVES SPORTS REIMB	05/16/2023	23416855 PV-231044	21.75	N
010048 RIVER DELTA REVOLVING FUND 445 MONTEZUMA ST RIO VISTA, CA 94571 (0) - 0	10,204.35	#4165 ANA ROMAN 4/28/23 #4165 ANA ROMAN 4/28/23 4166 J.BROWN 5/10/23 4170	05/02/2023 05/02/2023 05/09/2023 05/30/2023	23413786 PV-230962 23413786 PV-230962 23415465 PV-231000 23419785 PV-231072	2,835.55 2,835.54 2,113.00 2,420.26	N N N N

MAY EXPENDITURE REPORT

05/01/2023 - 05/31/2023

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
015787 RIVERA, LAURA	75.46	APRIL MILEAGE	05/02/2023	23413791 PV-230966	75.46	N
(0) - 0						N
011167 ROCHESTER 100 INC 40 JEFFERSON RD ROCHESTER, NY 14623 (585) 475-0200	835.00	INV#049152 DHW SUPPL	05/30/2023	23419768 PO-230591	835.00	N
013655 ROSS, JENNIFER	62.70	ANNUAL WASH FOR BUS #2	05/09/2023	23415472 PV-231007	62.70	N
() -						N
012796 ROSSI, MARCY	271.64	BEHAVIOR REWARDS FOR STUDENTS	05/04/2023	23414595 PV-230986	27.57	N
		GOOD WEEK CLUB REWARDS	05/16/2023	23416856 PV-231043	35.14	N
		REIMB FOR SUPPL	05/30/2023	23419791 PV-231078	65.59	N
		REIMB FOR SUPPL	05/30/2023	23419791 PV-231078	44.95	N
(0) - 0		REIMB FOR SUPPL	05/30/2023	23419791 PV-231078	98.39	N
015003 ROUNDS, SEFIA	200.00	TESTING SNACKS	05/16/2023	23416857 PV-231042	200.00	N
(0) - 0						N
015782 RUN THE SWEETS 725 ELM WAY RIO VISTA, CA 94571	1,600.00	INV#NO-DHWS001 CELBRTN EVENT	05/30/2023	23419769 PO-230578	1,600.00	Y
(0) - 0						
000090 SACRAMENTO COUNTY UTILITIES 9700 GOETHE ROAD SUITE C SACRAMENTO, CA 95827	288.80	WALNUT GROVE BATES	05/04/2023 05/04/2023	23414584 PV-230975 23414584 PV-230975	175.10 113.70	N N
(0) - 0						N

MAY EXPENDITURE REPORT

05/01/2023 - 05/31/2023

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
015788 SANDRA L. EGGER	26,000.00	RVHS MAY FAIR TRAILER	05/04/2023	23414585 PV-230980	26,000.00	N
(0) - 0						
003318 SCHOOL SPECIALTY INC W6316 DESIGN DRIVE GREENVILLE, WI 54942	40.85	INV#208132307923 BATES SUPPL	05/30/2023	23419770 PO-230253	40.85	N
(0) - 0						
000316 SCHOOLS INSURANCE AUTHORITY P.O. BOX 276710 SACRAMENTO, CA 95827-6710	731.85	MAY EMPLOYEE ASSIST. PROGRAM INV#EAP-052023.15	05/04/2023 05/04/2023	23414586 PV-230977 23414586 PV-230977	358.61 373.24	N N
(0) - 0						
013193 SCOE P.O. BOX 269003 10474 MATHER BLVD SACRAMENTO, CA 95826	6,250.00	FY 22-23 INFO SRVCS 4TH QRT	05/09/2023	23415466 PV-231001	6,250.00	N
(0) - 0						N
013891 SENTINEL FIRE EQUIPMENT CO INC 5702 BROADWAY SACRAMENTO, CA 95820 (916) 455-5630 942354759 N	4,117.25	INV#93281 INV#93284 INV#93287 INV#93274 INV#93273 INV#93279 INV#93278 INV#93282 INV#93286 INV#93277	05/04/2023 05/04/2023 05/04/2023 05/04/2023 05/04/2023 05/04/2023 05/04/2023 05/04/2023 05/04/2023 05/04/2023	23414587 PV-230976 23414587 PV-230976 23414587 PV-230976 23414587 PV-230976 23414587 PV-230976 23414587 PV-230976 23414587 PV-230976 23414587 PV-230976 23414587 PV-230976 23414587 PV-230976	150.44 723.89 306.00 60.00 514.06 99.00 377.16 794.13 691.95 400.62	N N N N N N N N N N
015651 SEON DESIGN PO BOX #74008298 CHICAGO, IL 60674-8298	1,744.33	INV#179868 SHIPPING INV#179868 VAN CAMERA SYSTM	05/04/2023 05/04/2023	23414564 PO-230538 23414564 PO-230538	77.00 1,667.33	N N
(0) - 0						

MAY EXPENDITURE REPORT

05/01/2023 - 05/31/2023

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
015572 SERNA, CECILIA	424.44	APRIL MILEAGE	05/16/2023	23416858 PV-231045	424.44	N
(0) - 0						N
000055 SIA DELTA DENTAL P.O. BOX 276710 SACRAMENTO, CA 95827-6710	4,817.53	MAY PREMIUMS MAY PREMIUMS MAY PREMIUMS	05/09/2023 05/09/2023 05/09/2023	23415467 PV-231002 23415467 PV-231002 23415467 PV-231002	2,854.79 207.49 1,755.25	N N N
(0) - 0						N
000056 SIA VISION SERVICE P.O. BOX 276710 SACRAMENTO, CA 95827-6710	951.72	MAY PREMIUMS MAY PREMIUMS	05/09/2023 05/09/2023	23415468 PV-231003 23415468 PV-231003	547.96 403.76	N N
(0) - 0						N
012876 SIERRA BUILDING SYSTEMS INC PO BOX 541 MEADOW VISTA, CA 95722	375.00	INV#SD1510	05/16/2023	23416843 PV-231030	375.00	N
()						
012013 SIERRA CHEMICAL COMPANY 788 NORTHPORT DRIVE WEST SACRAMENTO, CA 95691	308.64	INV#145881 POOL CHLORINE	05/11/2023	23416140 PV-231019	308.64	N
(916) 371-5943						
015756 SOFIA ZEPEDA	122.00	ANNUAL WASH FOR BUS #26/ #27 ANNUAL WASH FOR BUS #26/ #27	05/09/2023 05/09/2023	23415473 PV-231008 23415473 PV-231008	62.70 59.30	N N
(0) - 0						N
014643 SOLANO COUNTY DEPT. OF RESOURCE MANAGEMENT 675 TEXAS ST., SUITE 5500 FAIRFIELD, CA 94533-6341	194.00	INV#70316 HAZ MAT. BUSS. PLAN REC ID#EH21-03449 REC ID#EH21-07062	05/11/2023 05/16/2023 05/16/2023	23416141 PV-231011 23416844 PV-231031 23416844 PV-231031	84.00 26.00 84.00	N N N
(707) 784-6765						N

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
013540 SOLIANT HEALTH PO BOX 934411 ATLANTA, GA 31193-4411 (904) 360-2142	31,840.00	INV#20664342 BCBA, SLP SRVCS INV#20672609 BCBA, SLP SRVCS	05/02/2023 05/11/2023	23413779 PO-230387 23416129 PO-230387	16,303.50 15,536.50	N N
013858 SPURR 1850 GATEWAY BOULEVARD CONCORD, CA 94520 (888) 400-2155	15,364.63	INV#129428 DIST WIDE GAS INV#129428 CMS CAFE HAG	05/18/2023 05/18/2023	23417611 PO-230048 23417613 PO-230048	14,709.93 654.70	N N
014991 STANFORD UNIVERSITY 770 WELCH RD #100 PALO ALTO, CA 94304 (650) 497-9351	125.00	INV#77 N.V. CONF. REGIST.	05/02/2023	23413775 PO-230584	125.00	N
014069 STAPLES ADVANTAGE 500 STAPLES DRIVE FRAMINGHAM, MA 01702 (0) - 0	6,181.18	INV#3536395464 ED SRVCS SUPPL INV#3536615088 ED SRVCS INV#3236935390 RDHS INV#3534979602 DHW N STAPLES CONTRA INV#3536615089 DHW INV#3537665682 DHW INV#3536615090 DHW INV#3537745126 BATES INV#3537745128 BATES INV#3537745127 BATES INV#3537745125 BATES INV#3537745129 BATES	05/04/2023 05/18/2023 05/18/2023 05/18/2023 05/18/2023 05/18/2023 05/18/2023 05/18/2023 05/18/2023 05/18/2023 05/18/2023 05/18/2023 05/18/2023 05/18/2023	23414573 PO-230024 23417612 PO-230024 23417606 PO-230132 23417606 PO-230196 23417606 PO-230196 23417606 PO-230196 23417606 PO-230196 23417606 PO-230564 23417606 PO-230564 23417606 PO-230564 23417606 PO-230564 23417606 PO-230564 23417606 PO-230564 23417606 PO-230564	60.53 39.98 44.83 26.48 349.76 3,848.39 266.30 14.06 1,500.49 11.86 11.86 6.64	N N N N N N N N N N N N N N
000096 STEWART INDUSTRIAL SUPPLY INC 608 HWY 12 RIO VISTA, CA 94571 (707) 374-5567	114.19	ACCT#23100 3/1-3/30	05/04/2023	23414588 PV-230978	114.19	N
015141 STORYBOARD THAT PO BOX #920504 NEEDHAM, MA 02492 (617) 607-4259	341.64	INV#0160132013 TCHR PTHWY	05/04/2023	23414565 PO-230588	341.64	N

MAY EXPENDITURE REPORT

05/01/2023 - 05/31/2023

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
014075 STROM, JENNIFER	21.62	BEHAVIOR REWARD FOR STUDENTS	05/04/2023	23414596 PV-230987	21.62	N
(0) - 0						N
013795 SULLIVAN SUPPLY INC 5991 E. KETTLEMAN LANE LODI, CA 95240	1,856.34	REC TRANSACTION#8836 RVHS	05/30/2023	23419771 PO-230559	928.17	N
		REC TRANSACTION#8836 RVHS	05/30/2023	23419771 PO-230559	928.17	N
(209) 367-5972						
015762 TERE HAM	97.46	APRIL MILEAGE	05/16/2023	23416859 PV-231046	97.46	N
(0) - 0						N
015794 THE ENGLISH LEARNER GROUP 5707 NORTH PALM SUITE 103 FRESNO, CA 93704	10,125.00	INV#PRDUSD10123	05/16/2023	23416845 PV-231032	10,125.00	N
(0) - 0						
014873 TPX COMMUNICATIONS PO BOX 509013 SAN DIEGO, CA 92150-9013	2,955.92	INV#169867328-0 DIST OFF	05/16/2023	23416830 PO-230057	465.06	N
		INV#169867328-0 RVHS	05/16/2023	23416830 PO-230057	1,101.58	N
		INV#169867328-0 DHS	05/16/2023	23416830 PO-230057	1,389.28	N
(877) 487-2877						N
001300 TURK, VICKY	491.58	HEADPHONES FOR TESTING	05/16/2023	23416860 PV-231047	57.30	N
		SBAC TESTING SNACKS	05/25/2023	23419054 PV-231063	434.28	N
(0) - 0						N
015426 The People Painters 8361 Guanache Ct. Sacramento, CA 95829	925.00	INV#SS-00197-001 RVHS PROM TAT	05/30/2023	23419786 PV-231070	925.00	N
(0) - 0						N

MAY EXPENDITURE REPORT

05/01/2023 - 05/31/2023

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
012694 U.S. BANK 221 SOUTH FIGUEROA ST, STE 210 LM-CA-F2TC LOS ANGELES, CA 90012	12,661.76	GASB 75 APRIL 23	05/09/2023	23415469 PV-231004	12,661.76	N
(0) - 0		N				
001896 UNITED PARCEL SERVICE INC 55 GLENLAKE PARKWAY NE ATLANTA, GA 30328	470.04	INV#E30163 INV#870E30173 WKLY CHRGS INV#870E30183 WKLY CHRGS INV#870E30193 WKLY CHRGS	05/04/2023 05/16/2023 05/18/2023 05/30/2023	23414589 PV-230979 23416846 PV-231033 23417620 PV-231057 23419787 PV-231074	145.52 64.57 147.50 112.45	N N N N
(0) - 0						
013419 US BANK NATIONAL ASSOCIATION 1310 MADRID ST SUITE 101 MARSHALL, MN 56258	1,100.90	K.G. CAMERAS FOR TRANSPORT C.A. BROCHURE K.G. MAINT SUPPL CALCARD PURCHASES T.B. UPS PACKAGE C.A. CONF TRANSPORTATION C.A. CONF TRANSPORTATION C.A. BROCHURE K.G. BATTERIES	05/18/2023 05/18/2023 05/18/2023 05/18/2023 05/18/2023 05/18/2023 05/18/2023 05/18/2023 05/18/2023	23417622 PV-231059 23417622 PV-231059 23417622 PV-231059 23417622 PV-231059 23417622 PV-231059 23417622 PV-231059 23417622 PV-231059 23417622 PV-231059 23417622 PV-231059	864.99 2.99 53.96 3.95 44.70 39.88 28.58 2.99 58.86	N N N N N N N N N
(800) 328-5371						
012718 VELA, CHRISTINA	26.20	MAY MILEAGE	05/30/2023	23419792 PV-231079	26.20	N
(0) - 0		N				
015268 VERA ZAZUETA, MITZI	12.57	APRIL MILEAGE	05/30/2023	23419793 PV-231080	12.57	N
		N				
013997 VERIZON WIRELESS ONE VERIZON PLACE ALPHARETTA, GA 30004	2,376.79	4/14-5/13 ASP 4/14-5/13 DISTRICT 4/14-5/13 HOT SPOTS 4/14-5/13 MAINT 4/14-5/13 SPED	05/30/2023 05/30/2023 05/30/2023 05/30/2023 05/30/2023	23419775 PO-230035 23419775 PO-230035 23419775 PO-230035 23419775 PO-230035 23419775 PO-230035	83.60 2,012.79 180.08 83.60 16.72	7 7 7 7 7
() -		Y VERIZON WIRELE				

MAY EXPENDITURE REPORT

05/01/2023 - 05/31/2023

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
014765 WALROND, JACQUELINE	23.19	AFTER SCHOOL HW CLUB SNACKS	05/16/2023	23416861 PV-231048	23.19	N
(0) - 0		N				
000679 WARREN E GOMES EXCAVATING INC P.O. BOX 369 RIO VISTA, CA 94571	2,820.00	INV#3739 EXCAVATING RPR SRVCS INV#3737 ESCAVATING/ RPR SRVCS	05/11/2023 05/11/2023	23416122 PO-230183 23416142 PV-231020	520.00 2,300.00	N N
(707) 374-2881						
010906 WASTE MANAGEMENT OF WOODLAND P.O. BOX 78251 PHOENIX, AZ 85062-8251	1,266.97	080592025490 DHS WST 080718225495 DHSWST	05/16/2023 05/16/2023	23416831 PO-230054 23416831 PO-230054	208.80 1,058.17	N N
(0) - 0						
012247 WELLS FARGO BANK WF 8113 P.O. BOX 1450 MINNEAPOLIS, MN 55485-8113	450.00	INV# 2214907 AGENT FEES	05/16/2023	23416837 PV-231025	450.00	N
(0) - 0						
012761 WILLIAMS, LEE 8274 B & R LAND RIO VISTA, CA 94571	300.00	INV#120722 CPR/AED/SFA	05/11/2023	23416143 PV-231014	300.00	7
()						
014450 WIZIX 4777 BENNETT DRIVE SUITE D LIVERMORE, CA 94551	3,909.92	INV#329055 INV#327430 INV#322295 INV#329129 INV#335287 INV#335762 INV#335405 INV#335443 INV#3316874 INV#334337 INV#334289 INV#316874 INV#334337 INV#334267 INV#334289	05/11/2023 05/11/2023 05/11/2023 05/11/2023 05/18/2023 05/18/2023 05/18/2023 05/18/2023 05/18/2023 05/18/2023 05/18/2023 05/18/2023 05/18/2023 05/18/2023 05/18/2023 05/18/2023 05/18/2023	23416144 PV-231021 23416144 PV-231021 23416144 PV-231021 23416144 PV-231021 23417621 PV-231058 23417621 PV-231058 23417621 PV-231058 23417621 PV-231058 23417621 PV-231058 23417621 PV-231058 23417621 PV-231058 23417621 PV-231058 23417621 PV-231058 23417621 PV-231058 23417621 PV-231058 23417621 PV-231058	14.50 70.12 291.21 707.39 123.14 14.50 286.18 14.50 130.01 234.83 9.27 361.49 677.09 676.08 299.61	N N N N N N N N N N N N N N N N N
(916) 913-6191		N WIZIX TECHNOLO				

MAY EXPENDITURE REPORT

05/01/2023 - 05/31/2023

Vendor Name/Address	Total	Description	Date	Warrant Reference	Amount	1099
012594 WOOTTON, ELISE	15.21	PROTRACTORS FOR CLASS	05/16/2023	23416862 PV-231049	15.21	N

(0) - 0 N

District total: 731,221.27

Report total: 731,221.27

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 13, 2023

Attachments: X

From: Nancy Vielhauer, Asst. Supt. Of Educational Services

Item Number: 10.4

Type of item: (Action, Consent Action or Information Only): Consent Action

SUBJECT:

Request to Approve the D.H. White Elementary School, Walnut Grove Elementary School, Bates Elementary School, Mokelumne High School, Riverview Middle School and River Delta High/Elementary School's Single Plans for Student Achievement for the 2023-2024 School Year.

BACKGROUND:

The SPSA's describe goals and actions supported with Title I and Local Control Funding Formula (LCFF) dollars to increase student achievement, promote positive school climate, increase parent involvement and provide supplemental programs to accelerate student achievement. These goals align with the River Delta Unified School District Local Control and Accountability Plan (LCAP). State and Federal funds are allocated based on the numbers of students eligible for free or reduced lunch, English Learners, and foster youth. D.H. White Elementary School, Walnut Grove Elementary School, Bates Elementary School, Mokelumne High School, Riverview Middle School and River Delta High/Elementary School have met with their School Site Councils (SSC) and the SSC have approved the attached plans. The plans are now being submitted to the RUDSD Board of Trustees for approval.

STATUS:

Educational Services has reviewed D.H. White Elementary School, Walnut Grove Elementary School, Bates Elementary School, Mokelumne High School, Riverview Middle School and River Delta High/Elementary School's SPSAs and recommends them for Board approval.

PRESENTER: Site Principals

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES: N/A

RECOMMENDATION:

That the Board approves the Single Plans for Student Achievement (SPSA) as presented.

Time allocated: 3 minutes

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
D.H. White Elementary School	34674136033716	05/22/2023	6/13/2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

This schoolwide plan is designed to continuously improve student achievement, empower our students to become lifelong learners and adjust to education challenges when necessary.

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

The SPSA for DH White Elementary is a site plan that describes the actions and strategies that will serve to improve student academic outcomes, student engagement, school climate and the involvement of parents and school community. The SPSA is aligned to the district LCAP and measurable student outcomes are in support of the LCAP goals, metrics and targets for improvement. The SPSA is developed in collaboration with input from stakeholders and approved by the School Site Council.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	2
Table of Contents.....	3
Comprehensive Needs Assessment Components	5
Data Analysis	5
Surveys	5
Classroom Observations.....	5
Analysis of Current Instructional Program.....	5
Educational Partner Involvement	8
Resource Inequities	8
School and Student Performance Data	9
Student Enrollment.....	9
CAASPP Results.....	11
ELPAC Results	15
Student Population.....	19
Overall Performance	21
Academic Performance.....	23
Academic Engagement.....	29
Conditions & Climate.....	32
Goals, Strategies, & Proposed Expenditures.....	34
Goal 1.....	34
Goal 2.....	37
Goal 3.....	40
Goal 4.....	42
Goal 5.....	44
Goal 6.....	46
Goal 7.....	47
Goal 8.....	48
Goal 9.....	49
Goal 10.....	50
Goal 11.....	51
Budget Summary	52
Budget Summary	52
Other Federal, State, and Local Funds	52
Budgeted Funds and Expenditures in this Plan.....	53
Funds Budgeted to the School by Funding Source.....	53

Expenditures by Funding Source53

Expenditures by Budget Reference53

Expenditures by Budget Reference and Funding Source53

Expenditures by Goal53

School Site Council Membership55

Recommendations and Assurances56

Instructions.....57

 Instructions: Linked Table of Contents.....57

 Purpose and Description.....58

 Educational Partner Involvement58

 Resource Inequities58

Goals, Strategies, Expenditures, & Annual Review59

 Annual Review60

 Budget Summary61

 Appendix A: Plan Requirements63

 Appendix B:.....66

 Appendix C: Select State and Federal Programs68

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The River Delta Unified school district administered the California Healthy Kids survey in the Spring of 2023. The results of this survey for DH White Elementary, lack of participation to complete the survey made it difficult to get a large scale sampling of campus. Of the results we received the response was positive.

Our site also participated in the California School Staff Survey (CSSS) and the Bully Prevention Program survey from SCOE, these results are not yet available.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

DH White school administrators participate in regular walk-throughs weekly in classrooms to observe practices of our staff and teachers. RDUSD has focused on Academic conversations, giving administrators and teachers the opportunity to observe classrooms and neighboring sites in their regular practices of Academic conversations throughout the year. With this practice administrators have used a similar rubric and observation tool to observe classroom teachers. This has allowed administrators and teachers to give feedback.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

DH White elementary participates in MAP Benchmark assessments 3 times a year. This information is valuable in planning next steps for all students and our English Language Learners specifically. Grades K-5th work alongside our RTI Teacher to administer the BPST and Fluency assessment each quarter to assess student progress and identify at risk students. All teachers have access to MAP scores online.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

DH White uses a variety of data to monitor student progress. Collaboration between grade levels using MAP data and curriculum embedded assessments are analyzed quarterly during staff meetings and grade alike collaboration time. Students participated in the MAP benchmarks 3 times a year at our site. Additionally, DH White Elementary is currently working on a MTSS multi-tiered system of support for each grade level, to ensure all grades are meeting the needs of each individual student.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Currently, DH White Elementary has 14 staff members who are highly qualified, followed by one teacher intern and 5 long-term subs.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Professional development is ongoing for credentialed teachers in the areas of ELA, math, science, sex education and physical education. Professional development has been provided by district, site and outside agencies.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

RDUSD has focused on academic conversations, social emotional development including trauma, English language development, and the implementation of Common Core standards. Teachers clearing credentials are supported by district mentors and Teacher Induction programs. All RDUSD teachers participated in a district-wide English Language Development PD for English language learners.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

RDUSD pairs new teachers with mentors, district-wide professional development in the areas of social emotional learning, Common core standards, English language development trainings, school based crisis services, and academic conversations. At the site level Little Spot SEL curriculum in kindergarten and first grade, BPST training, Peacemaker training and Sex education training for our 6th grade teachers.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration for grade alike teachers takes place quarterly and during early release days. The focus of this year has been supporting our long term subs and supporting grade level teachers with continuity.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

DH White teachers are aware of the content and performance standards, and are in alignment with the Common Core Standards. DH White staff has put in the time and dedication to ensure the school's instructional programs are aligned and will continue to be the focus.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

DH White school has made the site decision to hold instructional minutes for ELA and Math before lunch. Our staff will also continue RTI instructional minutes for grades K-3rd by RTI Teacher and aide. Staff has also committed to school wide RTI instructional minutes in the form of WINN or "What I Need Now".

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

DH White school has adopted designated time during the day to work on interventions. Teachers are given time to collaborate with grade alike teachers and mentors. Staff would like more opportunity to visit schools similar to our size and structure to observe their models and practices. Trainings are also something the staff would like to explore.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All teachers at DH White use the state adopted Standards and the state adopted textbook lists following the state cycle for adoption and election of textbook and instructional materials. Textbook selection and purchases are pre-approved by the board of trustees of the district. Books selected are certified by the board that materials meet the needs of all students groups and state standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

DH White students have access to state adopted standard-aligned instructional materials, including intervention materials, for example Standards Plus curriculum.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students who qualify for Special Education services are provided an IEP (Individual Education Plan) to address qualifying academic deficits. This plan is monitored by a Special Education case manager and implemented by all staff in contact with the student. Student Support Team (SST) meetings provide additional support to underperforming students not meeting standards. In addition, DH White elementary provides RTI to our K-3rd grade by our RTI teacher and aide.

Evidence-based educational practices to raise student achievement

DH White is in the process of implementing a school wide RTI model, being referred to as WINN-What I Need Now. This will be a daily devoted schedule. All DH White teachers attended Professional development for English Language Learners in the Spring of 2023. Interventions and strategies are implemented daily in classrooms by all staff. Positive reinforcement and PBIS practices are also implemented school wide.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Resources available from family, school, district, and community to assist under-achieving students are as follow, Parent Project to help assist parents in connecting with students. We also partner with our county non profit. Rio Vista Care to provide counseling services to our students. Care Solace is also a company we currently partner with to provide mental health services to our students, staff and families. Our PTC and ELAC groups meet on campus regularly and their input is sought out when implementing next steps. After School Program (ASP) is available for families to utilize from last bell to 6PM . For the summer of 2023, summer school and ASP will be available for all DH White elementary students. A major focus is improving our parent involvement.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

At DH White Elementary our staff, parents, and community are highly involved on campus. We have a functioning Student Site Council, Parent Teacher Committee, English language Advisory Council, Beyond the Bell After School Program, and site Leadership team.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

DH White Elementary receives Title 1 along with site Supplemental and Concentrated Local Control Funds to meet the needs of our underperforming students.

Fiscal support (EPC)

A lack of funding and budget cuts have negatively impacted the school budget.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The development and annual review of our SPSA is created with Certificated and Classified input and feedback in staff meetings, as well as through the public meetings of the School Site Council. Staff and Council members provide input both written and orally.

Resource Inequities

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

Resource inequalities identified are lack of keeping highly qualified teachers, along with the lack of funds resulted in a loss of state income.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	62	85	68
Grade 1	44	53	74
Grade 2	50	49	55
Grade3	45	47	54
Grade 4	59	50	43
Grade 5	43	58	45
Grade 6	77	46	65
Total Enrollment	380	388	404

Conclusions based on this data:

1. Enrollment continues to increase; with new housing development, we may see an increase in enrollment.
2. Our largest class has decreased in number but remains the biggest class on campus

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	68	69	65	17.90%	17.8%	16.1%
Fluent English Proficient (FEP)	27	22	19	7.10%	5.7%	4.7%
Reclassified Fluent English Proficient (RFEP)	5			7.4%		

Conclusions based on this data:

1. Our number of English Learners has decreased each year.
2. Our FEP students have steadily declined, which would be the case since our ELL are also decreasing

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	49	42		0	42		0	42		0.0	100.0	
Grade 4	57	44		0	42		0	42		0.0	95.5	
Grade 5	43	60		0	57		0	57		0.0	95.0	
Grade 6	77	47		0	47		0	47		0.0	100.0	
All Grades	226	193		0	188		0	188		0.0	97.4	

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2408.			28.57			16.67			19.05			35.71	
Grade 4		2417.			11.90			19.05			23.81			45.24	
Grade 5		2506.			21.05			24.56			35.09			19.30	
Grade 6		2497.			2.13			34.04			34.04			29.79	
All Grades	N/A	N/A	N/A		15.96			23.94			28.72			31.38	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		21.43			45.24			33.33	
Grade 4		14.29			64.29			21.43	
Grade 5		31.58			54.39			14.04	
Grade 6		8.51			70.21			21.28	
All Grades		19.68			58.51			21.81	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.67			54.76			28.57	
Grade 4		4.76			52.38			42.86	
Grade 5		17.54			63.16			19.30	
Grade 6		2.13			72.34			25.53	
All Grades		10.64			61.17			28.19	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.29			64.29			21.43	
Grade 4		9.52			64.29			26.19	
Grade 5		8.77			77.19			14.04	
Grade 6		6.38			76.60			17.02	
All Grades		9.57			71.28			19.15	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.67			54.76			28.57	
Grade 4		9.52			66.67			23.81	
Grade 5		19.30			64.91			15.79	
Grade 6		4.26			82.98			12.77	
All Grades		12.77			67.55			19.68	

Conclusions based on this data:

- Overall, 68.62% of students are achieving at nearly met standard or above. Overall, 21.81% of students are achieving below standard in ELA (based on the most recent 21-22 SY data).
- The strongest area overall is in listening, with 71.28% of students achieving nearly met standard and above. (based on the most recent 21-22 SY data).
- The weakest area overall is in writing at 61.17% of students achieving nearly met standard and above (based on the most recent 21-22 SY data).

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	49	42		0	42		0	42		0.0	100.0	
Grade 4	57	44		0	42		0	42		0.0	95.5	
Grade 5	43	60		0	57		0	57		0.0	95.0	
Grade 6	77	47		0	46		0	46		0.0	97.9	
All Grades	226	193		0	187		0	187		0.0	96.9	

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2396.			11.90			19.05			33.33			35.71	
Grade 4		2433.			4.76			21.43			35.71			38.10	
Grade 5		2459.			12.28			10.53			36.84			40.35	
Grade 6		2524.			13.04			19.57			45.65			21.74	
All Grades	N/A	N/A	N/A		10.70			17.11			37.97			34.22	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		19.05			47.62			33.33	
Grade 4		4.76			42.86			52.38	
Grade 5		15.79			47.37			36.84	
Grade 6		13.04			60.87			26.09	
All Grades		13.37			49.73			36.90	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		21.43			38.10			40.48	
Grade 4		11.90			47.62			40.48	
Grade 5		10.53			45.61			43.86	
Grade 6		10.87			65.22			23.91	
All Grades		13.37			49.20			37.43	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.52			69.05			21.43	
Grade 4		7.14			61.90			30.95	
Grade 5		10.53			49.12			40.35	
Grade 6		8.70			69.57			21.74	
All Grades		9.09			61.50			29.41	

Conclusions based on this data:

- Overall, 65.78% of students are achieving at nearly met standard or above. Overall, 34.22% of students are achieving below standard (based on the most recent 21-22 SY data).
- Overall, the strongest area of Communicating Reasoning with 70.59% of students achieving at nearly met standard or above (based on the most recent 21-22 SY data).

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1387.4	1396.1		1416.4	1419.1		1319.6	1342.3		17	14	
1	*	*		*	*		*	*		8	9	
2	*	1457.2		*	1464.7		*	1449.2		9	11	
3	*	*		*	*		*	*		9	6	
4	*	*		*	*		*	*		9	8	
5	*	*		*	*		*	*		10	8	
6	1527.4	*		1540.0	*		1514.3	*		12	6	
All Grades										74	62	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	11.76	0.00		11.76	28.57		47.06	42.86		29.41	28.57		17	14	
1	*	*		*	*		*	*		*	*		*	*	
2	*	0.00		*	36.36		*	45.45		*	18.18		*	11	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	33.33	*		16.67	*		25.00	*		25.00	*		12	*	
All Grades	13.51	9.68		25.68	27.42		35.14	41.94		25.68	20.97		74	62	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	17.65	7.14		11.76	28.57		47.06	42.86		23.53	21.43		17	14	
1	*	*		*	*		*	*		*	*		*	*	
2	*	9.09		*	45.45		*	45.45		*	0.00		*	11	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	41.67	*		25.00	*		16.67	*		16.67	*		12	*	
All Grades	29.73	22.58		31.08	33.87		20.27	32.26		18.92	11.29		74	62	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	0.00		0.00	14.29		35.29	35.71		64.71	50.00		17	14	
1	*	*		*	*		*	*		*	*		*	*	
2	*	0.00		*	18.18		*	54.55		*	27.27		*	11	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	0.00	*		25.00	*		50.00	*		25.00	*		12	*	
All Grades	1.35	1.61		12.16	24.19		40.54	32.26		45.95	41.94		74	62	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	17.65	14.29		52.94	71.43		29.41	14.29		17	14	
1	*	*		*	*		*	*		*	*	
2	*	9.09		*	90.91		*	0.00		*	11	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	25.00	*		50.00	*		25.00	*		12	*	
All Grades	24.32	19.35		54.05	69.35		21.62	11.29		74	62	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	17.65	7.14		52.94	64.29		29.41	28.57		17	14	
1	*	*		*	*		*	*		*	*	
2	*	9.09		*	90.91		*	0.00		*	11	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	58.33	*		33.33	*		8.33	*		12	*	
All Grades	39.19	30.65		43.24	54.84		17.57	14.52		74	62	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	7.14		47.06	57.14		52.94	35.71		17	14	
1	*	*		*	*		*	*		*	*	
2	*	0.00		*	72.73		*	27.27		*	11	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	0.00	*		41.67	*		58.33	*		12	*	
All Grades	2.70	4.84		41.89	53.23		55.41	41.94		74	62	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.25	0.00		18.75	28.57		75.00	71.43		16	14	
1	*	*		*	*		*	*		*	*	
2	*	0.00		*	63.64		*	36.36		*	11	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	8.33	*		83.33	*		8.33	*		12	*	
All Grades	2.74	3.23		54.79	58.06		42.47	38.71		73	62	

Conclusions based on this data:

1. Overall, our strongest area is in Speaking with 85.49% performing at somewhat developed or higher.

2. Overall, the weakest area is in written language with 25.5% of students performing at somewhat developed or higher.

3. .

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
388	44.1	17.8	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in D.H. White Elementary School.	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.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	69	17.8
Foster Youth		
Homeless	20	5.2
Socioeconomically Disadvantaged	171	44.1
Students with Disabilities	42	10.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	18	4.6
American Indian	3	0.8
Asian	1	0.3
Filipino	3	0.8
Hispanic	164	42.3
Two or More Races	51	13.1
Pacific Islander	1	0.3
White	147	37.9

Conclusions based on this data:

1. 44.1% of our students are socioeconomically disadvantaged
2. Students with disabilities represent 10.8% of our population.
3. English Language Learners represent 17.8% of our population.

School and Student Performance Data

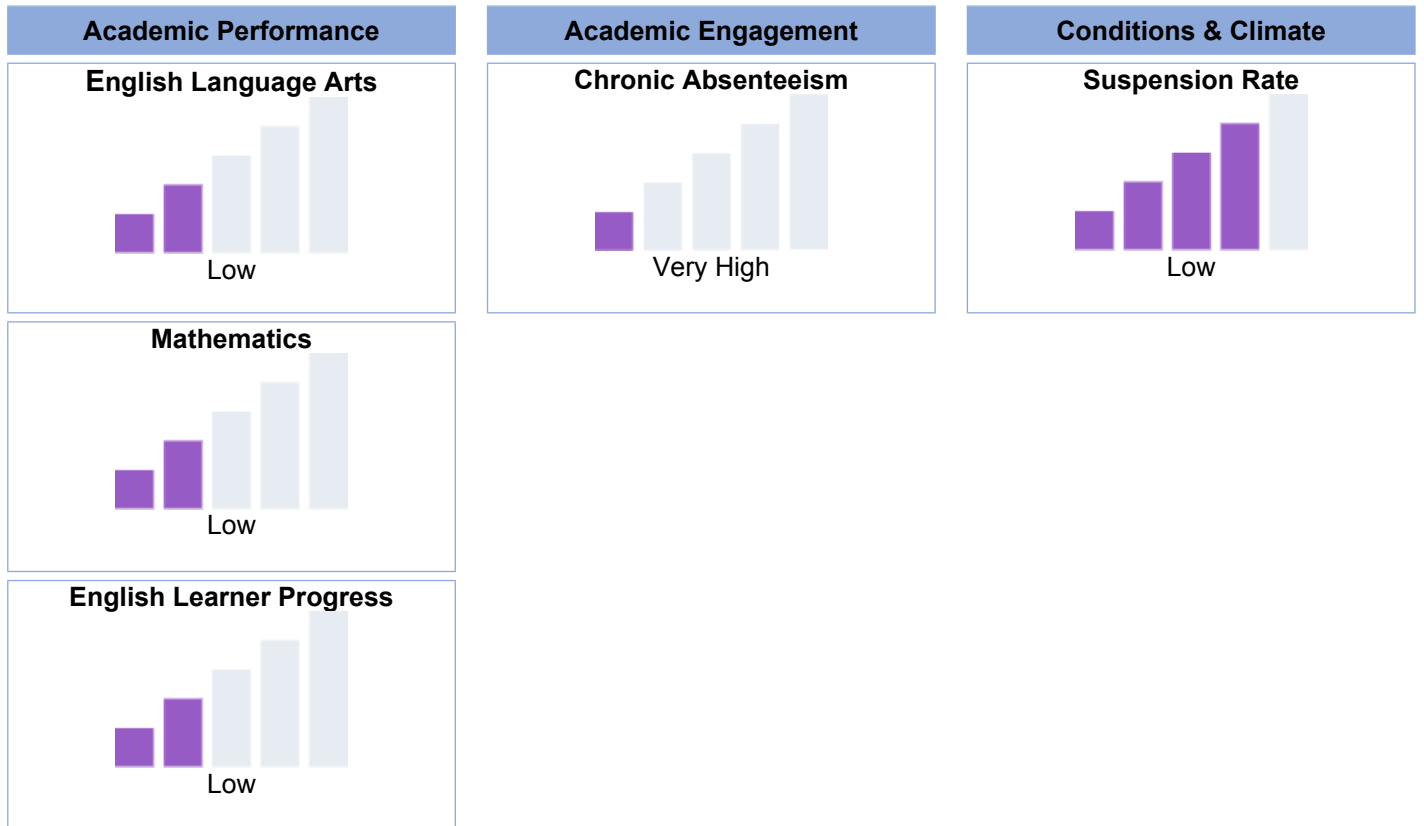
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. Our suspension rates continue to be low and in good standing.
2. Chronic Absenteeism is very high. We will continue to implement attendance incentive programs and increase parent awareness around the importance of attending school regularly.

3. Academic performance in both English Language Arts and Math need to improve. We will have school-wide intervention programs to support this as well as increase our RTI support.

School and Student Performance Data

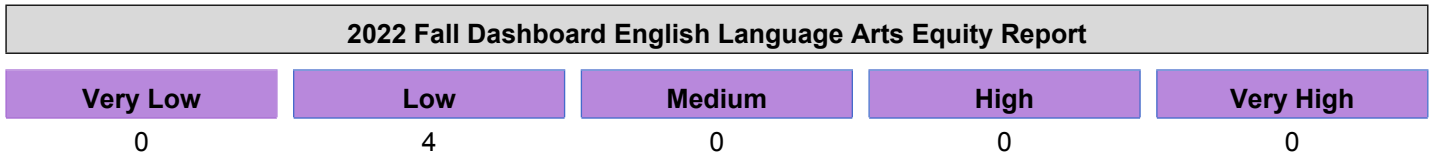
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

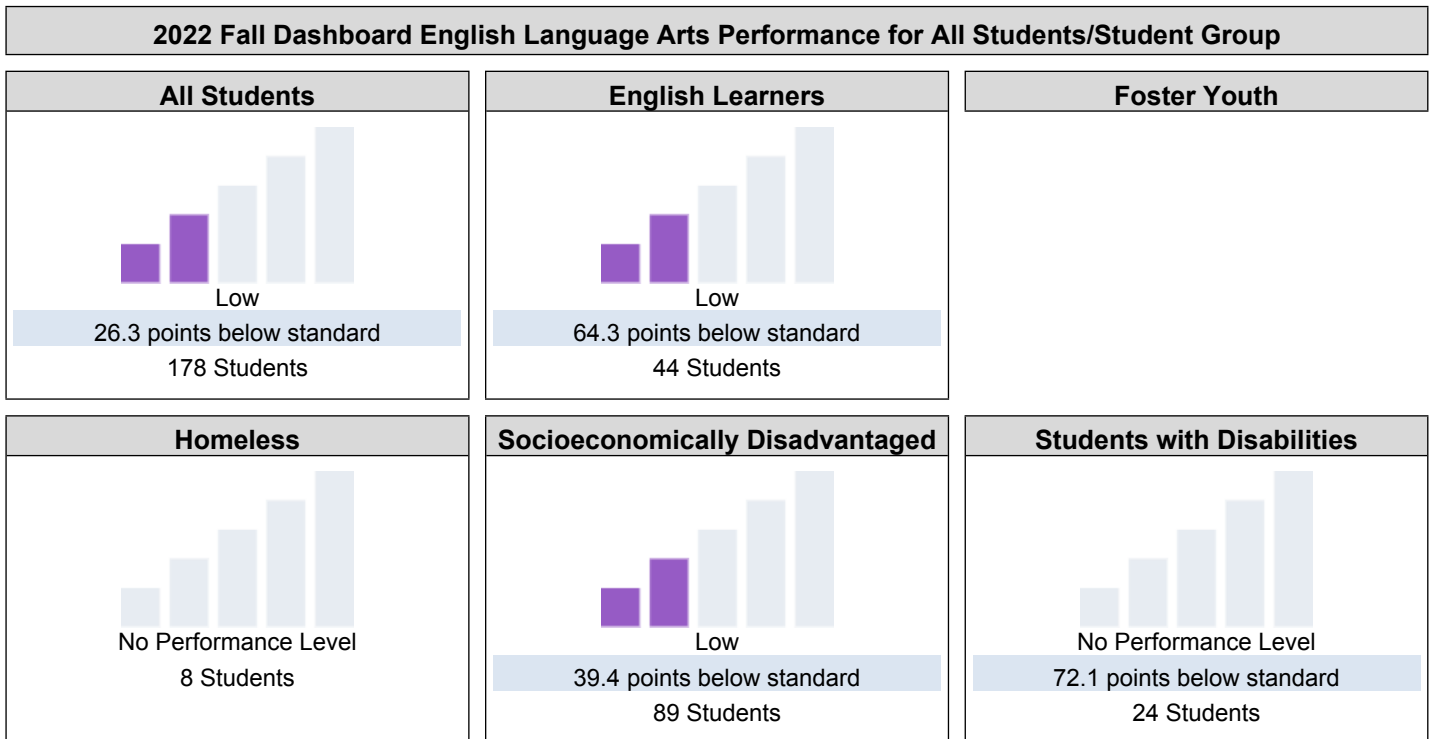
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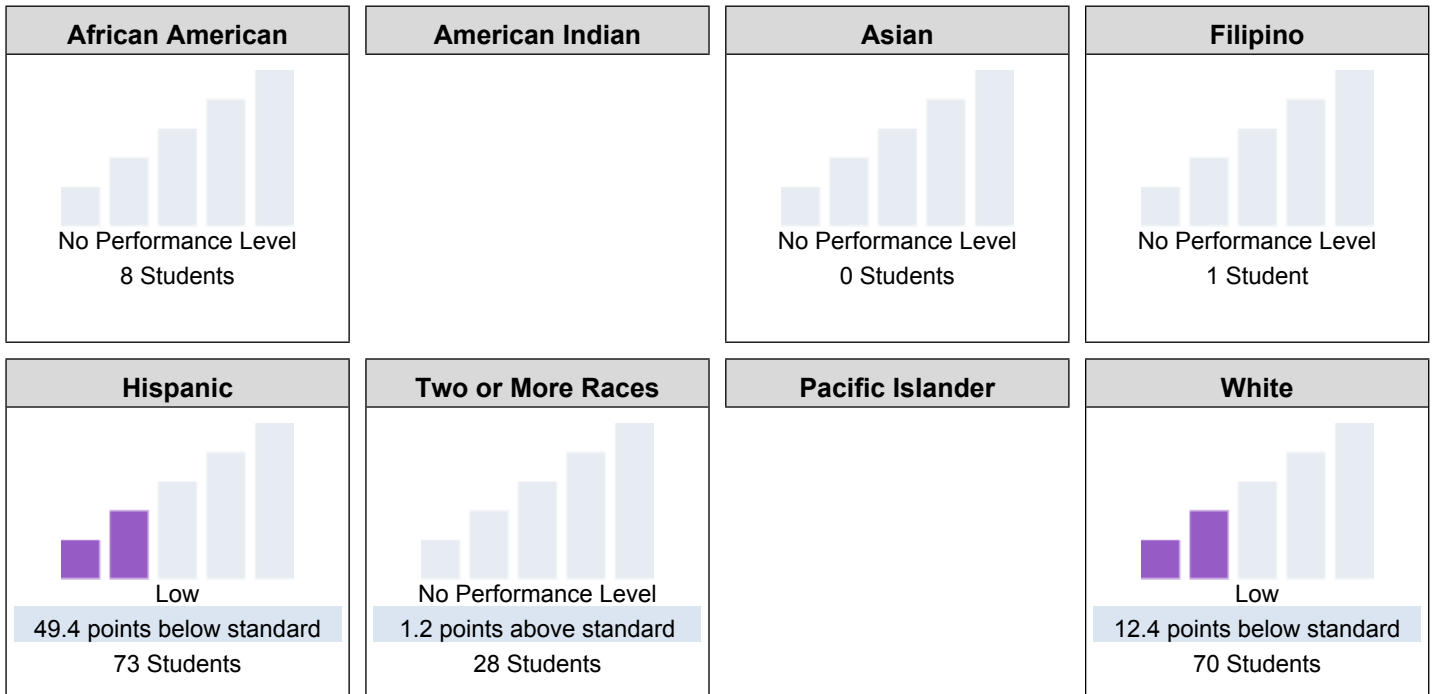
This section provides number of student groups in each level.



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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
102.3 points below standard 27 Students	3.9 points below standard 17 Students	16.4 points below standard 131 Students

Conclusions based on this data:

- Five subgroups performed in the low area. We need to identify these students and determine instructional next steps. We will continue to work with the Intervention teacher and move our part-time aide to 6 hours to provide support for individual students performing below grade level. We will also implement a school wide intervention time.
- Our current English Learners are 64.3 points below standards. one of our biggest group deficits indicating there is a need to increase ELD support for them.
- 27 of our 44 ELL students are below standards

School and Student Performance Data

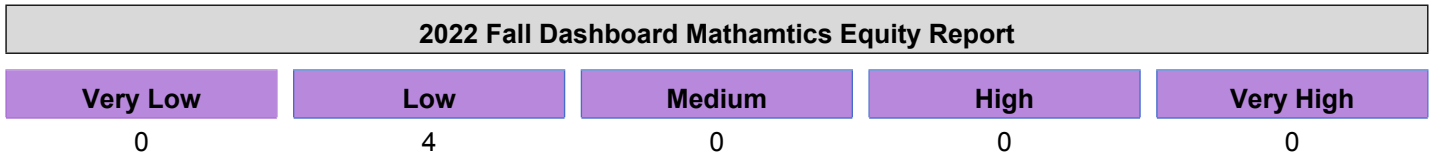
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

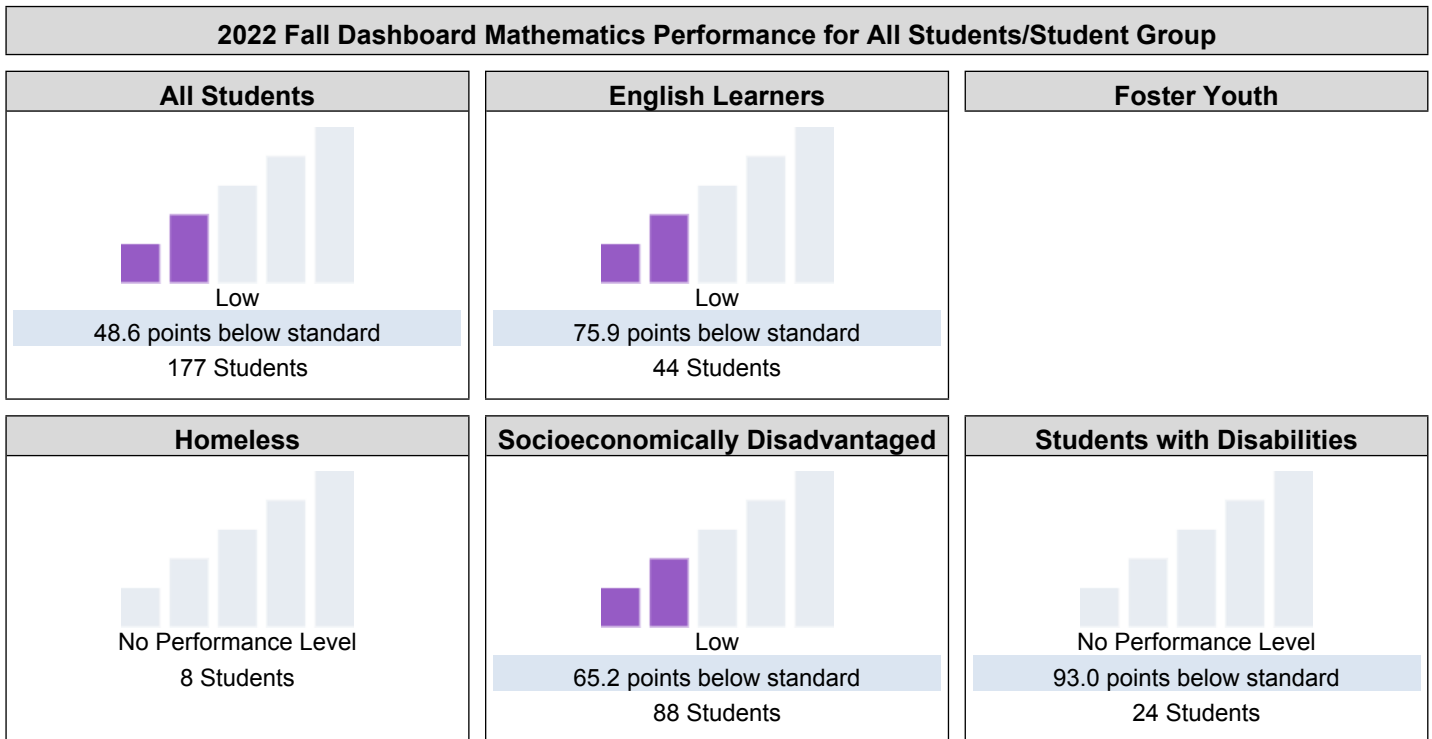
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



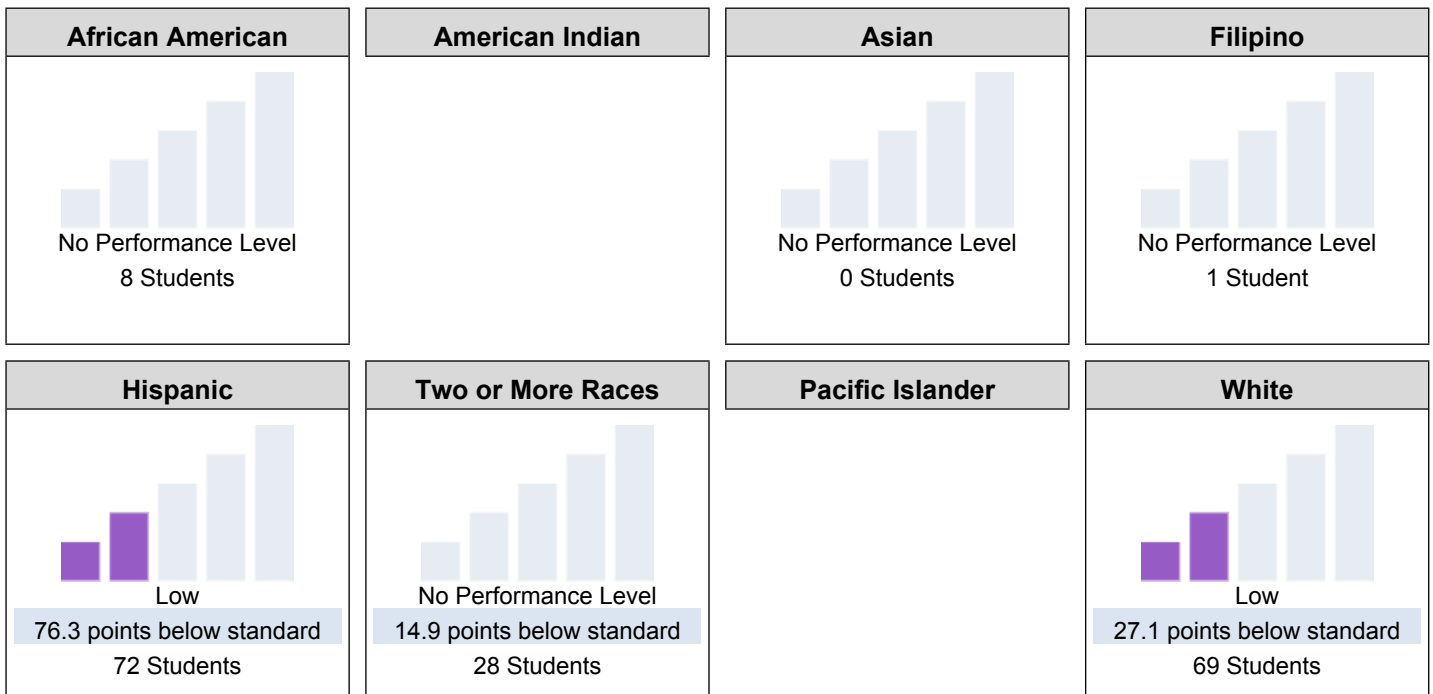
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">108.9 points below standard</p> <p>27 Students</p>	<p style="background-color: #e6f2ff;">23.6 points below standard</p> <p>17 Students</p>	<p style="background-color: #e6f2ff;">40.0 points below standard</p> <p>130 Students</p>

Conclusions based on this data:

1. Overall, our students are performing in the low areas in Math across all the categories
2. Our ELL students are 75.9 points below standard, the second largest deficit other than student with disabilities at 93.0 points.

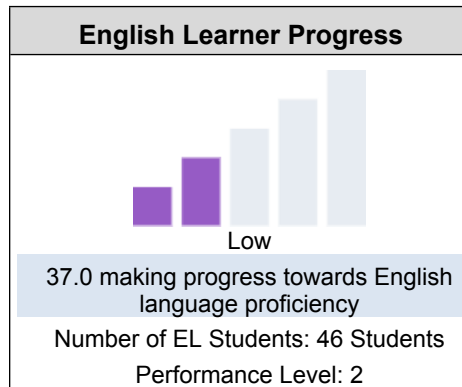
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 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
21.7%	41.3%	0.0%	37.0%

Conclusions based on this data:

1. Our English learners are performing at a very high level, 41.3% have maintained their Level 1-3, a plan needs to be put in place to get students to the next level
2. 37% progressed at least one level and are making progress towards English Language proficiency.
3. 21.7% decreased by one level. We need to identify these students and make a plan for supports.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

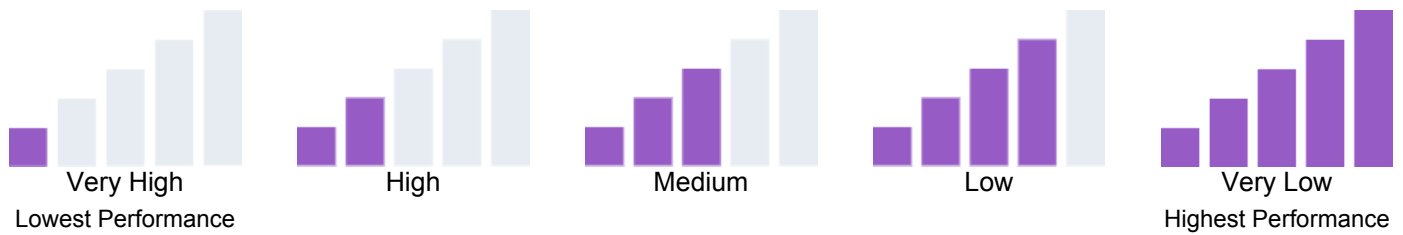
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School and Student Performance Data

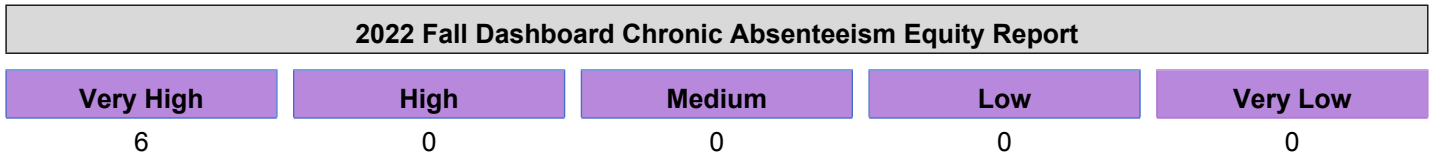
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

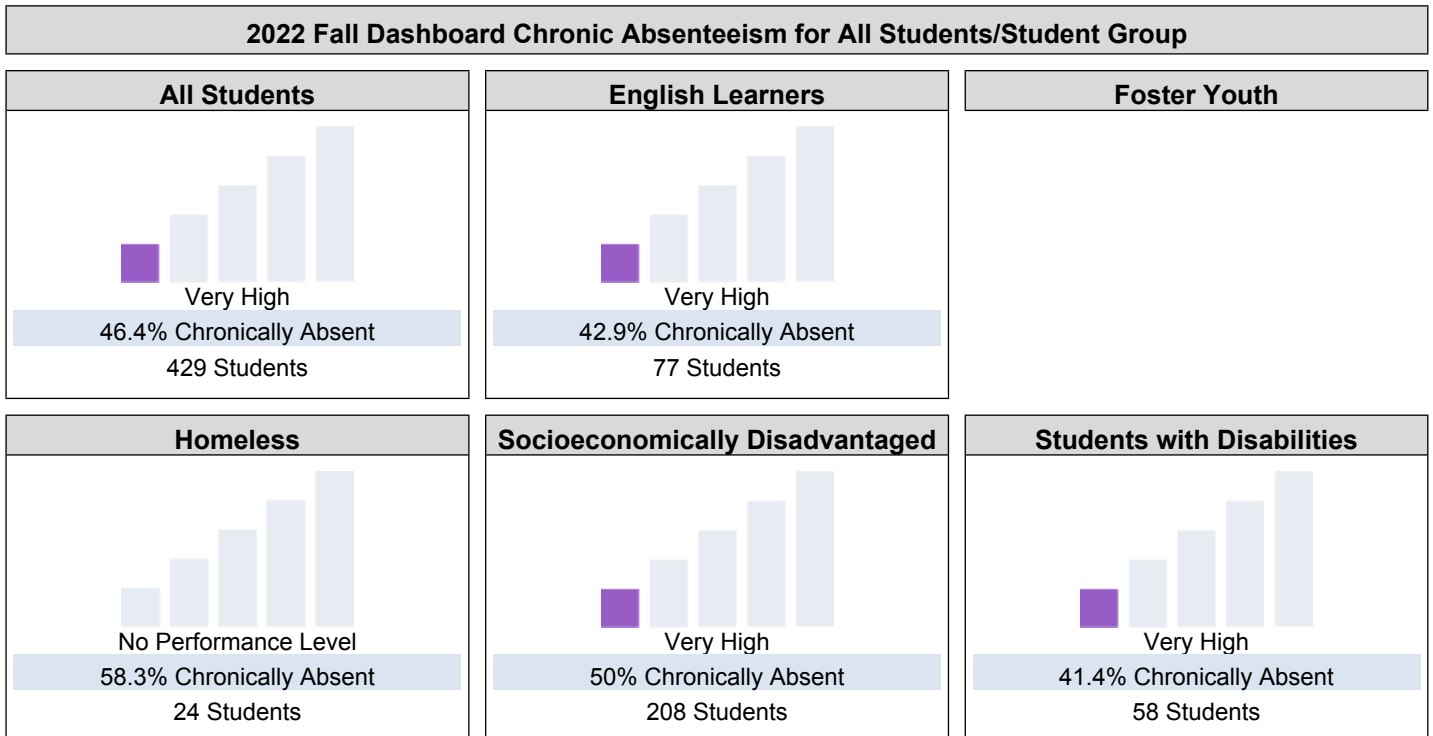
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



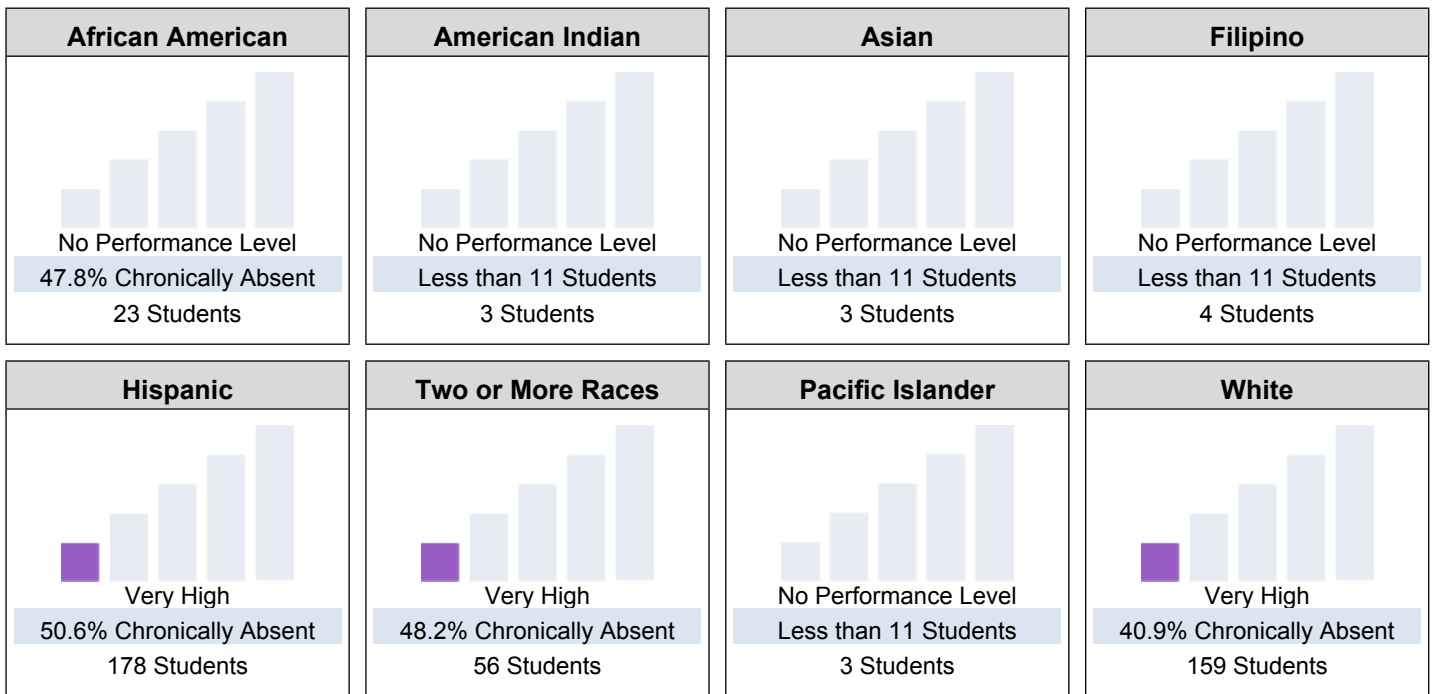
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. Hispanic population has the highest percentage of 50.6% to be Chronically absent by race/ethnicity.
2. Overall, attendance needs to improve. All subgroups are at very high.
3. Our SED population is 50%, putting them at the highest percentage of our student groups

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low Low Medium High Very High
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

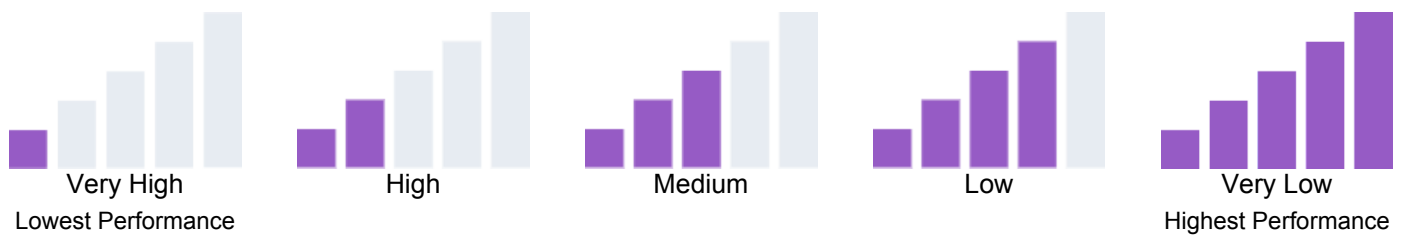
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School and Student Performance Data

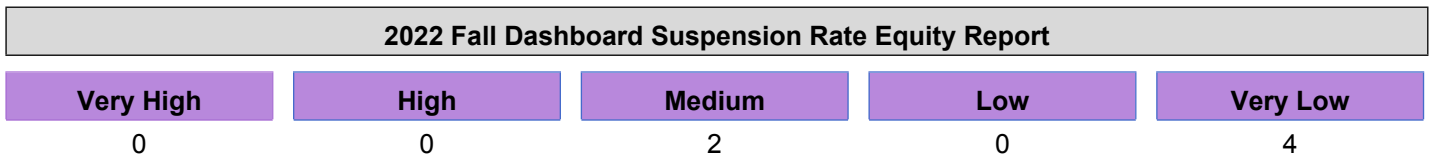
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

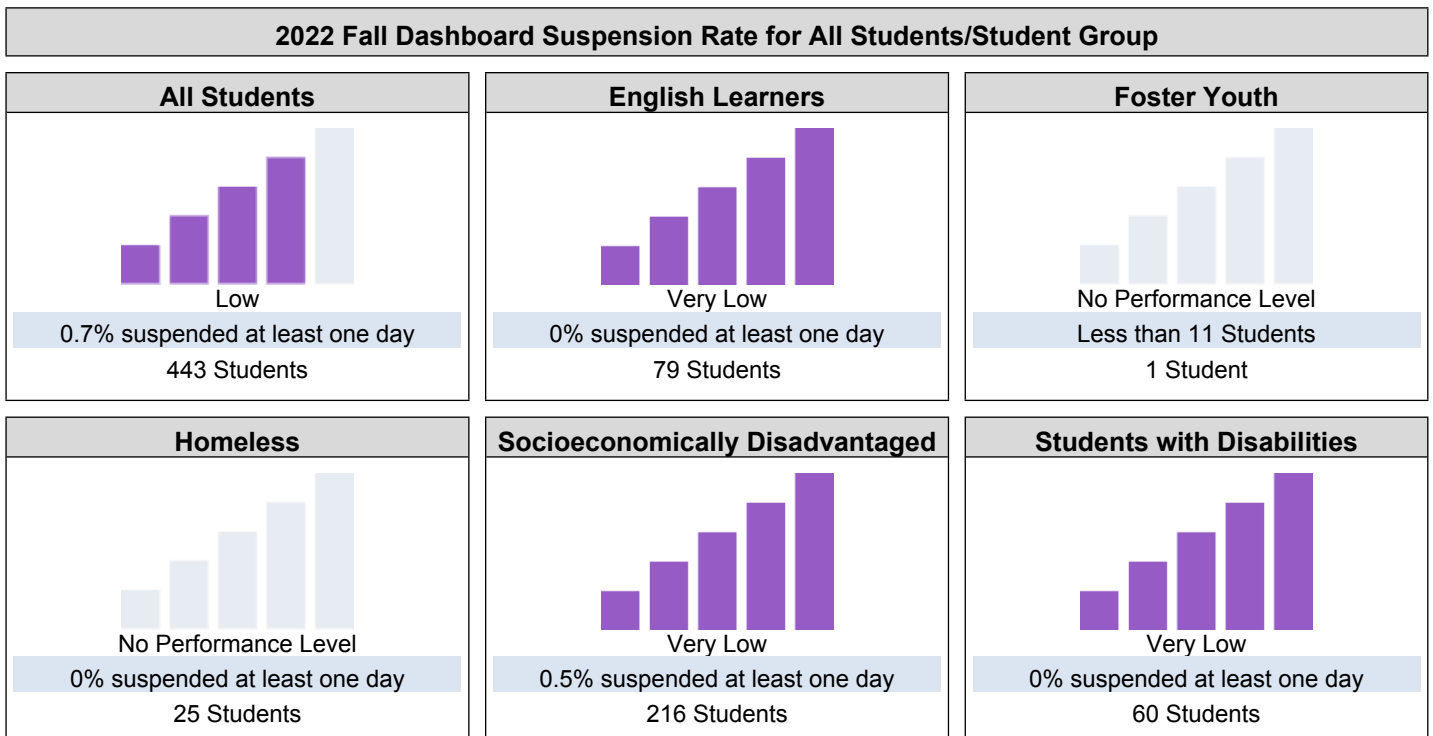
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



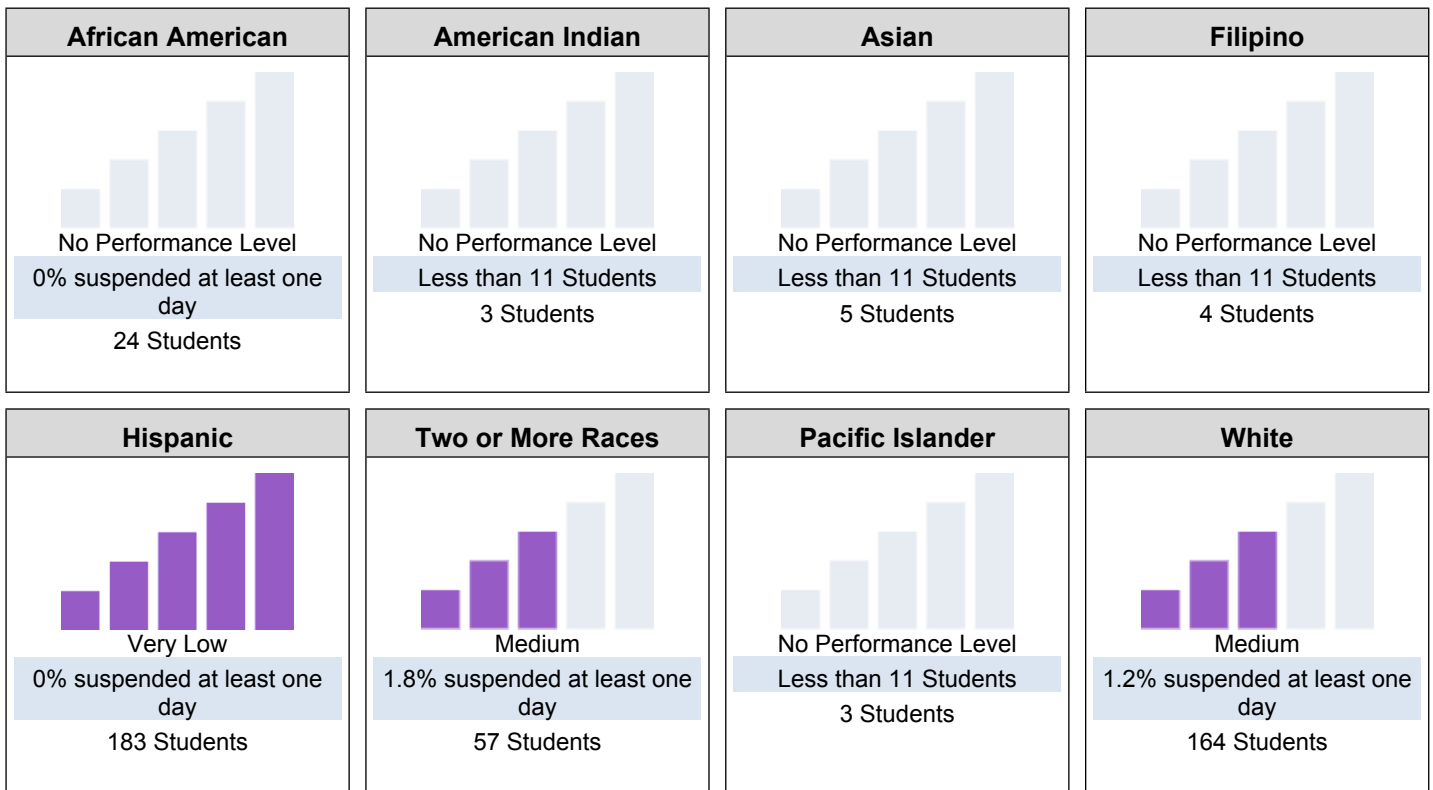
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Our suspension rate is performing in the highest indicator.
2. We will continue to provide our behavioral supports currently in place site wide.
3. PBIS will continue to be implemented on our site.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Learning and Achievement gaps

LEA/LCAP Goal

Improve and support student learning to close achievement gaps and ensure all students who graduate are college and career ready.

Goal 1

By June 2024, DH White will increase at a minimum of 3 points the ELA and Math scores as measured by the CAASPP. In addition, DH White will increase the number of students reclassified by 2% as measured by ELPAC scores.

Identified Need

To be successful, each student needs to have all required textbooks, ancillaries, materials and technology to access the curriculum. Integration of curriculum with up-to-date technology is required for student learning and success in all content areas. It is imperative that staff is provided with all necessary materials as well as additional materials to address intervention and learning gaps.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

- School will ensure that all teachers have all Board adopted curriculum, and textbooks to ensure student learning.
- Teachers will use all Board adopted curriculum, textbooks, to ensure student learning.
- Teachers will use technology to support the curriculum.
- School will ensure that the appropriate levels of materials and supplies are available for students and teachers.
- Teachers will use district-adopted standards-based instructional materials to foster and support student learning.
- Teachers in grades K-6 will use Common Core Standards in their daily lesson planning.
- Purchase subscriptions to Science and History magazines to supplement textbooks and enhance language and literacy development.
- Purchase materials and supplies in support of student learning.
- Teachers will use required technology and educational technology programs to support the curriculum.

- Purchase and use necessary materials and equipment to meet the needs of Physical Education requirements.
- Purchase and use additional Chromebooks to meet the needs of ELA and Math programs.
- A full-time Intervention/ELD teacher, bilingual assistant and intervention classroom aide is on staff to insure student success.
- Academic support and enrichment programs will be held throughout the school year designed to foster students' individual needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	Lottery: Unrestricted postage
1000.00	Lottery: Unrestricted supplies
10,000.00	Lottery: Unrestricted classroom supplies for teachers (\$300 per classroom)
1,500.00	Lottery: Unrestricted Afterschool Intervention
3,000.00	Lottery: Unrestricted Substitutes for PD
4000.00	Title I Part A: Basic Grants Low-Income and Neglected PD for working with students with disabilities
9000.00	Title I Part A: Basic Grants Low-Income and Neglected Supplies
13,800.00	Unrestricted Intervention Aide
13,800.00	Site Supplemental & Concentration Intervention aide/inst. asst II.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Implementation of Standards

LEA/LCAP Goal

Provide an instructional program that supports full implementation of the CCSS, NGSS and ELD standards in grades K-12.

Goal 2

DH White staff will implement CSSS, NGSS, and ELD standards with fidelity as measured by annual observations, walk throughs, site reflections and feedback.

Identified Need

- Provide for collaboration time for staff to share instructional practices and strategies.
- Feedback to parents through Report Cards, progress reports and student study teams and parent teacher conferences.
- Protect core instructional time in the school-wide schedule; all ELA and Math classes will be scheduled prior to lunch everyday.
- Students receiving RTI, Tier 2, and 3, support in the classroom will show growth towards narrowing/closing achievement gap based on multiple measures used at that grade-level. - All students (3rd-6th) will participate in daily intervention (30 mins a day x 4 days a week) using the Standards Plus Intervention program. These scripted teacher lesson plans support skill and concept development as well as academic vocabulary development appropriate for each grade level and rigor. There are pre- and post- assessments for each set of lessons and tasks that teachers will provide all students.
- A school wide intervention block schedule will be designed and adhered to for all grade levels.
- Intervention teacher will concentrate their focus on grades K-3 mainly.
- Intervention will be provided for ELA and Math.
- Principal, VP, RSP and Intervention teacher will conduct regular walk-throughs during the designated Standards Plus block of the schedule to ensure that the program is being followed with fidelity.
- Data team will meet frequently to review the assessments and monitor student progress.
- Supports will be provided for anyone who is not following the program with fidelity (conference with principal, release time to observe other teachers, etc.) .
- Frequent professional development will be provided to all staff through multiple venues. Professional development topics will include but are not limited to embedding tiered supports, intervention, addressing the needs of students social emotional well-being, etc.
- TIER 2&3 intervention program will work in conjunction with the school wide intervention program ensuring that every students needs are being met.

- A Teachers Pay Teachers site license will be purchased to provide teachers with additional intervention/learning loss materials that they can use all year long. (District has purchased in the past)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

- In coordination with the District Office, D.H. White will maintain the appropriate level of highly qualified teachers so as to meet the needs of all students.
- In coordination with the District Office, all D.H. White students will have the appropriate textbooks, technology and equipment, materials, and the facilities necessary to bring about student learning in a safe, secure, and nurturing environment.
- In coordination with the District Office, D.H. White staff will have the necessary equipment and materials to meet the needs of their jobs in a safe and supportive environment.
- Principal, teachers, and staff will work together to ensure that all the curricular and material needs of every student is met
- Principal will ensure procurement of curriculum, materials, supplies, and technology needed for instruction.
- Teacher representatives will participate in all district-provided technology trainings.
- Teachers will embed literacy in their Science and Social Science instruction to support Common Core standards on informational texts.
- The school and PTC will support grade-level field trips to enhance Science and Social Science Curriculum.
- To adhere to the Ed Code, student in grades 1-6 will receive 200-minutes of guided Physical Education instruction every 10 days; Teachers in grade 1-6 will plan and implement common Physical Education activities based on the California Physical Education Framework.
- Based on the RDUSD EL Master Plan, all English Language Learners will receive 30-minutes of core ELD instruction every day.
- School ELD coordinator will provide guidance and training to all staff regarding new ELD standards and appropriate curriculum.
- All teachers will incorporate ELD standards in all subjects throughout the day and to enhance the learning experience.
- ELD teacher, Principal and General education teachers will collaborate (minimum once a month) to review data, progress monitor, and ensure the instructional program is effective.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4500.00	Lottery: Unrestricted Tech Hardware
3000.00	Site Supplemental & Concentration PD and support for CCSS,ELD, NGSS
2930.00	Title I Part A: Basic Grants Low-Income and Neglected Supplies
3500.00	Title I Part A: Basic Grants Low-Income and Neglected New teacher Professional development
10,000.00	Unrestricted Classroom Tech

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Increase Attendance

LEA/LCAP Goal

Foster a school and district culture that ensures academic/social and emotional well being for all students

Goal 3

DH White will decrease its chronic absenteeism rate from 46.4% to 40% as measured by statistics provided by CA Dashboard.

Identified Need

Our 50.6% Hispanic along with our 50% SED are our highest chronic absenteeism performers. Followed by two or more races (48.2%) ELL (42.9) students with disabilities (41.4%) and white (40.9%) We need to increase student attendance by all subgroups.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

- Revise current attendance incentives.
- Increase parent engagement and opportunities for participation.
- Social emotional training for staff.
- Professional Development will be provided on the PBIS online program.
- Fully implement the SARB processes.
- Positive phone calls home will be made to students quarterly.
- Provide equity and inclusion training opportunities to all staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000.00

Source(s)

Unrestricted

	PBIS professional development
3000.00	Unrestricted PBIS student supplies
2500.00	Lottery: Unrestricted Peacemaker renewal
2500.00	Lottery: Unrestricted You Missed It, You Missed It- Supplies, Incentives
3,000.00	Lottery: Unrestricted Site Rewards Principal 200
3000.00	Lottery: Unrestricted SEL and Equity PD for staff

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent engagement

LEA/LCAP Goal

Provide meaningful and varied opportunities for parents to be involved with supporting their child's academic achievement.

Goal 4

During the 2023-2024 school year, DH White will provide opportunities for parent involvement in support of student learning . Parent will attend two or more school related events as measured by sign-in data and parent pre/post surveys.

Identified Need

D.H. White will further improve upon a parent-friendly campus where families feel safe, welcomed and involved and will reflect on a positive school experience.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

- Hold a variety of parent nights such as paint night and family game night.
- Ensure translation at parent events.
- Continue character education assemblies
- Ensure that parent participation mirror's the school's demographic makeup at all events.
- Target those families who are not attending events. Principal or designee will make personal phone calls inviting families to attend.
- Conduct needs assessment to determine best time to hold parent engagement meetings.
- School wide communication folders will be used (TK-6)
- Reintroduce AVID planners in grades 4-6 stressing the importance of school to home communication.
- Will increase attendance in SSC, PTC, ELAC meetings by 5%.
- Provide/Recommend professional development opportunities for parents (i.e. Parent Project)
- Host a meet and greet at the beginning of school to connect families with staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000.00	Lottery: Unrestricted Supplies
1000.00	Unrestricted ELAC supplies
1500.00	Lottery: Unrestricted Parent education Professional Development
2500.00	Lottery: Unrestricted Parent education Professional Development
6149.00	Unrestricted Parent engagement events- Paint night, Game night, Meet and Greet

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academic & Social emotional well-being.

LEA/LCAP Goal

Foster a school and district culture that ensures academic/social and emotional well-being for all students.

Goal 5

DH White students will demonstrate social emotional growth in the area of self efficacy including emotional regulation, problem solving, and peer relations as measured by pre and post screenings with the school site counselor.

Identified Need

An increase in staff reported difficulty between peers and an increase in suspensions/office referrals. It is critical that we keep social emotional well-being of our students as a top priority and implement strategies daily to promote a positive culture.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

- Run periodic drill-down data to identify problem behaviors, determine action plan, collaborate with school counselor
- DHW will create a school-wide MTSS matrix and committee
- Hire a school counselor.
- Organize parent education around student mental health and trauma.
- work with community organizations to connect parents to resources.
- Principal will work closely with school counselor to develop a schedule to maximize student time with counselor when he/she is on-campus. .
- Frequent all-staff check-ins on student mental health.
- Provide staff with professional development opportunities to address the needs of student mental health and trauma
- School Wide PBIS will be continue in the 2023-2024 school year.
- Principal's 200 club will recognize students who are demonstrating strong character skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000.00	Lottery: Unrestricted Site based Character education awards
3500.00	Discretionary Continue PD for restorative practice/behavior management
2000.00	Discretionary PD for trauma informed schools
1500.00	Lottery: Unrestricted Site based Attendance rewards
18,441.00	Unrestricted Instructional Aide I- campus support/ 3 aides
2200.00	Lottery: Unrestricted PD for MTSS/RTI
3,000.00	Lottery: Unrestricted Supplies- Counselor Social emotional

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 6

Identified Need

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 7

Identified Need

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 8

Identified Need

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 9

Identified Need

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 10

Identified Need

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 11

Identified Need

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$144,320.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$19,430.00

Subtotal of additional federal funds included for this school: \$19,430.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Discretionary	\$5,500.00
Lottery: Unrestricted	\$49,200.00
Site Supplemental & Concentration	\$16,800.00
Unrestricted	\$53,390.00

Subtotal of state or local funds included for this school: \$124,890.00

Total of federal, state, and/or local funds for this school: \$144,320.00

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
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Expenditures by Funding Source

Funding Source	Amount
Discretionary	5,500.00
Lottery: Unrestricted	49,200.00
Site Supplemental & Concentration	16,800.00
Title I Part A: Basic Grants Low-Income and Neglected	19,430.00
Unrestricted	53,390.00

Expenditures by Budget Reference

Budget Reference	Amount
	13,800.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Discretionary	5,500.00
	Lottery: Unrestricted	49,200.00
	Site Supplemental & Concentration	16,800.00
	Title I Part A: Basic Grants Low-Income and Neglected	19,430.00
	Unrestricted	39,590.00
	Unrestricted	13,800.00

Expenditures by Goal

Goal Number

Total Expenditures


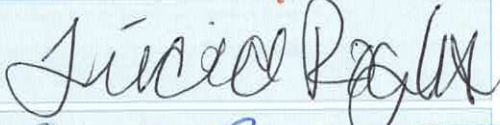


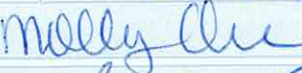


Goal 1
Goal 2
Goal 3
Goal 4
Goal 5

56,600.00
23,930.00
15,000.00
13,149.00
35,641.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Jennie Gornto 	Principal
Heather Graham-Macciocchi 	Other School Staff
Trisha Rogers 	Principal Parent or Community Member
Audrey Hamel 	Parent or Community Member
Marissa Soto-Harrison 	Classroom Teacher
Molly Close 	Classroom Teacher
Michela Bincoletto 	Parent or Community Member
Francie Abrahamson	Parent or Community Member
Jane Cronin 	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

	English Learner Advisory Committee
	Other: D.H. White Staff

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 5/22/22.

Attested:

Principal, Jennie Gornto on 5/23/22
SSC Chairperson, Michela Bincoletto on 5/23/22

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Walnut Grove Elementary School	34674136033708	4/20/22	6/14/22

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
The purpose of this plan is a Schoolwide Program.

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

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 64001.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

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.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 3
- Educational Partner Involvement 4
- Resource Inequities 4
- School and Student Performance Data 5
 - Student Enrollment..... 5
 - CAASPP Results..... 7
 - ELPAC Results 11
 - Student Population 15
 - Overall Performance 17
 - Academic Performance 19
 - Academic Engagement 24
 - Conditions & Climate..... 26
- Goals, Strategies, & Proposed Expenditures..... 28
 - Goal 1 28
 - Goal 2..... 31
 - Goal 3..... 35
 - Goal 4..... 42
 - Goal 5..... 53
 - Goal 6..... 59
 - Goal 7 66
- Budget Summary 69
 - Budget Summary 69
 - Other Federal, State, and Local Funds 69
- Budgeted Funds and Expenditures in this Plan 70
 - Funds Budgeted to the School by Funding Source..... 70
 - Expenditures by Funding Source 70
 - Expenditures by Budget Reference 70
 - Expenditures by Budget Reference and Funding Source 70
 - Expenditures by Goal..... 71
- School Site Council Membership 73
- Recommendations and Assurances 74
- Instructions..... 75
 - Instructions: Linked Table of Contents 75
 - Purpose and Description 76

Educational Partner Involvement	76
Resource Inequities	76
Goals, Strategies, Expenditures, & Annual Review	77
Annual Review	78
Budget Summary	79
Appendix A: Plan Requirements	81
Appendix B:	84
Appendix C: Select State and Federal Programs	86

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Annually our school develops a School Plan for Student Achievement (SPSA), taking into account feedback from all stakeholders, needs assessments, district LCAP goals, and assessment data, including SBAC scores and the California School Dashboard Indicators. This plan is presented to the local school board annually to seek their approval of the annual plan. Principals, the Superintendent, and Educational Services all work together to be sure that each SPSA is aligned with the district LCAP goals and includes school improvement strategies in areas of need.

Resource Inequities

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	19	29	26
Grade 1	31	17	19
Grade 2	19	30	20
Grade3	20	17	25
Grade 4	28	22	16
Grade 5	26	27	22
Grade 6	27	26	26
Total Enrollment	170	168	154

Conclusions based on this data:

1. Enrollment at Walnut Grove School has been increasing over the last three years.
2. Be aware that Kinder numbers also include TK numbers.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	76	70	68	44.70%	41.7%	44.2%
Fluent English Proficient (FEP)	38	37	27	22.40%	22.0%	17.5%
Reclassified Fluent English Proficient (RFEP)	2			2.6%		

Conclusions based on this data:

1. The number of students being reclassified since the state began requiring a 4 on the ELPAC is significantly reduced.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	22	17		0	17		0	17		0.0	100.0	
Grade 4	27	26		0	23		0	23		0.0	88.5	
Grade 5	28	27		0	27		0	27		0.0	100.0	
Grade 6	27	26		0	26		0	26		0.0	100.0	
All Grades	104	96		0	93		0	93		0.0	96.9	

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2368.			5.88			29.41			11.76			52.94	
Grade 4		2448.			8.70			30.43			26.09			34.78	
Grade 5		2468.			11.11			29.63			14.81			44.44	
Grade 6		2474.			3.85			30.77			26.92			38.46	
All Grades	N/A	N/A	N/A		7.53			30.11			20.43			41.94	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
All Grades		6.45			62.37			31.18	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
All Grades		8.60			54.84			36.56	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
All Grades		3.23			75.27			21.51	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
All Grades		9.68			61.29			29.03	

Conclusions based on this data:

1. See notes in Goal #4.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	22	17		0	16		0	16		0.0	94.1	
Grade 4	27	26		0	23		0	23		0.0	88.5	
Grade 5	28	27		0	27		0	27		0.0	100.0	
Grade 6	27	26		0	26		0	26		0.0	100.0	
All Grades	104	96		0	92		0	92		0.0	95.8	

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2356.			0.00			18.75			18.75			62.50	
Grade 4		2443.			4.35			17.39			52.17			26.09	
Grade 5		2434.			0.00			11.11			37.04			51.85	
Grade 6		2489.			3.85			26.92			30.77			38.46	
All Grades	N/A	N/A	N/A		2.17			18.48			35.87			43.48	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
All Grades		3.26			52.17			44.57	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
All Grades		3.26			53.26			43.48	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	
All Grades		1.09			66.30			32.61	

Conclusions based on this data:

1. See Notes in Goal #4.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1408.6	1457.7		1418.8	1459.2		1384.7	1454.1		12	14	
1	1436.4	*		1451.7	*		1420.2	*		17	10	
2	*	1470.3		*	1482.6		*	1457.4		10	16	
3	*	*		*	*		*	*		7	7	
4	*	*		*	*		*	*		7	6	
5	*	*		*	*		*	*		10	8	
6	*	*		*	*		*	*		10	9	
All Grades										73	70	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.67	21.43		33.33	57.14		25.00	21.43		25.00	0.00		12	14	
1	0.00	*		29.41	*		41.18	*		29.41	*		17	*	
2	*	6.25		*	56.25		*	12.50		*	25.00		*	16	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	9.59	12.86		41.10	51.43		34.25	28.57		15.07	7.14		73	70	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	8.33	28.57		41.67	50.00		16.67	21.43		33.33	0.00		12	14	
1	23.53	*		35.29	*		17.65	*		23.53	*		17	*	
2	*	37.50		*	18.75		*	25.00		*	18.75		*	16	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	28.77	24.29		47.95	51.43		12.33	18.57		10.96	5.71		73	70	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	8.33	14.29		25.00	50.00		50.00	35.71		16.67	0.00		12	14	
1	0.00	*		17.65	*		41.18	*		41.18	*		17	*	
2	*	0.00		*	25.00		*	56.25		*	18.75		*	16	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	2.74	5.71		26.03	32.86		42.47	50.00		28.77	11.43		73	70	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	8.33	50.00		66.67	50.00		25.00	0.00		12	14	
1	29.41	*		64.71	*		5.88	*		17	*	
2	*	43.75		*	43.75		*	12.50		*	16	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	19.18	37.14		68.49	57.14		12.33	5.71		73	70	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.67	7.69		50.00	84.62		33.33	7.69		12	13	
1	17.65	*		52.94	*		29.41	*		17	*	
2	*	18.75		*	56.25		*	25.00		*	16	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	43.84	30.43		43.84	60.87		12.33	8.70		73	69	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	15.38		83.33	84.62		16.67	0.00		12	13	
1	0.00	*		47.06	*		52.94	*		17	*	
2	*	0.00		*	68.75		*	31.25		*	16	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	2.74	10.14		60.27	62.32		36.99	27.54		73	69	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	33.33	50.00		33.33	50.00		33.33	0.00		12	14	
1	0.00	*		64.71	*		35.29	*		17	*	
2	*	6.25		*	81.25		*	12.50		*	16	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	9.59	20.00		67.12	75.71		23.29	4.29		73	70	

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
168	81.5	41.7	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Walnut Grove Elementary School.	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.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	70	41.7
Foster Youth		
Homeless	19	11.3
Socioeconomically Disadvantaged	137	81.5
Students with Disabilities	19	11.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	2.4
American Indian		
Asian		
Filipino	6	3.6
Hispanic	133	79.2
Two or More Races	6	3.6
Pacific Islander		
White	16	9.5

Conclusions based on this data:

1. A significant number of students are identified under homeless.

School and Student Performance Data

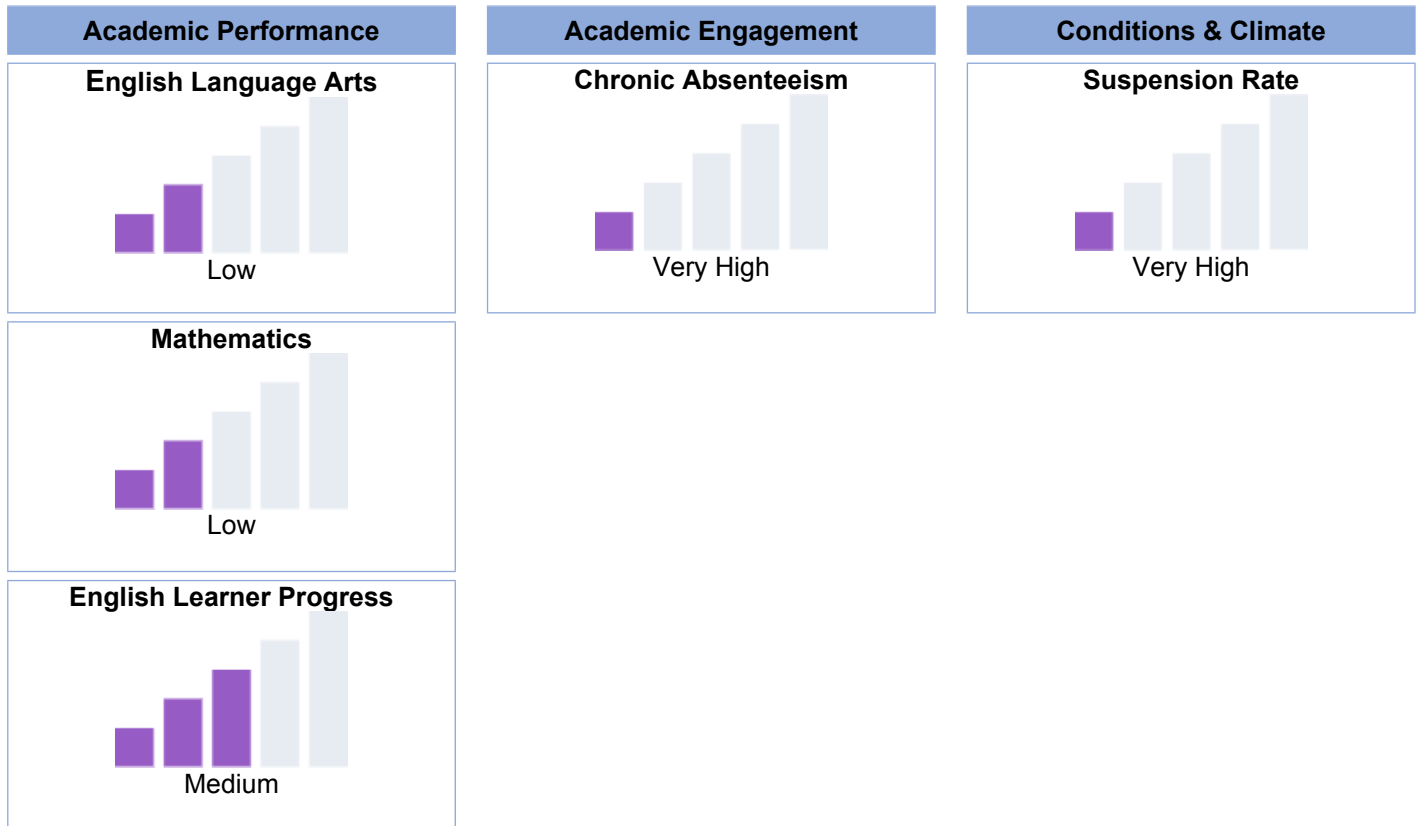
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. Chronic Absenteeism needs to be addressed in the SPSA Goals.
2. English Language Arts, Mathematics achievement needs to be addressed in the SPSA Goals.

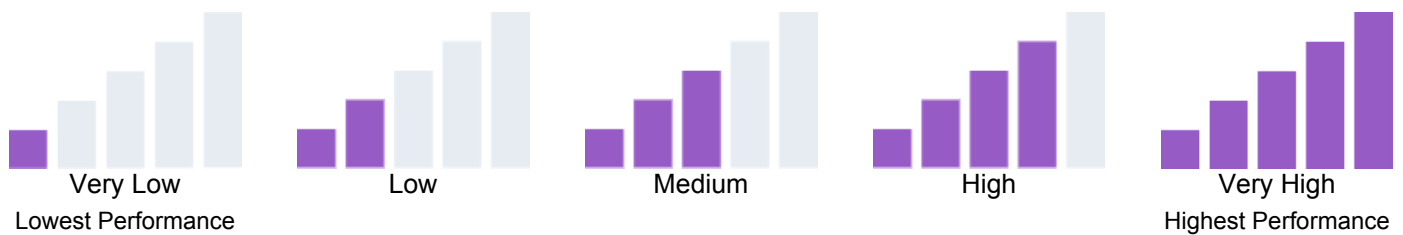
3. Knowing the 2022-23 suspension rates, we know that this will be in the very high range on the dashboard next year, so we are including a goal now to reduce suspensions.

School and Student Performance Data

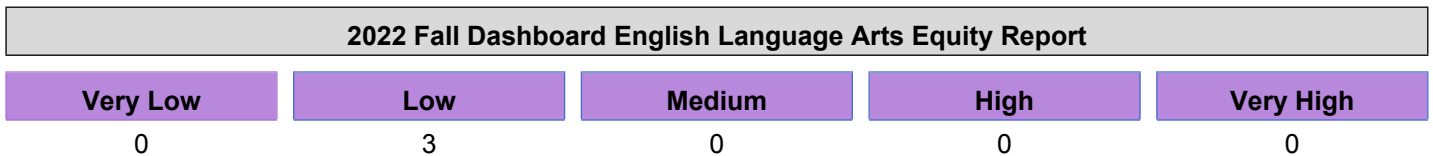
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

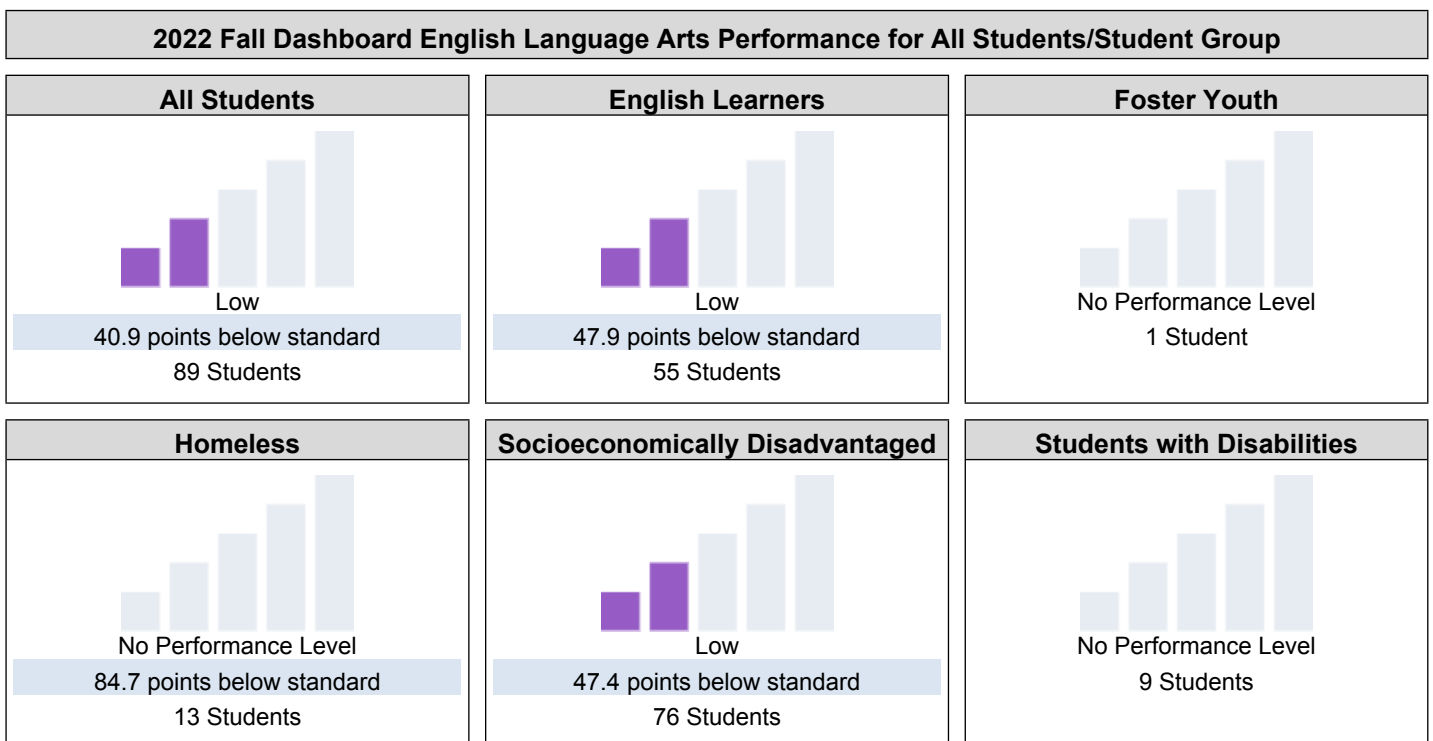
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



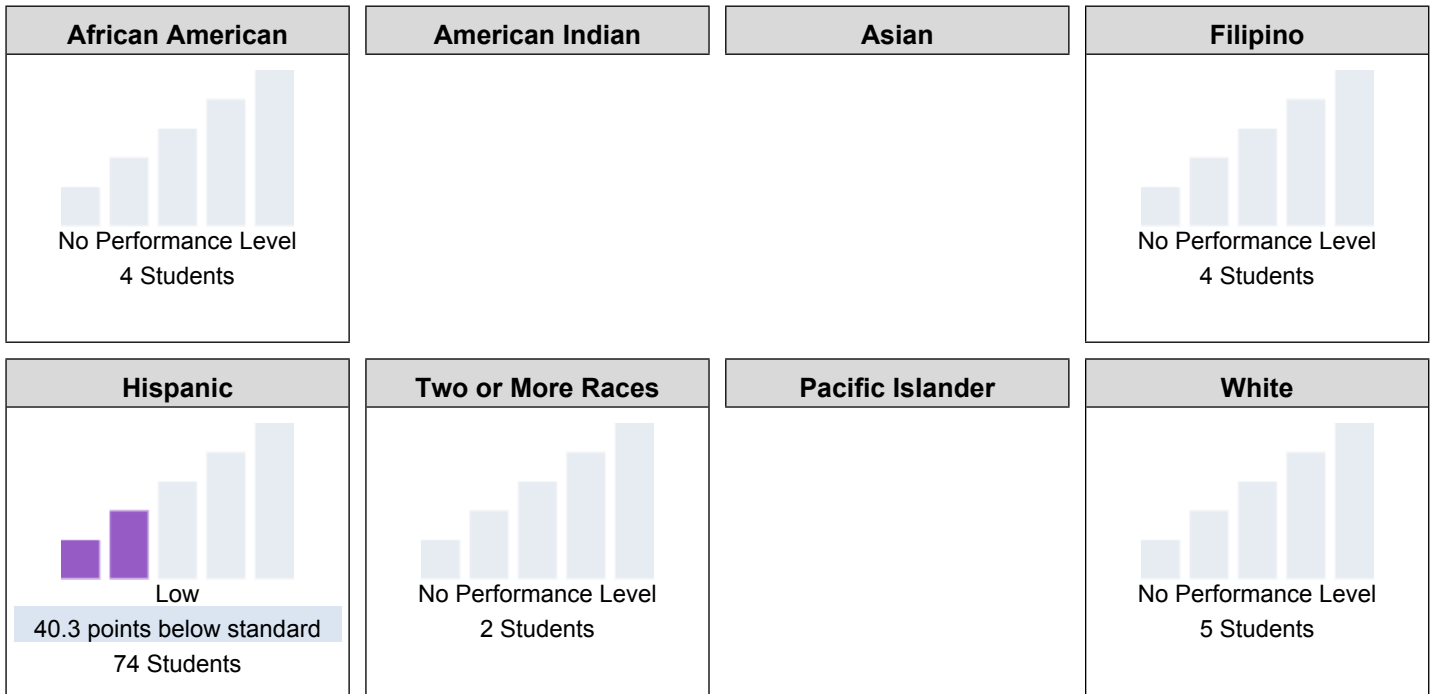
This section provides number of student groups in each level.



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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
95.6 points below standard 30 Students	9.4 points above standard 25 Students	52.8 points below standard 26 Students

Conclusions based on this data:

- All groups made minimal progress in the 2022 ELA Dashboard.
- Reclassified English Learners are performing higher in ELA than ELs or EOs.

School and Student Performance Data

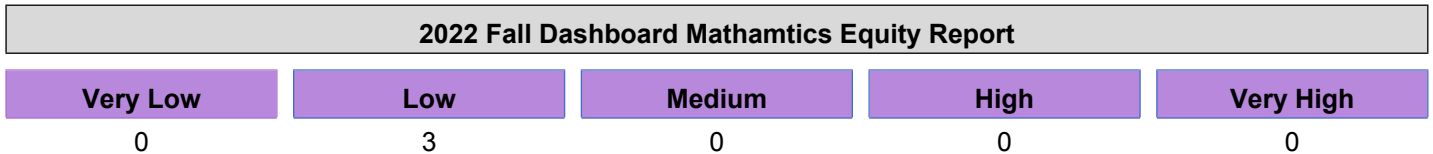
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

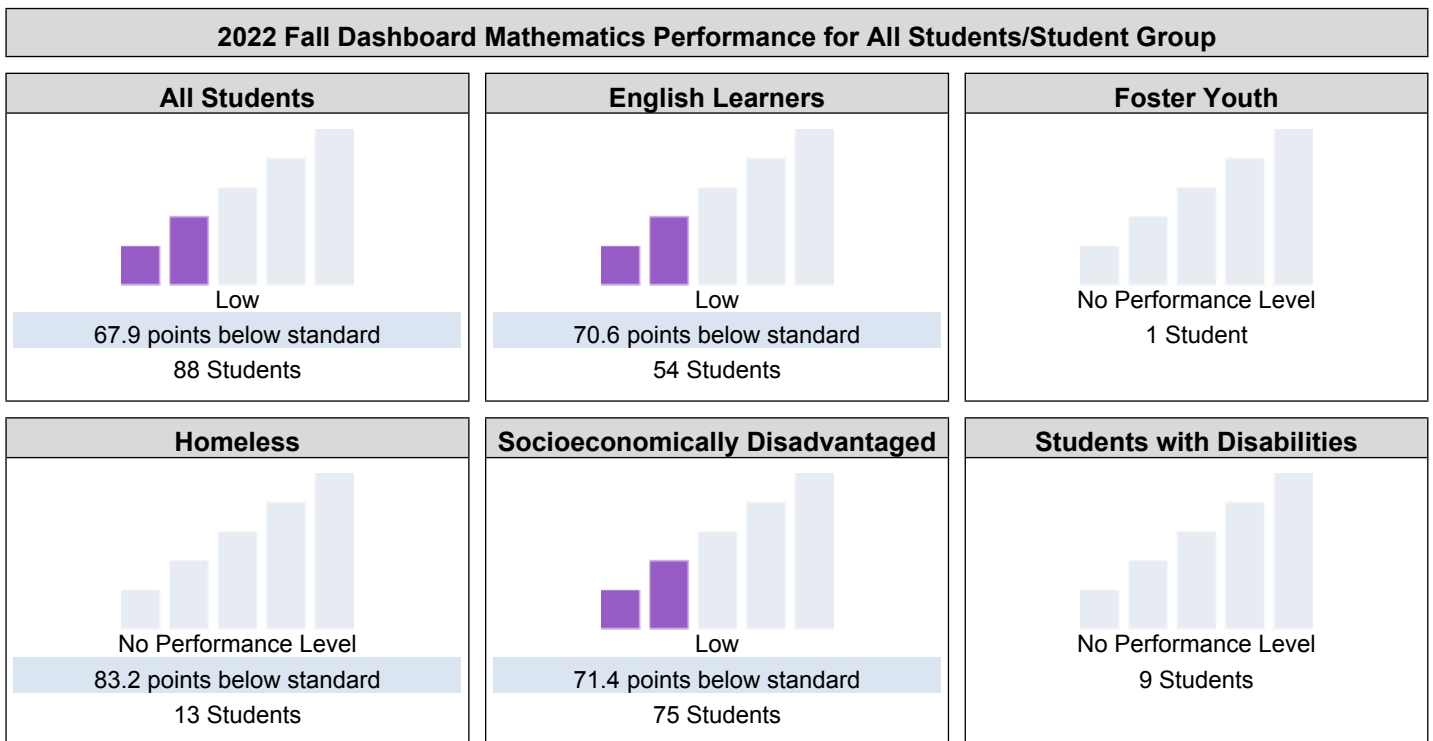
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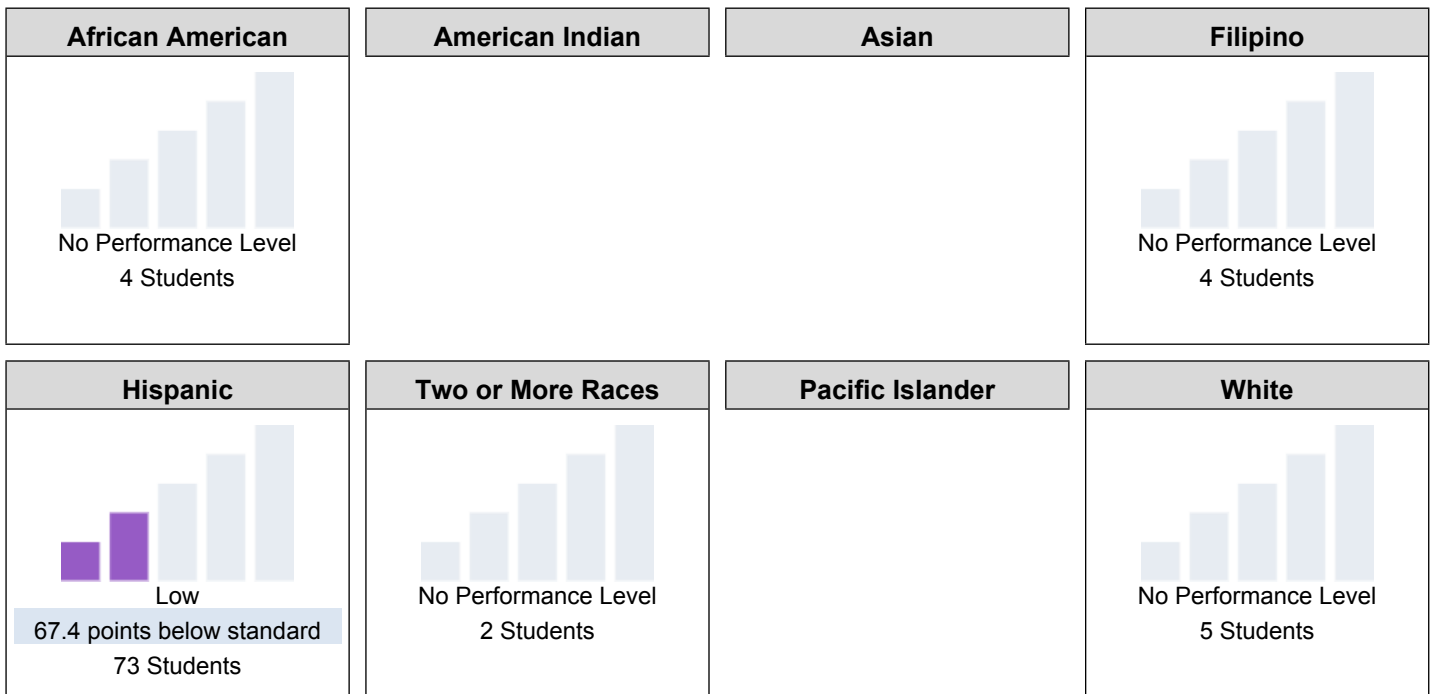
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>105.4 points below standard 29 Students</p>	<p>30.2 points below standard 25 Students</p>	<p>88.7 points below standard 26 Students</p>

Conclusions based on this data:

1. All groups made minimal progress in the 2022 Mathematics Dashboard.
2. Current English Learner are performing below their peers.

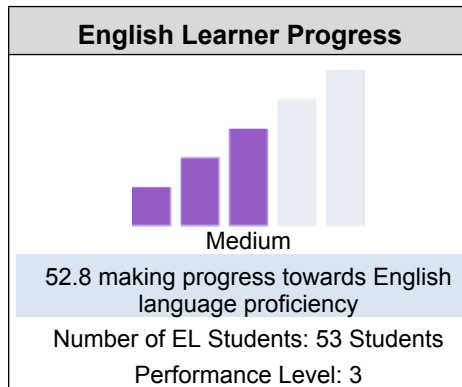
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 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
20.8%	26.4%	0.0%	52.8%

Conclusions based on this data:

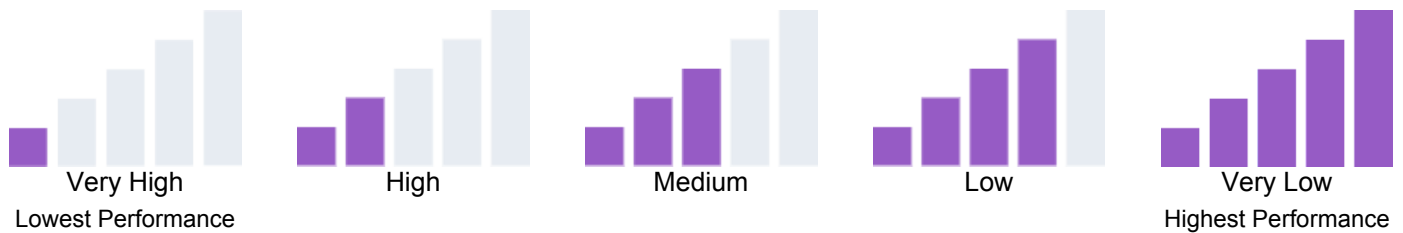
1. See Notes in Goal #4.

School and Student Performance Data

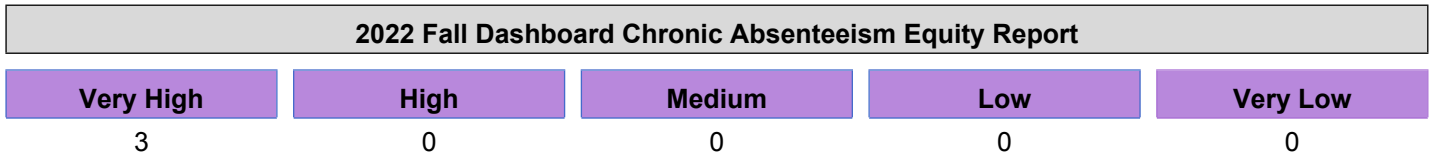
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

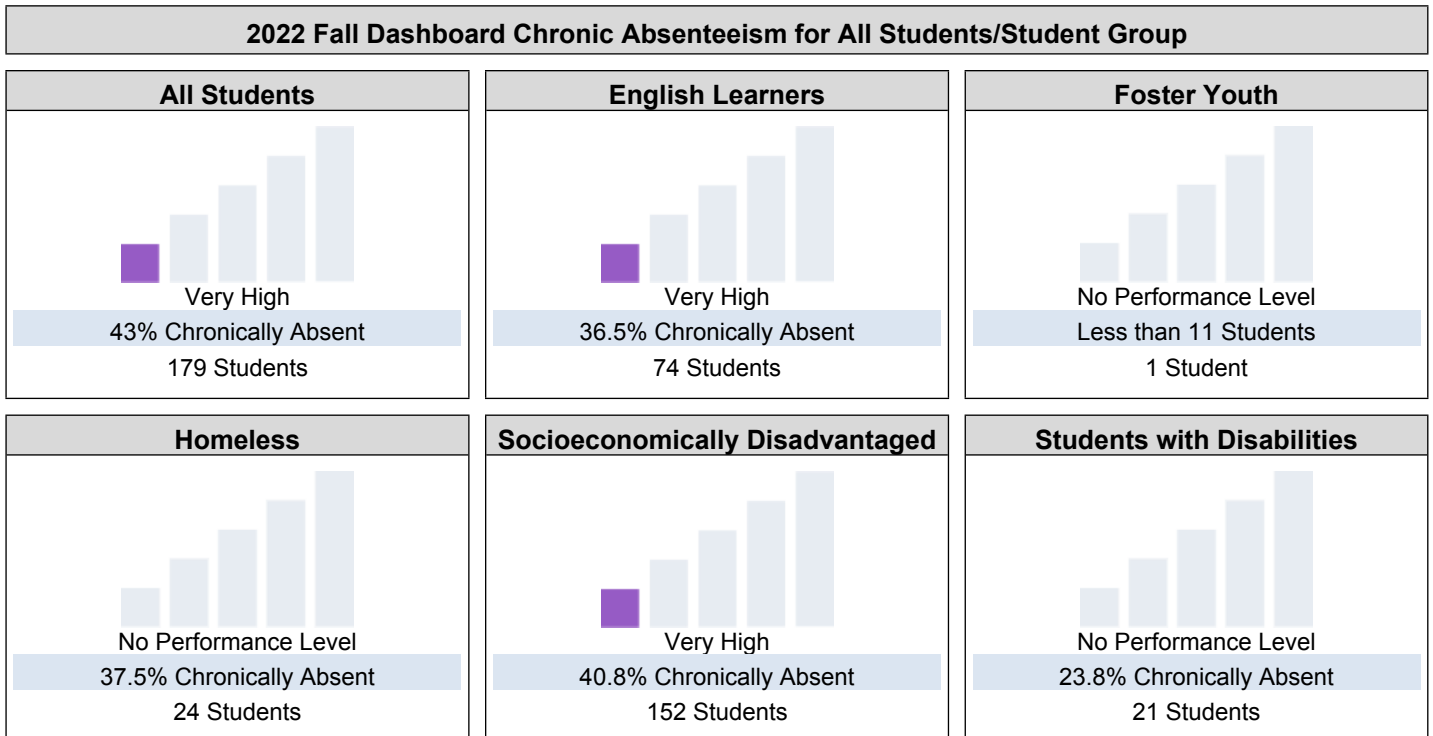
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



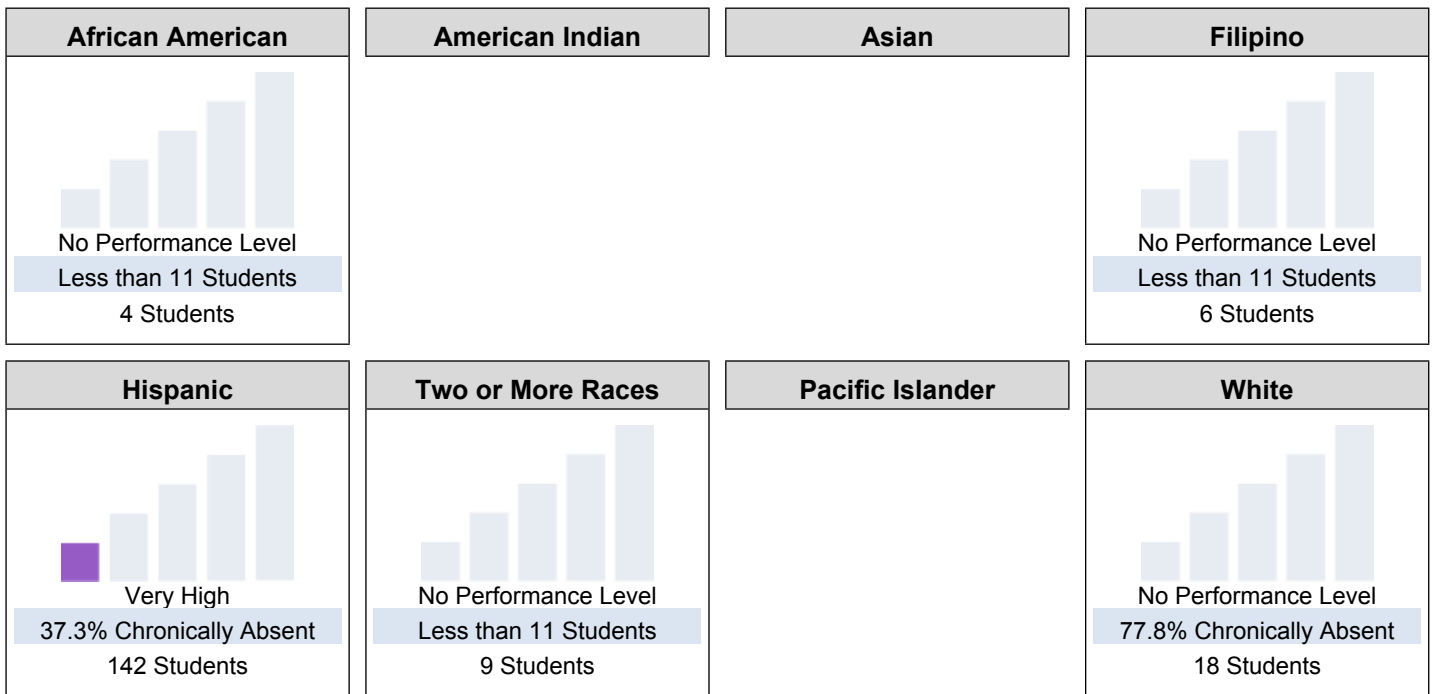
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. The Chronic Absentee rate increased in all sub groups.

School and Student Performance Data

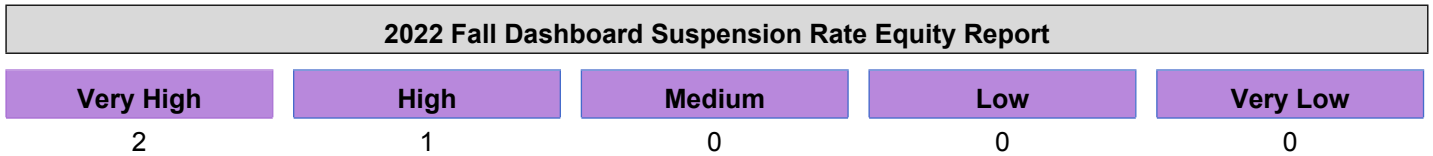
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

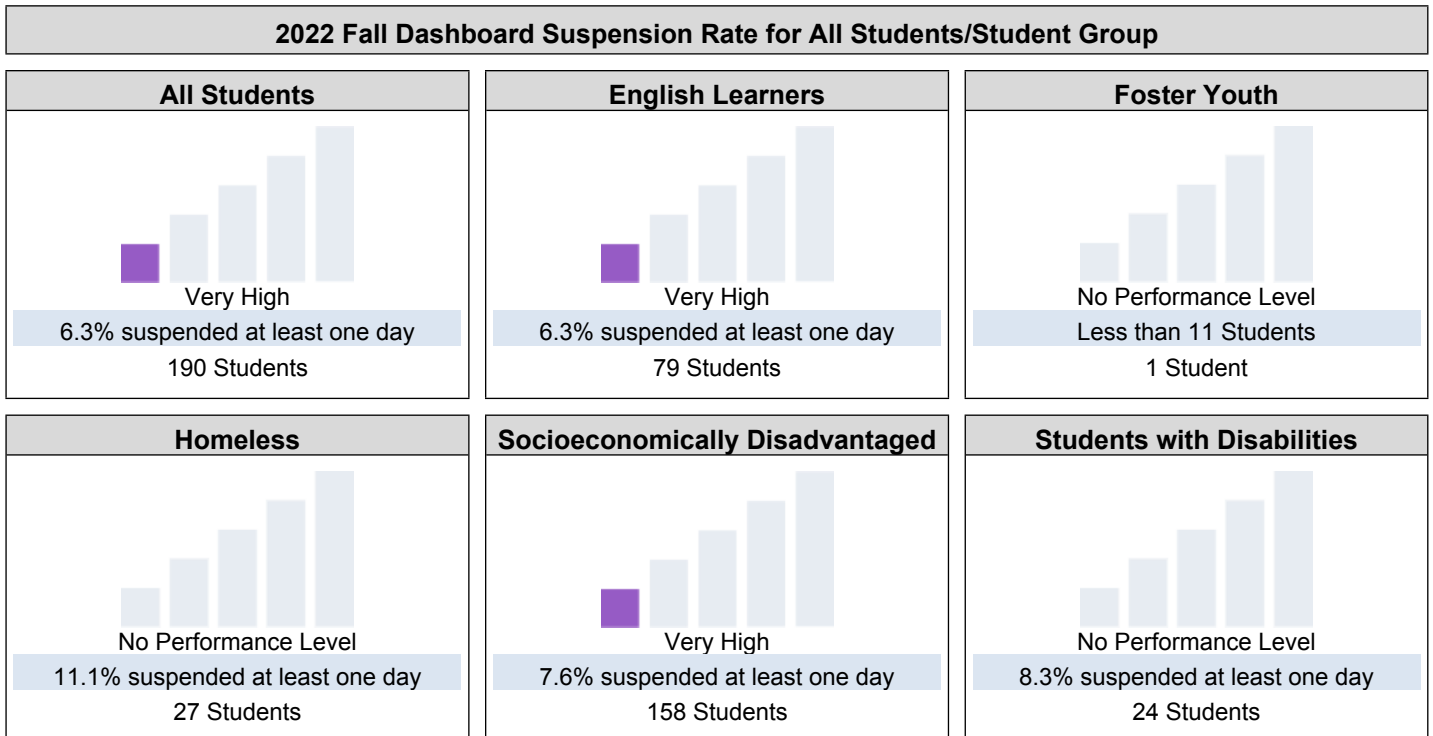
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



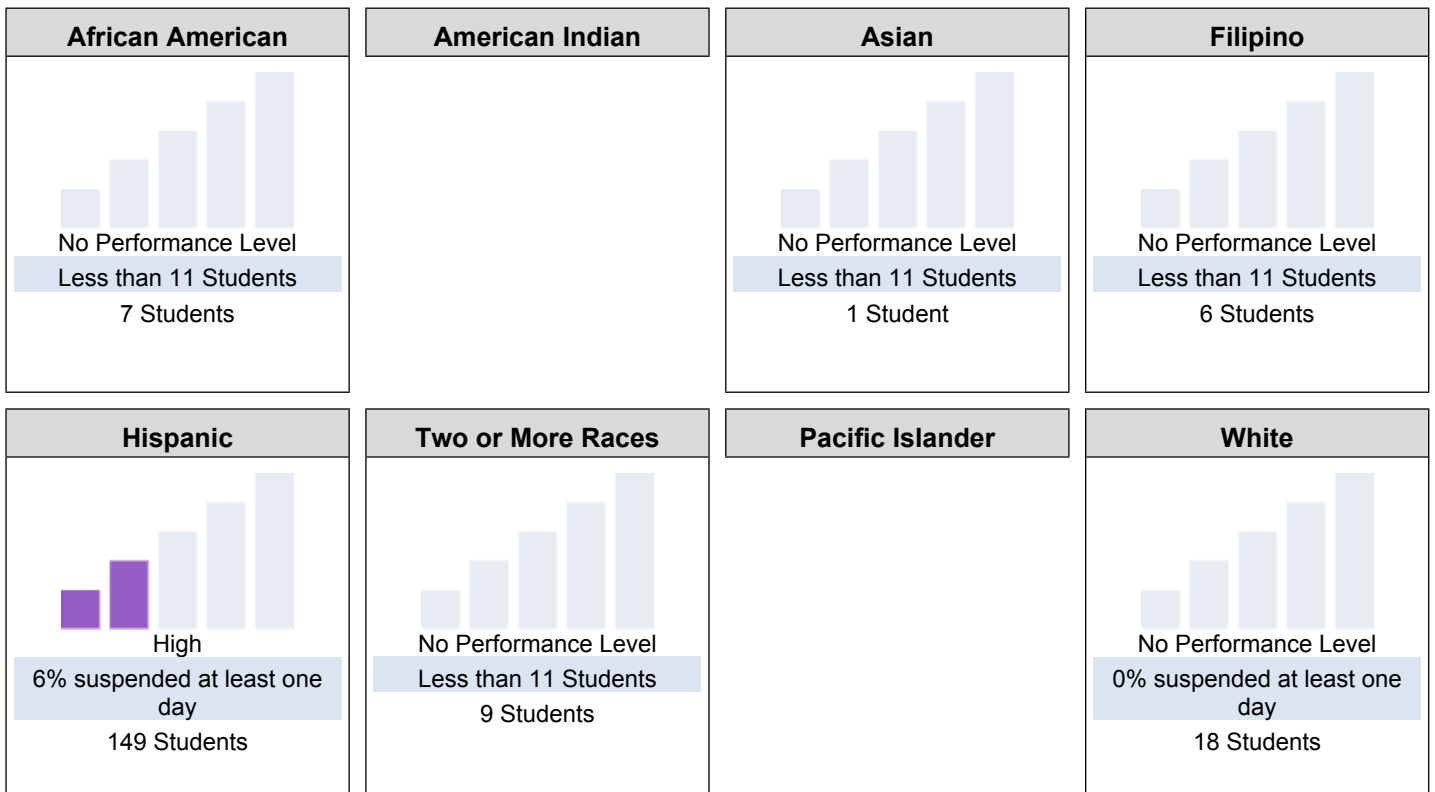
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- 1.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LCAP Priority 1 - Basic Services

LEA/LCAP Goal

Provide facilities that are safe and well maintained with classrooms that are wired and equipped to use technology to support instruction (RDUSD LCAP Goal #3)

Goal 1

For the 2023-24 school year, Walnut Grove Elementary School will continue to provide an environment where all teachers are highly qualified, the school facility is safe and in good repair, and all the basic curricular needs (textbooks, desks, etc.) for students are met as evidenced by observation, HR reports, Safety team walk-throughs, teacher reports, and M/O reports.

Identified Need

What data did you use to form this goal (findings from data analysis)?

Previous SARC information
Safety Committee Walk Through
William's Visit Walk Through

What process will you use to monitor and evaluate the data?

Prior to the start of school, the teacher/admin conducts an inventory and orders the needed curriculum.

The custodian and district M/O staff complete the school facility maintenance using the work order system. (Monitor "School Dude" tickets for completion)

Regular Safety Walk-Throughs occur with the custodian, admin, and Safety Committee to identify any areas of need.

What did the data analysis reveal that led you to this goal?

These are the basic services that we are required to provide for our students each year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Maintain Facility Needs/Safety

Task:

1. As facility needs arise, teachers/staff will inform the custodian and/or principal.
2. When needs arise, the principal will inspect the issue.
3. The principal will make a work order for the Maintenance and Operations department using the "School Dude" web-based program. E-mail of ticket to be forwarded to the person who made the request.
4. The principal will keep a record of requested improvements.
5. Custodians will inform the principal of regular facility maintenance needed.
6. Perform quarterly Walk Throughs with Safety Committee to look at Facility Needs/Concerns
7. Monthly fire drills, an earthquake drill, and multiple Lock-down drills to be held during the year using Catapult EMS Emergency System.
8. Replace classroom furniture as needed.
9. Inventory safety supplies quarterly and replace them as needed.

Measures:

E-mails to Maintenance and Operations
 Work Orders Placed
 Notes from Walk-Throughs

People Assigned:

Teachers/Staff
 Custodian
 Principal
 District Maintenance and Operations

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1915	Site Supplemental & Concentration 4000-4999: Books And Supplies Replace Classroom Furniture as Needed
200	Lottery: Unrestricted 4000-4999: Books And Supplies School Beautification/Repair
250	Unrestricted 4000-4999: Books And Supplies Safety Materials and Supplies (Air filters, walk-talkies, batteries, etc)
1200	Unrestricted 4000-4999: Books And Supplies Drinking water for Nurse's office/staff room

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide for all Curricular Needs

Task:

1. Staff will inform the principal of curricular needs to ensure all students have the appropriate materials.
2. Principal will contact DO or order any needed curriculum for the students.
3. At the end of each year, a curriculum inventory will be done to request adequate materials from the DO.

Measures:

Teacher Communication
Communication with District Office
Curriculum order forms

People Assigned:

Teachers/Staff
Principal
District Office

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LCAP Priority 2 - Implementation of State Standards Goal

LEA/LCAP Goal

Provide an instructional program that supports full implementation of the CCSS, NGSS and ELD Standards in grades K-12. (RDUSD LCAP Goal #2)

Goal 2

During the 2023-24 school year, All Walnut Grove School teachers will continue to provide an instructional program that supports full implementation of the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and English Language Development Standards (ELD) in grades TK-6th, noted in teacher lesson plans, daily schedules, and report cards.

Identified Need

What data did you use to form this goal (findings from data analysis)?

We have district-provided Common Core and Next Generation Science Standards aligned curriculum in ELA, ELD, Math, Science, and Social Studies. The Next Generation Science Standards (NGSS) and social studies standards are also embedded in the ELA curriculum.

What process will you use to monitor and evaluate the data?

The principal will monitor the implementation of Common Core Standards, ELD Standards, and Instructional Strategies through Walk Throughs and observations, Instructional Rounds, teacher feedback, staff collaboration days, and discussions with staff members.

What did the data analysis reveal that led you to this goal?

The Common Core standards and English Development Standards are being implemented at Walnut Grove School. The Next Generation Science Standards (NGSS) remains an area of needed focus for the Walnut Grove staff during the 2023-24 school year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Professional Development for Teaching Staff

Task:

1. Teachers will be provided ongoing professional development in ELA/ELD, math, and NGSS standards and adopted curricula in these areas.

2. Teachers will continue to be provided professional development/training in aligning ELD standards across all subject areas. (Integrated/Designated ELD and RDUSD Master Plan for English Learner Success)
3. Teachers will continue to receive professional development on the ELA Common Core Frameworks.
4. Schedule 40+ hours of PD for all staff. (Internal and External PD to be counted)
5. Provide staff opportunities to observe peers at WGE and other schools.
6. Teachers will be given release time to develop lessons and/or collaborate with other teachers. (Integrating standards and AVID strategies)
7. Teachers will be given professional development on the Next Generation Science Standards.

Measures:

Agendas/Resources from Professional Development
 Agendas/Resources from ELD Standards Alignment Trainings/Frameworks Trainings
 Classroom Walkthroughs/Observations
 Agendas/ Materials from other professional development

People Assigned:

Teachers/Staff
 Principal
 ELD Teacher

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
556	Site Supplemental & Concentration 4000-4999: Books And Supplies Supplies/Materials for Staff Trainings/Professional Development
2000	Site Supplemental & Concentration 5800: Professional/Consulting Services And Operating Expenditures Professional Development Opportunities for Staff

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Access to Supplemental/Ancillary Materials

Task:

1. Teachers will use other district or site-funded supplemental materials to implement Common Core standards and differentiate and enhance instruction to meet all learners' needs.
2. Supplemental Resources will be provided through the school site to supplement the current district science adoption. (Materials and supplies for science experiments, etc.)

Measures:

Lesson Plans
 Classroom Walkthroughs/Observations
 Instructional Rounds
 Student Work

People Assigned:

District Personnel Teachers/Staff Principal

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	ESSA-Title I, Part A, Basic Grants Low Income and Neglected 4000-4999: Books And Supplies Supplemental Materials
2347	Site Supplemental & Concentration 4000-4999: Books And Supplies Supplemental Materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Leverage Technology as a Tool to Access Standards/Core Program

Task:

1. Technology needs will be communicated to the principal/Data Path, and Data Path will come out weekly to address issues/upkeep. (district funded)
2. WGE is at 1:1 Chromebooks. Each classroom is to have a Chromebook cart with inventory maintained.
3. Each classroom will have one (1) working laptop teacher computer, a working document camera, and a projector/interactive display.
4. Students will have continued access to computer/internet-based instructional programs (i.e., Lexia, Read Naturally, IXL, Renaissance Place, real-world applications for typing, etc.)
5. Teachers will incorporate more technology into their lessons (i.e., short media clips, Google Classroom, Google Docs, Google Slides, PowerPoint presentations, Flip Grid, information found on the internet, etc.)

6. Access to wireless internet will be school-wide, including the cafeteria and old gym.
7. Continue training parents on how to access Google Classroom or other Online Learning platforms.
8. Teachers will have the opportunity to either attend outside or internal training on Online Learning Platforms.
9. Continue moving toward having a working/maintained interactive display in each classroom with updated software and hardware.

Measures:

Technology Data Path tickets
 Licensing for Ren Learn, Lexia, and IXL (district-funded)
 PD certificates
 Purchase Orders/Invoices for technology hardware/software

People Assigned:

Teachers/Staff
 Principal
 Data Path
 District Office

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4,000.00

Site Supplemental & Concentration
 4000-4999: Books And Supplies
 Technology Replacement/Upgrade/Repair
 Costs

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LCAP Priority 3 - Parent Involvement

LEA/LCAP Goal

Provide meaningful and varied opportunities for parents to be involved with supporting their child's academic achievement. (RDUSD LCAP Goal #4)

Goal 3

The Walnut Grove community is comprised primarily of working-class families. Additionally, many of our parents and guardians do not speak English as a first language. These families have little time to volunteer or participate in school activities. Therefore, Walnut Grove Elementary School, in conjunction with First 5 School Readiness and Head Start Pre-School, will provide meaningful parent engagement opportunities that vary in focus (academics, socio-emotional health, cultural enrichment, and celebration, etc.), vary in the times of day they are held and vary in length of time to accommodate the needs of our Walnut Grove School community. By June of each year, parents will feel safe and comfortable enough on campus so that parental involvement will have included 100% of Walnut Grove families attending at least two different events, meetings, or activities.

Identified Need

What data did you use to form this goal (findings from data analysis)?

Written and implied data from teachers/staff
Sign-ins from events during the 2022-23 school year
Photographs from school events

What process will you use to monitor and evaluate the data?

Office Sign-in sheets
Event Sign-in sheets

What did the analysis of the data reveal that led you to this goal?

We would like all parents to participate in at least two school event during the school year and feel welcome anytime they are on campus.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students/Families

Strategy/Activity

Home and School Communication and Organization Systems

Task:

1. Teachers will utilize weekly folders for all students to communicate student progress, achievements, upcoming events, and important school dates.
2. Teachers in grades 1st-6th will use the AVID planner system nightly for communication with parents.
3. Teachers in grades 1st-6th will use a uniform binder organization system with their students. (AVID)
4. Transitional Kindergarten and Kindergarten will use a uniform folder organization system with their students. (AVID)
5. Teachers will provide frequent and regular feedback on students' academic progress on assessments through the weekly communication purple folders.
6. School staff will Utilize Parent Square on a regular basis to communicate upcoming events with parents in both English and Spanish.
7. Principal and teachers will send home a monthly newsletter in English and Spanish to increase parental involvement and awareness of school events.
8. Fund translator/Parent Liaison as needed.
9. Translation will be available at all meetings with non-English speaking parents.
10. Progress reports will be available on Parent Square for struggling students mid-quarter/Report cards quarterly for all students. (Available in paper form upon request)
11. Teachers will hold parent/teacher conferences for all students with translation services as needed, at least once/a year.
12. Parents will be invited to participate in Student Study Team (SST) meetings if students struggle with academics or behavior.
13. Teachers' school phone numbers and e-mail addresses will be available to parents.
14. No school events will be scheduled during PTA, ELAC, Migrant meetings, or board meetings to ensure greater participation in these meetings.
15. Fliers for events will be uploaded to Parent Square and put on Facebook and the school digital marquis
16. Hold Parent Square/Aeries onboarding sessions to get 100% of parents access to these communication tools.

Measures:

Monthly Bulletins
Parent Square Running Record
Sign-ins from parent/teacher conferences
Progress Reports
Report Cards
SST documents
AVID Binders
AVID Purple Folders

People Assigned:

Principal
Secretary
Teachers/Staff
Counselor
First Five Staff

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
300.00	Lottery: Unrestricted 4000-4999: Books And Supplies Postage
2500	Lottery: Unrestricted 2000-2999: Classified Personnel Salaries Translation/Parent Liaison Services 1 hour as needed
435	Lottery: Unrestricted 3000-3999: Employee Benefits Benefits Translation/Parent Liaison Services 1 hour/day

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students/Families

Strategy/Activity

Hold Grade Level Parent Trainings

Task:

1. Grade level parent meetings, educating parents in helping their child be successful in school, will be scheduled for the fall and invitations/reminders will be sent home.
2. Training will include the AVID binder/planner system for 1st-6th grade.
3. Grade level trainings with parents will provide information for parents on accessing online learning platforms. (Google Classroom, etc)
4. Parents will receive materials/resources to assist students in schoolwork and homework.
5. For students in 1st-6th grades, training will include showing parents how to login to Ren Learn to check their child's progress in A/R.
6. School supplies will be given to each attendee.
7. Trainings will be translated for Spanish speaking parents.

Measures:

Agendas of Parent Training Meetings
Sign-in sheets
Parent Feedback

People Assigned:

Teachers/Staff
Principal

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
100.00	Lottery: Unrestricted 4000-4999: Books And Supplies Supplies for Parent Trainings

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students/Families

Strategy/Activity

Encourage Participation in Parent Volunteer Work Days

Task:

1. Parent Work Days will be provided to help the office and teachers prepare for lessons, make copies of fliers, etc.
2. Monthly Newsletters/ELAC/Migrant Education meetings will include reminders of Parent Work Days.
3. Host "thank you" tea for all Parent Volunteers in June.
4. In order to remove barriers to active parent participation, the principal will work with the school nurse, school district, and local health agencies to provide free TB testing for all interested parents who wish to participate in activities on campus, but have no other means to secure a TB test.
5. At least two weekend Parent Work Days will be held annually for the purpose of building community through the completion of school projects, such as seasonal garden maintenance.

Measures:

Sign-in sheets
Receipts/Purchase orders

People Assigned:

ELAC
Teachers
Principal

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
100.00	Lottery: Unrestricted 5800: Professional/Consulting Services And Operating Expenditures TB Tests

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students and their Families

Strategy/Activity

Complete all ELAC Responsibilities

Task:

1. Hold school elections for parents participation in ELAC. (in accordance with State laws and ELAC By-laws)
2. Schedule at least 5 ELAC meetings each year, with the final meeting to incorporate a Reclassification Celebration. (Oct, Nov, Feb, March, and either April/May)
3. ELAC will assist in the development of the school's needs assessments and site parent survey
4. By October of each year, the ELAC will agendize a meaningful discussion of their needs to ensure their children's academic success at Walnut Grove Elementary School and present this information to SSC. These needs will develop as the ELAC goals for the year.
5. Provide ELAC parents a tour of all EL programs at Walnut Grove Elementary School School and access to review all materials used for EL students.
6. ELAC Committee will elect to send at least two members to the district DELAC meetings. (2-year term)
7. Provide parent training in discipline, nutrition, and helping their students succeed in school or other areas identified in Need's Assessment or from ELAC Committee members' feedback at ELAC meetings.
8. Provide parent training on how to become an active participant on campus.
9. Provide parent training on the District's Uniform Complaint Procedures, including Williams requirements.

Measures:

Agendas Sign-ins
 Site Council Minutes
 ELAC Minutes

People Assigned:

ELAC Advisor
 ELD teacher
 Principal
 ELAC Officers/Membership

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
300.00	Site Supplemental & Concentration 4000-4999: Books And Supplies Supplies for ELAC meetings/Trainings
200.00	Site Supplemental & Concentration 2000-2999: Classified Personnel Salaries Child Care for ELAC Meetings

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students/Families

Strategy/Activity

Refine and Increase Parent Involvement Opportunities

Task:

1. As a whole, parents will complete at least 500 hours of voluntary service at Walnut Grove School.
2. Implement a sign-in system in the office that tracks the number of hours volunteered. (Implement recognition System for 50+ hours, 100+, 200+, etc)
3. Host an Open House Barbecue
4. Host two Goodies for Grown Ups events for the adults in our students' lives
5. Host monthly Coffee and Conversation with the Principal Parent Forums to give parents a venue to discuss concerns, ask questions, and receive information.
6. Host a Title 1 Parent Meeting.
7. Host Kinder/TK Round-Up for incoming parents and a Kinder Orientation (New Student) before school starts.
8. Support events, such as Harvest Festival, fundraisers, and Spring Fling dance
9. Hold Cinco de Mayo Event utilizing parents to teach the ballet folklorico dances
10. Create and host monthly theme nights, such as Family Math Night, Reading Night, Game Night, Science Fair, etc.
11. Hold multiple "Volunteer Trainings" in the fall, so all parents who want to volunteer at school are trained and cleared, including one at the new student/kinder orientation before school starts
12. Coordinate parent training to support parents in helping their child/children with homework
13. Hold multiple AVID parent nights to educate parents on the new school-wide AVID initiative and what this means for their child
14. Work with Adult Ed to provide parent education classes focused on leadership, technology, and English classes.
15. Provide translation services at all events.
16. Host a parent tea to recognize parent volunteers. (Tie into recognition system)
17. Provide child care for parent training events as needed.
19. Provide professional development opportunities for staff on increasing parent involvement and engagement at school.

Measures:

Master Calendar will illustrate activities that allow for parental involvement
Sign-in sheets from events

People Assigned:

Teachers/Staff
Principal
ELAC
Parents
First Five Staff

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

100.00

Lottery: Unrestricted
4000-4999: Books And Supplies
Supplies for parent meetings

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LCAP Priority 4 - Student Achievement

LEA/LCAP Goal

Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready (RDUSD LCAP Goal #1)

Goal 4

Although Walnut Grove Elementary School mathematics and ELA overall school-wide CAASPP scores have risen throughout the years, we want to target student achievement in all grades. During the 2023-24 school year, Walnut Grove Elementary School will increase overall student growth in ELA, Math, Science, and ELD as measured by the CAASPP/ELPAC/MAP assessments.

#1 During the spring of 2023, the Walnut Grove Elementary School staff will collaborate to develop a yearlong 2023-2024 Standards and Assessment Curriculum map for math and ELA for TK-5th grades. The plan is for staff to create a Curriculum Map and Guide for best practices to support student achievement better.

#2 During the 2023-24 school year, Walnut Grove Elementary School will provide at least one professional development opportunity to each staff member on-site to improve and support student learning to close achievement gaps and ensure all students who graduate are college and career ready.

#3 For the 2023-24 academic year SBAC Assessment, 10% more students will achieve Standards Met or Exceeded in ELA and math than on the 2022-23 SBAC Assessments

#4 For the 2023-24 academic year, SBAC Assessment will reduce "Not Met" in ELA and Math by 10%.

#5 In order to reduce the number of students required to take ELD in middle school, WGE will work to increase the number of students reclassified from four in 2022-23 to eight students in 2023-24 with an emphasis on supporting RFEP for our 6th-grade students who will be transitioning to middle school the following year.

#6 For the 2023-24 California Science Test (CAST), increase the percentage of students receiving standards met or exceeded to 35%.

#7 For the 2023-24 academic year, 80% of 1st-6th grade students will meet their A/R goal with at least 85% accuracy. (1st grade for 3rd-4th quarter)

Identified Need

What data did you use to form this goal (findings from data analysis)?

The previous goal for 2021-22 was that fifty-nine percent (59%) of Walnut Grove students would score Standards Met or Exceeded in English Language Arts (ELA), and forty-three percent (43%) of Walnut Grove students would score Standards Met or Exceeded in Math on the CAASPP tests administered in the Spring. Actual data for the 2021-22 school year was forty-seven percent (47%) for meets/exceeds in English Language Arts and thirty-three percent (33%) in Math. We met our Mathematics goal. However, we did not meet our goal for English Language Arts. We are making our goal to increase by 10% those students who meet/exceed standards based on our data from the 2021-22 CAASPP assessments.

Our previous goal for the 2021-22 school year was also to reduce the number of students with standards "Not Met" to 20% in ELA and 13% "Not Met" in math. For the 2021-22 CAASPP test, in ELA 30.33% of students received marks of Standards "Not Met," and in Math, the percentage of students receiving "Not Met" was 41.96%. We are making our goal to decrease by 10% those students who do not meet standards based on our data from the 2021-22 SBAC assessments.

During the 2019-20 school year, the criteria for being Reclassified increased from needing only a three on the ELPAC to needing a 4. In 2018-19, 22 of our EL students were reclassified with a three or a four on their ELPAC. In 2019-20, 2 students were reclassified using this new criterion, allowing only a four on the ELPAC for reclassification purposes. In 2021-22 two students were reclassified with four on the ELPAC for reclassification purposes. Our goal is to reclassify eight students during the 2023-24 school year.

On the 2018-19 California Science Test (CAST), 19% of 5th-grade students received Standards Met or Standards Exceeded. Site Council determined that 35% of students in 5th-grade meeting or exceeding standards is a reasonable goal for the 2021-22 school year. The actual data for the 2021-22 school year was twenty-nine percent (29%) of students Standard Met. Our goal is that thirty-five percent (35%) of students will receive Standard Met on the California Science Test.

What process will you use to monitor and evaluate the data?

Reclassification Rates

CAASPP Annual Assessment Data

CAASPP Interim Assessment Data

MAP Assessment Data

Curriculum Assessment Data

CAASPP Results from spring 16-17, 17-18, 18-19, Comparison ELPAC Results

Baseline "Post-COVID School Closure" CAASPP Results from 2021-22 school year.

California School Dashboard Indicators

What did the analysis of the data reveal that led you to this goal?

See above data

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Instruction at Student Levels

Task:

1. Students who regularly exceed the core standards and/or qualify for GATE will be given "challenge" activities and opportunities to extend their learning.

Measures:

Ren Learn Assessments (STAR Early Lit, STAR Reading, STAR Math)

SIPPS Initial and Quarterly Assessments

Lexia Assessments

Curricular and SBAC Interim benchmark assessments

GATE testing results (Universal Testing in 4th Grade)

RTI curricular assessments

Classroom walkthroughs/observations

MAP Testing

People Assigned:

ELD Teacher

RSP Teacher

Teachers/Staff

Principal

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

100.00

Source(s)

Lottery: Unrestricted
4000-4999: Books And Supplies
Materials/Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement ELA/Math Standards

Task:

1. Teachers will use the district's current state-adopted instructional materials or other standards based materials in ELA, ELD, and Math.

2. District and site to purchase resources and supplies to supplement the curriculum.

3. Adhere to school-wide instructional minutes in the daily schedule.

4. Protect core instruction time from interruptions, keeping all assemblies in the afternoon.

5. Provide copy machines, copy paper, and toner for printing supplemental resources and core program additional resources.

Measures:

Teacher Lesson Plans
Principal Walkthroughs and formal observations
Instructional Rounds
ELA/Math Curricular Assessments
CAASPP Interim Benchmarks
MAP Assessments

People Assigned:

Teachers/Staff
Principal

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1217

Lottery: Unrestricted
4000-4999: Books And Supplies
Materials and Supplies

500

Site Supplemental & Concentration
5800: Professional/Consulting Services And
Operating Expenditures
Supplemental Materials/Supplies/Leases

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Ongoing Assessment and Monitoring

Task:

1. Staff will administer, review and analyze ELPAC, CAASPP ELA, Science, Physical Fitness, and MAP Results.
2. Staff will regularly administer, review and analyze curriculum assessments, STAR assessments (Ren Learn), MAP assessments, and Interim CAASPP assessments.
3. Staff will administer entry-level assessments for kinder students (STAR Early Lit, ELPAC Initial, MAP).
4. Staff will administer MAP assessments in fall, winter, and spring.
5. Establish a calendar for the administration, collection, and analysis of RTI assessments.
6. Schedule and hold Monitoring Conferences in the fall and winter, where specialists, classroom teachers, and the principal will coordinate and fine-tune student services.

7. Utilize district-provided CAASPP and ELPAC practice materials from current curriculum adoptions.
8. Celebrate student success on CAASPP and ELPAC with Medals Ceremonies.
9. Administration to provide data on students who are in different subgroups.
10. Provide headphones for all students to use when taking assessments/using CBs

Measures:

Documentation of RTI and Monitoring Assessments
 Calendar of assessment administration and data analysis
 Assessment data shared with administration from teachers
 Data reports disaggregated by subgroups

People Assigned:

Teacher/Staff
 Principal

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Lottery: Unrestricted 4000-4999: Books And Supplies Headphones
200	Lottery: Unrestricted 4000-4999: Books And Supplies Medals for Student Achievement

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase Grade Level/School-Wide Collaboration

Task:

1. Identify school site leaders in specialized areas (GLAD, A/R, School Plan, Academic Conversations, Collaborative Groups, etc.) and utilize their input for all staff.
2. Teachers share specific input/feedback on how to improve teaching strategies and student performance.
3. Implement Instructional Rounds on campus with at least two team walkthroughs
4. Hold end-of-the-year cross-grade level collaboration meetings.

Measures:

Collaboration agendas/minutes

Modifications to lesson plans/teaching strategies
 Students below the benchmark identified and provided additional support
 Data analysis of significant grade level and school-wide subgroups in SBAC Interim Benchmarks, District Assessments, and Curricular Assessments

People Assigned:
 Teachers/Staff
 Principal

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1520	Site Supplemental & Concentration 1000-1999: Certificated Personnel Salaries Subs for Instructional Rounds
303	Site Supplemental & Concentration 3000-3999: Employee Benefits Benefits for Subs for Instructional Rounds

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement Academic Language Campaign

Task:

1. Teacher leaders to review Kate Kinsella/Jeff Zwiers's Academic Language Development strategies at staff meetings throughout the year.
2. Academic discussion sentence frames will be up in ALL classrooms and utilized on a daily basis.
3. Teachers model high academic language and discuss the difference between public and private voice and academic and everyday language.
4. Teachers to provide sentence frames for partner/group academic conversation activities.
5. Implement cooperative groups.
6. Students are expected to answer in complete sentences when appropriate.
7. Grammatical and usage errors corrected in context.

Measures:

Academic sentence frames on the wall in ALL classrooms
 Class walkthroughs
 Staff meeting agendas

People Assigned:
 Teachers/Staff

Principal

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Site Supplemental & Concentration 5800: Professional/Consulting Services And Operating Expenditures Academic Language PD for teachers
100	Site Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures Mileage to Academic Language PD

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue Reading Campaign

Task:

1. Implement school-wide A/R time daily for 30 minutes. (1st-6th grade)
2. Teachers to implement student reading conferences.
3. PTA to help provide quarterly and end-of-the-year A/R Celebration for students who make their A/R goal each quarter and at least 3 out of 4 quarters.
4. Provide Month Long Full Day Summer STREAM Program (Majority funded by outside donations from community partners) First half of the program to focus on reading and math. Second half of the program to focus on Science, Technology, Engineering, and Art. This summer program will also include swimming lessons (community funded). Students to be targeted first for this camp are those students who are 1.5 years or more below grade level.
5. Provide compensation for eight sessions of an after-school book club for staff to read and discuss the book "Shifting the Balance: 6 Ways to Bring the Science of Reading into the balanced literacy classroom"
6. Purchase books for the teacher PD book club

Measures:

Book club agenda and notes
Ren Learn data (A/R goal and STAR Reading Level)
Teacher lesson plans

People Assigned:

Teachers/Staff
Principal

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Site Supplemental & Concentration 4000-4999: Books And Supplies Materials for Reading Program
500	Lottery: Unrestricted 4000-4999: Books And Supplies A/R books for classrooms/student use
400	Site Supplemental & Concentration 4000-4999: Books And Supplies Books for Teacher PD
3000	Lottery: Unrestricted 1000-1999: Certificated Personnel Salaries Teacher PD After School Book Club Variable Pay
720	Lottery: Unrestricted 3000-3999: Employee Benefits Teacher PD After School Book Club Variable Pay Benefits

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Continue to Support the English Language Learner Program

Task:

1. Provide Supplemental resources identified as needed for EL students.
2. Provide ALL ELD students with Integrated and Designated ELD instructional time daily
3. Utilize a full-time ELD/Intervention teacher for monitoring, intervention, and ELD support for ELs (Partially funded through the district)
4. ELD teacher provides ELD/SDAIE training to staff.
5. Hold ELPAC "test chats" with all EL students.
6. Provide academic sentence frames for EL Learners.
7. Provide targeted vocabulary instruction.
8. All classroom teachers to utilize practice ELPAC tests online to familiarize students with the test format.
9. Train all teaching staff on ELPAC assessment annually.

10. Identify students who are not meeting annual growth targets and who are at risk of becoming Long Term English Learners (LTELs) and provide intensive intervention for these students through the ELD teacher, Beyond the Bell After School Program staff, and targeted tutoring by classroom teachers.
11. Celebrate student successes on the ELPAC assessment with Medal Ceremony.
12. ELAC to host a potluck annually to celebrate Reclassified students.
13. Provide supplies for teachers utilizing GLAD.

Measures:

- Intervention attendance logs
- ELD schedules/Classes developed by the ELD teacher
- District-Provided ELD Curriculum Materials and Assessments
- ELPAC test scores
- Agendas for staff training in SDAIE strategies
- Agendas/Sign-ins for parent training
- Classroom Walkthroughs/Observations

People Assigned:

- ELD Teacher
- Teachers/Staff
- Principal
- Counselor

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
943	ESSA-Title I, Part A, Basic Grants Low Income and Neglected 4000-4999: Books And Supplies Supplemental Materials (EL Focus)
100.00	ESSA-Title I, Part A, Basic Grants Low Income and Neglected 4000-4999: Books And Supplies Reclassified Student Celebration Supplies

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Expand Social Studies and Science Opportunities

Task:

1. School-wide schedule will reflect the science/social studies period.

2. PD sessions at the beginning of the year highlighting the standards being assessed on the 5th-grade state science assessment.
3. All teachers will teach required science standards using at least the Wonders and Twig Science Curriculum.
4. Provide alternate, hands-on activities for acquiring and mastering science/social studies standards (virtual field trips, assemblies).
5. Provide materials for science experiments as needed
6. Focus on STEM activities throughout the year.
7. Host a science night.
8. School-wide science fair to be held in spring

Measures:

Lesson Plans

Classroom walkthroughs/Observations

People Assigned:

Teachers/Staff

Principal

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	ESSA-Title I, Part A, Basic Grants Low Income and Neglected 5800: Professional/Consulting Services And Operating Expenditures Educational Presentations/Experiences on site
300.00	ESSA-Title I, Part A, Basic Grants Low Income and Neglected 4000-4999: Books And Supplies Science Supplies/Materials
1000	ESSA-Title I, Part A, Basic Grants Low Income and Neglected 5000-5999: Services And Other Operating Expenditures Educational Field Trips
1000	ESSA-Title I, Part A, Basic Grants Low Income and Neglected 5800: Professional/Consulting Services And Operating Expenditures Transportation for Educational Field Trips

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Focus on Physical Fitness and Health

Task:

1. All classes will have 200 minutes of physical education activity every ten days, provided by a credentialed teacher.
2. Improve physical activity and nutrition for students.
3. Administer the Physical Fitness test to all 5th-grade students (pre and post).
4. Purchase needed recess/recreational materials.
5. Wildcats on the Move to participate in multiple 5ks throughout the school year.
6. Provide a Puberty Education health course for 5th/6th-grade students in the spring.
7. Hold an end-of-the-year field day
8. Students in grades 4th-6th will have access to Intramural sports (i.e., football, basketball, volleyball, and soccer) through the After School Program.

Measures:

Physical Fitness Assessment results

Lesson Plans

Classroom walkthroughs/observations

Daily Schedule reflecting P.E. minutes for each class

People Assigned:

Teachers/Staff

Principal

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

300

Source(s)

Lottery: Unrestricted
4000-4999: Books And Supplies
Recess/Recreational Equipment

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LCAP Priority 5 - Pupil Engagement

LEA/LCAP Goal

Foster a school and district culture that ensures academic/social and emotional well-being for all students (RDUSD LCAP Goal #5)

Goal 5

During the 2023-24 school year, Walnut Grove School will continue to provide an enriched and accelerated curriculum which includes programs, activities, and courses necessary to provide a well-rounded education as an AVID elementary site with 100% of staff trained in AVID by the end of the fiscal year.

Identified Need

What data did you use to form this goal (findings from data analysis)?
AVID staff training logs

What process will you use to monitor and evaluate the data?
Registration to AVID PD and Summer Institutes

What did the data analysis reveal that led you to this goal?
As of April 2023, there will be two new teachers at Walnut Grove Elementary School. Looking at the current number of new teachers to Walnut Grove Elementary School and next year indicates the need for refocusing on getting 100% of staff up to speed on AVID.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Promote a College Going Environment

Task:

1. All TK-6th grade students will participate in "Touch a College" Day at Walnut Grove Elementary School with Delta High School Seniors presenting plus a guest speaker/former WGE student
2. All students to participate in College Week Activities, including students getting their own college shirts and locating their college on a map of the US. (Seeking donations for college shirts)
3. The 6th-grade teacher will work with 6th-grade students to transition to middle school, including visiting Clarksburg Middle School.
4. The counselor will provide a career exploration workshop with multiple grade levels.
5. The counselor will facilitate 6-year plans for all 6th graders.
6. All classrooms will have a college board.
7. All classrooms are to have a graduation of the high school year/college year posted.
8. Seek donations for college shirts for all students.
9. All classes to implement a "When I grow up" activity.
10. Annually host Ag Day with Delta High School, presenting on Ag topics and careers.
11. The school will hold a college and career day and/or guest speakers throughout the year
12. Provide opportunities for students to visit local colleges/participate in Sac State's "Making it Happen" or similar programs at other local colleges. (utilizing drivers)

Measures:

Student attendance/participation in College/Career events.

People Assigned:

Teachers/Staff

Principal

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

100.00

Lottery: Unrestricted
5800: Professional/Consulting Services And
Operating Expenditures
Transportation Cost for CMS Visit for 6th Grade

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Ensure Visual and Performing Arts Opportunities

Task:

1. School will schedule an annual dramatic performance art presentation or assembly.
2. All teachers will utilize the VAPA standards in the classroom regularly.
3. Students in grades 3rd-6th will be allowed opportunities to participate in the singing club, ukulele (3rd), recorder (4th), or school band (5th/6th)
4. School band or choir will plan and perform two Band Concerts during the school year. (winter, spring)
5. The CMS/Delta band and choir will perform at WG
6. All classrooms will perform in the winter program
7. School will purchase/borrow/repair needed instruments.
8. All classes to highlight art projects at Open House each year.
9. Implement an art docent program using the Arts Attack curriculum. Each class of rotating through.
10. Create a flier recruiting parent volunteers to support the art docent
11. Hold an annual art exhibit with student work created through the Arts Attack art docent program.

Measures:

Lesson Plans

Daily Schedule

People Assigned:

Teachers/Staff

Principal

Music Teacher

Parents

Art Docent

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

100.00

Lottery: Unrestricted
4000-4999: Books And Supplies
Music Supplies and Repairs

476

Lottery: Unrestricted
3000-3999: Employee Benefits
Art Docent- Certificated Staff Sub Benefits

250

Lottery: Unrestricted

	5000-5999: Services And Other Operating Expenditures Transportation to VAPA Field Trip or Assembly
3960	Lottery: Unrestricted 1000-1999: Certificated Personnel Salaries Art Docent- Certificated Staff Sub Rate

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students Interested

Strategy/Activity

Implement Pathway to the Seal of Biliteracy Program

Task:

1. Implement Spanish 1 class after school for 45 minutes- 2x's/week for 23 weeks (1st-6th grade)
2. Implement a native speakers book club for Spanish speakers after school for 45 minutes- 2x's/week for 23 weeks (4th-6th grade)
3. Provide 30-minute prep for the program
4. Create interest/registration fliers for this new program

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue School Wide AVID Elementary School (Advancement Via Individual Determination) I

Task:

1. Begin Year 7 of implementation of School-Wide AVID/Maintain Avid Membership, coaching, and PD included in an annual subscription.
2. Send a team of at least two teachers to the AVID Summer Institute summer of 2023-24.
3. 1st-6th-grade classes to utilize the AVID binder/planner system.
4. Restructure the monthly student of the month assembly to include recognition for AVID goals and successes.
5. Staff to each choose one AVID lunch each year to present about an AVID strategy they have learned about or are using
6. Summer team with input from staff to formulate additional AVID goals for the school year.

7. Create and utilize an AVID strategy menu for staff to use and reference (working document to be added to)
8. Keep a year-long focus on career and college readiness.
9. Promote a growth mindset in all classrooms. All classes will have a growth mindset board.
10. Purchase Growth Mindset books for staff who are new to WGE
11. Continue organization, note-taking, and scholarly environment focus, adding in a reading AVID focus for the 2023-24 school year.
12. Host a parent AVID night annually for 2nd-6th grade students/parents to review the binder system and What AVID is. Provide dinner during the AVID night.
13. All staff members are to attend at least one local AVID training during the school year.
14. Provide all supplies for the AVID binder system, including but not limited to binders, notebooks, pencil pouches, highlighters, pencil sharpeners, pens, pencils, crayons, colored pencils, and markers.
15. Provide AVID planners for all students in 2nd-6th grade to be used nightly as a home/school communication device and to teach students organizational skills.
16. Hold two additional AVID theme nights (i.e., College/Career night, reading strategies, etc.)

Measures:

Student binders and planners
 Staff Sign-in sheets
 Implementation plan
 Certificate from AVID training

People Assigned:

All teachers
 Counselor
 Principal
 Students
 Parents

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
150	ESSA-Title I, Part A, Basic Grants Low Income and Neglected 4000-4999: Books And Supplies Growth Minds Set Book for Teacher PD
1513	Unrestricted 4000-4999: Books And Supplies AVID binder system, including all supplies, for 1st-6th grade students/Purple Folders for TK-K/ agendas
360	Lottery: Unrestricted 1000-1999: Certificated Personnel Salaries

	Hourly Rate for Teachers who put on AVID nights
108	Lottery: Unrestricted 3000-3999: Employee Benefits Hourly Rate for Teachers who put on AVID nights

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LCAP Priority 6 - School Climate

LEA/LCAP Goal

Foster a school and district culture that ensures academic/social and emotional well-being for all students (RDUSD LCAP Goal #5)

Goal 6

During the 2023-234 school year, Walnut Grove Elementary School will create a supportive school environment that addresses students' emotional needs and behavioral needs, provides structure, consistent routines, and progressive discipline, and is a place where students feel safe by implementing a school-wide SEL, PBIS, and Restorative Justice program to reduce chronic absenteeism and tardiness, the number of suspensions, office referrals, and counseling referrals and ensure social-emotional well-being for all students.

- Walnut Grove School will reduce the number of tardiness by 10% for the 2023-24 school year.
- Walnut Grove School will have a 9% or lower chronic absenteeism rate for the 2023-24 school year.
- Walnut Grove School will reduce the number of suspensions to 50% of the 2023-24 suspension rate.

Identified Need

What data did you use to form this goal (findings from data analysis)?

Suspension/Expulsion rates
Discipline Referrals
Counseling referrals and caseload
Attendance Rates
Truancy Rate

What process will you use to monitor and evaluate the data?

Discipline Referrals
Aeries Documentation
Parent/Student Surveys

What did the data analysis reveal that led you to this goal?

Discipline referrals and suspensions have increased. Increasing counseling services and Social Emotional Training for staff members, including Trauma Informed practices, is necessary.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Focus on Social-Emotional Learning

Task:

1. Counselors/Teachers will teach lessons on social-emotional learning that help students understand their thought process in mindfulness, making decisions and how to make good, positive decisions, social skills, self-regulation, healthy coping skills, developing empathy, etc. (Using Second Step Curriculum) Establish a school-wide schedule for teaching Second Step.
2. PBIS site team to focus on creating annual goals for SEL/PBIS at the site.
3. Walnut Grove will have monthly recognition assemblies, where students are recognized for exhibiting the character traits for the month/reaching AVID short or long-term goals.
4. Staff will all have "Paw"sitive Action purple tickets to hand out when they see exemplary behavior.
5. Monthly/Weekly prize drawings will be held to recognize students who have modeled appropriate behavior.
6. Implement Wildcat of the Month for students who have had exemplary behavior/improved behavior during the month.
7. At least one Anti-Bullying presentation to be held during the year.
8. Counselor will teach whole class lessons, small group lessons, and individual sessions.
9. Participate in the Great Kindness Challenge school-wide
10. Counselor to implement buddy program/conflict managers, using 4th - 6th-grade students as older buddies/conflict managers for primary students.

Measures:

Student Awards/Recognitions

Lesson Plans

People Assigned:

Teachers/Staff

Principal

Counselor

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

Unrestricted

4000-4999: Books And Supplies

Prizes for Weekly/Monthly Assembly Purple

Ticket Drawing

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Promote Positive Student Behavior and School Climate

Task:

1. Continue school-wide implementation of the Behavior Matrix for expectations for student behavior/Roll out the updated Behavior Matrix.
2. District/School counselor will provide counseling services to individuals or small groups, focusing on decision-making, understanding one's own feelings and the feelings of others, anger management, social appropriateness, or other topics such as the need arises. For more intense needs, a referral to site MFT, ACCESS Mental Health, or another outside agency will be completed.
3. Implement a "Buddy Bench" where kids who don't have anyone to play with, feel sad, or are left out can sit on the bench, and other students will go play with him/her. (Make part of the Recess Rodeo rotations)
4. All 5th and 6th-grade students will participate in the leadership academy program at school, utilizing "Leader in Me" strategies
5. Restorative Practices/PBIS trained staff to train the staff. Team to work to come up with alternatives to off-campus suspension.
6. At the beginning of the year, the principal trains and support teachers to implement SEL lessons for at least 15 minutes a week.
8. Counselor will utilize Zones of Regulation in groups to create a common language for feeling identification and coping skills and move toward training staff on using the Zones with all students.
9. Counselor will provide lessons on certain topics relevant to classroom/school needs.
10. Create Calm Spaces/Corners in all classrooms to give students healthy options to self-regulate.
11. Continue to implement Trauma-informed practices.
12. Provide continued PD on Trauma-informed practices.
13. Teach students mindfulness techniques.
14. Teach students the hand model of the brain and what each brain section does.
15. Hold a recess rodeo on the first day of school to teach all students playground/common area expectations/rules. (Repeat Recess Rodeo after winter break)
16. Schedule monthly PBIS team meetings.
17. Student Leadership reps will provide a positive environment by planning events like Spirit Week and making signs and announcements encouraging positive actions and participation in school events.
18. K/6th grade students to participate in a promotion ceremony/celebration.
19. Provide a celebration field trip or on-site activity for the 6th grade promoting the class.

Measures:

Student discipline data from Aeries
Counseling schedule/calendar

People Assigned:
Teacher/Staff

District
Counselor
Principal

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
300	Unrestricted 4000-4999: Books And Supplies Supplies/Materials for Calm Corners
250	Unrestricted 4000-4999: Books And Supplies Promotion Supplies
400	Unrestricted 5800: Professional/Consulting Services And Operating Expenditures 6th Grade Celebration Field Trip or on site experience

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Focus on School Safety

Task:

1. Provide four one-hour yard supervisors to cover lunch recess yard duty.
2. Certificated staff will supervise during morning recess and after-school duty.
3. Administration, staff and the Safety Committee will work to update the Comprehensive School Safety Plan annually.
4. Administration will work with district Maintenance and Operations staff to repair any unsafe conditions on the school site.

Measures:

Yard Supervision assignments
Completed and updated Comprehensive School Safety Plan
Repair of unsafe conditions

People Assigned:

Teachers/Staff
Principal
Custodian

Site Safety Team

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
14490	Unrestricted 2000-2999: Classified Personnel Salaries Four One-Hour Yard Supervisors
4347	Unrestricted 3000-3999: Employee Benefits Benefits for Four One-Hour Yard Supervisors

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Include Community-Based Programs to Support Student Success

Task:

1. Implement Red Ribbon Week with the support of the Sacramento County Sheriff's Department and PTA.
2. Maintain a current brochure/booklet marketing the school for outreach purposes and to support the goal of increasing enrollment in all of our RDUSD schools.
3. Third-grade students to participate in Rotary Dictionary Program.
4. Partner with Rotary and Community Group through F5 Sacramento on the school garden and other projects.
5. Coordinate work days with PTA, ELAC, and Rotary.
6. Partner with Migrant Ed and Mini Corp to provide services to students.
7. Partner with Community Agencies to provide a Health Fair for the community of Walnut Grove.
8. Partner with Grow West, Rotary, and other community businesses to put on an annual holiday gift giveaway for the students of Walnut Grove School.
9. Partner with the Family Resource Center to provide services for families (i.e., emergency food and clothing, health insurance, WIC, parenting classes)
10. Coordinate and partner with Head Start pre-schools and the RDUSD First Five School Readiness Program to provide early childhood intervention services for Walnut Grove Families.
11. Work with SCOE on preparing for the 5th/6th-grade trip to Sly Park.
12. Work with the community of Walnut Grove to find mentors to work with students.
13. Work with First 5 to provide a kinder camp experience for incoming TK and K students. (Donor funded)
14. Partner with South County Services to provide additional services for Walnut Grove families.

Measures:

Rio Vista Care Referrals
Care Solace Referrals
Sign-ins from community events Mini-Corp Schedule

People Assigned:

Teachers/Staff Principal Rotary
ELAC PTA

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increasing Student Attendance

Task:

1. School will work to have a 97% overall ADA rate.
2. Students who have No tardies each month will participate in a monthly "No Tardy" party celebration.
3. Teachers will encourage superior attendance and recognize it in their classrooms while teaching appropriate hygiene, hand washing, etc., and promoting CDE/Health Dept Guidelines of how many days to stay home after being sick.
4. Class attendance is to be highlighted at each monthly assembly, with the class with the best attendance receiving the class trophy/stuffed animal for the month
5. Create a School Attendance Review Team comprising the principal, secretary, counselor, and classroom teacher.
6. Parents/Guardians of students with chronic absenteeism will receive letters from the school and have a meeting with the School Attendance Review Team.
7. Take part in/refer students to district SARB meetings (School Attendance Review Board) when necessary.
8. Provide school-wide celebrations monthly when the 97% attendance goal is reached.
9. Provide end-of-the-year celebration for each class achieving an attendance rate of 97% average or better throughout the year.
10. Provide random daily "No tardy" incentives for classes and students with no absences/tardies on random days of the month.
11. Provide parents a "No Tardy Party" at least once yearly for those dropping their kids off on time before the bell rings.

Measures:

Student recognition/awards for perfect attendance

Attendance from Aeries

Copies of chronic absenteeism letters/Notes from parent meetings

People Assigned:

Principal

Secretary

Teachers/Staff

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

Site Supplemental & Concentration
4000-4999: Books And Supplies
Attendance Incentives

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LCAP Priority 4- Student Achievement

LEA/LCAP Goal

Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready. (RDUSD LCAP Goal #1)

Goal 7

Walnut Grove School will provide multiple avenues to support students' academic achievement and continue to remediate any learning loss resulting in at least a 1.5-year growth for students below grade level at the beginning of the 2023-24 school year.

Identified Need

What data did you use to form this goal? (findings from data analysis)

Monthly check-ins with teachers about participation/lack of participation and attendance of students
A/R Quarterly Goals
STAR Reading Assessment (1st-6th grade)

What did the data analysis reveal that led you to this goal?

Although students are making growth, student achievement is not equal across the board. More training is needed in the areas of data analysis and differentiation of instruction in the classroom.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Instruction at Varying Student Levels

Task:

1. Students will receive instruction at their level of need during ELA/Math Universal Access (UA) time.
2. Students who need help beyond UA time will receive instruction using materials such as Lexia, SIPPS/Heggerty, Read Naturally, IXL, and Freckle with the purpose of making the core accessible to all students.
3. Students who need additional support can attend after-school academies with a certificated teacher.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students as Identified Needing Additional Support

Strategy/Activity

Provide Response to Intervention

Task:

1. Schedule regular SST (Student Study Team) meetings to create individual support plans for students as needed.
2. Uniformly identify students in each grade level to receive RTI support through Monitoring Conferences and SSTs.
3. Continue implementing RTI strategies to support students who are not meeting English/Language Arts and Math standards.
4. Utilize Lexia, Accelerated Reader, Starfall, IXL, Freckle, Read Naturally, SIPPS/Heggerty, and Wonders/Math Expressions differentiated technology components to increase student reading/language arts fluency, comprehension, and math skills at individualized levels.
5. Provide students with targeted after-school intervention with certificated staff.
6. Utilize RSP teacher/aide daily for RSP and RTI interventions.
7. Purchase supplemental tier 3 RTI programs for TK-6th grade students
8. Provide training opportunities for staff providing intervention services to students.

Measures:

Students receiving RTI services show growth in Pre/Post tests of the RTI curriculum.
Students receiving RTI services show growth in STAR Early Literacy (1.5 years growth) and/or growth in STAR Reading Supplemental materials purchased/obtained
Teachers/Instructional Aides trained in intervention programs

People Assigned:

RSP teacher
Teachers/Staff
ELD teacher
Principal
Instructional Aide
Migrant Aide

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
825	ESSA-Title I, Part A, Basic Grants Low Income and Neglected 1000-1999: Certificated Personnel Salaries Subs for SSTs
1500.00	ESSA-Title I, Part A, Basic Grants Low Income and Neglected 5800: Professional/Consulting Services And Operating Expenditures Tier 3 RTI Intervention Programs
99	ESSA-Title I, Part A, Basic Grants Low Income and Neglected 3000-3999: Employee Benefits Subs for SSTs (Benefits)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$61183
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$62,034.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	\$7,417.00

Subtotal of additional federal funds included for this school: \$7,417.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Lottery: Unrestricted	\$15,726.00
Site Supplemental & Concentration	\$15,641.00
Unrestricted	\$23,250.00

Subtotal of state or local funds included for this school: \$54,617.00

Total of federal, state, and/or local funds for this school: \$62,034.00

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
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Expenditures by Funding Source

Funding Source	Amount
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	7,417.00
Lottery: Unrestricted	15,726.00
Site Supplemental & Concentration	15,641.00
Unrestricted	23,250.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	9,665.00
2000-2999: Classified Personnel Salaries	17,190.00
3000-3999: Employee Benefits	6,488.00
4000-4999: Books And Supplies	20,641.00
5000-5999: Services And Other Operating Expenditures	1,350.00
5800: Professional/Consulting Services And Operating Expenditures	6,700.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	ESSA-Title I, Part A, Basic Grants Low Income and Neglected	825.00
3000-3999: Employee Benefits	ESSA-Title I, Part A, Basic Grants Low Income and Neglected	99.00
4000-4999: Books And Supplies	ESSA-Title I, Part A, Basic Grants Low Income and Neglected	2,493.00

5000-5999: Services And Other Operating Expenditures	ESSA-Title I, Part A, Basic Grants Low Income and Neglected	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	ESSA-Title I, Part A, Basic Grants Low Income and Neglected	3,000.00
1000-1999: Certificated Personnel Salaries	Lottery: Unrestricted	7,320.00
2000-2999: Classified Personnel Salaries	Lottery: Unrestricted	2,500.00
3000-3999: Employee Benefits	Lottery: Unrestricted	1,739.00
4000-4999: Books And Supplies	Lottery: Unrestricted	3,617.00
5000-5999: Services And Other Operating Expenditures	Lottery: Unrestricted	250.00
5800: Professional/Consulting Services And Operating Expenditures	Lottery: Unrestricted	300.00
1000-1999: Certificated Personnel Salaries	Site Supplemental & Concentration	1,520.00
2000-2999: Classified Personnel Salaries	Site Supplemental & Concentration	200.00
3000-3999: Employee Benefits	Site Supplemental & Concentration	303.00
4000-4999: Books And Supplies	Site Supplemental & Concentration	10,518.00
5000-5999: Services And Other Operating Expenditures	Site Supplemental & Concentration	100.00
5800: Professional/Consulting Services And Operating Expenditures	Site Supplemental & Concentration	3,000.00
2000-2999: Classified Personnel Salaries	Unrestricted	14,490.00
3000-3999: Employee Benefits	Unrestricted	4,347.00
4000-4999: Books And Supplies	Unrestricted	4,013.00
5800: Professional/Consulting Services And Operating Expenditures	Unrestricted	400.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	3,565.00
Goal 2	9,903.00
Goal 3	4,135.00
Goal 4	14,203.00
Goal 5	7,017.00
Goal 6	20,787.00

Goal 7

2,424.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 1 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Gabino Perez	Principal
Jennifer Stone	Parent or Community Member
Alma Alexander	Other School Staff
Caitlyn De La Torre	Parent or Community Member
Elise Wootton	Classroom Teacher
Maria Rivera Garcia	Parent or Community Member
Esmeralda Rios Sanchez	Parent or Community Member
Sandra Martinez	Other School Staff

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
Gabriel a S.	English Learner Advisory Committee
alm w	Other: PTA

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 5/3/23.

Attested:

Gabino Perez	Principal, Gabino Perez on 5/3/23
Caitlyn De La Torre	SSC Chairperson, Caitlyn De La Torre on 5/3/23

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bates Elementary	34674136033641	April 24, 2023	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

- Schoolwide Program
- Comprehensive Support and Improvement

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

The Single Plan for Student Achievement (SPSA) is a plan of goals and actions developed by a group of parents, teachers, staff and school administration to raise and improve the academic performance of all students. California Education Codes sections 41507, 41572, and 64002 and the federal Elementary and Secondary Education Act (ESEA) require each school to conciliate all school plans. In addition, the River Delta Unified School District has addressed the Local Control and Accountability Plan (LCAP) state priority goals.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 2
- Comprehensive Needs Assessment Components 4
 - Data Analysis 4
 - Surveys 4
 - Classroom Observations..... 4
 - Analysis of Current Instructional Program..... 4
- Educational Partner Involvement 7
- Resource Inequities 7
- School and Student Performance Data 9
 - Student Enrollment..... 9
 - CAASPP Results..... 11
 - ELPAC Results 15
 - Student Population 19
 - Overall Performance 21
 - Academic Performance 22
 - Academic Engagement 28
 - Conditions & Climate..... 31
- Goals, Strategies, & Proposed Expenditures..... 33
 - Goal 1..... 33
 - Goal 2..... 38
 - Goal 3..... 49
 - Goal 4..... 56
 - Goal 5..... 61
 - Goal 6..... 65
 - Goal 7..... 68
 - Goal 8..... 71
 - Goal 9..... 74
 - Goal 10..... 75
 - Goal 11..... 76
- Budget Summary 77
 - Budget Summary 77
 - Other Federal, State, and Local Funds 77
- Budgeted Funds and Expenditures in this Plan 78
 - Funds Budgeted to the School by Funding Source..... 78

Expenditures by Funding Source78

Expenditures by Budget Reference78

Expenditures by Budget Reference and Funding Source78

Expenditures by Goal78

School Site Council Membership80

Recommendations and Assurances81

Instructions.....82

 Instructions: Linked Table of Contents.....82

 Purpose and Description.....83

 Educational Partner Involvement83

 Resource Inequities83

Goals, Strategies, Expenditures, & Annual Review84

 Annual Review85

 Budget Summary86

 Appendix A: Plan Requirements88

 Appendix B:.....91

 Appendix C: Select State and Federal Programs93

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Bates parents and families are given the opportunity to provide feedback to improve or implement programs through their participation in the ELAC, PTA and other informal parent meetings such as back to school night, parent conferences, donuts with dads, and coffee and pastries with the principal. Our School Site Council provides feedback to address district LCAP goals and school site goals.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The teachers at Bates Elementary set goals with the principal at the beginning of the year. Formal observations are scheduled with the teacher in advance, and informal visits are weekly and as frequent as needed. Teachers work closely with their grade-level partners during their professional learning time. As part of their planning, they collaborate on units, and activities, and are given time to observe each other. After their visits, they provide positive feedback and find ways to implement different strategies in their own classrooms.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Multiple local assessments are used as instruments to measure and improve instruction and continue to close the achievement gaps. Some of these instruments of assessment include: SBAC, MAP, formative and summative assessments, ELPAC, STAR Reading and STAR Early Lit and report cards.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers monitor the following to modify their instruction: MAP scores, STAR Early Lit, STAR Early Lit in Spanish, STAR Reading, STAR Reading in Spanish and all of curriculum imbedded assessments to address and adjust instruction and meet the needs of the students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Bates Elementary meet the requirements for highly qualified staff. Every teacher holds a teaching credential or has met the requirements for obtaining the proper credential by working with county and district mentors in teacher credentialing programs approved by the state.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers receive professional development before the start of the school year and quarterly to address the needs of the students..

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The staff meet monthly to discuss the alignment of content standards, instructional materials, teaching strategies, and differentiating instruction for English Learners through ELD trainings.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Bates Elementary's teachers participate in professional learning opportunities through professional learning community meetings with their peers, in-service professional development through the district office, and programs offered through the Sacramento County Office of Education.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers at Bates Elementary are given time to collaborate during early Wednesday release days, staff meetings and in their weekly professional learning time when their students receive Physical Education with another teacher.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Bates teachers align curriculum with their instruction and use appropriate content materials aligned to the state standards for each learning cycle.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The weekly instructional minutes at Bates meet or exceed the minimum requirements in math and English language arts.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Bates Elementary's teachers receive support to plan and implement core subjects every month through staff meetings and professional development that are meant to address the needs of all students, including English Learners. Particular attention is put to the articulation and coordination of subject, content, and grade level expectations through the instructional leadership team comprised of teachers and administration that meet on a monthly basis to gauge the effectiveness of programs, materials, and instructional techniques.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The district provides all standards-based curriculum and licenses for educational software that are approved by the state to meet the needs of California's diverse student groups.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Bates Elementary teachers provide instructional materials that are approved by the state and provided by the district.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students at Bates are provided with the required instructional minutes and receive instruction from teachers who are qualified to meet their needs. The teachers at Bates receive professional development from experienced practitioners who regularly visit their classrooms, and provide evidence-based observations, and research-based strategies to improve instruction for students who demonstrate greater needs to meet grade-level competency expectations in all subject areas.

Evidence-based educational practices to raise student achievement

Administration participates in county-sponsored events to assess the implementation of curriculum as it pertains to the student population by identifying students' needs and matching resources, instructional strategies, and professional development to meet those needs.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parents actively participate in the following parent meetings: PTA, ELAC, DELAC, School Site Council, coffee with the principal, and other district level meetings to voice their concerns and provide feedback.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents are invited and encouraged to participate in the ELAC meetings. Through the PTA and School Site Council, parents, teachers, and community members share ideas, reflect, and plan improvements based on the students' needs as demonstrated on standardized tests including the SBAC, ELPAC, and local assessments such as MAP, STAR, Accelerated Reader, and curriculum benchmarks.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The School Site Council reviews the instructional program along with recommended programs and strategies for intervention.

Fiscal support (EPC)

The Chief Business Officer provides administration at Bates with the budget and personalized assistance through group and individual meetings as necessary.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The SPSA was presented, reviewed, and updated at our School Site Council (SSC) meetings throughout the 2022-2023 academic school year. The parents who participated in the English Language Advisory (ELAC) had opportunities to provide advice to the principal at the SSC. The SPSA was again reviewed at the beginning of the 2022-2023 academic year to make modifications due to the advancement of the Dual Language Immersion in Spanish Program in all grade levels, from TK - 6th. The SPSA was approved by the School Site Council on April 24th, 2023.

Resource Inequities

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

Our District serves approximately 1854 students in the Transitional kindergarten through twelfth grades. Bates Elementary School serves a student body of under 90 students. This rural school is located in the community of Courtland, a small town that sits along the Sacramento River, in Sacramento County. The population includes 96.67% Hispanic/Latino, 2.22% White/Caucasian, and 1.11% Filipino students. 54.44% of the student population are English Language Learners and 38.89% of the school population participates in the Migrant Education Program. 2.22% of the student population is served in Special Education. Bates Elementary School is a Title I school, with 86% of the student population qualifying as socioeconomically disadvantaged.

Four of the elementary schools in the River Delta Unified School District qualify for Title I funding. While we work hard to meet state and federal accountability requirements, we are committed to more than just the academic performance of our students. We also strive to meet our students'

developmental needs -- intellectual, physical, and social-emotional -- through a wide variety of programs offered during and after the school day.

Our commitment to our students requires involvement and collaboration to direct the focus on special education, regular education, and after-school services aimed at serving all students through the integration of the student population and the use of a Response to Intervention (RTI) and Positive Behavior Intervention Support (PBIS) model. All students with IEPs and 504s receive services in the general education setting as a “push in” as well as a “pull out” intervention. Additionally, students without IEPs also receive services from staff members traditionally known as resource specialists or instructional assistants in the regular education classroom.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	11	14	14
Grade 1	14	12	9
Grade 2	14	10	10
Grade3	12	16	9
Grade 4	16	10	16
Grade 5	13	15	12
Grade 6	21	13	13
Total Enrollment	101	90	83

Conclusions based on this data:

1. There is a high percentage of Hispanic students who attend Bates Elementary School. Most of these students come from farm working families as this area is well known for their rich agricultural area. The students who attend school are bused in due to their home location.
2. This student enrollment data was based on CBED date and as the COVID pandemic hit some families moved and our enrollment dropped.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	55	51	45	54.50%	56.7%	54.2%
Fluent English Proficient (FEP)	35	24	21	34.70%	26.7%	25.3%
Reclassified Fluent English Proficient (RFEP)	14			25.5%		

Conclusions based on this data:

2. Bates continues with the effort to always improve and celebrate students' reclassification RFEP.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	10	16		0	16		0	16		0.0	100.0	
Grade 4	15	12		0	12		0	12		0.0	100.0	
Grade 5	13	15		0	15		0	15		0.0	100.0	
Grade 6	21	12		0	12		0	12		0.0	100.0	
All Grades	59	55		0	55		0	55		0.0	100.0	

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2410.			25.00			12.50			43.75		0.0	18.75	
Grade 4		2418.			0.00			8.33			58.33		0.0	33.33	
Grade 5		2469.			6.67			33.33			26.67		0.0	33.33	
Grade 6		2551.			8.33			75.00			8.33		0.0	8.33	
All Grades	N/A	N/A	N/A		10.91			30.91			34.55		0.0	23.64	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*		0.0	*	
Grade 4		*			*		0.0	*	
Grade 5		*			*		0.0	*	
Grade 6		*			*		0.0	*	
All Grades		7.27			80.00		0.0	12.73	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*		0.0	*	
Grade 4		*			*		0.0	*	
Grade 5		*			*		0.0	*	
Grade 6		*			*		0.0	*	
All Grades		10.91			58.18		0.0	30.91	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*		0.0	*	
Grade 4		*			*		0.0	*	
Grade 5		*			*		0.0	*	
Grade 6		*			*		0.0	*	
All Grades		5.45			80.00		0.0	14.55	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*		0.0	*	
Grade 4		*			*		0.0	*	
Grade 5		*			*		0.0	*	
Grade 6		*			*		0.0	*	
All Grades		9.09			70.91		0.0	20.00	

Conclusions based on this data:

1. This data displays the number of students who have taken the SBAC and their growth. Our goal is to increase the percentage in the overall of the "At or Near Standard" to approximately 5-10 points each year.
2. New updated data will be available after 2021-2022 academic school year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	10	16		0	16		0	16		0.0	100.0	
Grade 4	15	12		0	12		0	12		0.0	100.0	
Grade 5	13	15		0	15		0	15		0.0	100.0	
Grade 6	21	12		0	12		0	12		0.0	100.0	
All Grades	59	55		0	55		0	55		0.0	100.0	

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2454.			25.00			31.25			31.25		0.0	12.50	
Grade 4		2413.			0.00			16.67			33.33		0.0	50.00	
Grade 5		2437.			6.67			0.00			33.33		0.0	60.00	
Grade 6		2514.			0.00			25.00			50.00		0.0	25.00	
All Grades	N/A	N/A	N/A		9.09			18.18			36.36		0.0	36.36	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*		0.0	*	
Grade 4		*			*		0.0	*	
Grade 5		*			*		0.0	*	
Grade 6		*			*		0.0	*	
All Grades		10.91			54.55		0.0	34.55	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*		0.0	*	
Grade 4		*			*		0.0	*	
Grade 5		*			*		0.0	*	
Grade 6		*			*		0.0	*	
All Grades		14.55			47.27		0.0	38.18	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*		0.0	*	
Grade 4		*			*		0.0	*	
Grade 5		*			*		0.0	*	
Grade 6		*			*		0.0	*	
All Grades		12.73			63.64		0.0	23.64	

Conclusions based on this data:

1. This data displays the different domains and our goal is to increase by improving each domain by the minimum of five points.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		6	8	
1	1457.8	*		1479.9	*		1435.0	*		12	5	
2	*	*		*	*		*	*		4	9	
3	*	*		*	*		*	*		7	4	
4	*	*		*	*		*	*		8	8	
5	*	*		*	*		*	*		8	8	
6	*	*		*	*		*	*		9	7	
All Grades										54	49	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	16.67	*		41.67	*		25.00	*		16.67	*		12	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	16.67	26.53		59.26	51.02		16.67	18.37		7.41	4.08		54	49	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	50.00	*		16.67	*		25.00	*		8.33	*		12	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	50.00	55.10		35.19	24.49		9.26	18.37		5.56	2.04		54	49	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	8.33	*		33.33	*		25.00	*		33.33	*		12	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	9.26	10.20		40.74	44.90		35.19	38.78		14.81	6.12		54	49	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	41.67	*		41.67	*		16.67	*		12	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	27.78	42.86		62.96	51.02		9.26	6.12		54	49	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	41.67	*		41.67	*		16.67	*		12	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	67.92	63.27		24.53	34.69		7.55	2.04		53	49	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	8.33	*		50.00	*		41.67	*		12	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	9.26	16.67		68.52	66.67		22.22	16.67		54	48	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	0.00	*		66.67	*		33.33	*		12	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	9.26	32.65		77.78	63.27		12.96	4.08		54	49	

Conclusions based on this data:

1. Bates Elementary school has made growth and has a high percentage of RFEP. The teachers and staff analyze data to be sure to increase the number of RFEP students.

2. Bates Elementary implemented Transitional Kindergarten in the 2021-2022 academic school year.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
90	86.7	56.7	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Bates Elementary.	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.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	51	56.7
Foster Youth		
Homeless	8	8.9
Socioeconomically Disadvantaged	78	86.7
Students with Disabilities	2	2.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian		
Asian		
Filipino	1	1.1
Hispanic	87	96.7
Two or More Races		
Pacific Islander		
White	2	2.2

Conclusions based on this data:

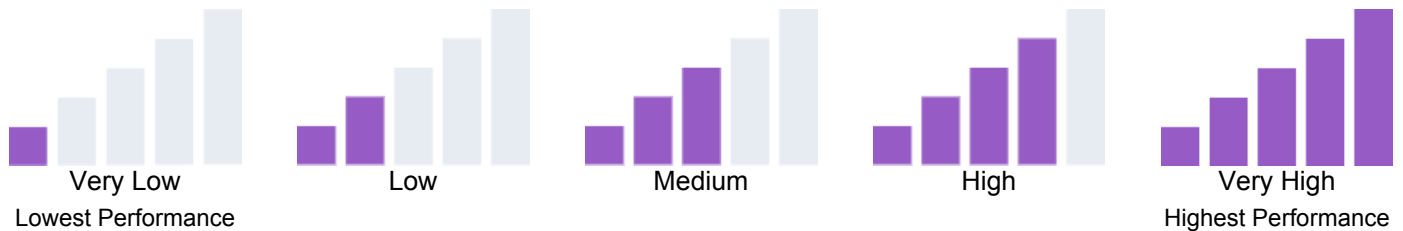
1. Bates Elementary has a high percentage of socioeconomically disadvantaged students as well as emergent bilingual, English language learners.
2. The students at Bates require innovative programs and strategies in order to make greater gains during their instructional day.

School and Student Performance Data

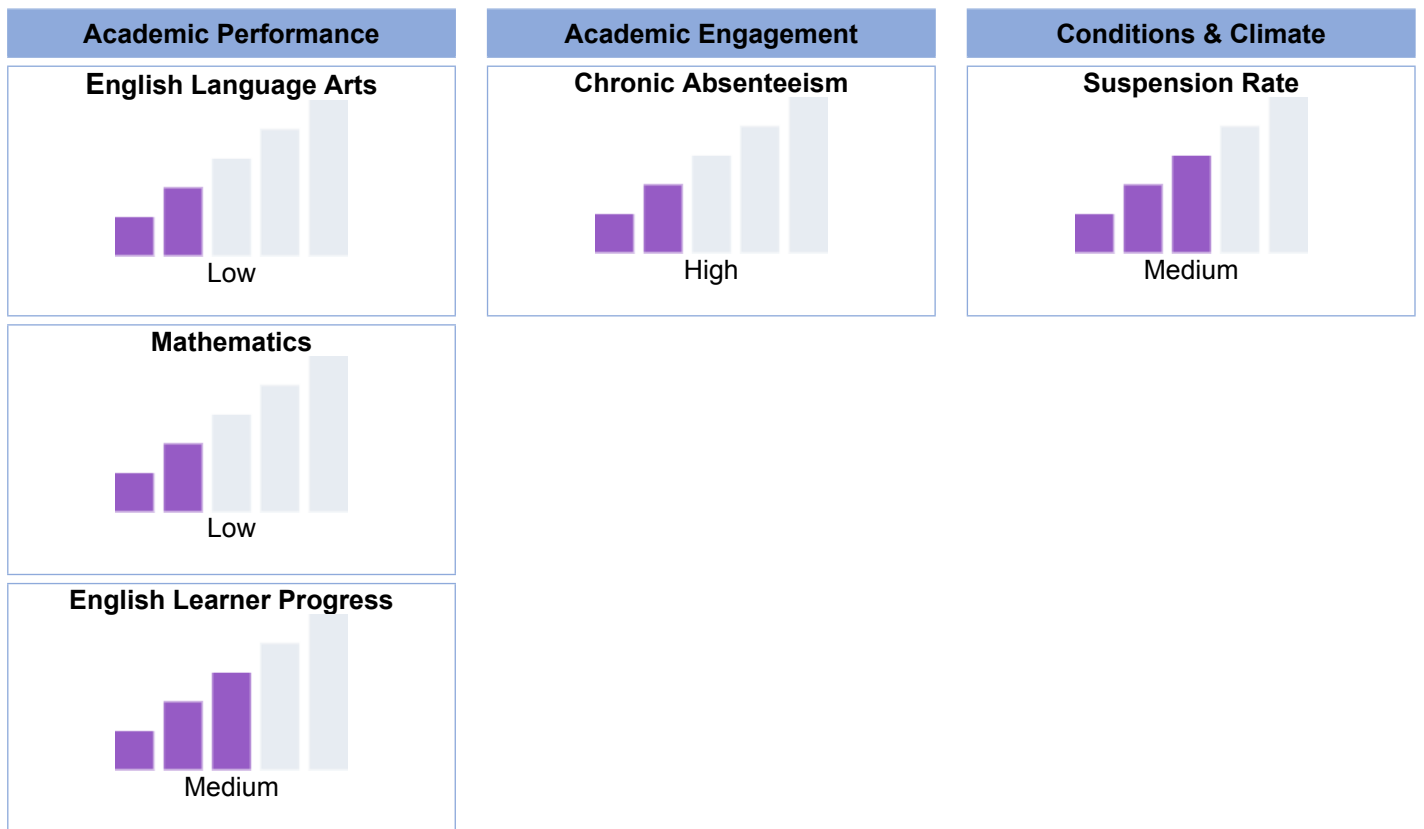
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. Bates Elementary is making fair progress academically. More attention to quality first instruction is necessary in order to make greater progress.
2. This data displays two green performances for suspension rate and chronic absenteeism which indicate a positive school environment.

School and Student Performance Data

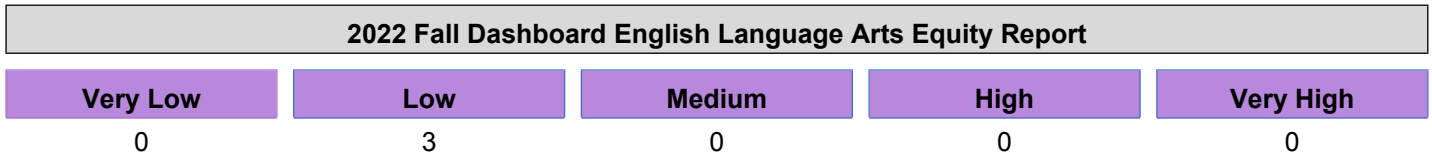
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

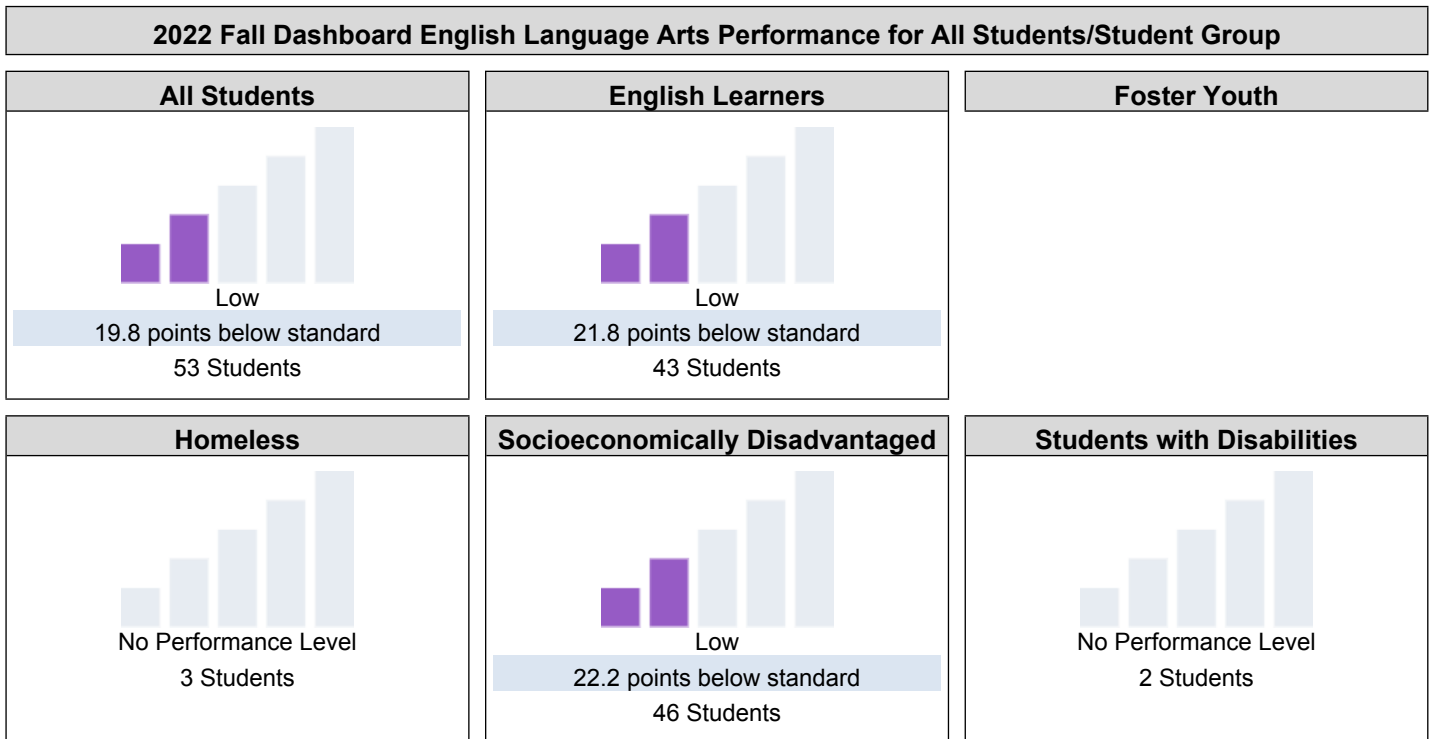
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.



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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
53.0 points below standard 25 Students	21.6 points above standard 18 Students	5 Students

Conclusions based on this data:

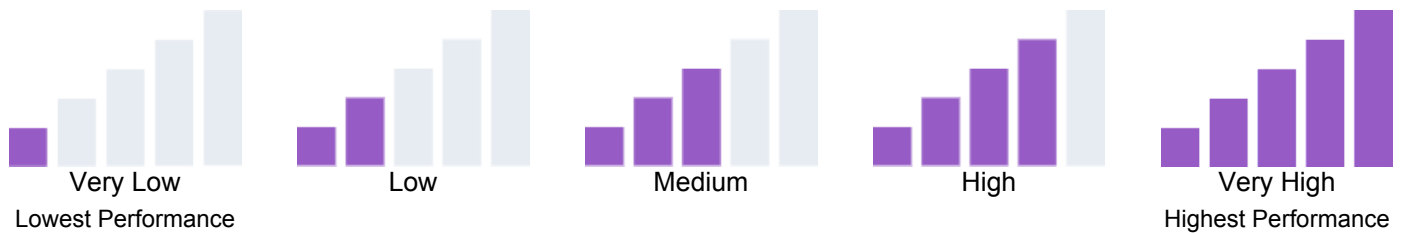
1. Bates Elementary had an increase of twelve points for all students and 6.9 points for the English language learners. Our goal is to continue to make growth in all subgroups.
2. Bates Elementary implemented a Transitional Kindergarten program and a Dual Immersion program in the 2021-2022 academic school year.

School and Student Performance Data

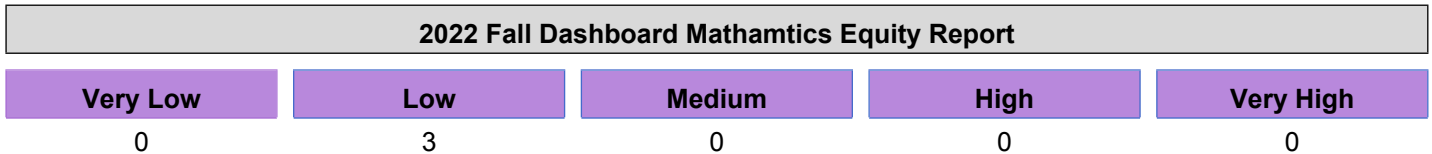
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

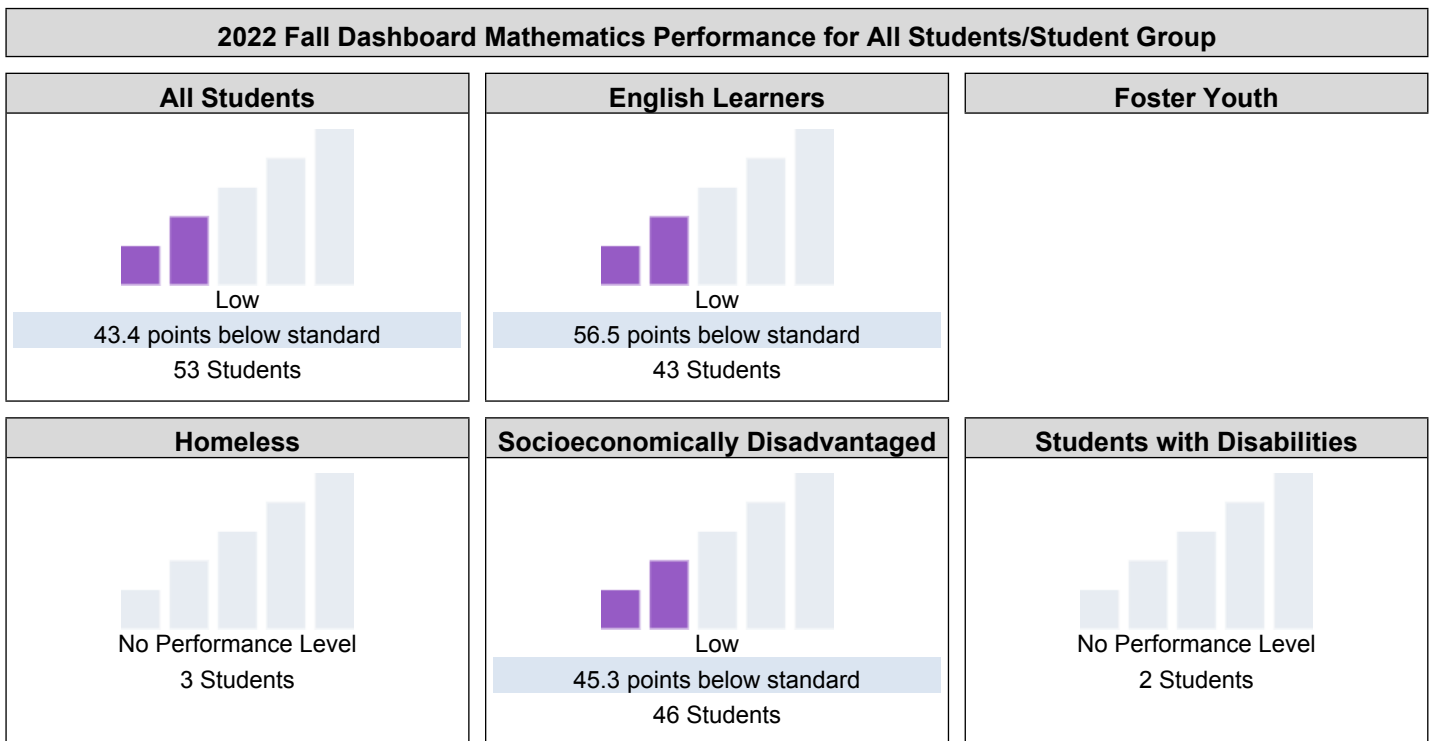
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



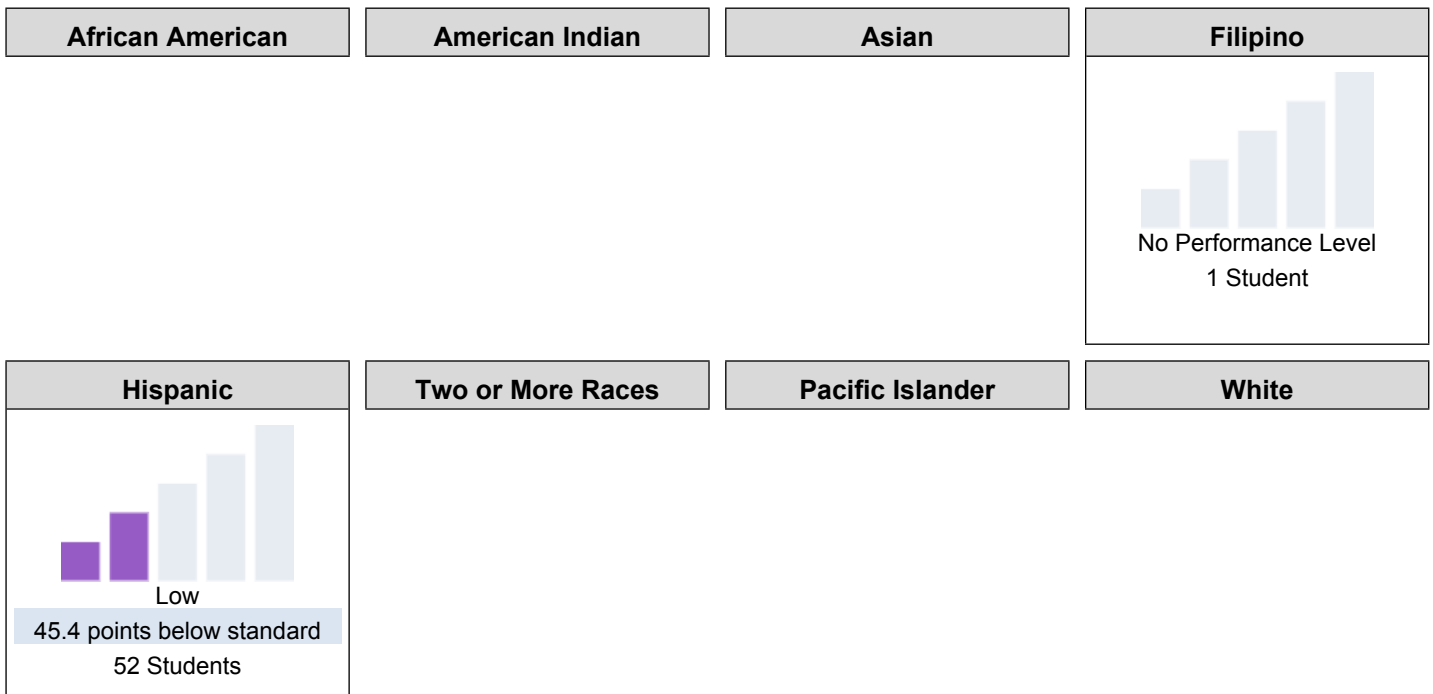
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
94.8 points below standard 25 Students	3.3 points below standard 18 Students	5 Students

Conclusions based on this data:

1. Bates Elementary has a high percentage of English Language Learners and they have made growth by 6.4 points in comparison of to all students making a three point increase. Our focus is to redesignate all of our emergent bilingual students by the time they leave Bates to middle school so they have an extra class for elective.

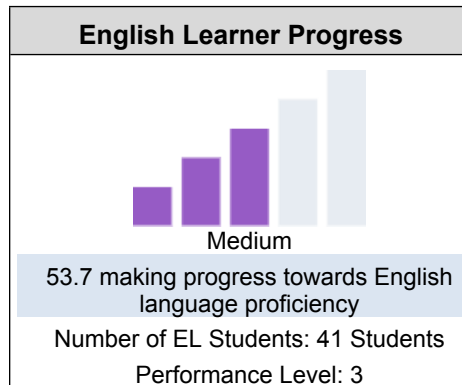
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 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
12.2%	34.1%	14.6%	39.0%

Conclusions based on this data:

1. Bates Elementary has a high number of English Language Learners whose primary language is Spanish.
2. Bates Elementary implemented two additional programs in the 2021-2022 academic school year; Transitional Kindergarten and Dual Immersion Program with Spanish as the target language. In 2022-2023 Bates Elementary offered Dual Language Immersion in all of the grade levels, Tk- 6th.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. This College and Career data is not applicable to our Bates students at this time (6th grade). However, we do have multiple programs that provide students with the opportunity to learn and explore colleges, universities and careers.

School and Student Performance Data

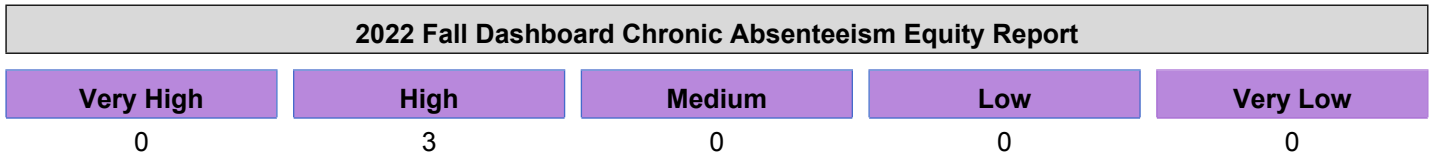
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

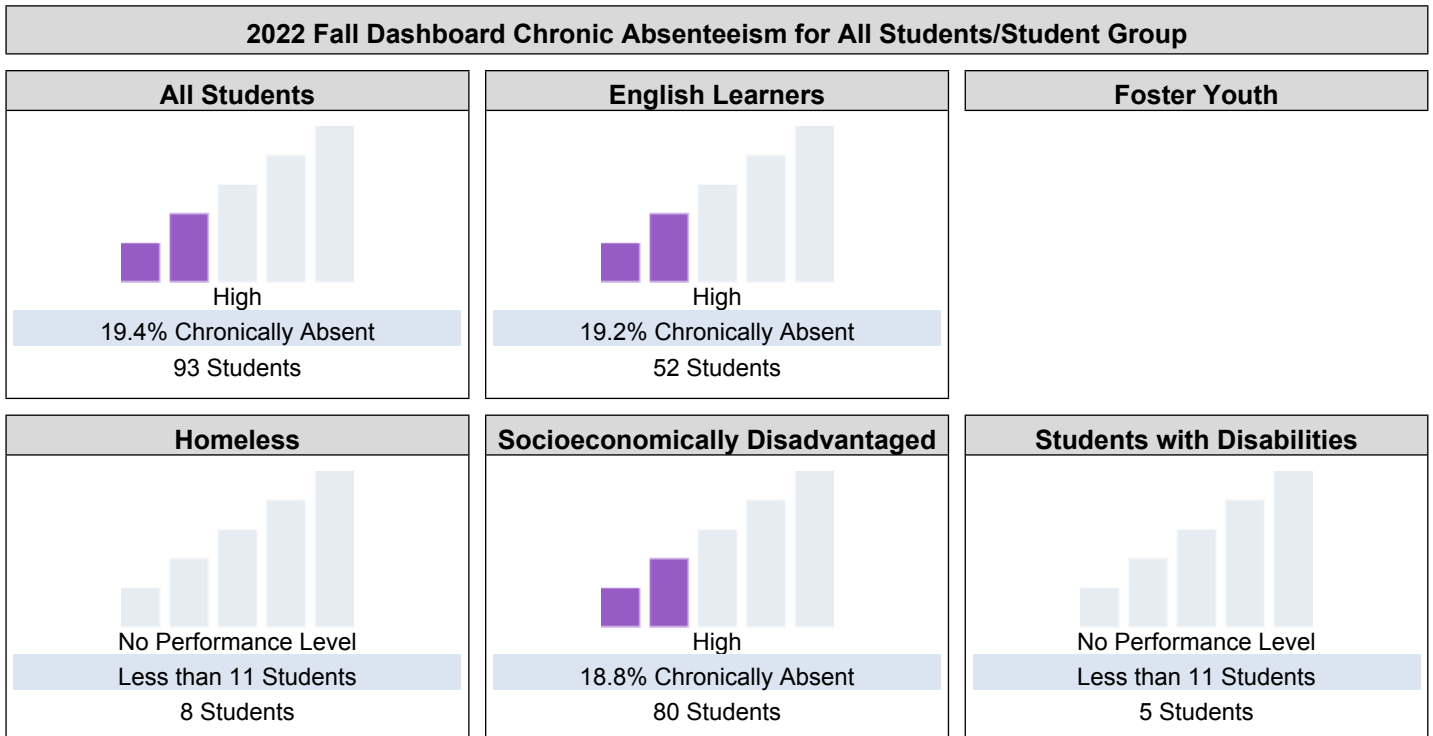
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



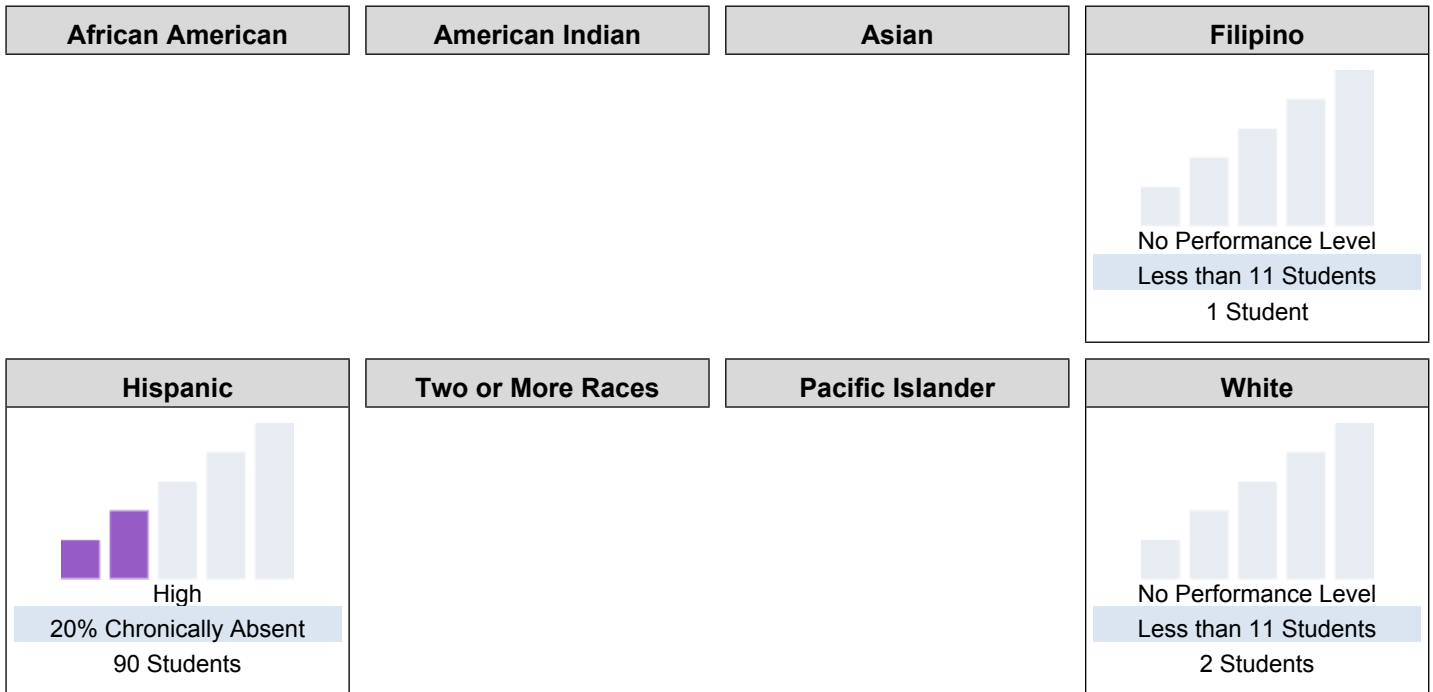
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. Bates students traditionally have a high percentage of positive attendance. Parents and guardians communicate on a regular basis when students are absent from school. Bates office staff call parents of students who are absent, SST meetings are scheduled or referral to SARB when attendance is not corrected.

School and Student Performance Data

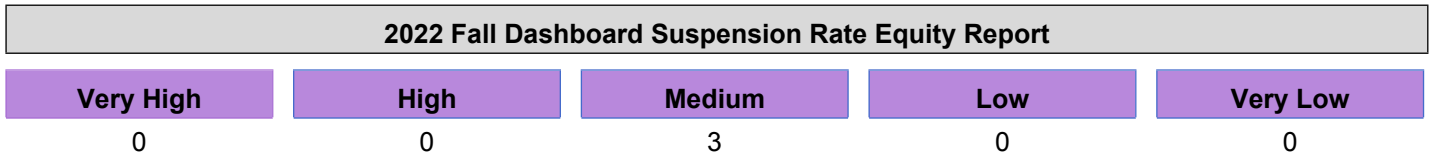
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

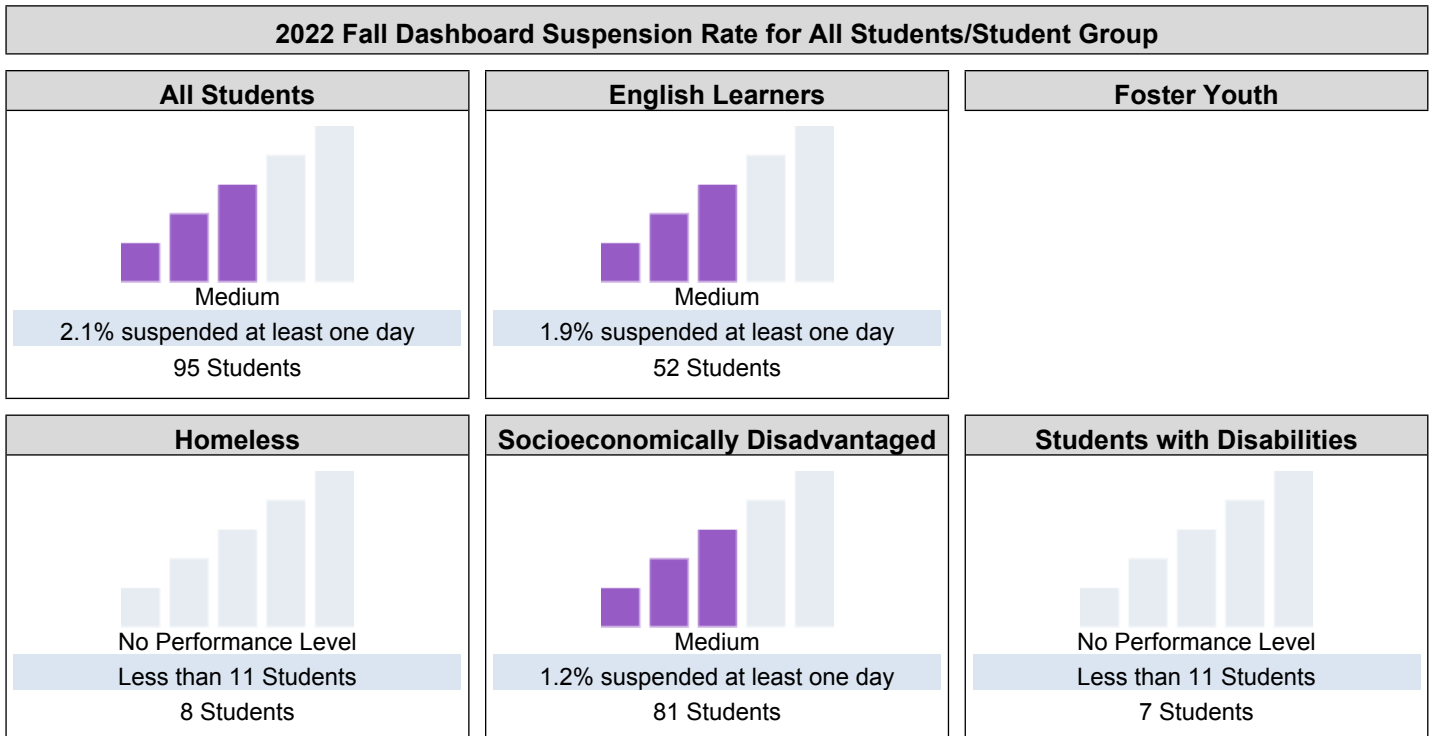
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



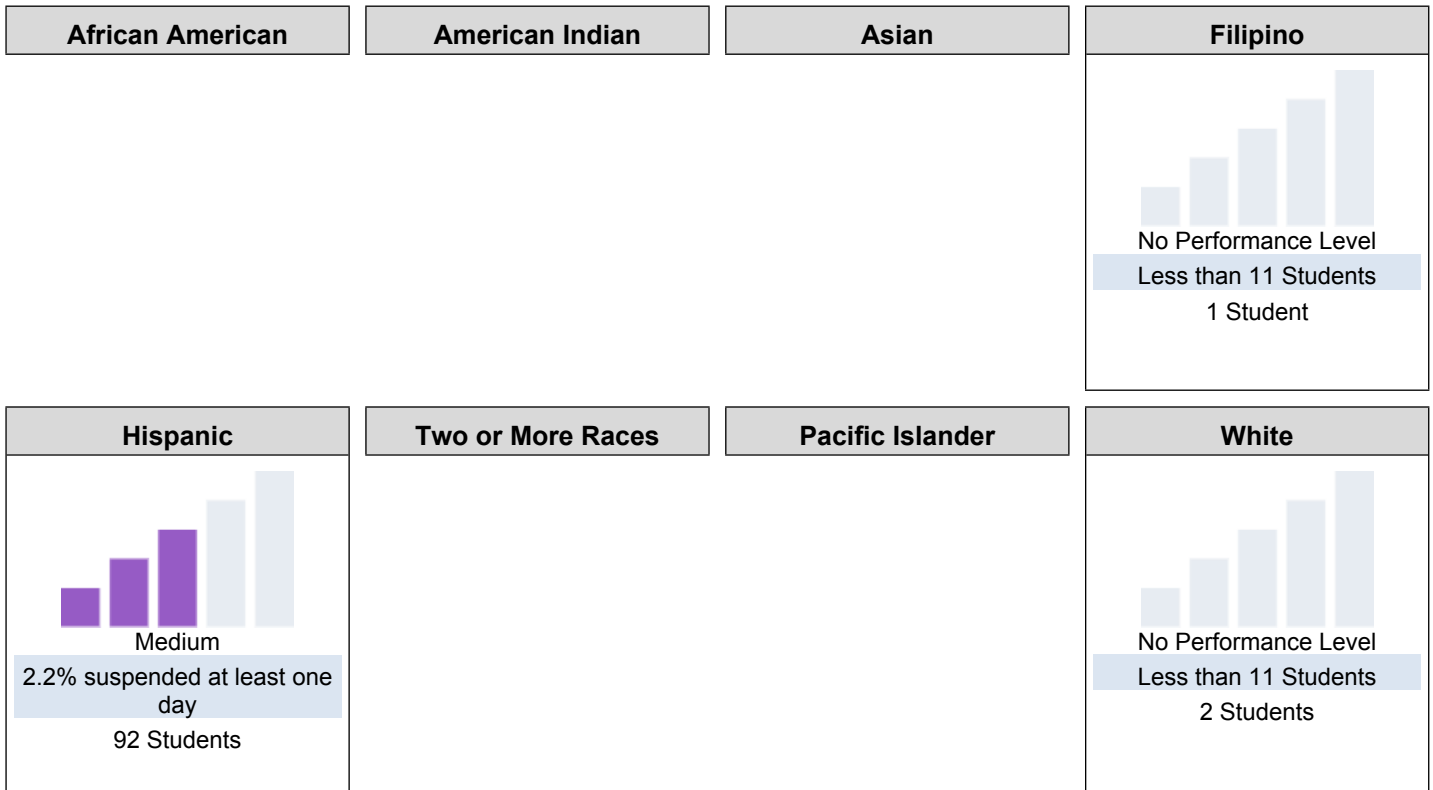
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- The suspension rate at Bates Elementary has traditionally been low. Multiple programs and interventions are implemented to address negative behavior.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Basic Services Goal

LEA/LCAP Goal

LCAP Priority 1 - Basic Services Goal

Priority 1: Bates will provide a safe learning and working environment for all.

State Priorities:

- 1 - Basic Services
- 4 - Pupil Achievement
- 2 - Implementation of State Standards
- 8 - Other Pupil Outcomes

LCAP Goal:

- Provide an instructional program that supports full implementation of the CCSS, NGSS and ELD Standards in grades TK -12.
- Provide facilities that are safe and well maintained with classrooms that are wired and equipped to use technology to support instruction
- Implement a Dual Immersion program with the purpose of recruiting students to prepare them to globally compete and be college and career ready.

Goal 1

Goal Statement:

Bates Elementary will provide safe a environment where all teachers are highly qualified, the school facility is safe and well-maintained, and all the basic curricular needs (textbooks, desks, etc.) to support instruction are met.

Identified Need

What data did you use to form this goal (findings from data analysis)?

- Previous SARC information
- Board Approved Textbooks
- Common Core Standards
- Intervention class groups
- Work orders and fixit tickets
- Student Academic Achievement Data
- Parent, staff and student surveys
- Dual Immersion Program Enrollment data

What process will you use to monitor and evaluate the data?

- Each teacher checks for proper curriculum for his/her classroom.
- Principal walk-through and observations
- Maintenance of school facility by custodian and district personnel.
- Input from students, parents, teachers and staff.
- Maintenance and Operations Director, Superintendent, School Board Members and Principal Walk Through

- Aeries reports on student data

Strategy:

- In coordination and collaboration with the District Office, all students at Bates will have the appropriate textbooks, materials, and technological equipment, as well as facilities necessary so that student learning occurs in a nurturing, safe, and secure environment funded by the District.
- In coordination and collaboration with the district office, appropriate Spanish curriculum for the Dual Immersion program will be purchased and funded by the District.
- In coordination and collaboration with the District office and Maintenance and Operations, Bates students and staff will have the necessary equipment and materials to satisfy the needs of their jobs in a supportive and safe environment funded by the District and M&O departments.
- In coordination with the District Office, Bates will maintain the appropriate level of highly qualified teachers to meet the needs of the students.
- A Dual Immersion Program (DIP) in all grades TK-6th will provide an alternative education model to develop fluency and literacy in two languages supported by the District.

What did the analysis of the data reveal that led you to this goal?

- These are basic services and tools that we are required to provide for our students each year.
- All teachers will be provided with the necessary tools to foster student learning.
- All students and staff require a safe learning and working environment.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Provide textbooks, materials and technology in support of student learning

Strategy/Activity

Strategy Title: Curricular Needs Students to be served by this Strategy / Activity:

Task:

- The staff will inform the Principal of curricular needs to ensure all students have the proper and appropriate materials.
- The principal will ensure that all teachers and staff have all curriculum, materials, supplies, and technology needed for instruction and student learning funded by the District.
- The principal will notify the District Office (DO) to order any needed curriculum for students,
- Purchase and use necessary supplemental math curriculum to use for intervention from site funds.
- Teachers will use required technology and educational technology programs to support the curriculum funded by the District.

- Purchase and use necessary materials and equipment to meet the needs of Physical Education requirements and to promote healthier living habits funded by site funds.
- Purchase and use additional Chromebooks to meet the needs of ELA and Math programs funded by the District.
- Academic support and enrichment programs will be held throughout the school year designed to foster students' individual learning needs.
- Continue with the partnership with the county library for materials, books, and programs.
- Purchase the necessary materials and curriculum for the Dual Immersion program for the 50/50 model funded by the District.
- Technology replacements or repairs will be funded by site funds.

Measures:

- Teacher - Principal communication
- Principal communication with District Office - Educational Services department
- Teachers and the principal will monitor student achievement data such as district benchmark assessments, ELPAC, SBAC, and/or MAP Scores
- Principal will complete formal and informal, on-site observations of basic services in the classroom, including the usage of Chromebooks during class.

People Assigned:

- Teachers/Staff
- Principal
- District Office Personnel

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200.00	Discretionary Supplies for Student Government - Paper, materials, and incentives
500.00	Title I PE Equipment

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Schoolwide

Strategy/Activity

Strategy Title: Technology

Strategy/Activity:

Task:

- The new and upgraded 25-station computer lab will be maintained as needed.
- A computer lab schedule will be created to give students and teachers additional consistent access.
- Technology issues will be communicated to the principal/Data Path and weekly visits from Data Path technician.
- Chromebook carts with classroom sets of Chromebooks to have access in the classroom. Providing each classroom teacher with a cart with a Chromebook per student.
- Keys for Chromebooks will be purchased and replaced as needed.
- Each classroom will have at least 2 working computers.
- Students will have access to Chromebooks to work in the classroom (One set of Chromebooks and cart was purchased by the after-school program a few years ago and one was purchased by PTA two years ago).
- Each classroom teacher will have one (1) working laptop computer.
- Computers with minor repair needs will be taken to Core Care for repair.
- Teachers will receive a beginning-of-year troubleshooting training for site technology, provided by Data Path.
- Students will have access to free keyboarding and word-processing programs.
- Students will have continued access to computer/internet-based instructional programs (i.e. Lexia, and RenLearn products).
- Teachers will incorporate more technology into their lessons (i.e. short media clips, PowerPoint presentations, information found on the internet, etc.).
- Access to wireless internet will be school-wide, including the cafeteria/gym.

Measures:

- Posted Computer Lab schedule
- Technology trouble tickets
- Chromebook Cart check-out log
- Licensing for RenLearn and Lexia (district-funded) ReadLive Licenses (site funding)

People Assigned:

- Teachers/Staff
- Principal
- TOSA
- Data Path Staff
- District Office

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

999.00

Source(s)

Discretionary

Technology Parts/Upgrades/Repairs (Copiers, printers, Chromebook etc.)

1234.00	Site Supplemental & Concentration
500.00	Site Supplemental & Concentration Technology Parts/Upgrades/Repairs (Copiers, printers, Chromebook etc.)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Achievement and State Standards

LEA/LCAP Goal

2 - Implementation of State Standards CCSS with attention to academic improvement

Goal 2

Goal Statement: Bates staff will provide response to intervention in order for students demonstrate improvement each quarter.

Identified Need

Help students understand what is expected of them in terms of academic performance and guide them towards gearing up for college and career readiness.

What data did you use to form this goal (findings from data analysis)?

- Bates Elementary will use and monitor STAR Reading, STAR Early Lit, and STAR Early Lit. Spanish, MAP Scores, ELPAC, and SBAC test results from 2021-2022.
- SBAC for 2019-2020 and 2020-2021 is not available due to COVID-19 school closures.
- The number of students meeting the Honor Roll award.
- The number of students who qualify for Advanced 7th Grade Math

What process will you use to monitor and evaluate the data?

- Staff and administration will maintain a system of monitoring tools to gauge the implementation of Common Core Standards in the classroom through writ/or electronic feedback to teachers from classroom observations performed by the administration.
- We will monitor student progress toward comprehension of standards through curricular, district-adopted assessments and state-wide assessments (for example MAP, ELPAC, SBAC, and curriculum-based assessments).

Strategy:

- Each month, teachers will select an instructional strategy to focus on that addresses the needs of students. The focus strategy will be discussed and decided on examples given during the Staff Meeting at the beginning of each month. Data will be collected by the principal during the Walk-Through observations and teachers will have the selected strategy reflected in their lesson plans.
- Continue the development/feedback on the implementation of Common Core Standards/Teaching Methodologies throughout the year.
- Continue the development and implementation of the school-wide English Language Development strategies.
- Continue with support from a bilingual instructional assistant in grades TK-1.

What did the analysis of the data reveal that led you to this goal?

- Teachers have received continued training in Common Core Standards in both ELA and Math and how it affects and changes instructional strategies.
- Teachers will continue to receive additional support/professional development in academic conversations. Teachers at Bates use and fully implement the Common Core standards throughout the subject matter.
- Teachers will continue to implement and receive additional professional development on Number Talks from the district or site.
- Teachers who have not been trained on Step Up to Writing will receive training to continue the implementation of this program.
- Teachers will continue to use MAP scores and other benchmark assessments to identify students for intervention groups.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Professional Development for Teaching Staff

Strategy/Activity

Strategy Title: Professional Development for Teaching Staff and Recruitment of Highly Qualified Teachers and Staff

Task/Activity :

- Provide collaboration time funded by the District for staff to share instructional practices and strategies addressing Science, Social Science and Project GLAD and target specific needs (ELD, Academic Conversations, Number Talks and etc.).
- Protect Core instructional time in the schedule and have ELA and Math in the mornings prior to lunch. Avoid scheduling school events as much as possible during this protected time.
- Use Wednesday release time to identify students with academic needs for RTI groups in different tiers. Students in RTI groups will be supported to move out of those groups based on different grade-level measuring tools.
- Teachers will utilize materials, resources, and strategies from Wonders Writing and incorporate Step Up to Writing during the allotted writing period of the school day.
- Teachers will be provided professional development/training in the alignment of ELD standards across all subject areas from the site-based ELD specialist funded by the site.
- Address/teach the Designated and Integrated ELD instruction.
- Teachers will utilize materials, resources, and strategies from the ELD standards alignment training in all subject areas.
- Teachers will have the opportunity for training on the Next Generation Science Standards (NGSS), Science, Social Science, and Project GLAD.
- Teachers will continue with the school site "Professional Peer Feedback" by observing other colleagues and providing positive feedback on their teaching strategies twice a year funded by the school site.

- Teachers will have the opportunity to collaborate once a quarter to better support student learning and achievement.
- Use Wednesday release time to collaborate and analyze student data to drive instruction and interventions.
- Teachers will continue with the use of typing programs and Google Classrooms to enhance their understanding of technology.

Measures:

- Agendas/Resources from ELD and NGSS Standard alignment training
- Agendas/Resources from Professional Development training
- Agendas/Resources from AVID Meetings/Training/Collaboration
- Classroom Walkthroughs
- Observations
- Teacher Peer Feedback - Twice a year
- Jungle Jr. Typing for grades K-1
- Typing.com for grades 2-6
- Assignments and Interactions in Google Classroom

People Assigned:

- Teachers/Staff
- Principal
- ELD specialist/trainer
- NGSS/GLAD trainer Substitutes
- Teacher on Special Assignment (TOSA)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
600.00	Discretionary College and Career Ready Field Trips
400.00	Discretionary Family Nights - Additional Compensation for 2-3 teachers
400.00	Lottery: Unrestricted Substitute Teachers for Peer Observations for 5-6 teachers
300.00	Site Supplemental & Concentration DLI Collaboration Quarterly

1359.00	<p>Title I</p> <p>Trainings on Culture, ELD, Spanish Language Arts, Number Talks, Academic conversations and on marketing our school and programs.</p>
1817.	<p>Title I</p> <p>Dual Language Instruction Trainings/Certification/License</p>

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students School Wide

Strategy/Activity

Strategy Title: Supplemental / Ancillary Materials

Task:

- Teachers will utilize district-funded supplemental materials (i.e. Curriculum Associates) that help teachers and students become more familiar with Common Core standards and testing format (e.g. MAP testing).
- Teachers will utilize online keyboarding programs with students to practice Common Core technology standards
- Teachers will use other district or site-funded supplemental materials for the purpose of implementing Common Core standards and enhancing instruction.
- Teachers will use the county library as needed for supplemental materials, books, and programs.

Measures:

- Lesson Plans
- Classroom Walkthroughs / Observations
- Student Work / Student Data
- Computer lab and/or Chromebook usage
- Free Online Keyboarding program
- Online curriculum - Embedded support
- Peer observations twice per year

People Assigned:

- District Personnel (Supplemental Materials)
- Teachers / Staff
- Principal
- TOSA
- SCOE

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students School Wide

Strategy/Activity

Strategy:

Strategy Title: Ongoing Assessment and Monitoring System

Strategy/Activity:

Task:

- Staff will have data to review MAP, ELPAC, SBAC ELA, Math & Science, and Physical Fitness Results.
- Administer entry-level assessments for Transitional Kinder students (STAR Early Lit in Spanish, Common Core Math Assessment, and ELPAC).
- Implement regular curricular monitoring assessments (Math Unit/Chapter Tests, ELA Unit Tests, Fluency Tests, RenLearn Assessments).
- Provide teachers the opportunity to attend conferences that support student achievement.
- Administer MAP Assessments and use data to drive instruction.
- Follow district calendar for administration, collection, and analysis of monitoring assessments.
- Set up electronic data collection and recording for each teacher (Academic Conferencing after 1st and 3rd quarters).
- Teachers utilize District-provided MAP practice materials.
- Celebrate student success on MAP and ELPAC testing with Medals Ceremonies.
- Celebrate student attendance and honor roll by providing incentives for students.

Measures:

- Clear teacher documentation of monitoring of assessments.
- Calendar of assessment administration and data analysis.
- Assessment data shared by teachers with administration.
- Data reports disaggregated by subgroups.

People Assigned:

- Principal
- Teachers/Staff
- Counselor

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
400.00	Lottery: Unrestricted Cost of Substitutes for Teachers Conferences
150.00	Site Supplemental & Concentration Medals for Student Achievement

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Grade Level /School Wide Collaboration

Strategy/Activity

Task:

- Calendar one collaboration meeting per month to focus on Common Core instructional strategies, assessment data analysis, and/or lesson planning.
- Identify school site leaders in specialized areas (GLAD, AR, Technology, SDAIE, Number Talks, and Academic Conversations) and utilize their input for staff collaboration.
- Use a data recording tool for site collaboration meetings.
- Teachers share specific input/feedback on how to improve teaching strategies and student performance.
- Principal, RTI staff, and rotating teachers will meet a minimum of once (1x) each month to collaborate on the progress of students receiving intervention services.
- Provide Tier 1, 2, and 3 interventions for struggling math students, especially targeting students who are socioeconomically disadvantaged, the subgroup identified in the California School Dashboard Indicators as needing additional support.

Measures:

- Collaboration agendas/minutes
- Short-term objectives achieved (target objectives identified in collaboration meeting)
- Modifications to lesson plans/teaching strategies
- Students below benchmark identified and provided additional support
- Data analysis of significant grade-level and school-wide subgroups in SBAC Interim Benchmarks, District Assessments, and curricular assessments

People Assigned:

- Principal
- Teacher/Staff
- Counselor

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Writing Schoolwide

Strategy/Activity

Task:

- Provide dedicated writing period for students in grades TK-6 (attempt extended writing period 2x/week for 50 minutes each along with 5x/week for 30 minutes each).
- Provide staff with opportunities to collaborate and share student successes with Wonders curriculum/Step-Up to Writing.
- Implement writing strategies learned in training.
- Implement GLAD/ELD strategies in preparation for the writing pieces.
- Continue with the implementation of academic conversations in every classroom.
- Conduct three (3) school-wide writing assessments, Fall, Winter, and Spring.
- Invite author of children's books to visit Bates and talk about the benefits of reading/writing
- Student Authors Writing Contests (poem, short story, etc.) to increase student interest in writing.

Measures:

- School schedule
- Agendas for writing curriculum training
- Classroom walk-throughs/observations
- Writing assessment results
- Writing Rubrics

People Assigned:

- Principal
- Teachers/Staff
- Counselor

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500.00

Source(s)

Discretionary

Supplies for Meetings including Snacks

500.00

Site Supplemental & Concentration

Writing Trainings

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Response to Intervention

Strategy/Activity

Task:

- Continue the process of identifying students qualifying for Tier 2 and Tier 3 (pull-out) intervention services for ELA.
- Identify staff to provide Tier 2 and Tier 3 intervention services.
- RTI and ELA teachers will continue with the implementation of supplemental materials/curriculum such as Mobymax.
- Search and implement a Math intervention that services students and can be reinforced by the Beyond the Bell staff.
- "Math Fact Practice Club" in After-School Program that tracks progress and rewards achievements.
- Principal, RTI team, and rotating teachers meet monthly to discuss student progress and needs in RTI and readjust practices and approaches to better support our students.

Measures:

- Students receiving RTI services show growth in Pre/Post tests of RTI curriculum.
- Students receiving RTI services show growth in STAR Early Literacy (1+ year's growth) and/or growth in STAR Reading
- Students participating in the Dual Immersion Program will be taking the STAR Early Literacy in Spanish

People Assigned:

- Principal
- Resource Teacher
- ELD/RTI Teacher
- Teachers
- Instructional aides
- CA Mini-Corps Tutors
- Counselor

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500.00

Source(s)

Site Supplemental & Concentration

Intervention and supplemental programs
(include licenses or curriculum)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Differentiation for Advanced Students

Strategy/Activity

Task:

- Identify Advanced students in ELA/Math through MAP testing/SBAC Interim benchmarks, GATE testing in grade 4, and Curricular assessments.
- Monthly STAR Early Lit Assessments for grades K-2 and every other month for grade 3.
- Using the adopted curriculum, provide Advanced students with challenging activities and opportunities.
- Purchase/obtain additional curricular resources, as necessary/requested.
- Provide access to Academic Talent Search testing/information.
- Zoo phonics (English and Spanish) for Transitional Kindergarten and Kindergarten

Measures:

- MAP testing/SBAC Interim benchmark assessments, GATE Testing, Curricular assessments
- STAR Early Lit English and Spanish for the students in the Dual Immersion Program
- Lesson Plans
- Student work
- Classroom walk throughs/observations

People Assigned:

- Principal
- Teachers
- Instructional Aide(s)
- Counselor

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500.00

Discretionary

Materials or curriculum

3398.00

Lottery: Unrestricted

Materials, license, technology

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Intervention Students

Strategy/Activity

Strategy Title: Instruction at Student Levels

Strategy/Activity:

Task:

- Students will receive instruction at their level of need during ELA/Math Universal Access (UA) time.
- Students who need help beyond class time will receive instruction using materials such as Lexia, Language!, RAZ, LIPS, and Read Naturally with the purpose of reinforcing the core standards.
- Students who regularly exceed the core standards will be given challenging activities and opportunities to extend their learning.

Measures:

- RenLearn Assessments (STAR Early Lit, STAR Reading, STAR Math)
- Lexia Assessments
- RAZ
- Curricular and SBAC interim benchmark assessments
- Mobymax curriculum support
- RTI curricular assessments
- Classroom walkthroughs/observations

People Assigned:

- Principal
- ELD/RTI teacher
- RSP teacher
- Teachers/Staff
- Counselor

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Addressing Student Needs

Strategy/Activity

Strategy Title: Addressing Student Needs

Strategy/Activity:

Task:

- Student academic needs will be discussed at Academic Conferences/Collaboration Meetings.
- School will meet with parents of students with significant academic/behavioral/other needs in an SST.

- Teachers and staff will work together to come up with ways to help students in their areas of need (i.e. push-in help, pull-out help, Mini-Corps tutors, After school program support, etc.).
- RTI/ELD and RSP teachers will form committees with principal and rotating teachers to meet monthly to discuss the progress/needs of students receiving interventions during the school day and beyond.

Measures:

- Meeting notes from Academic Conferences
- Meeting notes from RTI Monthly Meetings
- Meeting notes from SSTs Meetings
- Staffing considerations for students needing extra help
- SBAC and ELPAC Data
- MAP Data

People Assigned:

- Principal
- Teachers/Staff
- Counselor
- ELD/RTI Teacher
- RSP Teacher

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

300.00

Lottery: Unrestricted

Food/Snacks for Academic
Conferences/Collaboration Meetings

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parental Involvement

LEA/LCAP Goal

Goal Area: LCAP Priority 3 - Parent Involvement

Goal Title: Priority 3 - Bates Parent Engagement is an Integral Part of Student Success

State Priorities:

3 - Parent Involvement

Goal 3

Goal Statement: Bates Elementary will strive to make parents and community feel welcomed and engaged in our students' success.

Identified Need

What data did you use to form this goal (findings from data analysis)?

- Written and implied data from teachers/staff
- Parent Feedback / Suggestions
- Sign-in from the school year
- Sign-in for meetings or events
- District Town Hall Meetings
- Monthly Newsletters where teachers are being featured and request feedback on ways to improve the Dual Immersion Program.
- Distribute monthly newsletters to the county library and to the town association members.

What process will you use to monitor and evaluate the data?

- Parent Sign-Ups (with phone numbers) at Back to School Night for all calendared school events.
- Google form with a QR code to facilitate parent communication
- We will ensure parent/family sign-in at all events in which parents participate.
- Parent Engagement Incentive program for the parents to continue to attend formal meetings, parent nights, and other parent meetings/committees.

Strategy:

- Further develop an inclusive school culture that generates parent participation throughout the entire school year, during, before, and after school hours, and at school events.
- Improve the school/home connection through more parent participation on-site at the school.
- Provide each parent with a ticket at every school event and/or meeting for an incentive drawing at the end of the school year.
- Select and acknowledge a Parent/guardian of the month for the monthly sing-along.

What did the analysis of the data reveal that led you to this goal?

- From the data we have gathered, as well as observational data from Bates staff, we estimated about 90% of the parents participated in at least one school event.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

School Wide

Strategy/Activity

Strategy Title: Communication with Parents

Task/Activity:

- General information with parents and the community will be communicated through parent square in English and Spanish.
- Provide parents with a copy of the monthly calendar of events on a monthly basis for the 2021-2022 school year to send home with the students and post on our school's social media pages.
- Continue with the district-adopted ParentSquare platform.
- All parent information sent home will be translated for parents/families.
- Teachers make positive calls or emails for one or more selected students each week during the early Wednesday release time.
- Parent meetings with non-English speaking parents will be translated.
- Phone messages/reminders will be sent home as necessary in the language spoken at home, district funded.
- Progress reports will be shared with parents each quarter/Report Cards each quarter for all students
- MAP testing results will be shared with the parents and the students via the Wednesday folder.
- Overall SBAC results are shared with the parents and community during different parent meetings.
- Teachers will hold Parent/Student conferences, with translation as needed.
- Parents will be invited to participate in Student Success Team (SST) meetings for their students.
- Upcoming events will be noted on the school electronic sign.
- Principal will attend Courtland Town Association meetings to share information about the school with parents/community members and/or share the Monthly Newsletters.
- Use the Back to School Night and other family and community nights to provide information for parents.
- Provide parents the opportunities to volunteer in the classrooms.
- Conduct family outreach to families who are applying to transfer out of Bates to another school or district.

Measures:

- Calendar of Events

- Quarterly Positive Call - Contact Log
- Parent Square Posts
- Sign-Ins from Parent/Teacher Conferences
- Progress and Report Cards
- Student Agendas
- SST copies

People Assigned:

- Principal
- Secretary
- Teachers/Staff
- Counselor
- Beyond the Bell Staff

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

300.00

Source(s)

Lottery: Unrestricted

Substitute Teachers for SST (Roving Substitutes)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Schoolwide

Strategy/Activity

Strategy Title: The SSC, ELAC, and PTA will increase overall Parental engagement at Bates Elementary.

Task/Activity:

- Parent meetings are designed to help parents understand the DLI program at Bates Elementary.
- Parents will be encouraged to participate in the parent nights at the Back to School Night, ParentSquare, newsletters, and in the classrooms by the Principal and teachers.
- PTA & ELAC meetings will include reminders of Parent Nights.
- Coffee/Tea with the Principal will also remind parents of the Parent Nights and continue the ongoing communication between parents and principal.
- Provide two Parent Nights with different topics depending on the identified needs.
- School counselor will present at an ELAC meeting to review A-G requirements, differences between college and university systems, and financial aid opportunities.

Measures:

- Sign-In Sheets

- Coffee/Tea with the principal agendas/sign-in sheets
- ELAC SSC and PTA Principal's Reports

People Assigned:

- PTA & ELAC Parents
- Teachers
- Principal
- Counselor

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	Discretionary Staff Hourly Time - Parent Nights
300.00	Discretionary Food/Snacks/Supplies for Parent Meetings
0	
300.00	Discretionary Translation Services
300.00	Discretionary Child care for Parent Meetings
300.00	Site Supplemental & Concentration Child Care for Parent Meetings
400.00	Discretionary Food or supplies for Parent Meetings
600.00	Discretionary ELD DLI SCOE Trainings

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

School Wide

Strategy/Activity

Strategy Title: Dual Immersion Parent Nights will increase overall Parental involvement at Bates Elementary.

Task/Activity:

- Dual Immersion Parent Nights are designed to inform parents and explain the Dual Immersion Program at Bates Elementary.
- Parents will be encouraged to participate in the Dual Immersion parent nights at the Back to School Night, ParentSquare, newsletters, and in the classrooms by the Principal and teachers.
- Parents will be given the opportunity to give feedback on ways to improve and make progress.

Measures:

- Dual Immersion Night Agendas
- Sign-In Sheets
- ELAC and PTA Principal's Reports

People Assigned:

- PTA & ELAC Parents
- Teachers
- Counselor

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	Discretionary Staff Time - Dual Immersion Nights
300.00	Discretionary Food/Snacks/Supplies for Parent Meetings

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

School Wide

Strategy/Activity

Strategy Title: ELAC Responsibilities

Task/Activity:

- ELAC parents will have discussions of parents needs to ensure their children succeed.
- ELAC parents will select the topics of interest they wish to learn about to support their students.

- Advise School Site Council (SSC) on the school's program, goals, and objectives for EL programs/services.
- Advise the principal and staff on the school's program for English Learners.
- Provide and discuss the DELAC's summary of all schools' surveys.
- Advise the school on practices to make parents/guardians aware of the importance of regular school attendance. Elect at least one member to the DELAC.
- Provide training/materials, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities.
- Invite ELAC parents to attend the CABE conference (regional or state).
- Provide training on the District's Uniform Complaint Procedures, including Williams requirements.
- ELAC parents will have the opportunity to provide feedback on site-based programs during each ELAC monthly meeting.
- Elect one or two ELAC parents to participate in the Dual Immersion Parent Committee.

Measures:

- DELAC Agendas
- ELAC Agendas
- Sign-Ins
- CABE Agendas/registration
- Parent Survey (on topics)
- Dual Immersion Committee Agendas

People Assigned:

- ELAC Advisor (ELD teacher)
- Principal
- ELAC Parents
- Dual Immersion Committee Parents

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

300.00

Source(s)

Discretionary

Child Care for Parent Meetings

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Engage all Parents in Student Achievement

Strategy/Activity

Strategy Title: Engage all Parents in Student Achievement

Task:

- Provide the opportunity for parents to participate in 2022-23 Family Nights.

- The STEM Family Night is an opportunity to provide valuable information regarding expectations, grade level standards, and ideas on how parents can help their students with their school work, and on Science Technology Engineering & Mathematics (STEM). Some of the events, committees/organizations are PTA, ELAC meetings, Activity Day, Parent Trainings, Coffee with the Principal, Monthly Awards, Field Trips, AR Incentives, Movie Night, Winter Program, Band Concerts, Back-to-School Night, Open House, Family Nights and etc.
- Childcare will be provided to the parents who attend parent meetings and will be site funded when meetings are in person.
- ELAC parents will have the opportunity to attend CAFE regional and/or state conferences and report back to other parents at ELAC/DELAC meetings.
- Teachers/staff will be given the opportunity to attend CAFE regional or state conferences.
- Parents will receive materials/resources to assist students in schoolwork and homework.
- Parents will receive guidance on A-G requirements and college awareness information at a meeting or event provided by the school counselor.
- Child Care will be provided for the parent meetings/trainings when they are in person.
- Foster a School Culture of High Achievement
- Provide informational and welcoming days for DIP students and parents

Measures:

- Agendas of Parent Academic Nights
- Sign-In Sheets
- Parent Feedback Forms
- CAFE Conference Agendas
- PTA/ELAC
- Parent DIP Committee

People Assigned:

- Principal
- Teachers/Staff
- Counselor
- Parents
- Guest Presenters
- Community
- County Library
- Middle School Admin

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

100.00

Source(s)

Title I

Teachers/Staff meetings

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Goal Area: LCAP Priority 5 - Pupil Engagement

LEA/LCAP Goal

Goal Title: Priority 5: Student Engagement

State Priorities:

5- Pupil Engagement

Goal 4

Bates Elementary will maintain an engaging, well-attended, and college and career-minded environment for students. Students will have opportunities to serve as student leaders, learn about and plan for college and careers, and participate in arts-related activities.

Identified Need

What data did you use to form this goal (findings from data analysis)?

- Student attendance data from Aeries Student Data Management System.
- Student feedback to live performances.
- Student participation in Band.
- Students' participation in the Leadership Academies
- Students will participate in the perfect attendance assemblies/incentives.
- Students in grades TK-6 participation in the Honor Roll Assemblies - Quarterly

What process will you use to monitor and evaluate the data?

- Attendance Data on regular basis (monthly).
- Perfect Attendance Incentives - Quarterly
- Student participation in Student Council.
- Attendance to the monthly Leadership Academies after school
- Students earning "Honor Roll" - Quarterly

Strategy:

- Through the use of positive reinforcements, students and families desire to come to school more frequently.
- Trophies/extra recess issued to the class with the best attendance in the previous month.
- Establish communication with students who have chronic absenteeism or tardies to create a plan to improve overall attendance.
- Students with perfect attendance will participate in the quarterly perfect attendance assemblies and earn incentives.
- Students with perfect attendance at the end of the school year will receive a perfect attendance medal.

What did the analysis of the data reveal that led you to this goal?

- Student attendance for the 2020-2021 school year was between 92.86% which is slightly lower than the desired goal of 97.5%.
- Student feedback on how they enjoy working as student leaders in Student Council.
- Student Council members have provided positive feedback after each monthly Leadership Academy.
- Students thoroughly enjoyed each live performance, tour, and presentation.
- Students in grades 4-6 like the option of participation in band.
- Students in grades TK-6 will participate in the honor roll assemblies.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Schoolwide

Strategy/Activity

Strategy Title: Positive Student Participation/Engagement

Strategy/Activity:

Task:

- Students will elect peers to be the school leaders in grades 5-6 for Student Council positions.
- Student Council will provide a positive environment by planning events, such as Spirit Week, and making signs and announcements encouraging positive actions and participation in school events.
- Student council members will attend monthly leadership academies to learn or improve students' leadership skills.
- Each classroom teacher will select at least one Student of the Month recognizing a positive quality.
- Student recognition assembly will occur at the end of each month.
- Students in grades 4-6 will have access to Intramural sports (i.e. football, basketball, volleyball, and soccer), through the After-School Program (Depending on the availability of buses and drivers).

Measures:

- Student Council elections
- Student Recognition at Awards Assemblies
- Participation in Intramural sports
- Field Trip Participation
- Leadership Academy participation log/agendas & evaluations

People Assigned:

- Principal
- Student Council Advisor(s)

- Teachers/Staff
- PTA Parents
- Counselor

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

200.00

Lottery: Unrestricted

Student Council Materials/Expenses

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Schoolwide

Strategy/Activity

Strategy Title: Promoting College and Career Readiness

Strategy/Activity:

Task:

- Prepare students in grades TK-6 to understand what college is and prepare for college readiness by engaging in class discussions throughout the year and in the culminating College Week in May.
- Address socio-cultural awareness through classroom presentations, parent presentations, and college visitations.
- Prepare students in grades TK-6 to participate in College Week activities, which include Delta High Seniors Presentation, "Touch a College" presentation, grades 4-6 field trip to UC Davis or Sacramento State University, etc.

Measures:

- Parent Sign-in sheets for the College and Career presentations
- Students will pledge to go to college or pursue a career during college and career week
- Student attendance/participation during college and career week
- College presenters will be invited to bring college information to parent meetings

People Assigned:

- Principal
- Teachers/Staff
- Community Volunteers
- Counselor
- Delta High School Seniors
- Guest Speakers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	Lottery: Unrestricted College and Career Ready and/or Transportation
2450.00	Discretionary

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Schoolwide

Strategy/Activity

Strategy Title: Visual and Performing Arts Opportunities

Strategy/Activity:

Task:

- School will schedule live performances for Winter and Spring Performances.
- School will allow opportunities for students to write and submit their own plays or skits.
- Students in grades 2-6 will be allowed opportunities to play in the school band.
- School band will plan and perform a Band Concert during the school year.
- School will purchase/borrow needed Band instruments.

Measures:

- Performance dates for live performances School Tour
- Inventory of Band instruments
- Band Practice schedules
- Band Concert dates
- Play Performance date

People Assigned:

- Principal
- Band Teacher
- Teachers/Staff
- Counselor

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
466.00	Lottery: Unrestricted Live Performances School Tours (Winter and Spring)
500.00	Lottery: Unrestricted Repair/Refurbish Band Instruments & Supplies
214.00	Lottery: Unrestricted Play /Test Materials/Supplies/Assembly

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Goal Area: LCAP Priority 6-School Climate

LEA/LCAP Goal

Goal Title: Priority 6: Bates School Climate

Goal 5

Goal Statement:

Bates Elementary will continue to provide and maintain a positive and safe school environment for all students.

Identified Need

What data did you use to form this goal (findings from data analysis)?

- Suspension/Expulsion rates - The suspension rate for Bates (total # of days of suspension/total number of students) was about 3 % in 2021-2022.
- Discipline Referrals - the number of referrals has been very limited due to school closures. Students who were referred to the principal during school closure were contacted by the principal via phone, emails, and/or home visits.

What process will you use to monitor and evaluate the data?

- Discipline Referral data
- Data from the school counselor and counselor intern
- Informal/Formal observations of classroom/playground behaviors

Strategy:

- Continue with the school-wide reinforcements.
- Continue with support services with the school counselor (Individual and group sessions).
- Provide appropriate supervision during recess/lunch times.

What did the analysis of the data reveal that led you to this goal?

- Discipline Referrals have decreased with the increase in counseling services from school counselors, district social workers, Rio Vista Care, and/or an Intern school counselor from Sacramento State University.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Schoolwide

Strategy/Activity

Strategy Title: Positive Actions

Strategy/Activity:

Task:

- Teachers will teach lessons from the district-adopted curriculum, such as Positive Action and Second Step to help students understand their thought process in making decisions and how to make good decisions or positive actions.
- Bates will have at least one (1) assembly during the year that promotes good decision-making, positive actions, anti-bullying, and self-care.
- Teachers will teach and revisit with students the difference between "Bullying and Conflict".
- Bates will have Student Recognition at the completion of each month.
- During the monthly assemblies students will continue to be recognized for demonstrating positive character traits at school and will receive recognition in the form of prizes.
- Students will be celebrated for attendance and for making the Honor Roll.
- Teachers and parents will also be recognized.
- Continue with schoolwide implementation of sections of PBIS.

Measures:

- Student Awards/Recognition
- Lesson Plans
- Anti-bullying Assembly
- ICU Prizes during assemblies
- School Wide Posters on Anti-bullying and/or Bullying vs. Conflict

People Assigned:

- Principal
- Teachers/Staff
- Counselor

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500.00

Lottery: Unrestricted

Rewards/Recognitions/Prizes

400.00

Lottery: Unrestricted

Attendance/Honor Roll/ Positive Incentives

1800.00

Discretionary

Student Well Being Assemblies and/or Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Schoolwide

Strategy/Activity

Strategy Title: Positive Student Behavior

Strategy/Activity:

Task:

In collaboration with administrator, counselor, and social worker,

- 5th-6th grade students will be trained in Peer Mediation through the school counselor to help mediate conflicts that may occur between students.
- A schedule of Peer Mediators will be developed, announced each day, and posted around school.
- The total number of discipline referrals will decrease from the previous year and the suspension rate will be 5% or less of the student body (ex: for 200 students, no more than 10 days of at-home suspensions)
- School counselor will provide bullying prevention lessons to classes as requested by teachers or administrators.
- School counselors will provide counseling services to individuals or small groups, with a focus on decision-making, understanding one's own feelings, and the feelings of others, anger management, and social appropriateness.

Measures:

- Peer Mediator schedule
- Student discipline data from Aeries
- Counseling schedule/calendar
- Classroom Presentations
- Bullying Prevention Presentations

People Assigned:

- Teachers/Staff
- School Counselor
- Principal

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Schoolwide

Strategy/Activity

Strategy Title: School Safety

Strategy/Activity:

Task:

- Staff will provide a before-school supervisor for the students who arrive on the "early bus".
- Staff will provide at least two (2) yard supervisors during the before-school recess and the first recess.
- Staff will provide supervision during the lunch recess.
- Staff will provide a bus monitor immediately after school.
- Administration and Staff will work with the district to create a comprehensive site safety plan.
- Administration and Staff will implement the Catapult EMS and receive appropriate training.
- Administration will work with district Maintenance and Operations staff to repair/fix any unsafe conditions on school site.

Measures:

- Yard Supervision assignments
- Completion of comprehensive site safety plan
- Repair of unsafe conditions
- Catapult EMS

People Assigned:

- Principal
- Teacher/Staff
- Counselor

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	Lottery: Unrestricted Catapult EMS
4783.00	Site Supplemental & Concentration Yard Duty Supervision - Student Safety

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Goal Area: LCAP Priority 8- Other Pupil Outcomes

LEA/LCAP Goal

Goal Title: Priority 8: Other Pupil Outcomes

State Priorities:

8 - Other Pupil Outcomes

Goal 6

Goal Statement:

75% of Bates students will meet their Rasch Unit (RIT)* goal in MAP testing by the end of the school year. Each class will need to take at least a Fall and Spring test to get accurate results, with more accurate results occurring with Fall, Winter, and Spring testing.

If SBAC Interim assessments are given, the goal is to establish a baseline after the 1st Interim assessment and create student/class/school goals after knowing the baseline data (SBAC Interim Assessments have not been given yet).

On curricular assessments (ELA and Math), the goal is that 75% of the students will score at the "Standard Met/Standard Exceeded" or "Proficient/Advanced".; With a new math curriculum for 2015-2016 that correlates directly to Common Core standards, this will be an important piece of data in preparation for the EOY SBAC test. For ELA, because our materials/assessments still reflect the old CA State Standards, assessment results will be from a combination of Theme Skills Tests and Curriculum Associates (CCSS-based) assessments.

* MAP Growth uses the RIT (Rasch Unit) scale to help you measure and compare academic growth. Specifically, the scale measures levels of academic difficulty. The RIT scale extends equally across all grades, making it possible to compare a student's score at various points throughout his or her education.

Identified Need

What data did you use to form this goal (findings from data analysis)?

MAP testing, there are some results that are promising, but most are incomplete. In order to have more valid results, an end-of-the-year MAP assessment should be given. However, due to the closeness in testing windows with the SBAC and the MAP window, most classes did not take a Spring MAP test. For the one class that did, the results were that 86% of the students achieved their MAP RIT goal in Math and 48% of students achieved their MAP RIT goal in ELA.

What process will you use to monitor and evaluate the data?

- Teacher, support staff and administrators ongoing collaboration meetings to review data.
- Academic Conferences to discuss student progress and test results.

Strategy:

Staff and students will monitor student learning and standards mastery through the use of

assessment data as a means to drive and differentiate instruction in the classroom.

What did the analysis of the data reveal that led you to this goal?

- The analysis revealed that in order to get data that is useful, all three testing periods of MAP testing need to be employed. And while it is just one form of assessment, it is important for showing growth.
- One thing that we continue to consider is a simple and logical way of tracking and looking at the data - that is easy for teachers and administration to access. Tracking MAP testing results is manageable because it is web-based.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Schoolwide

Strategy/Activity

Strategy Title: Necessary Assessments

Strategy/Activity:

Task:

- Following the district lead, the school will create a matrix of necessary assessments throughout the school year to follow student progress.
- An assessment calendar will be developed and teachers will give the students their required assessments.
- Assessments such as Fluency, STAR Reading, STAR Reading in Spanish, STAR Early Lit, STAR Early Lit in Spanish, BPST-II will be considered identifying students' academic levels and areas of need.
- Teachers/Staff will meet to discuss results and how the results will change teaching strategies or student placements in regular education or RTI.

Measures:

- Results of agreed-upon assessments
- Weekly Lesson plans
- Assessment Calendar

People Assigned:

- Teachers/Staff
- Principal
- District Office

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Schoolwide

Strategy/Activity

Strategy Title: Regular Student Assessments

Strategy/Activity:

Task:

- Students will take ELA Wonders Assessments.
- Students will take Math Topic/Chapter tests after completion of each topic or chapter.
- Students will take MAP Assessments and/or SBAC Interim Assessments using the computers.
- Teachers will utilize the results of these assessments to drive their instruction.

Measures:

- Results of ELA, Math, and SBAC Interim Assessments
- MAP Assessment Reports
- Lesson Book

People Assigned:

- Teachers/Staff
- Principal
- TOSA

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Goal Area: LCAP Priority 8 - Increase Student Enrollment

LEA/LCAP Goal

Goal Title: Priority 8: Other Pupil Outcomes

State Priorities:

8 - Other Pupil Outcomes

Goal 7

Goal Statement:

Bates Elementary will continue:

- with the Dual Immersion Program with Spanish as the target language using the 50/50 model to increase student enrollment.
- to work with the District Office to implement a Transitional Kinder program to help increase student enrollment.

Identified Need

Increase Student Enrollment

What data did you use to form this goal (findings from data analysis)?

- * Student enrollment has dropped over the last fifteen years.
- * ELAC Parent feedback.
- * District feedback on creating programs that attract new students.
- * Feedback from Town Hall meetings from 2022-2023.

What process will you use to monitor and evaluate the data?

- * Student enrollment reports from Aeries.
- * Number of students enrolled in the Spanish Dual Language Immersion Program and Transitional Kindergarten.

Strategy:

- * Continue to expand both the Spanish Dual Language Immersion Program and the Transitional Kindergarten.
- * Collaboration with First Five and the new parent resource center on site.
- * Advertise the Dual Immersion Program regionally

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Incoming Students in Kindergarten and/or Transitional Kinder

Strategy/Activity

What data did you use to form this goal (findings from data analysis)?

- Student enrollment data and projections based on our current program.
- Parent, community, and staff feedback.
- Feedback from the Town Hall Meetings from 2022-2023.

What process will you use to monitor and evaluate the data?

- Student enrollment data
- Registration
- Parent, community, and staff feedback.
- Dual Immersion / ELAC Parent Committee

Strategy:

- Principal, parents, and community will continue to collaborate on the development and implementation of the Dual Immersion Program.
- Continue with the Dual Immersion/ELAC meetings to continue with the ideas on recruiting students. The task force team has representatives from the following: parents, staff, Beyond the Bell, community, and principal.
- Continue collaborating through the ELAC and SSC to provide feedback to the principal and staff in the development and implementation of the DLI program.
- Collaborate with Educational Services to continue Transitional Kinder this upcoming school year.
- Collaborate with Educational Services to purchase and implement the necessary Spanish curriculum and assessments for the expanded Dual Immersion Program.
- Staff and parents in the Dual Immersion Program will participate in Dual Immersion Conferences to learn and implement new ideas.
- Parents and staff circulate information on the DLI Program in the towns within our school zone.
- CABE Conferences or similar professional Development to help support multiple goals on this plan.

What did the analysis of the data reveal that lead you to this goal?

Parents want to expand and grow the DLI program to be a model school in the region.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1200.00

Source(s)

Discretionary

Spanish Dual Language Immersion Program Support

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Learning Loss

LEA/LCAP Goal

LCAP Goal

Improve and support student learning to close achievement gaps and ensure all students who graduate are college and career ready

Goal 8

Bates students will be actively engaged in analyzing their MAP data and establish goals with the support of their teachers.

Identified Need

Loss of instruction due to COVID-19 school closures.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Schoolwide

Strategy/Activity

Strategy Title: Making Gains in Instruction

Strategy/Activity:

Task:

- Students will take the MAP assessments per district calendar (Fall, Winter, and Spring)
- Teachers will use the MAP assessment data to help students establish academic goals in Reading, Language, and Math.
- Each student will have a data chat sheet that will be a measurement tool to keep track of their goals, progress, and celebrations.
- Bates will have regular celebrations to encourage student academic improvement.

Measures:

- Student MAP scores from Spring of 2022-2023 to establish goal progress.
- Student STAR Reading, STAR Reading in Spanish, STAR Early Lit, and STAR Early Lit in Spanish scores will be used to monitor student growth.

- Student Chat goal settings and celebrations will be communicated with parents, staff, and administration.

People Assigned:

- Teachers/Staff
- ELD/RTI Teacher
- Principal
- Counselor
- TOSA
- CA Mini-Corp for Migrant Ed students
- Migrant Ed Aide

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

100.00

Source(s)

Title I

Academic Progress Celebrations - Supplies and Incentives

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Extended ELA and Math time

Strategy/Activity

Strategy Title: Schoolwide Learning Loss

Strategy/Activity:

Task:

- Additional time for Math and ELA will be added to the class schedule for intervention.
- Teachers will use vertical curricular and cross-grade collaboration to implement intervention to students based on level proficiency.
- Every month, teachers will select a standard focus to teach and re-teach until students become proficient.
- Collaborate with the Beyond the Bell staff to ensure the selected monthly standard is reinforced.
- Continue strengthening partnership with the Sacramento County Library (Courtland Branch) to reinforce the monthly selected standard.

Measures:

- Student MAP scores from Spring 2022 will be used in the Fall of 2022-2023 to establish goal progress.

- Student STAR Reading, STAR Reading in Spanish, STAR Early Lit, and STAR Early Lit in Spanish scores will be used to monitor student growth.
- Curriculum assessment tools.
- Student Chat goal settings and celebrations will be communicated with parents, staff, and administration.

People Assigned:

- Teachers/Staff
- ELD/RTI Teacher
- Principal
- Counselor
- TOSA
- Beyond the Bell Staff
- Library staff
- CA Mini-Corp for Migrant Ed students
- Migrant Ed Aide

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 9

Identified Need

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 10

Identified Need

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 11

Identified Need

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$32,870.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$3,876.00

Subtotal of additional federal funds included for this school: \$3,876.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
Discretionary	\$12,149.00
Lottery: Unrestricted	\$8,578.00
Site Supplemental & Concentration	\$8,267.00

Subtotal of state or local funds included for this school: \$28,994.00

Total of federal, state, and/or local funds for this school: \$32,870.00

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

Expenditures by Funding Source

Funding Source	Amount
	0.00
Discretionary	12,149.00
Lottery: Unrestricted	8,578.00
Site Supplemental & Concentration	8,267.00
Title I	3,876.00

Expenditures by Budget Reference

Budget Reference	Amount
	600.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	Discretionary	11,549.00
	Discretionary	600.00
	Lottery: Unrestricted	8,578.00
	Site Supplemental & Concentration	8,267.00
	Title I	3,876.00

Expenditures by Goal

Goal Number

Total Expenditures

Goal 1
Goal 2
Goal 3
Goal 4
Goal 5
Goal 7
Goal 8

3,433.00
11,124.00
4,200.00
4,330.00
8,483.00
1,200.00
100.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 0 Other School Staff
- 3 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
MJ Kiwan Gomez	Principal
Lisa Mitchell	Classroom Teacher
Ruth Crisantos	Parent or Community Member
Nancy Fuentes	Classroom Teacher
Alicia Fernandez	Parent or Community Member
Sherri Vargas	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.


Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other:

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 April 24, 2023.

Attested:

	Principal, Dr. MJ Kiwan Gomez on April 24, 2023
	SSC Chairperson, Ruth Crisantos on April 24, 2023

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE’s Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE’s School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school’s plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mokelumne Continuation High School	34674133430550	April 24, 2023	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The purpose of the School Plan for Student Achievement (SPSA) is to coordinate all educational services at each school site. The SPSA addresses how funds provided to the school, both schoolwide programs and Comprehensive Support and Improvement (CSI), will be used to improve academic, social-emotional, and behavioral outcomes for all students. The SPSA is developed annually and reviewed and approved by the School Site Council (SSC) and the County Board of Education. The goals of the SPSA are aligned with the Local Control Accountability Plan (LCAP).

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

The SPSA has been directly aligned with the LCAP to meet ESSA requirements. This has been done by completing a school level needs assessment which has led to the use of evidence based interventions and assuring all state indicators are addressed, including student performance against state-determined long-term goals. It has been identified that no resource inequities exist.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 2
- Comprehensive Needs Assessment Components 4
 - Data Analysis 4
 - Surveys 4
 - Classroom Observations..... 4
 - Analysis of Current Instructional Program..... 4
- Educational Partner Involvement 7
- Resource Inequities 7
- School and Student Performance Data 8
 - Student Enrollment..... 8
 - CAASPP Results..... 10
 - ELPAC Results 12
 - Student Population 14
 - Overall Performance 16
 - Academic Performance 17
 - Academic Engagement 21
 - Conditions & Climate..... 24
- Goals, Strategies, & Proposed Expenditures..... 26
 - Goal 1..... 26
 - Goal 2..... 31
 - Goal 3..... 35
 - Goal 4..... 37
 - Goal 5..... 38
 - Goal 6..... 39
 - Goal 7..... 40
 - Goal 8..... 41
 - Goal 9..... 42
 - Goal 10..... 43
 - Goal 11..... 44
- Budget Summary 45
 - Budget Summary 45
 - Other Federal, State, and Local Funds 45
- Budgeted Funds and Expenditures in this Plan 46
 - Funds Budgeted to the School by Funding Source..... 46

Expenditures by Funding Source46

Expenditures by Budget Reference46

Expenditures by Budget Reference and Funding Source46

Expenditures by Goal46

School Site Council Membership47

Recommendations and Assurances48

Instructions.....49

 Instructions: Linked Table of Contents.....49

 Purpose and Description.....50

 Educational Partner Involvement50

 Resource Inequities50

Goals, Strategies, Expenditures, & Annual Review51

 Annual Review52

 Budget Summary53

 Appendix A: Plan Requirements55

 Appendix B:.....58

 Appendix C: Select State and Federal Programs60

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Teacher and administrator met with parents in person, on the phone, and communicated through parent square. Parents were invited to participate in the School Site Council. Surveys were sent home to obtain feedback to revise the Title I plan. Feedback includes parents request to continue to support the students who need an alternative placement to academically recover and meet graduation requirements.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The class observations are done formally and informally. The teacher is provided with written and oral feedback.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The assessments used for this alternative high school are as follow;

1. Curriculum Imbedded Assessments (Odysseyware Online Curriculum)
2. District Benchmark Assessments - MAP
3. SBAC from 2021-2022.
4. ELPAC Assessment for English Language Learners

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The teacher uses student data on a daily basis as the online curriculum provides graphics for students to monitor themselves and allow teachers quick access to student progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The classroom teacher and Resource Specialist at Mokelumne High School meets the requirements for highly qualified staff.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers are credentialed. They receive materials and inservice preparation days for professional development that provides additional support to address the social, emotional, and academic needs of the students.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The teachers have been trained to deliver instruction, scaffold learning, and provide authentic assessments that are in line with the state standards by using the online curriculum.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The teachers meet regularly with administrators and with other teachers and staff to collaborate and support the students in this alternative setting.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

The teacher collaboration has been ongoing between the Mokelumne teacher, administration, and support staff or specialists.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The curriculum that is used in this alternative placements is the Odysseyware online program that is aligned to the state standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Language arts and mathematics are a priority in this program. Mokelumne HS program is designed for students in grades 11 and 12. The students are given the opportunity to use the county library located on campus, to read books, conduct research, and supplement their courses needed.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The students and staff review the transcripts to help students create a pacing schedule to complete the necessary courses.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All curriculum is aligned to state standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students attending Mokelumne have access to their courses via Chromebooks that are provided at no cost to the student and are connect to the district's internet.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The vast majority of students at this alternative school require transportation as many of them come from different places in the district, do not have licenses, nor access to vehicles. Providing transportation for these students provides an opportunity to grant have access to their education. In the 2022-2023 academic school year, students did not have access to consistent transportation which has impacted the number of student who can access to this program.

Evidence-based educational practices to raise student achievement

The students who attend Mokelumne High are placed here for credit recovery. Approximately 95% of the students who transfer complete their graduation requirements or transfer back to their school of residence.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Mokelumne High has a small number of students. The small numbers provide an advantage because of the increased attention from teachers and staff. There is always an open line of communication between the students, parents and staff.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, students, and staff meet to discuss the students plans. Parents are invited to participate in school activities through the monthly calendar available online, and posted regularly through parent square.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

School Site Council.

Fiscal support (EPC)

District provides fiscal support.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The SPSA and Title 1 plan are reviewed and updated yearly through formal and informal meetings with staff, administration and parents. All feedback is gathered and implemented by the plan in order to make continuous academic improvement.

Resource Inequities

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

Our District serves approximately 1852 students in the Transitional kindergarten through twelfth grades. In 2022, 893 students took the CAASPP assessment. Of these students, in English language arts, the students scored 25.2 points below the standard compared to 12.2 points below the standard at the state level. In the same year, 896 students took the Math assessment. The students in River Delta USD scored 78.2 points below standard, compared to the state's average of 51 points below standard. The SBAC score breakdown is not always reported as many high school students do not take this assessment. While we work hard to meet state and federal accountability requirements, we are committed to more than just the academic performance of our students. We also strive to meet our student's developmental needs, (intellectual, physical, and social-emotional) through the programs offered during the school day. The student numbers fluctuate due to the nature of this credit recovery program. Our commitment to our students requires involvement and collaboration to direct the focus on special education, regular education, and after-school services aimed at serving all students through the integration of the student population model. All students with IEPs and 504s receive services in the general education setting on an individual basis in the form of "push in" or "pull out" minutes. Additionally, students without IEPs also receive services from staff members traditionally known as resource specialists or instructional assistants in the regular education classroom. Mokelumne high school has had the lowest number of students enrolled in this school this year, due to the lack of district-provided transportation.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 11	1	4	1
Grade 12	6		3
Total Enrollment	7	4	4

Conclusions based on this data:

1. Student enrollment in this alternative program is constantly changing due to the nature of the programs. The numbers specifically change at end of a quarter, semester, or beginning of the school year. The students are mainly referred to these settings to recuperate credit deficiencies in order to graduate or return to their school of residence.
2. The student enrollment in the 2020-2021 academic school year was negatively impacted due to COVID-19 school closures and the lack of district provided transportation.
3. The lack of qualified drivers has negatively impacted student access and therefore attendance from the northern and southern high schools.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	1	1	2	14.30%	25.0%	50.0%
Fluent English Proficient (FEP)	3	3	1	42.90%	75.0%	25.0%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. Students at Mokelumne High School who are classified as EL at this level have a difficult time meeting the RFEP requirements. Many of the students struggle to perform well on this assessment.
2. Students not attending school during school closures created another barrier for ELL to meet RFEP criteria.
3. Inconsistent access to school due to bus driver shortages has further isolated students and made meeting the stringent academic requirements of reclassification more challenging for students to achieve.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	4	*		0	0		0	0		0.0		
All Grades	4	*		0	0		0	0		0.0		

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	N/A	N/A	N/A												

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	

Writing Producing clear and purposeful writing										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	

Listening Demonstrating effective communication skills										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	

Research/Inquiry Investigating, analyzing, and presenting information										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	

Conclusions based on this data:

1. Not enough significant data.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	4	*		0	0		0	0		0.0		
All Grades	4	*		0	0		0	0		0.0		

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	N/A	N/A	N/A												

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Conclusions based on this data:

1. Not enough data.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades										*		

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	*			*			*			*			*		

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	*			*			*			*			*		

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	*			*			*			*			*		

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	*			*			*			*		

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	*			*			*			*		

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	*			*			*			*		

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	*			*			*			*		

Conclusions based on this data:

1. No data available.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
4	75.0	25.0	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Mokelumne Continuation High School.	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.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	1	25.0
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	3	75.0
Students with Disabilities	1	25.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian		
Asian		
Filipino		
Hispanic	4	100.0
Two or More Races		
Pacific Islander		
White		

Conclusions based on this data:

1. The total enrollment of 14 was taken from CBEDS. There is a high percentage of students who are socioeconomically disadvantaged and receive free or reduced lunch.

School and Student Performance Data



Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low Low Medium High Very High
 Lowest Performance Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>College/Career Not Reported in 2022</p>	<p>Graduation Rate</p>  <p>No Performance Level</p>	<p>Suspension Rate</p>  <p>No Performance Level</p>

Conclusions based on this data:

1. No data available.

School and Student Performance Data

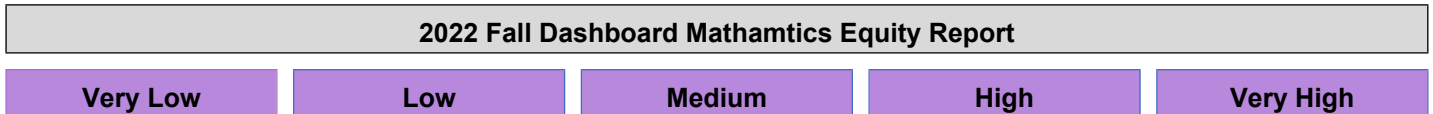
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

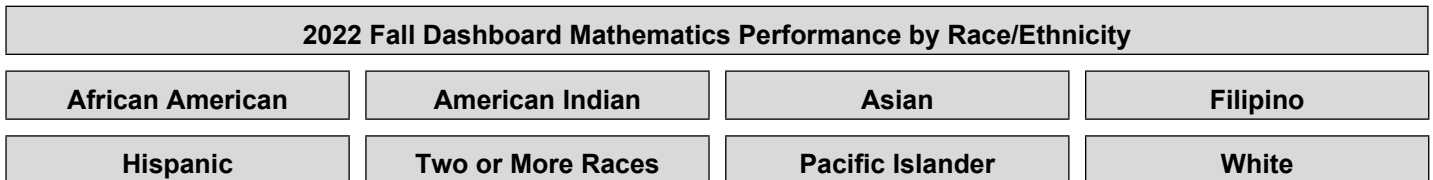
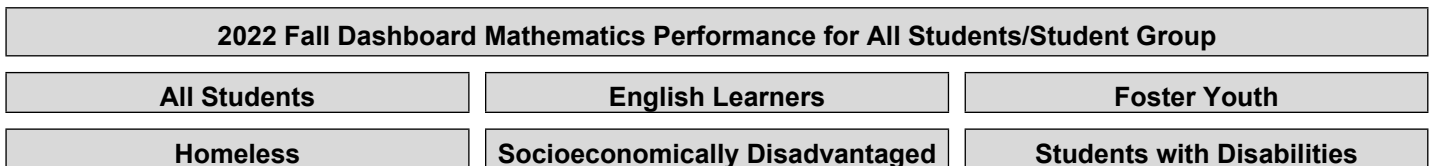
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low Low Medium High Very High
Lowest Performance Highest Performance

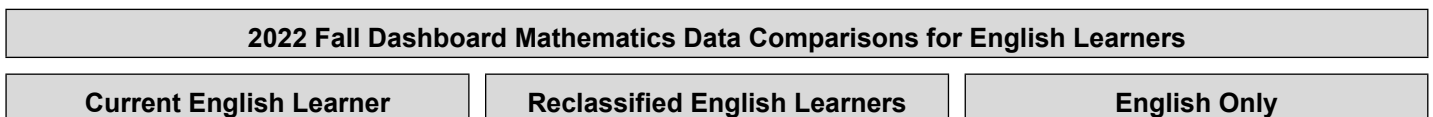
This section provides number of student groups in each level.



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.



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics



Conclusions based on this data:

- No data available.

School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students:
Performance Level:

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.

2022 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
-------------------------------------	---	------------------------------------	---

Conclusions based on this data:

1. No data available,

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. No data available.

School and Student Performance Data

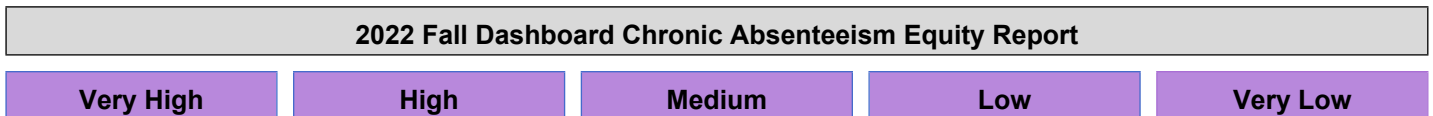
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

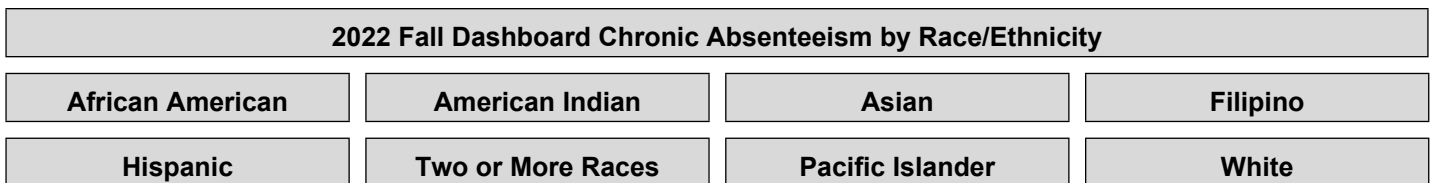
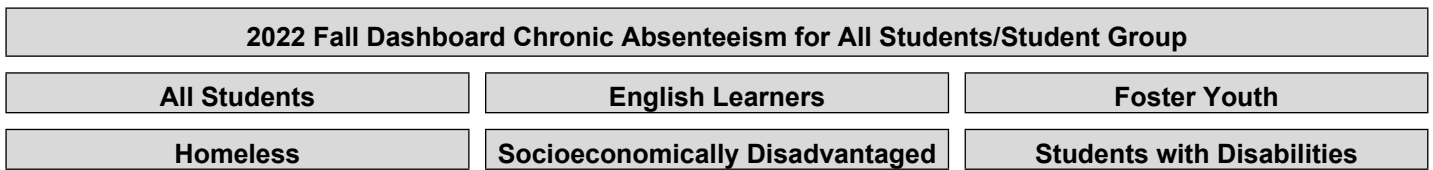
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High
Lowest Performance
High
Medium
Low
Very Low
Highest Performance

This section provides number of student groups in each level.



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.



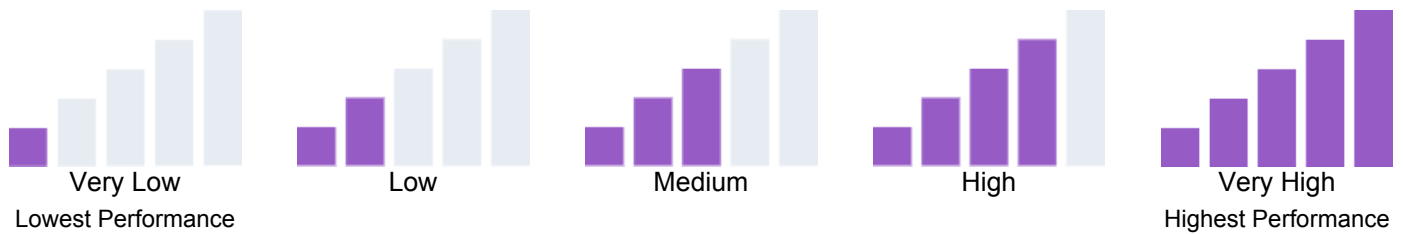
Conclusions based on this data:

1. No data available.

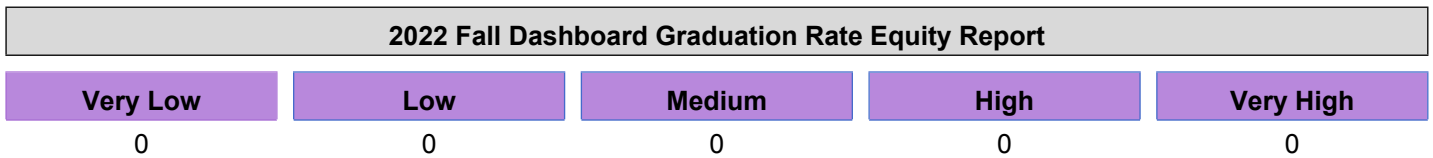
School and Student Performance Data

Academic Engagement Graduation Rate

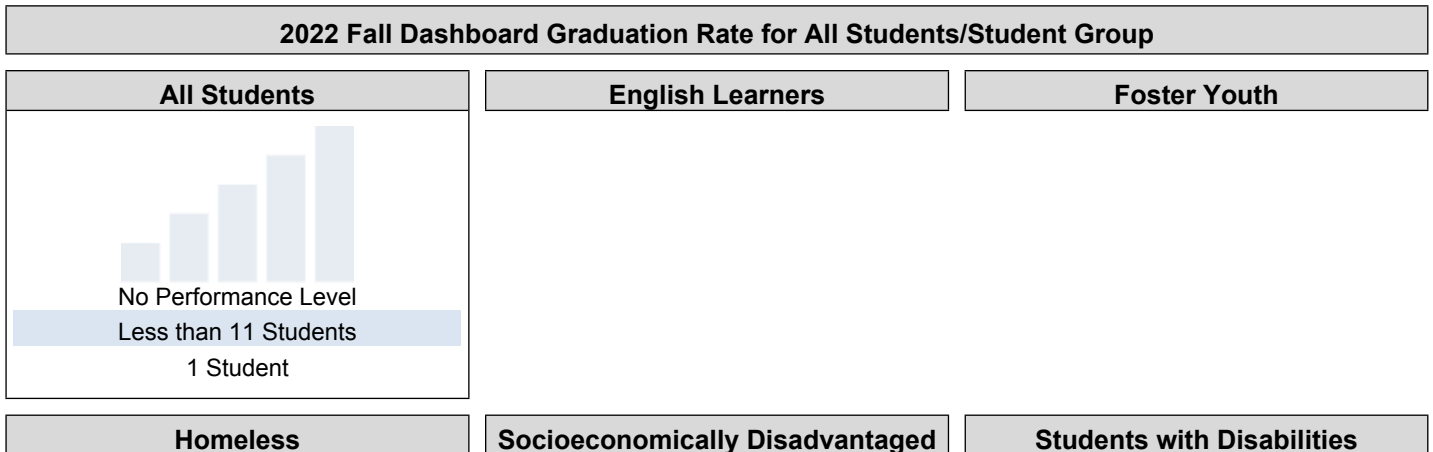
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



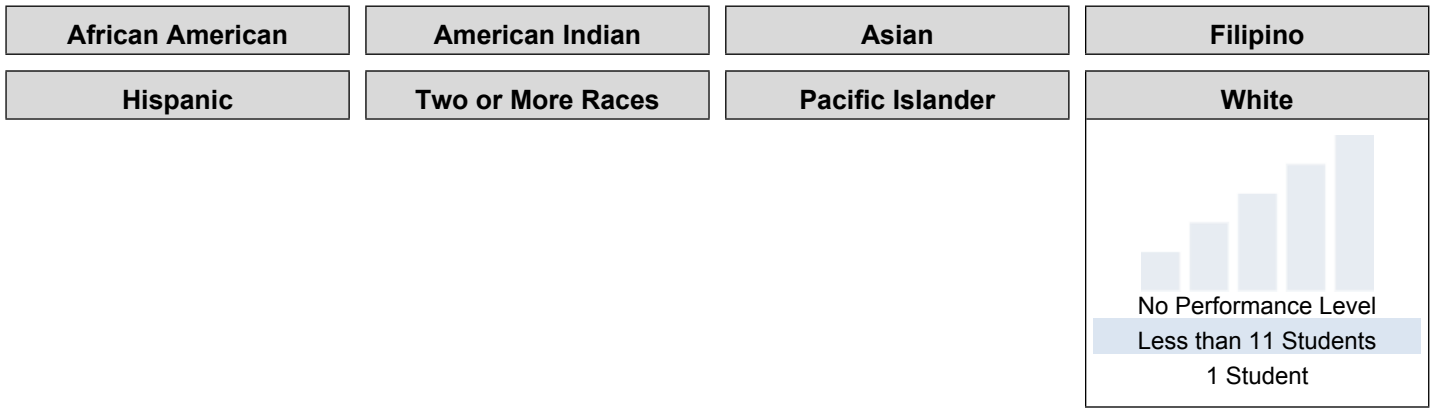
This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

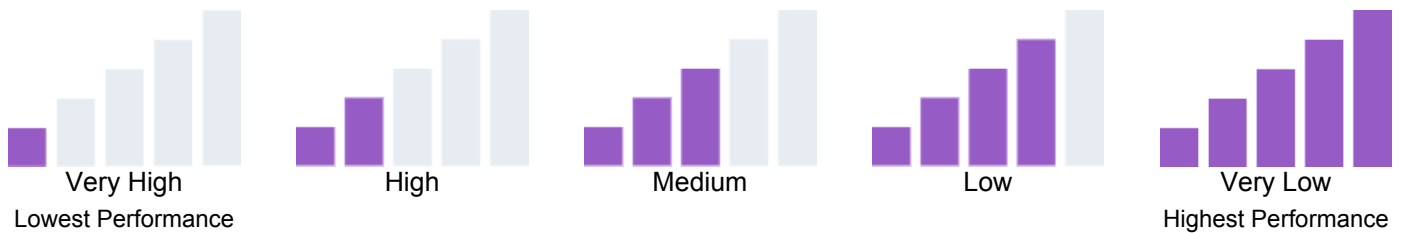
1. No data available.
2. Some students were able to graduate with credit reduction per Assembly Bill No. 104.

School and Student Performance Data

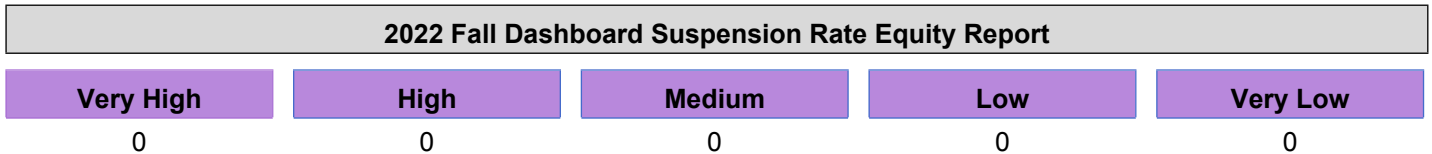
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

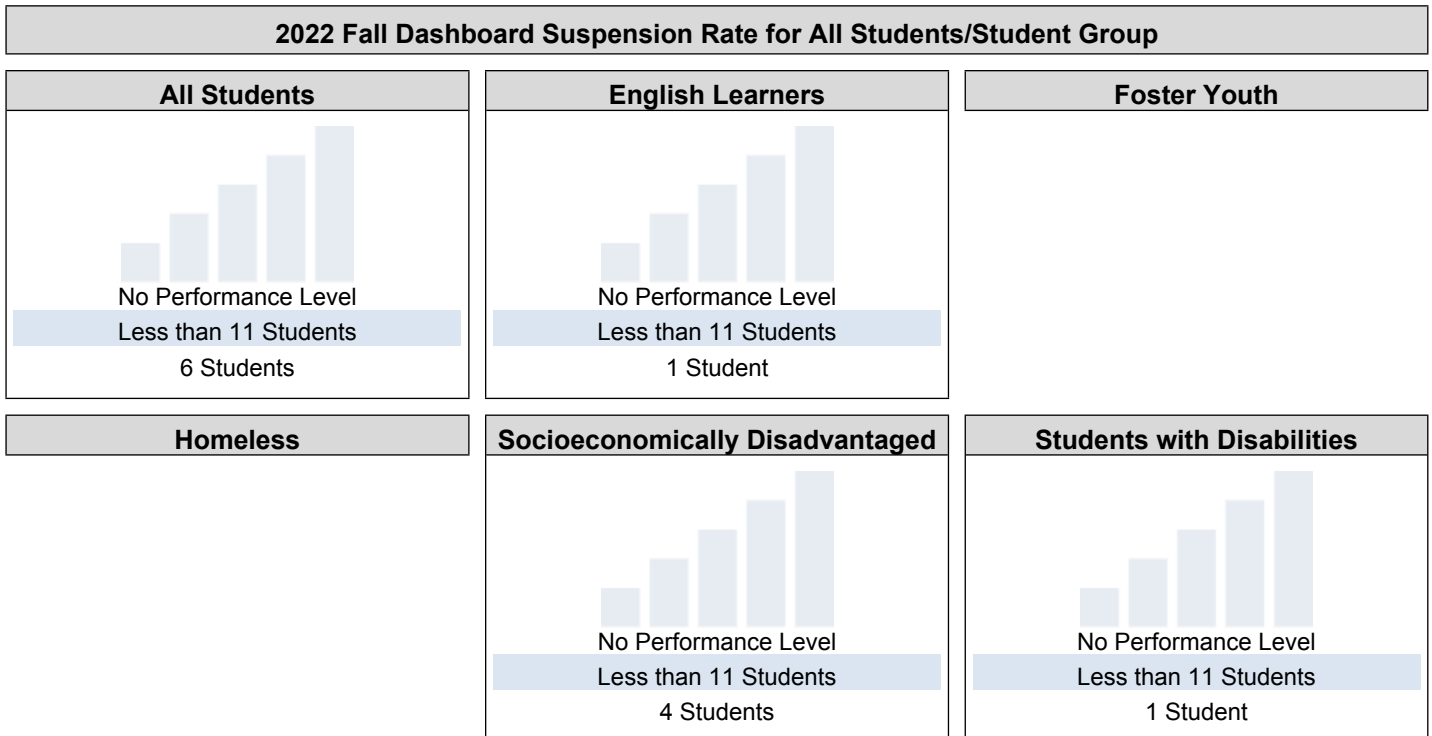
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



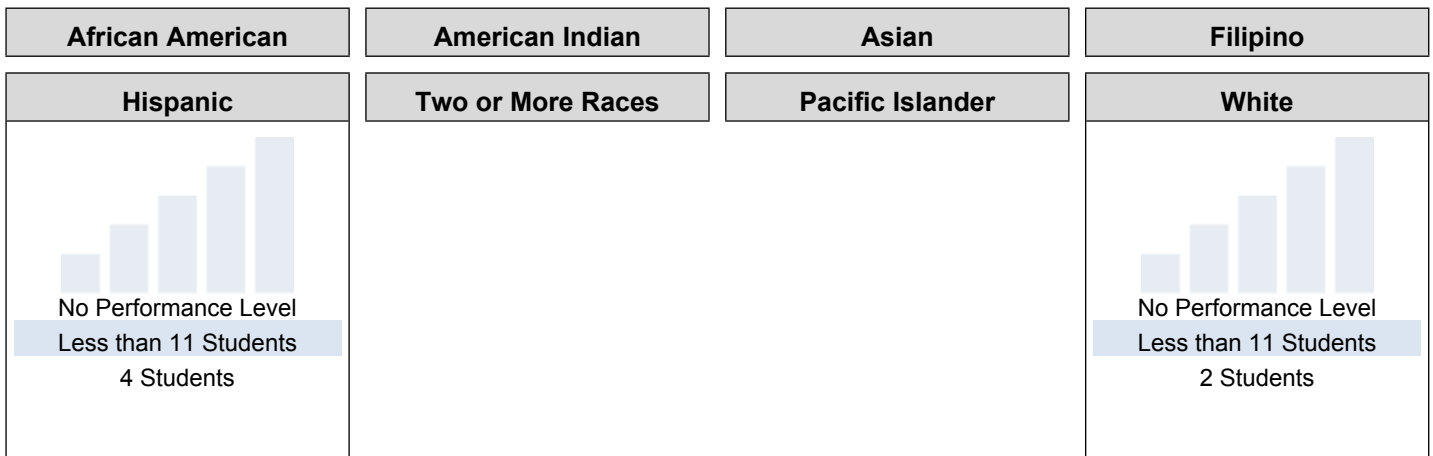
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Not enough significant data.
2. Students who are referred to Mokelumne are mainly due to credit recovery or by SARB. These students usually need a different school setting are discipline is not an issue.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Improve and support student learning to close achievement gap and address learning loss

LEA/LCAP Goal

Basic Intervention and Learning Loss

Goal 1

Mokelumne High School will provide students with access to individual licenses for a standards-based online program to complete their graduation requirements and exit through graduate or return to their school of residence at 85% accuracy.

Identified Need

What data did you use to form this goal (findings from data analysis?)

- Completed online courses from each students.
- Number of students completing their graduation requirements.
- Collaboration meetings with staff.
- Number of students going back to their school of residence.

What process will you use to monitor and evaluate the data?

- Print student progress reports on a regular basis.
- Communicate with parents on a regular basis regarding student progress.
- Individual learning plan with an outline of courses needed while at Mokelumne.

Strategy:

- Create a four year learning plan for each student to ensure they meet the graduation requirements.
- Schedule presentations with guest speakers who provide information to address college and career readiness.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Differentiated Instruction

Strategy/Activity

Activity/Task:

- Differentiated instruction will be utilized to meet the educational needs of the students during completion of their online courses.
- Each student will meet with staff on a regular basis to make sure students are on track for graduation.
- Staff and student will create a learning plan to determine the credits needed for graduation.
- Students will have guest speakers present on how to apply for college, how to apply for a job, and how to prepare for a job.
- Staff and student will review transcript and Odysseyware courses together at least 2-4 times a year to determine each student need.
- Provide information on FAFSA for all students who will be graduating at end of the school year.
- Mokelumne will continue to maintain Chromebooks and devices up to date (one per student).

Measures:

- Courses completed on Odysseyware per student
- Parent contacts
- Number of guest speakers
- Student meetings and visuals for students
- Odysseyware progress reports
- Progress report cards
- Number of students graduating and/or returning to their school of residence.

People Assigned:

- Principal
- Teachers/Staff
- DataPath

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200.00	Title I Technology Upgrade/Repair

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Activity/Task:

- Students will complete the MAP assessments twice a year per district timeline.
- Provide appropriate ELD instruction to those students who need it.

- Use the district approved English 3D curriculum to provide ELD instruction.

Measures:

- Lesson Plans
- MAP reports
- Number of students participating in ELD
- Student meetings and visuals for students

People Assigned:

- Principal
- Teachers/Staff

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Activity/Task:

- Mokelumne High will use the online Odysseyware curriculum that is used for credit recovery in the district.
- Teachers will use the curriculum embedded assessments in both textbook material and Odysseyware courses.
- Mokelumne High will provide all necessary components of core curriculum so that teacher will have all necessary resources for all students.
- Teacher will schedule meetings or class lessons with our district TOSA that incorporate programs and/or technology to enhance student learning.

Measures:

- Textbook inventory
- Odysseyware reports
- Curriculum-embedded test scores

People Assigned:

- Principal
- Teacher/Staff
- TOSA

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

200.00

Source(s)

Title I

Supplemental Materials for Math

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Schoolwide

Strategy/Activity

Task/Activity:

- Staff at Mokelumne will use results of student assessments from MAP, SBAC, all online courses, programs and textbook curriculum to determine student proficiency levels.
- Staff will provide necessary modifications for further instruction or intervention.
- Staff will share data on their progress with the students on weekly basis.
- Staff will maintain a track record of each student's progress toward course completing on their master agreements and provide progress reports.

Measures:

- Printed reports on student progress
- Report Cards
- Progress Reports

People Assigned:

- Principal
- Teacher/Staff

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Promoting a Healthy Life Style

Strategy/Activity

Task/Activity:

- All students will participate in Physical Education class on a regular basis.

- Teacher will promote a healthy lifestyle and assign Health class through Odysseyware to students who require additional support.
- Students in PE class will show improvement in their physical education skills and abilities.
- Students will be educated on the effects of alcohol, tobacco, vaping, and drug abuse.
- Students will be educated on human sexuality and nutrition.
- Students needing elective credits will participate in PE Classes.

Measurement:

- Lesson Plans
- Student Physical Fitness Tests
- Student participation in PE class
- Grades from Health course
- Parents will be notified when sensitive topics are taught in class.

People Assigned:

- Teacher/Staff
- Principal
- School nurse

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

200.00

Source(s)

Discretionary

Physical Education Equipment & Supplies

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School Climate

LEA/LCAP Goal

At-Risk Youth

Goal 2

Mokelumne High will create a class environment where students feel comfortable and safe to attend school on a regular basis.

Identified Need

Schoolwide

What Data did you use to form this goal (findings from data analysis)?

- Attendance Reports
- Course completion rate
- Suspension records / Discipline referrals
- Transcripts

What process will you use to monitor and evaluate data?

- Staff will be trained in asset building for at-risk youth.
- Staff will be trained to provide resources to address the students with social emotional concerns.
- Teachers will make sure students are made aware of classroom expectations and be held accountable for their behavior.
- Levels of student involvement and ownership of grades and behavior.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Schoolwide

Strategy/Activity

Task:

Because of the constant change in student population throughout the school year, and because

much of the student learning is individualized, there is a need for minimal disruptions in the classroom. Therefore, staff will:

- Post behavior expectations in the classroom.
- Principal addresses expectations with parent and student during the initial meeting.
- Send home a copy of the school policies and discipline guidelines.
- Hold students accountable for their behavior.
- Provide incentives for those students who meet behavior expectations.

Measures:

- Number of suspensions
- Number of referrals to the office
- Number of students receiving incentives for positive behavior.

People Assigned:

- Principal
- Teacher/staff

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

200.00

Source(s)

Lottery: Unrestricted

Incentives for students who meet behavior expectations

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Community Relations

Strategy/Activity

Task:

- Due to some concerns by community about Mokelumne students' behavior the staff will continue to do the following:
- Supervise the students at all times.
- Walk students to the library on scheduled times and supervise them during the visit.

Measures:

- Letter, phone call home or email to parents
- Input from community members including library staff

People Assigned:

- Teacher/Staff

- Principal

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Social Emotional

Strategy/Activity

Task/Activity:

- Teacher will make the necessary referrals to the principal for students to receive counseling or for Access Referrals.
- The Bates counselor or district social worker will check-in with the students who are referred for immediate assistance.
- The principal will also make necessary referrals to make sure students are emotionally stable.
- Make referrals to Rio Vista Care when needed.
- Provide staff with the opportunities to participate in professional development that targets this student populations including Trauma informed schools, understanding property and/or anything associated with mental health.

Measures:

- Number of referrals to counseling agencies
- Number of referrals to the Bates counselor.
- Number of discipline referrals
- Professional Development Opportunities

People Assigned:

- Teacher/staff
- Bates counselor
- Social Worker
- Principal

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

300

Title I

	Substitute for teacher to participate in a PD regarding mental health
300.00	Discretionary Professional Development for Teacher regarding mental health

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent Involvement

LEA/LCAP Goal

Provide meaningful and varied opportunities for parents to be involved with supporting their student's academic achievement.

Goal 3

100% percent of the parents/guardians will participate in at least one of the school events/conferences to support their student and their academic achievement.

Identified Need

What data did you use to form this goal (findings from data analysis)?

- District's LCAP goals stating the variety of opportunities for parents to participate for parents to be involved.
- The ongoing effort to get parents involved in their student's education.

What process will you use to monitor and evaluate the data?

- Have a student contact log to keep track the number of times parent and staff communicate
- Number of parents signing in at the school to speak to principal or teacher.

Strategy:

- Continue with having teacher make a positive call once a week and maintain a log.
- Have informational days/nights for parents regarding FAFSA, College applications, graduation requirements, and other career readiness.
- Encourage parents to participate in the college campus visits.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Schoolwide

Strategy/Activity

Task/Activity:

- Mokelumne high school will schedule a campus visit to help students explore some college and career options and invite parents to participate.
- Have presentations for parents on FASFA, college application, and career options, so they can help their students complete the forms.

- Teacher will continue to communicate with the parents; via a positive call per week.
- Provide an informational evening for parents to learn how to access student progress from the online program.
- Schedule parent, teacher, student, and principal meetings as often as needed to address any concerns regarding the student learning plan.

Measures:

- Number of parents participating in the school events
- Sign-in sheets for parents
- Agendas and PowerPoint presentation
- Teacher positive call logs and communication logs

People Assigned:

- Teachers/Staff
- Guest Speakers
- Principal

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500.00

Title I

Transportation to College campus(es)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 4

Identified Need

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 6

Identified Need

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 7

Identified Need

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 8

Identified Need

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 9

Identified Need

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 10

Identified Need

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 11

Identified Need

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,900.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$1,200.00

Subtotal of additional federal funds included for this school: \$1,200.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Discretionary	\$500.00
Lottery: Unrestricted	\$200.00

Subtotal of state or local funds included for this school: \$700.00

Total of federal, state, and/or local funds for this school: \$1,900.00

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
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Expenditures by Funding Source

Funding Source	Amount
Discretionary	500.00
Lottery: Unrestricted	200.00
Title I	1,200.00

Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Discretionary	500.00
	Lottery: Unrestricted	200.00
	Title I	1,200.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	600.00
Goal 2	800.00
Goal 3	500.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 1 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members

Name of Members	Role
MJ Kiwan Gomez	Principal
Gregory Davis	Classroom Teacher
Lisa Mitchell	Other School Staff
Alicia Fernandez	Parent or Community Member
Ruth Crisantos	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 April 24, 2023.

Attested:



Principal, Dr. MJ Kiwan Gomez on April 24, 2023

SSC Chairperson, Ruth Crisantos on April 24, 2023

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Riverview Middle	34674136033690	05/26/2023	06/13/23

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Comprehensive Support and Improvement
Additional Targeted Support and Improvement

The purpose of this plan is to provide high level instruction to Riverview's students based on an analysis of data including state testing scores, benchmark tests, classroom grades, teacher observation, surveys, and staff, parent and student feedback. Based on the California Department of Education Dashboard, shows the following: chronic absenteeism is high at ; English Language Arts scores are low for English learners, Hispanic, or socioeconomically disadvantaged, and English Language Arts scores are mid-range for white students; Math scores are low for white, Hispanic, and socioeconomically disadvantaged. and Math scores are very low for English learners.

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

ESSA requirements will be met through on-going review of the SPSA and related student performance data by the SSC and Riverview staff. Assisted Targeted Support and Improvement strategies to meet the noted subgroups have been included in the SPSA goals and actions.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 2
- Comprehensive Needs Assessment Components 4
 - Data Analysis 4
 - Surveys 4
 - Classroom Observations..... 4
 - Analysis of Current Instructional Program..... 4
- Educational Partner Involvement 7
- Resource Inequities 7
- School and Student Performance Data 8
 - Student Enrollment..... 8
 - CAASPP Results..... 10
 - ELPAC Results 14
 - Student Population 16
 - Overall Performance 18
 - Academic Performance 19
 - Academic Engagement 25
 - Conditions & Climate..... 28
- Goals, Strategies, & Proposed Expenditures..... 30
 - Goal 1..... 30
 - Goal 2..... 38
 - Goal 3..... 45
 - Goal 4..... 50
 - Goal 5..... 61
 - Goal 6..... 62
 - Goal 7..... 63
 - Goal 8..... 64
 - Goal 9..... 65
 - Goal 10..... 66
 - Goal 11..... 67
- Budget Summary 68
 - Budget Summary 68
 - Other Federal, State, and Local Funds 68
- Budgeted Funds and Expenditures in this Plan 69
 - Funds Budgeted to the School by Funding Source..... 69

Expenditures by Funding Source69

Expenditures by Budget Reference69

Expenditures by Budget Reference and Funding Source69

Expenditures by Goal70

School Site Council Membership71

Recommendations and Assurances72

Instructions.....73

 Instructions: Linked Table of Contents.....73

 Purpose and Description.....74

 Educational Partner Involvement74

 Resource Inequities74

Goals, Strategies, Expenditures, & Annual Review75

 Annual Review76

 Budget Summary77

 Appendix A: Plan Requirements79

 Appendix B:.....82

 Appendix C: Select State and Federal Programs84

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Each spring River Delta USD conducts a survey through Panorama Education of staff, student and family views of all the schools in our district. The survey includes components of academics, school culture, and safety. Riverview also conducts less formal surveys throughout the school year to gauge student interest in different activities on campus, including signing up for elective classes.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Marcy Rossi, administrator at Riverview Middle School, conducted informal daily classroom visits throughout the school year. During the 2022-23 school year, Mrs. Rossi also conducted formal observations of 5 of Riverview's 9 credentialed classroom teachers, including 3 probationary teachers. These observations were conducted three times a year in accordance with the River Delta Unified Teacher's Association contract and consisted of a pre-observation meeting, observation, and post-observation meeting.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Evidence-based educational practices to raise student achievement

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Fiscal support (EPC)

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Throughout the 2022-23 school year, the SPSA was reviewed by the Riverview School Site Council (SSC) meetings on 9/30, 10/21, 12/2, 1/27, 2/24, 3/31, 4/28 and 5/26. The SSC meetings were held on campus in a classroom and the conference room. The SPSA for the 2023-24 school year was approved at our meeting on 5/26/23.

Information for the SPSA was collected from staff, our Parent Teacher Club, School Site Council, and ELAC meetings throughout the year. Additional information is gleaned from data including SBAC and MAP scores, other assessment data, and behavior records to inform all stakeholders of student performance indicators.

Resource Inequities

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

No resource inequities noted.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	90	101	71
Grade 8	99	89	94
Total Enrollment	189	190	165

Conclusions based on this data:

1. Riverview currently has only 7 & 8 grade.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	29	29	27	15.30%	15.3%	16.4%
Fluent English Proficient (FEP)	39	44	35	20.60%	23.2%	21.2%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. Our English Learners population decreased in numbers slightly in 22-23, but the percentage of English Learners increased for 7th grade in 22-23.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	90	91		0	88		0	88		0.0	96.7	
Grade 8	101	80		0	80		0	80		0.0	100.0	
All Grades	191	171		0	168		0	168		0.0	98.2	

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2543.			17.05			32.95			17.05			32.95	
Grade 8		2550.			10.00			30.00			35.00			25.00	
All Grades	N/A	N/A	N/A		13.69			31.55			25.60			29.17	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 7		13.64			63.64			22.73		
Grade 8		11.25			60.00			28.75		
All Grades		12.50			61.90			25.60		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		22.73			55.68			21.59	
Grade 8		16.25			53.75			30.00	
All Grades		19.64			54.76			25.60	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		9.09			73.86			17.05	
Grade 8		15.00			71.25			13.75	
All Grades		11.90			72.62			15.48	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		14.77			67.05			18.18	
Grade 8		15.00			66.25			18.75	
All Grades		14.88			66.67			18.45	

Conclusions based on this data:

1. One-quarter of Riverview's students are below standard in Reading and Writing.
2. Only 15% of students are below standard in Listening.
3. 18% of students are below standard in Research/Inquiry.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	90	91		0	88		0	88		0.0	96.7	
Grade 8	101	80		0	80		0	80		0.0	100.0	
All Grades	191	171		0	168		0	168		0.0	98.2	

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2487.			7.95			19.32			25.00			47.73	
Grade 8		2532.			13.75			12.50			31.25			42.50	
All Grades	N/A	N/A	N/A		10.71			16.07			27.98			45.24	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		5.68			39.77			54.55	
Grade 8		17.72			48.10			34.18	
All Grades		11.38			43.71			44.91	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		6.82			60.23			32.95	
Grade 8		10.00			67.50			22.50	
All Grades		8.33			63.69			27.98	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		5.68			63.64			30.68	
Grade 8		8.75			65.00			26.25	
All Grades		7.14			64.29			28.57	

Conclusions based on this data:

1. Almost half of Riverview's students are below standard in Math Overall and in Concepts and Procedures.
2. Two-thirds of students are at or near standard in Problem Solving & Modeling/Data Analysis and Communicating Reasoning.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	1524.2	1527.2		1522.1	1516.6		1525.6	1537.3		14	12	
8	1525.5	1556.5		1522.9	1560.9		1527.7	1551.5		14	11	
All Grades										28	23	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	21.43	16.67		35.71	33.33		28.57	33.33		14.29	16.67		14	12	
8	7.14	18.18		57.14	54.55		7.14	18.18		28.57	9.09		14	11	
All Grades	14.29	17.39		46.43	43.48		17.86	26.09		21.43	13.04		28	23	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	28.57	25.00		42.86	33.33		14.29	33.33		14.29	8.33		14	12	
8	21.43	54.55		50.00	36.36		21.43	9.09		7.14	0.00		14	11	
All Grades	25.00	39.13		46.43	34.78		17.86	21.74		10.71	4.35		28	23	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	7.14	16.67		21.43	25.00		35.71	41.67		35.71	16.67		14	12	
8	7.14	0.00		14.29	36.36		42.86	54.55		35.71	9.09		14	11	
All Grades	7.14	8.70		17.86	30.43		39.29	47.83		35.71	13.04		28	23	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	42.86	0.00		42.86	66.67		14.29	33.33		14	12	
8	21.43	27.27		64.29	63.64		14.29	9.09		14	11	
All Grades	32.14	13.04		53.57	65.22		14.29	21.74		28	23	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	42.86	41.67		42.86	50.00		14.29	8.33		14	12	
8	42.86	45.45		42.86	54.55		14.29	0.00		14	11	
All Grades	42.86	43.48		42.86	52.17		14.29	4.35		28	23	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	7.14	16.67		42.86	41.67		50.00	41.67		14	12	
8	21.43	9.09		42.86	54.55		35.71	36.36		14	11	
All Grades	14.29	13.04		42.86	47.83		42.86	39.13		28	23	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	7.14	25.00		78.57	66.67		14.29	8.33		14	12	
8	0.00	0.00		78.57	100.00		21.43	0.00		14	11	
All Grades	3.57	13.04		78.57	82.61		17.86	4.35		28	23	

Conclusions based on this data:

1. The percentage of Riverview students in level 4 increased in Overall Score, Written Domain and Reading Domain.
2. The percentage of Riverview students in level 3 increased (almost doubled) in Writing Domain.
3. The percentage of Riverview students in Level 3 decreased in Overall Language and Oral Language.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
190	55.8	15.3	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Riverview Middle.	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.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	29	15.3
Foster Youth		
Homeless	5	2.6
Socioeconomically Disadvantaged	106	55.8
Students with Disabilities	26	13.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	3.2
American Indian	3	1.6
Asian	1	0.5
Filipino	2	1.1
Hispanic	95	50.0
Two or More Races	13	6.8
Pacific Islander		
White	70	36.8

Conclusions based on this data:

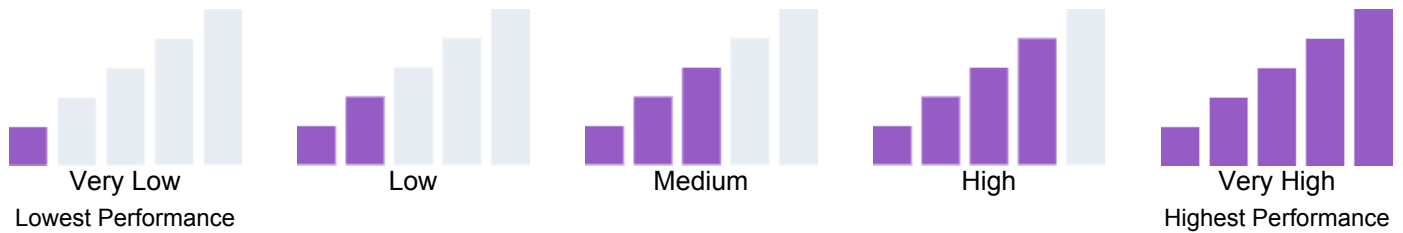
1. Over half the students at Riverview are socio-economically disadvantaged. It's important to recognize that some students may not have some of the supports and resources of other students.
2. White and Hispanic are the large subgroups on campus.

School and Student Performance Data

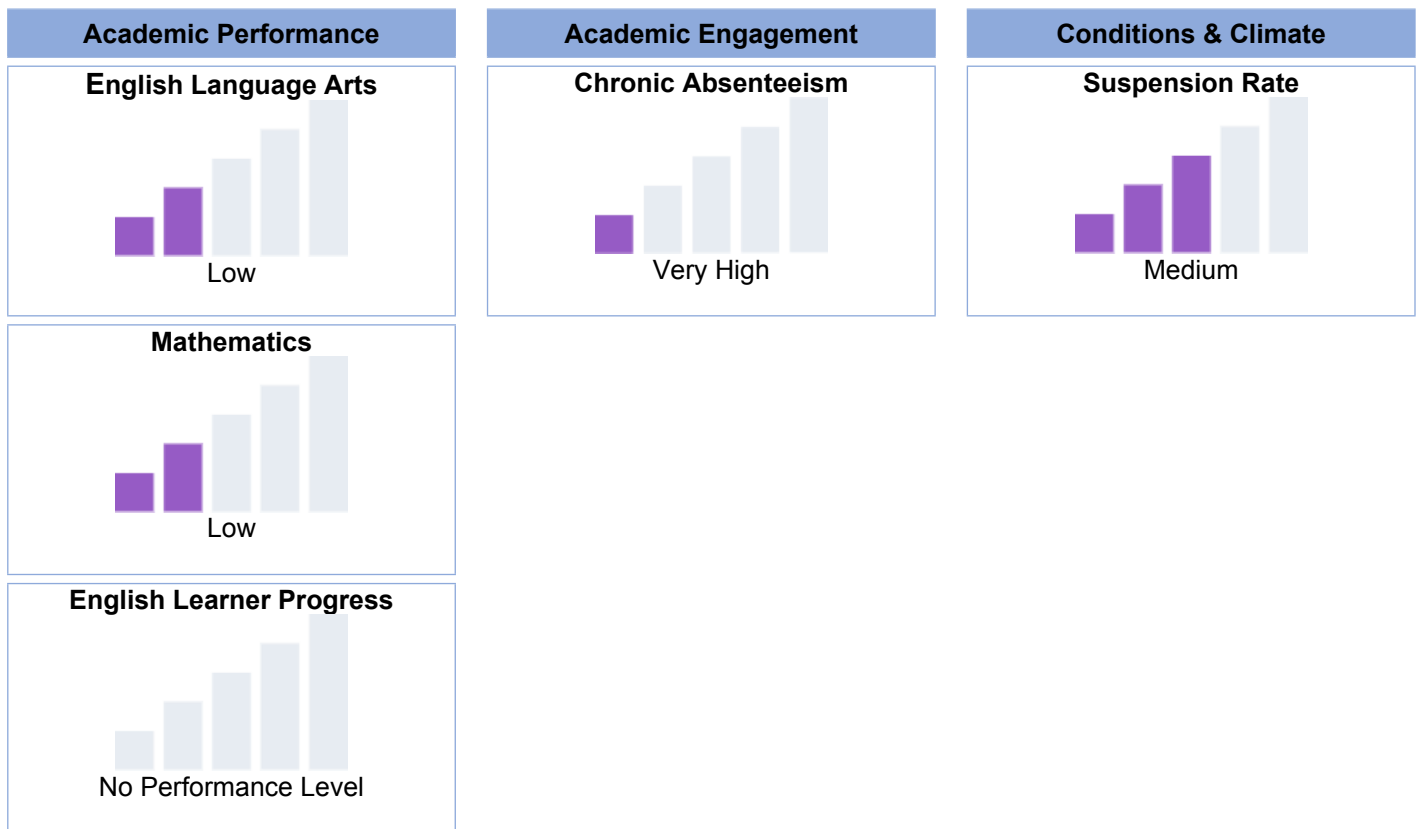
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

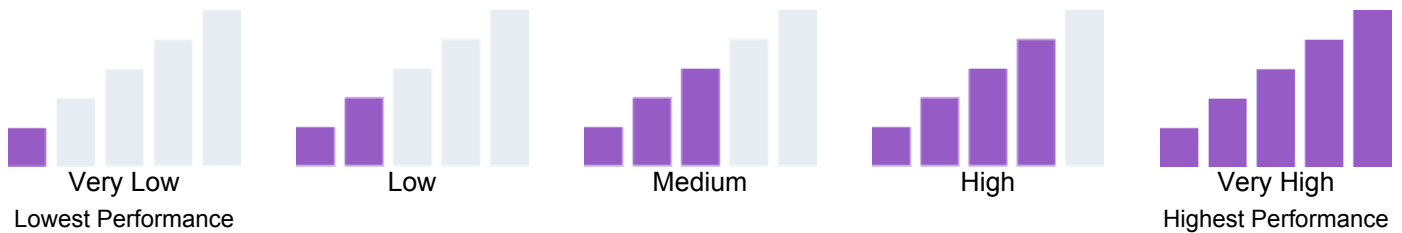
1. Academic Performance in both ELA and Math is low.
2. Suspension rates are also an area of concern.

School and Student Performance Data

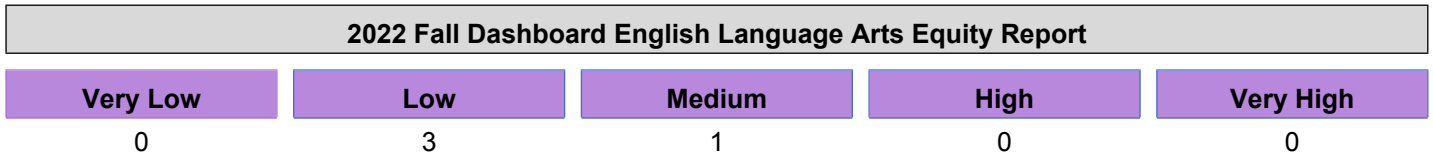
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

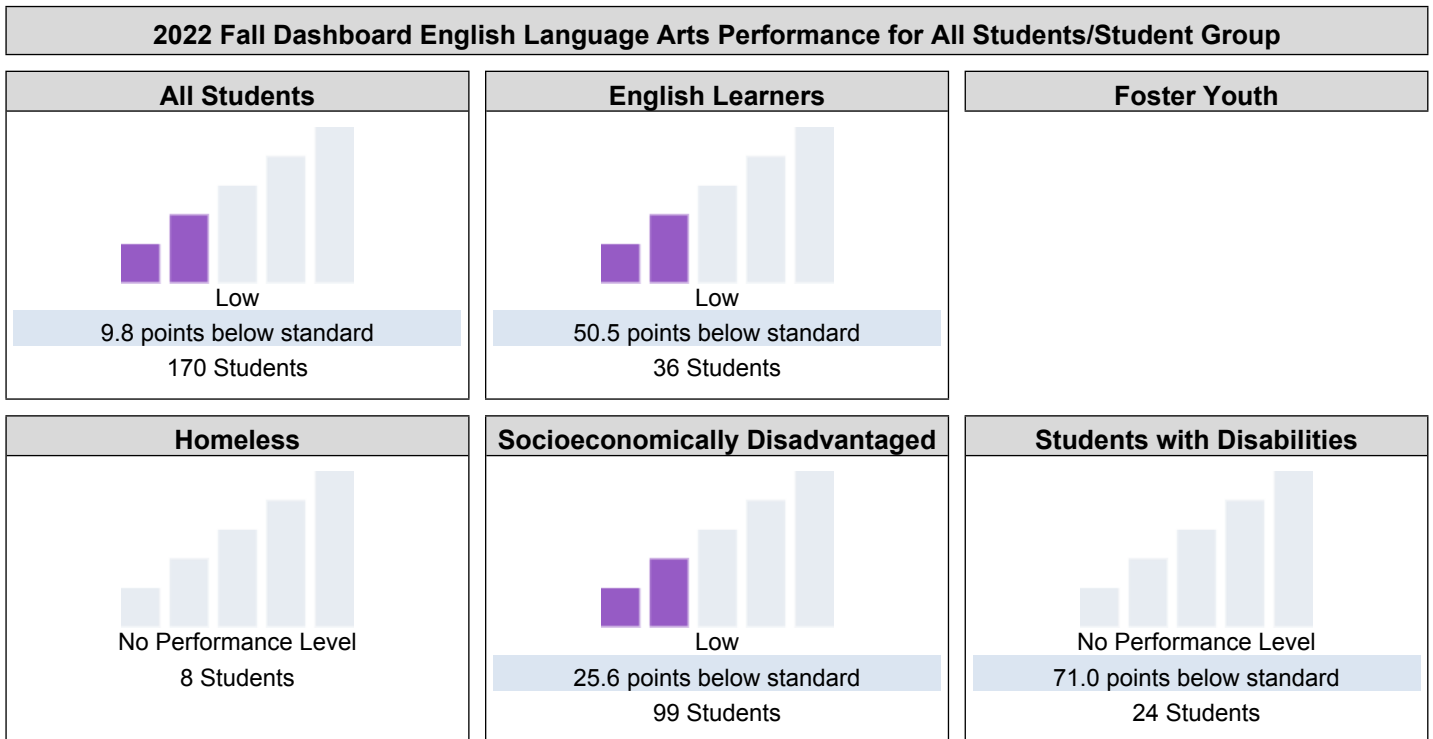
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



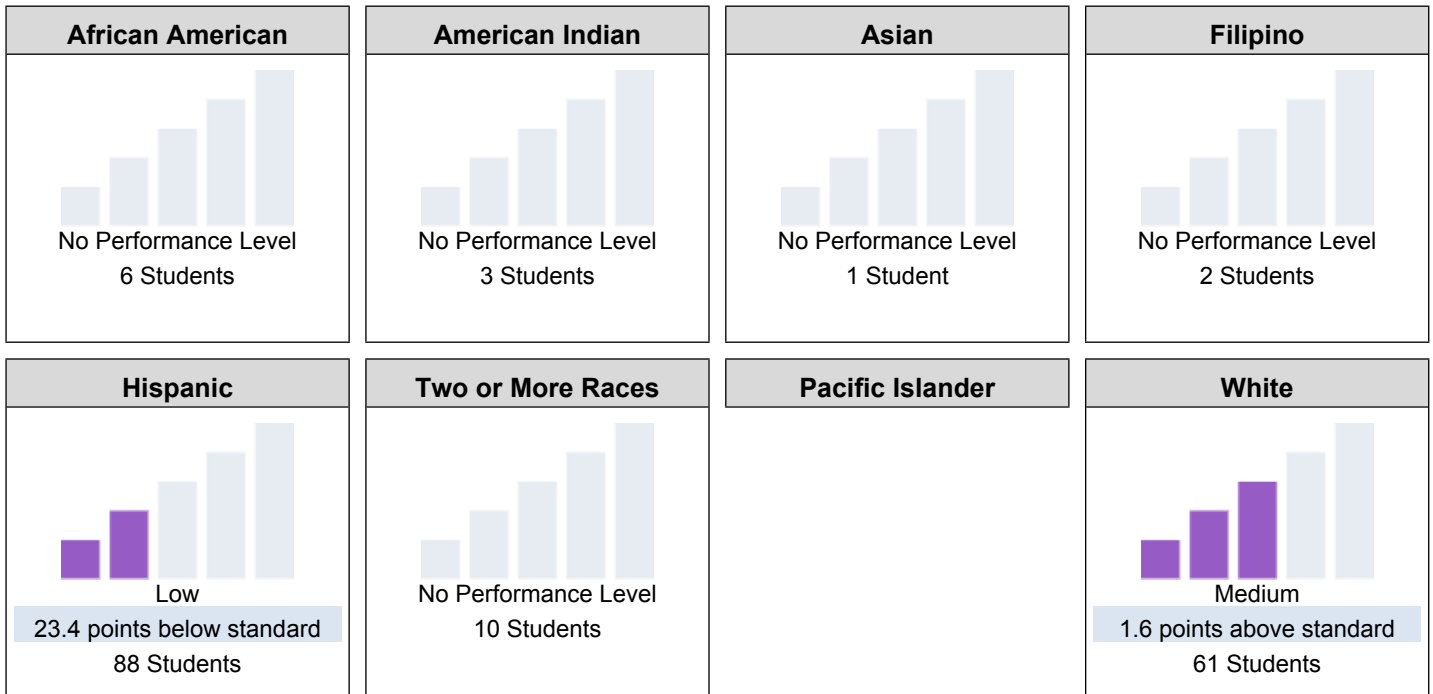
This section provides number of student groups in each level.



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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
57.3 points below standard	10 Students	4.6 points below standard
26 Students		100 Students

Conclusions based on this data:

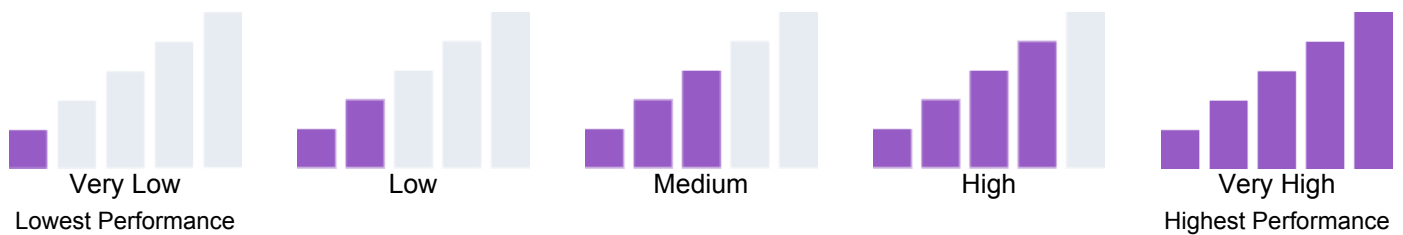
1. Overall Riverview students are low in English-Language Arts.
2. The subgroup of white students scored medium, but all other subgroups scored low.
3. English Learners scored the lowest of all subgroups at 50 points below standard.

School and Student Performance Data

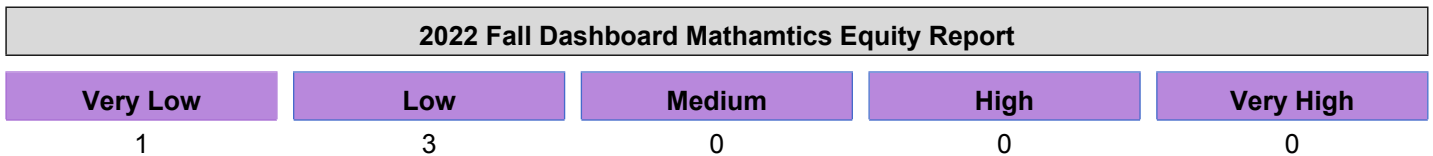
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

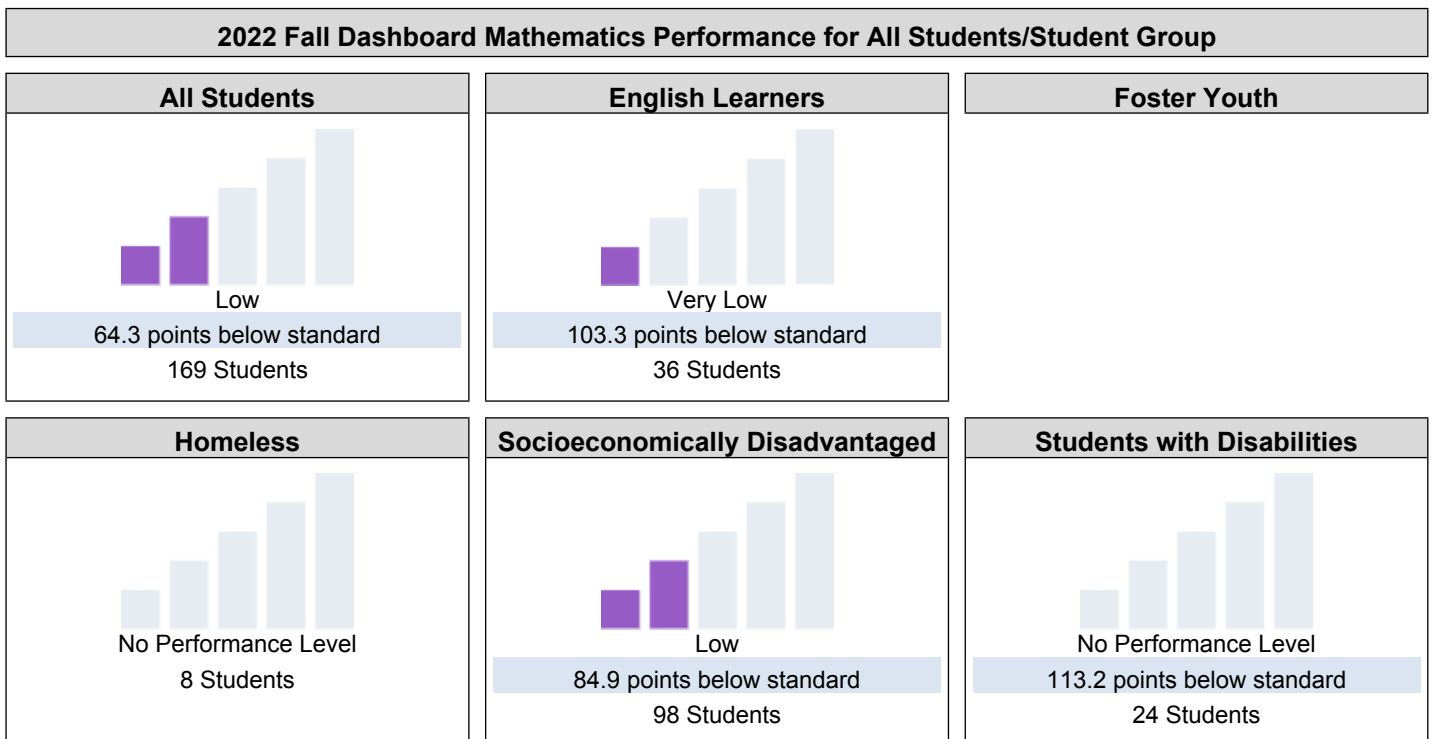
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



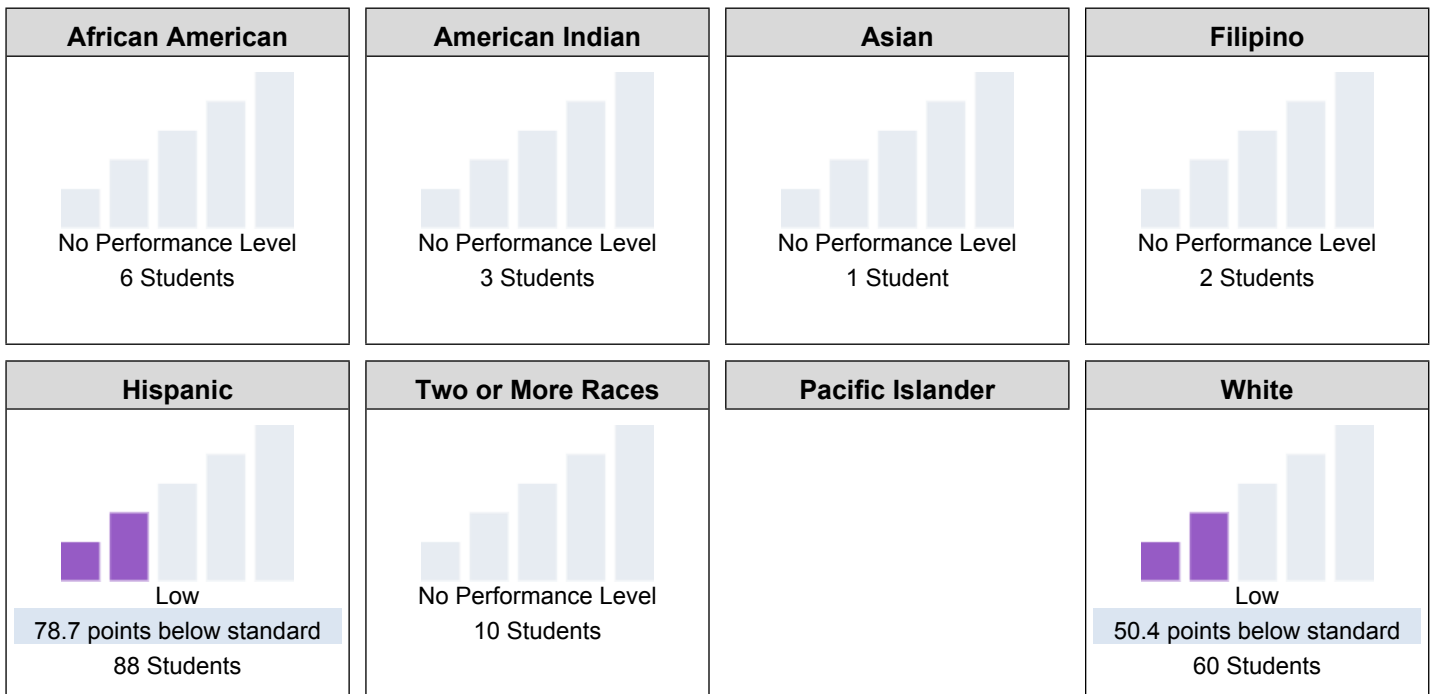
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff; margin: 0;">116.7 points below standard</p> <p>26 Students</p>	<p>10 Students</p>	<p style="background-color: #e6f2ff; margin: 0;">60.7 points below standard</p> <p>99 Students</p>

Conclusions based on this data:

1. Overall Riverview students scored low in math.
2. Socioeconomically Disadvantages students scored in the very low range.

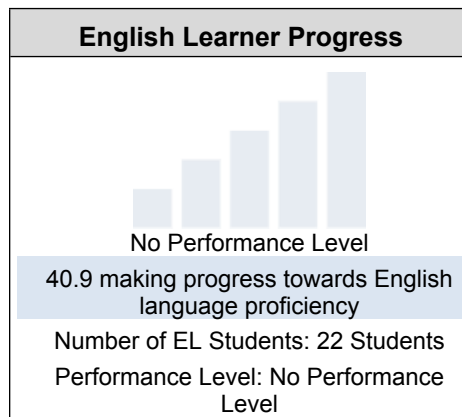
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 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
22.7%	36.4%	13.6%	27.3%

Conclusions based on this data:

1. About half of Riverview's English Learners maintained their level.
2. Over one-quarter of Riverview's English Learners progressed at least one level.
3. Less than one-quarter of Riverview's English Learners decreased one level.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

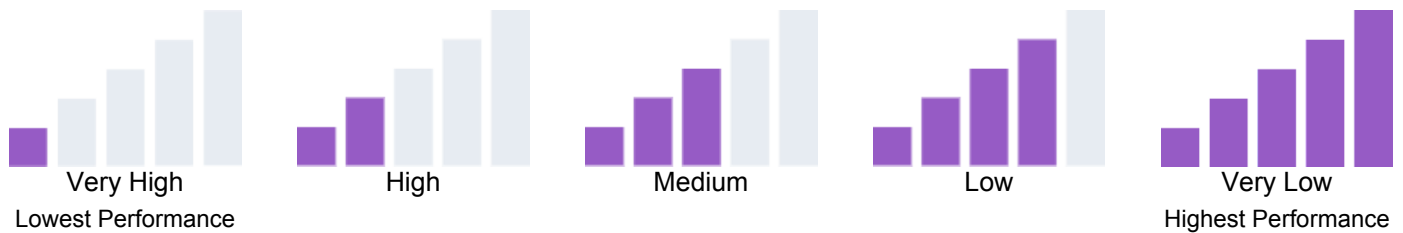
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School and Student Performance Data

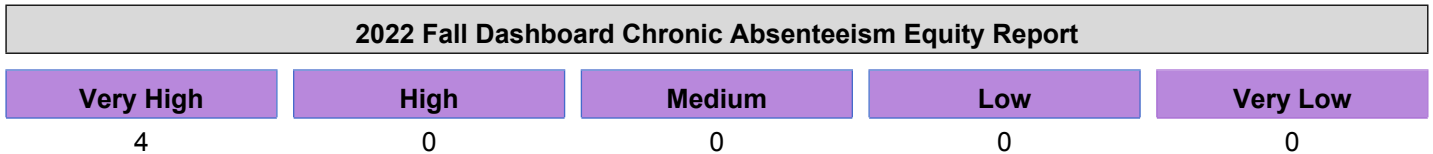
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

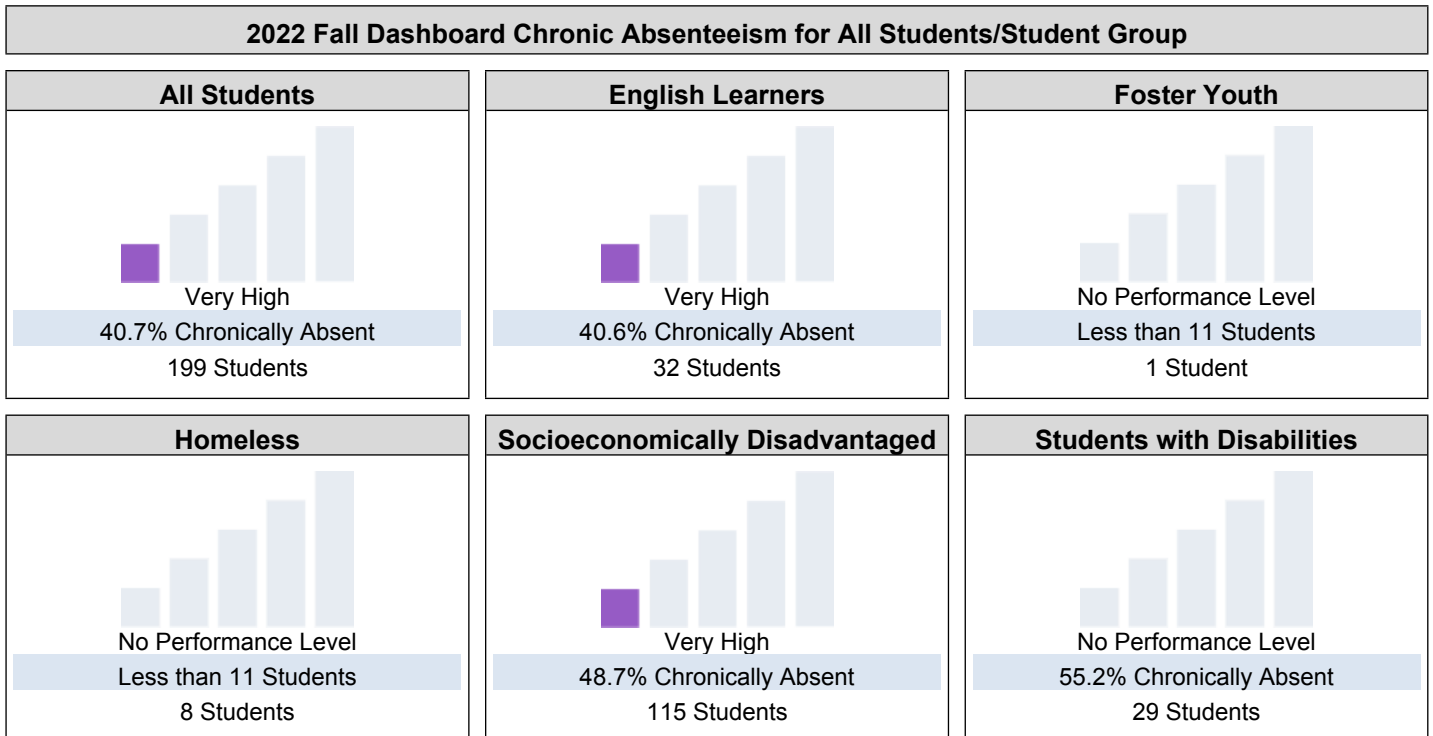
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



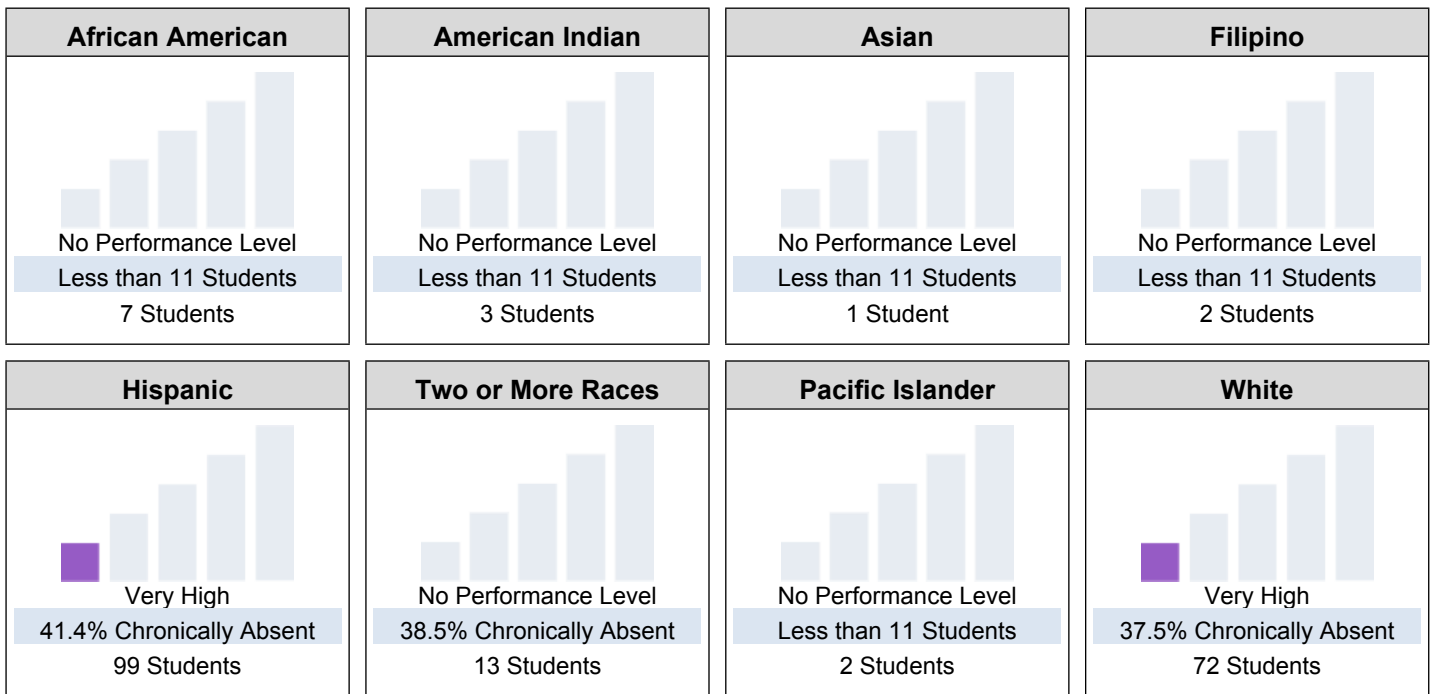
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. This is a very small number of students (4). We will identify and target support for the small number of students who are chronically absent.
2. About 40% of all Riverview students are chronically absent. In addition, students in the subgroups for English Learners, Hispanic and White students are also around 40%.
3. The subgroup Socioeconomically Disadvantaged has the highest percentage of chronically absent students at 48%.

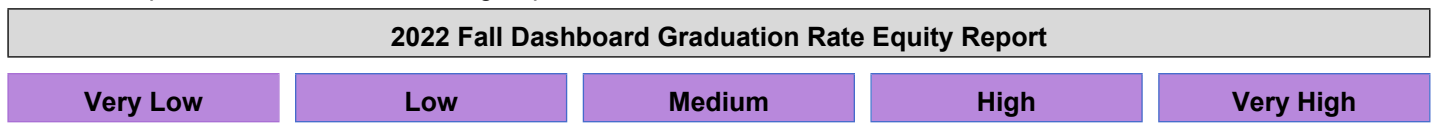
School and Student Performance Data

Academic Engagement Graduation Rate

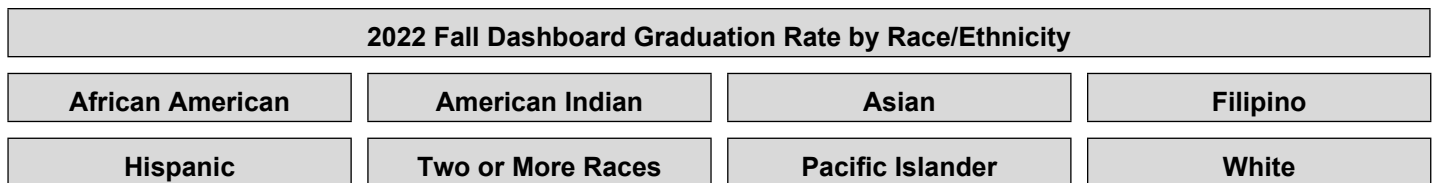
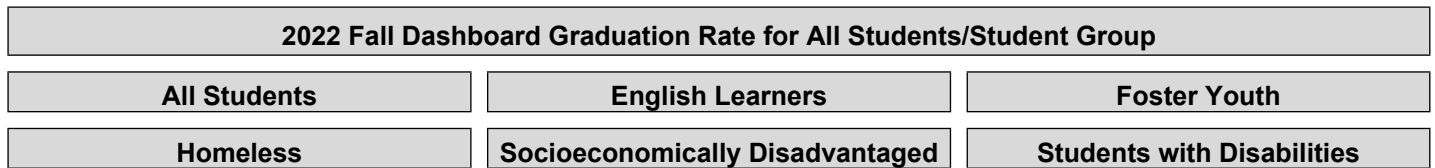
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low
Lowest Performance
Low
Medium
High
Very High
Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

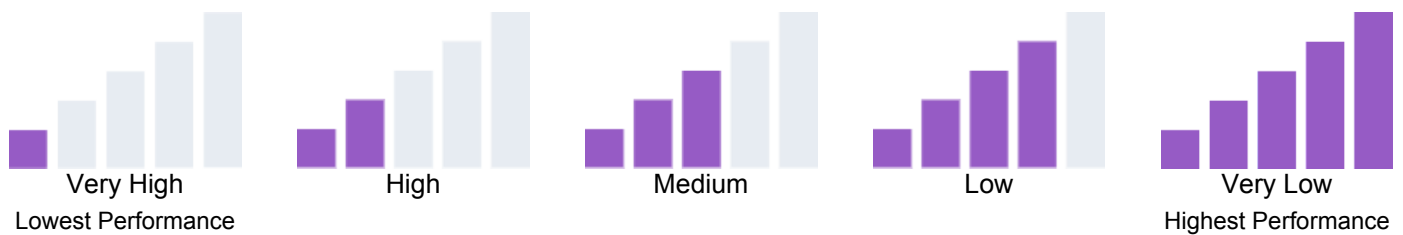
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School and Student Performance Data

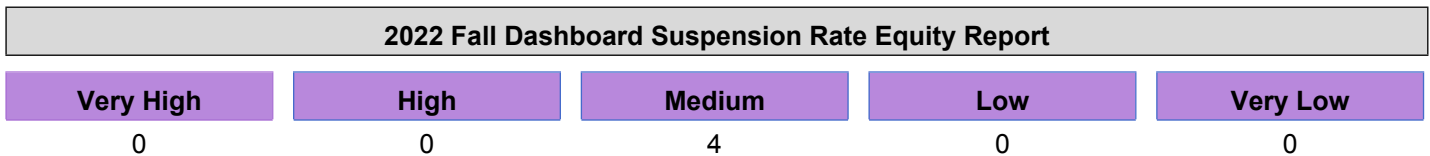
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

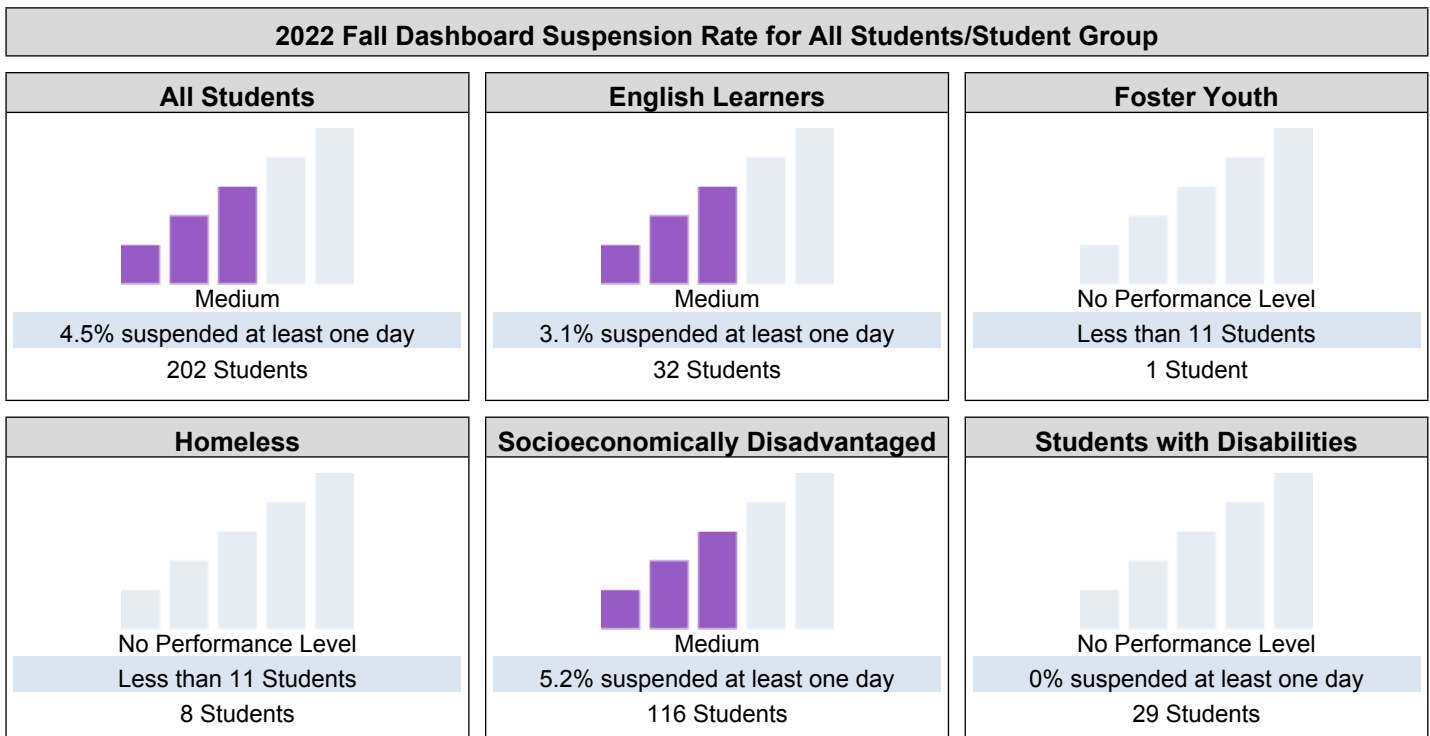
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



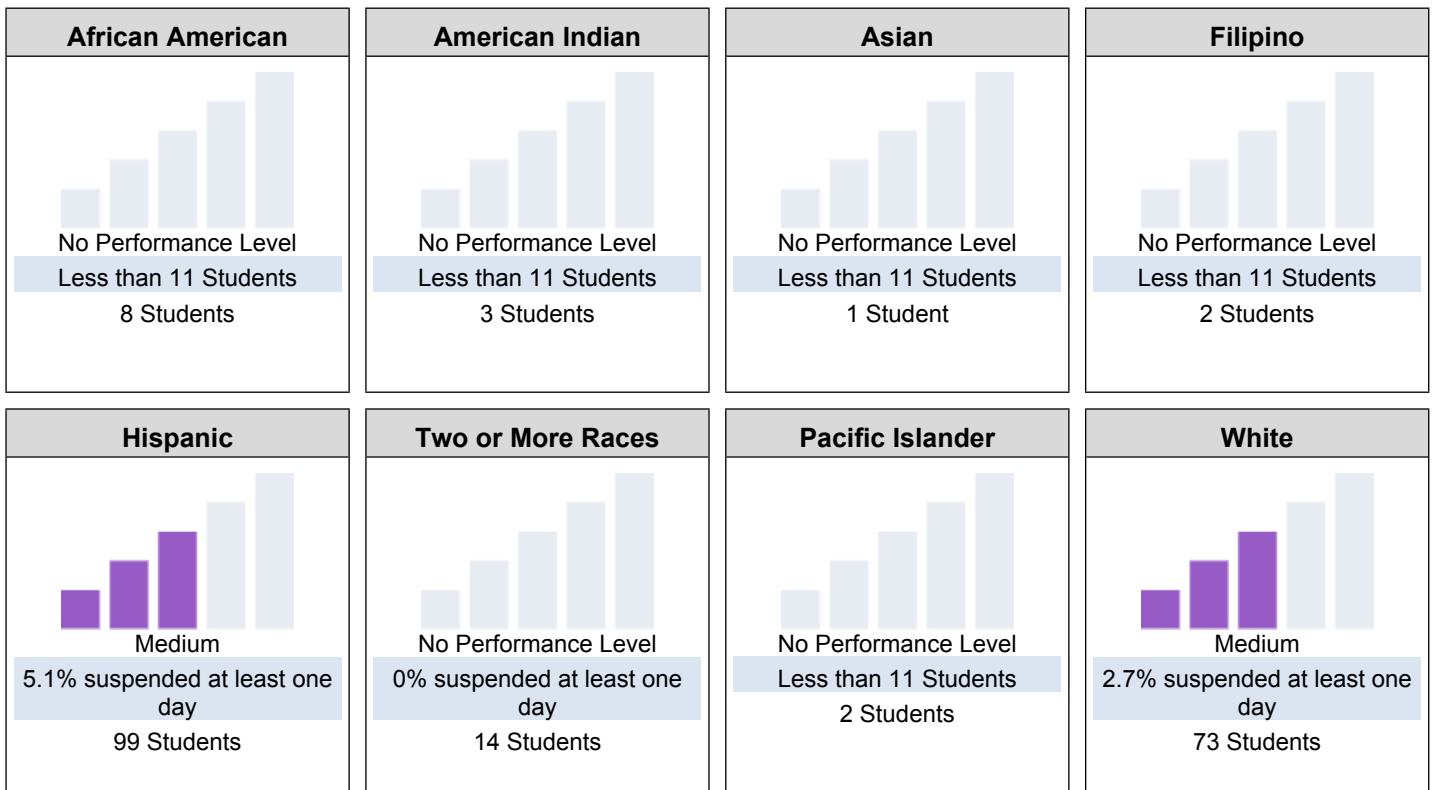
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- Riverview's suspension rate overall and for subgroups is in the medium range.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Achievement

LEA/LCAP Goal

Students will learn their grade level Common Core, Next Generation Science and English Language Development Standards and stay on track to graduate are college and career ready.

Goal 1

Teachers across the curriculum will use best teaching practices to each state standards, include varying levels of rigor, and increase average writing scores on a school-wide writing prompt from 2.1 to 2.5 for organization, 1.8 to 2.2 for evidence/elaboration, and 1.5 to 1.7 for Conventions using the CAASPP rubric.

Identified Need

Strategy:

An analysis of Riverview's SBAC and MAP scores, school-wide writing prompt, and classroom work shows that Riverview students need to improve their writing skills. In Fall 2022, a school-wide writing prompt showed that students need support in the area of organization and evidence/elaboration. Instruction in these areas will improve writing across the curriculum as students use writing in each of their classes.

Riverview will continue our ongoing professional development with Sacramento County Office of Education for teachers in the areas of writing, rigor, and other areas that the team identifies throughout the year during collaboration. During staff meetings, we will review and analyze data throughout the year to identify areas of need.

What data did you use to form this goal (findings from data analysis)?

The SBAC test results, NWEA MAP test results, school-wide writing prompt scores, and formal and informal assessments that align to Common Core State Standards; training agendas and professional development from previous year.

What process will you use to monitor and evaluate the data?

Riverview staff will analyze data at staff meetings and individually to identify gaps, areas of need, and areas of growth. We will gather formative and summative data throughout the year from curriculum assessments, assignments, and teacher observations.

What did the analysis of the data reveal that led you to this goal?

Riverview students made improvement on the 2022 SBAC tests in Math, English-Language Arts and Science. However, the CDE dashboard shows that on 2022 state assessments Riverview performed 9.8 points below standard in English-Language Arts and 64.3 points below standard in Math.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Instructional Materials

Task:

Provide teachers with necessary materials to ensure their classrooms are safe, productive and technologically advanced to enable students to perform at their highest levels. Items in this category include supplemental teaching materials, paper and other classroom supplies, and ink and toner for printers and copiers.

Measures:

Inventory teaching materials each teacher currently has, as well as what they need, to better serve our students.

People Assigned:

All teachers, Principal, secretary, and office assistant

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4257

Source(s)

Lottery: Unrestricted
4000-4999: Books And Supplies
classroom and office supplies

5460

Discretionary
4000-4999: Books And Supplies
classroom and office supplies

2884

Site Supplemental & Concentration
4000-4999: Books And Supplies
classroom and office supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School-wide Writing Analysis

Task:

Administer and score school-wide writing prompt mid-year using the CAASSP Interim Assessment writing prompts and scoring rubric.

Measures:

Use the CAASPP Writing Rubrics to score writing prompts. Analyze results to identify areas of growth and areas of need.

People Assigned:

Principal, Teachers, SCOE Support Team

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Technology Advancements

Task: Maintain the amount and quality of classroom technology at Riverview in order for teachers to create dynamic, engaging lessons for students that allow students to have access to the curriculum. Teachers currently have SMARTBoards, desktops, laptops, document cameras, iPads, AppleTV, and flatscreen TVs. Some of these items are becoming obsolete and will need to be replaced. These funds may also be used to replace Chromebooks as needed to maintain 1:1 chromebook inventory.

Measures:

Each classroom will be equipped with the necessary technology for the teacher to present material, report grades, prepare lessons, and present enrichment opportunities.

People Assigned:

Teachers, Principal, and Office Assistant

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3500

Discretionary
4000-4999: Books And Supplies
Teacher Technology

2500

Lottery: Unrestricted
4000-4999: Books And Supplies
Chromebooks

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Library Service Agreement

Task:

Use Companion software, a subscription needs to be update annually. This enables staff to check out books, textbooks, and chromebooks to students and track inventory.

Measures:

Companion software will be used to monitor and catalog library books, textbooks, and chromebooks.

People Assigned:

Teachers, Principal, Office Assistant

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1400

Source(s)

Discretionary
5000-5999: Services And Other Operating
Expenditures
Service Agreement

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Library Books

Task:

Books will be purchased to replace worn-out and lost books, complete book series, and stock library with up-to-date texts. Books will also be purchases to replenish classroom reading libraries.

Measures:

The Principal and teachers will purchase the books based on an analysis of existing books, new publications available, and books that need to be replaced.

People Assigned:
Principal, Office Assistant, Teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

Discretionary
4000-4999: Books And Supplies
Library Books

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional Development for teachers in their subject area, planning and delivering engaging lessons, or social-emotional learning.

Task:

Since COVID, our teachers have not been engaging in outside professional development like before. Professional development, workshops, and trainings are an excellent opportunity for teachers to learn new skills, meet new colleagues, and get re-energized about teaching. Each teacher, along with guidance from the administrator, will seek out and attend a professional development experience during the school year. They will then report back to the Riverview staff what they learned to create a shared learning experience within the staff.

Measures:

Teachers will attend conferences and workshops; teachers will present at staff meetings what was learned; new strategies and programs will be visible on walk throughs and observations.

People Assigned:

Principal and teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1100

Source(s)

Discretionary
5000-5999: Services And Other Operating Expenditures
conferences and workshop fees

1100	Discretionary 1000-1999: Certificated Personnel Salaries Substitute teachers for conferences and workshop fees
700	Site Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures conferences and workshop fees
700	Site Supplemental & Concentration 1000-1999: Certificated Personnel Salaries Substitute teachers to cover for conferences and workshops

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Academic Conversation and Instructional Rounds

Task:

All teachers will continue to be trained on increasing Academic Conversations in all classes. This will be done through a combination of district-wide and site-based professional development.

Measures:

Academic conversation walkthroughs will be conducted by RDUSD Leadership team members and Riverview Staff throughout the year to gauge levels of academic conversations in classes using the district Academic Conversation Walkthrough tool.

People Assigned:

Principal and Teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1300

Source(s)

Lottery: Unrestricted
1000-1999: Certificated Personnel Salaries
Subs or paid prep time for teachers to do instructional rounds

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Site license for Teachers Pay Teachers

Task: Purchase a site-wide license for Teachers Pay Teachers, which will allow teachers to supplement their lesson with creative, hands-on learning opportunities for their students.

Measures:

Increased assignment completion

Increased content comprehension as recorded by grades and MAP Scores

Decreased off task behaviors as recorded by office referrals.

People Assigned:

Principal, Office Assistant, Teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1200

District Funded
5000-5999: Services And Other Operating Expenditures
Site license for Teacher Pay Teachers

800

District Funded
5000-5999: Services And Other Operating Expenditures
Site license for Teacher Pay Teachers

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Payment to teachers for after school meetings

Task:

Teachers are occasionally asked to attend after school meetings for students' support including IEP meetings, 504 Plan meetings, and SST meetings. In accordance with the River Delta Unified Teachers Association agreement, Riverview will pay teachers that stay after school or these meetings their hourly variable rate.

Measures:

Student support and the home-school connection will increase. This will be evident in higher academic achievement and fewer discipline problems.

People Assigned:
Principal, teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2400	Lottery: Unrestricted 1000-1999: Certificated Personnel Salaries teacher extra pay for meetings after school
1600	Site Supplemental & Concentration 1000-1999: Certificated Personnel Salaries teacher extra pay for meetings after school

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Achievement

LEA/LCAP Goal

Implementation of State Standards

Goal 2

Provide supports for students to mitigate learning loss from the pandemic shutdown and to close the achievement gap. In English Language Arts, 70% of students will score at or above grade level and in Math; 50% will score at or above grade level on our Spring 2024 NWEA MAP test.

Identified Need

What data did you use to form this goal (findings from data analysis)?

The Spring NWEA MAP test results for the incoming 7th and 8th graders for the last 2 years.

What process will you use to monitor and evaluate the data?

Analyze NWEA MAP in the Fall and Winter for: 1) number of students scoring at or above grade level in ELA and math; 2) Students who are close to grade level and strategies to raise their scores; 3) Areas of improvement for students as a whole and particularly for students who are scoring below grade level.

Strategy:

During staff meetings, analysis scores to identify areas of strength and improvement. Disaggregate data to look at sub-groups.

Support ongoing professional development for all staff. Focus classroom visitations on the implementation of teaching strategies that engage students, ensure students meet standards and use technology to increase student access to curriculum.

What did the analysis of the data reveal that led you to this goal?

Although Riverview students made improvement on the 2022 SBAC tests, our Spring 2023 MAP scores show a decline in every area, except 7th grade math, from Spring 2022. In Spring 2023, 46% of 7th graders scored at or above grade level in Math compared to 37% in 2022; 51% of 7th graders scored at or above grade level in English-Language Arts compared to 60% in 2022; 47% of 8th graders scored at or above grade level in Math compared to 49% in 2022; and 52% of 8th graders scored at or above grade level in English-Language Arts compared to 55% in 2022. Therefore we will continue to work toward raising our MAP test scores, which are good indicators of SBAC performance.

The CDE dashboard shows that on 2022 state assessments Riverview performed 9.8 points below standard in English-Language Arts and 64.3 points below standard in Math.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue with Differentiated Assistance support with Sacramento County Office of Education

Task: After many years of being in assistance status with Sacramento County Office of Education, Riverview exited that status in the Spring of 2023 due to our rise in scores on the 2022 SBAC test. However, Riverview's Principal will continue to meet with district and SCOE team members throughout the year as part of the RDUSD Differentiated Assistance process. During this process, team members will gather and analyze data, formulate a plan to improve student achievement, and participate in professional development.

Measures:

MAP, SBAC, and School-wide writing prompt scores.

People Assigned:

Principal, Teachers, SCOE team

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

AVID Training and Implementation

Task:

Teachers will continue to attend professional development for AVID strategies. Riverview will subscribe to Sacramento County Office of Education's AVID professional development series. Substitutes will be provided for teachers to attend these trainings throughout the school year. Site-based AVID trainings and collaboration will occur quarterly at staff meetings on AVID strategies such as Focused Note Taking, Inquiry Strategies, and Collaborative Study Groups.

Measures:

Number of teachers attending the AVID PD sessions; staff involvement in site-based trainings; implementation of AVID strategies in classrooms.

People Assigned:

AVID Coordinator/Teacher, AVID Leadership Team, Teachers, Principal

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

600

Site Supplemental & Concentration
5800: Professional/Consulting Services And
Operating Expenditures
Subscription to SCOE AVID Professional
Development Series

1020

Site Supplemental & Concentration
1000-1999: Certificated Personnel Salaries
Substitutes to cover for teachers attending
SCOE AVID PD series (6 days)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

GLAD Training

Task:

GLAD strategies have been proven to increase student engagement and comprehension, especially among English Learners. Riverview teachers will be using GLAD strategies to embed the English Language Development standards into their daily instruction. To that end, RDUSD's GLAD trainer will conduct a GLAD workshop at the beginning of both semesters for Riverview staff. She will also conduct 1:1 follow up support for teachers based on specific needs for their subject matter, population, and teaching style.

Measures:

Increase in GLAD strategies being used in classes from observations and walkthroughs. Increase in student comprehension, assignment completion, and test scores will increase.

People assigned:

Principal, Director of Education Services, Teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1584	Discretionary 5800: Professional/Consulting Services And Operating Expenditures GLAD Trainings and Support
1056	Site Supplemental & Concentration 5800: Professional/Consulting Services And Operating Expenditures GLAD Trainings and Support

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students performing below grade level

Strategy/Activity

Support Groups and After School Tutoring

Task: To support struggling students, Riverview teachers will review academic scores 7 times throughout the year (after each progress report and report card period). Teachers will identify students who need supports and, working with our Paws-itivity Committee, match students with available supports, such as after school tutoring and academic/behavior support groups.

Measures:

MAP, SBAC, Writing Prompt scores; class grades and GPAs

People Assigned:

Principal, Teachers, Instructional Assistants

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6000	District Funded 1000-1999: Certificated Personnel Salaries Homework Club Staffing

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Test Chats

Task:

Before Winter and Spring MAP tests and SBAC testing, ELA and Math teachers will be given release time to conduct "test chats" to go over students progress on previous tests.

Measures:

Each student will participate in a test chat and receive reports on their MAP progress.

People Assigned:

Teachers and Principal

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1500

Source(s)

Discretionary

1000-1999: Certificated Personnel Salaries sub and/or extra pay for prep time for teachers to meet with students

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Panther Pride Groups

Task:

With teacher input, we will strategically place students with similar needs into groups, or prides, to meet with a staff member weekly to discuss academic, behavioral, and social-emotional progress. Students will create goals in their groups and reflect on their goals at each meeting. Groups will be dynamic and staff will meet periodically to consider placements. Snacks, prizes, and rewards will be given to student participants to increase motivation and incentive.

Measures:

Increased assignment completion

Increased GPAs

Fewer classroom problems due to assignment/work, mental health/stress, and behavior

People Assigned:

Principal and Staff, if interested

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	Discretionary 1000-1999: Certificated Personnel Salaries Extra Pay for Teacher
1200	Discretionary 4000-4999: Books And Supplies Snacks and Incentives for Panther Pride Groups
800	Site Supplemental & Concentration 4000-4999: Books And Supplies Snacks and Incentives for Panther Pride Groups

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At-Risk Students

Strategy/Activity

Elective Classes

Task:

Riverview will offer 3 elective classes throughout the year: Leadership, Journalism, and AVID. The 3 classes will have both academic and Social-Emotional Learning components to support students.

Measures:

Increased academic progress
Decreased discipline incidents

People Assigned:

Teachers assigned to the 3 electives

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
720	Site Supplemental & Concentration 4000-4999: Books And Supplies Classroom supplies
480	Lottery: Unrestricted 4000-4999: Books And Supplies Classroom supplies

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent Involvement

LEA/LCAP Goal

Provide meaningful and varied opportunities for parents to be involved with supporting their child's academic achievement.

Goal 3

Provide opportunities for parents to be involved in their students' academic and social success at school and maintain or increase the current level of parent interactions of 65% parents attending 1 or more school events throughout the year.

Identified Need

What data did you use to form this goal (findings from data analysis)?

Observational data
Attendance sign-ins from parent events
Parent input

What process will you use to monitor and evaluate the data?

We will track of the number of parents who attend events throughout the year. We will track the communication methods we use.

Strategy:

Increase communication and advertisement for events, including Spanish translation in the messages home.
Continue/improve events for parents (AVID night, Open House, etc.)

What did the analysis of the data reveal that led you to this goal?

Parent participation in school events is limited. We can increase participation by involving students in the planning and offering dinner or dessert. Flyers and handouts rarely make it home for parents to read. We will continue to use social media and phone calls home for communication.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Parent Organization Meetings

Task:

In order to have family and community input and ensure that families have a voice at Riverview, we will hold regular meetings of our parent organizations. PTC and School Site Council will meet monthly and the English Language Advisory Committee will meet quarterly or more as needed. Notice of these meetings will be emailed to all families and sent home through our phone service. We will also explore creating a new, inclusive parent group targeting minority populations to ensure all our students' needs and the families' needs are met. Some of these opportunities may be Orientation, Back to School Night, Rallies, Assemblies, Field Day, ELAC meetings, Parent Teacher Club meetings, School Site Council meetings, Parent/ Teacher Conferences, Open House, and Graduation.

Measures:

Participation in these meetings will consist of officers and other parents who are interested. Attendance and input/discussions will be recorded in meeting minutes.

People Assigned:

Principal, Committee officers, families and community members

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Communication with Families

Task:

Use Parent Square for communication with families through posts, private messages, texts, and phone calls. Examples of communications that will be sent include progress reports, report cards, newsletters, and information about immunizations, school safety, attendance and behavior reports. Send communication home through US mail as necessary.

Measures:

Usage and Contact reports from Parent Square

People Assigned:

All School Staff

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

Discretionary
5700-5799: Transfers Of Direct Costs
Postage for direct mailings to families

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Translation and Interpreter Services

Task:

In order to keep our Spanish-speaking families informed of school events, home-school correspondence (outside of Parent Square which is automatically translated) will be translated and sent home in both English and Spanish. Interpreters will be provided at meetings.

People Assigned:

Principal and Spanish-speaking Staff

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

300

Source(s)

Site Supplemental & Concentration
2000-2999: Classified Personnel Salaries
translation and Interpreter services

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

AVID Students

Strategy/Activity

AVID Family Nights

Task:

AVID informational nights for parents and families. Event will include dinner, refreshments and prizes. Translation services will also allow greater access for our Spanish-speaking population. One night will be held each semester for the Fall and Spring AVID classes.

Measure:
Sign in sheets

People Assigned:
Principal and AVID Teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
400	Site Supplemental & Concentration 1000-1999: Certificated Personnel Salaries Teacher extra pay for AVID night and preparation
300	Site Supplemental & Concentration 4000-4999: Books And Supplies Supplies and prizes for AVID night

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Bring Your Parent to Lunch Days

Task:

Once a semester, Riverview will host Bring Your Parent to Lunch, where parents will be allowed to join their child at Riverview to have lunch with them. The Parent Teacher Club will provide prizes and treats.

Measures:

A tally of parents participating will be captured at each event.

People Assigned:

Principal and Parent Teacher Club

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Family Game Night

Task:

Once a semester, hold a family game night for families to participate in fun games, including food and prizes.

Measures:

A tally of parents attending will be captured at each event.

People Assigned:

Staff and Parent Teacher Club

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

400

Source(s)

Discretionary
4000-4999: Books And Supplies
Supplies, food and prizes

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School Culture

LEA/LCAP Goal

Foster a school and district culture that ensures academic/social and emotional well-being for all students

Goal 4

Riverview will foster a culture of positive connections between and among students and staff. Students will be honored and rewarded for good behavior and academic success. Increasing student attendance and promoting a positive school climate will have a positive influence on student achievement. We will increase positive office referrals by 10% and decrease negative office referrals by 10%.

Identified Need

This year, Riverview staff gave 'paws-itive' office referrals to students who were making good choices. Each month our Paws-itivity Committee tracked the positive and negative office referrals by grade, type, student and teacher. Through April of this year, Riverview staff gave 1,043 'paws-itive' office referrals (up from 529 for the same period in 2021-22) and 362 negative referrals (up from 206 the same period in 2021-22). Negative behaviors were high this year, but we also were more consistent about tracking data. Next year, we will increase our 'paws-itive' referrals by 10% and decrease our negative referrals by 10%.

What data did you use to form this goal (findings from data analysis)?

Attendance rates

Honor roll/GPA data

Teacher input

Panorama survey

Discipline records

'Pawsitive' office referral data

Panther of the Month data

Good Attendance Reward data

What process will you use to monitor and evaluate the data?

Student progress over time in the areas of grade point average, number of detentions assigned, number of suspensions and expulsions school wide, and teacher analysis of classroom disruptions. We will also monitor the number, frequency, and type of positive incentive to determine any changes to behavior and academics during those times.

Strategy:

Recognize students for academic achievement, attendance, MAP growth goal, and good behavior on a quarterly basis by having a reward (ex: pizza or ice cream party). Hold monthly Panther of the Month luncheons where teachers invite a student and their guest to lunch who have demonstrated our Panther trait of the month. Recognize positive student behavior and effort with paws-itive office

referrals and post cards home for students who are behaving and making good choices. Staff will recognize one student each month as Student of the Month who will be highlighted on our daily announcements and the weekly Panther Press video. Plan monthly rallies and quarterly spirit weeks.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Awarding Academic Achievement, Good Attendance, MAP Growth and Positive Behavior

Task:

Hold award assemblies quarterly in which students are honored for their academic achievement, good attendance, MAP Growth Goals, and positive behavior.

Measures:

Students will be honored for having a GPA of 3.0 or higher on their report card, good attendance (95% attendance or better) for the quarter, attaining their MAP Growth Goals on the MAP Growth Report and good behavior (no more than 1 minor behavior infraction in a quarter).

People Assigned:

Teachers, Principal, Secretary

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
300	Discretionary 4000-4999: Books And Supplies Snacks, prizes, and rewards for honor roll and good attendance
181	Site Supplemental & Concentration 4000-4999: Books And Supplies Snacks, prizes, and rewards for honor roll and good attendance
419	Lottery: Unrestricted 4000-4999: Books And Supplies Snacks, prizes, and rewards for honor roll and good attendance

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Panther of the Month Student Recognition

Task:

Recognize students monthly for exhibiting the Panther Trait of the Month. Each staff member will invite a student and that student will bring a friend to a monthly lunch.

Measures:

Track students who are invited and the staff member that invited them.

People Assigned:

Teachers, Staff, Food Services Staff

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

200

Source(s)

Discretionary
5700-5799: Transfers Of Direct Costs
Cost of staff lunches

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Leadership Class & All Students

Strategy/Activity

Leadership class and CADA Conference

Task:

The Leadership Teacher will attend the CADA (California Association of Directors of Activities) conference to learn new, exciting ways to continue to improve the school climate and culture. The Leadership Teacher will train teachers in activities to use in their house meetings to improve relationships and connections. The Leadership Teacher will also learn ways to engage students in school activities such as dances, spirit weeks, and activity/game nights.

Measures:

The Leadership Teacher will train teachers/staff on relationship building activities once per month so they may lead the activity in their monthly house meetings.

People Assigned:

The Leadership Teacher, principal, and all staff

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
600	Site Supplemental & Concentration 5800: Professional/Consulting Services And Operating Expenditures CADA Leadership Conference
900	Discretionary 5800: Professional/Consulting Services And Operating Expenditures CADA Leadership Conference
306	Discretionary 1000-1999: Certificated Personnel Salaries Sub to cover for Leadership teacher while at CADA Conference
204	Site Supplemental & Concentration 1000-1999: Certificated Personnel Salaries Sub to cover for Leadership teacher while at CADA Conference
160	Site Supplemental & Concentration 4000-4999: Books And Supplies Supplies for rallies, spirit week, and other activities
240	Lottery: Unrestricted 4000-4999: Books And Supplies Supplies for rallies, spirit week, and other activities

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Security Cameras

Task:

Maintenance and service on security cameras.

Measures:

Security cameras will help students and staff feel safe as well as monitor student behavior, accidents, and dangerous situations.

People Assigned:
Principal, Office Assistant, Maintenance

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2719

Source(s)

District Funded
5000-5999: Services And Other Operating Expenditures
Maintenance and service on security cameras

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Supplies and Incentives for Positive Behavior and School Culture

Task:

Incentives and rewards for positive behavior, including 'paws-itive' office rewards and behavior plan incentives. Supplies for house meetings and house rallies to increase connection and relationships among students and between students and staff. Organize fun activities throughout the year to boost school spirit such as rallies, spirit weeks, house competitions, and weekly Bingo games with prizes for students and adults. To be paid with CalHOPE grant funds.

Measures:

Increase in paws-itive office referrals. Positive feedback from staff regarding house meetings and rallies. Increased student engagement and positive behavior overall.

People Assigned:

Principal, all staff

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

6000

Source(s)

Other
4000-4999: Books And Supplies
House Celebration and PBIS rewards and prizes (CALHope SEL Grant)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Sports Teams

Task:

Provide a stipend for coaches of girls' volleyball, girls' basketball, boys' basketball and co-ed soccer in accordance with the RDUSD contract. Also, provide substitutes for teachers/coaches on game days.

Measures:

Riverview will offer opportunities for students to participate in the 3 sports within our league (girls' volleyball, girls' basketball, boys' basketball and co-ed soccer).

People Assigned:

Principal, Coaches/Staff

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4000

Source(s)

Lottery: Unrestricted
1000-1999: Certificated Personnel Salaries
Coaches' stipend

1000

Discretionary
1000-1999: Certificated Personnel Salaries
Subs to cover for coaches on game days

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Truant Students

Strategy/Activity

Monitor truant students

Task:

Track students who are missing more than 90% of school days by making frequent phone calls and emails to parents. Work with families to solve factors that are prohibiting the student from attending school.

Measures:

The number of truant (absent 90% of the days or more) students will decrease.

People Assigned:
Principal, Teachers, Director of Educational Services, School Resource Officers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Social-Emotional Health

Task:

Riverview students will continue to receive counseling services from Rio Vista Care, Riverview’s new part time counselor, and our new full-time clinician with the CalHope Grant. Staff the wellness center so students have a place to rest and re-charge when necessary.

Measures:

Negative office referrals and discipline will decrease. Students will report positive mental health on surveys and through staff interactions. Counselors will maintain data on referrals and data will also be collected when students visit the wellness center.

People Assigned:

Principal, Counselor, Rio Vista Care, All Staff

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Substitute for Secretary and Office Assistant

Task: To ensure the office is running smoothly and student and families needs are met, we will staff the office with substitutes when our secretary or office assistant are out.

Measures:

Office procedures will continue as normal.

People Assigned:

Principal and office staff

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

350

Source(s)

Lottery: Unrestricted
2000-2999: Classified Personnel Salaries
Secretary and Office Assistant Substitute

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School-wide Lessons on Tolerance/The Anne Frank Experience

Task:

Students will attend a virtual field trip with the Museum of Tolerance called The Anne Frank Experience where students will learn of the atrocities of hate, bigotry and the holocaust.

Measure:

Student behavior and tolerance will improve according to office referrals and anecdotal evidence from staff.

People Assigned:

Principal, Teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

600

Source(s)

Discretionary

	5800: Professional/Consulting Services And Operating Expenditures Virtual Field Trip - Combat Hate
400	Site Supplemental & Concentration 5800: Professional/Consulting Services And Operating Expenditures Virtual Field Trip - Combat Hate

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Student of the Week

Task:
Each week a different teacher will highlight a Student of the Week. The Student of the Week will be recognized during the morning announcements and the weekly Panther Press video.

Measure:
Students' positive behavior will be recognized and we will see more positive behaviors on campus and less negative behaviors.

People Assigned:
Teachers, Journalism Teacher

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Train and Maintain Student Peacekeepers

Task:
With the support of Riverview's counselor and CalHOPE Clinician, Riverview will train and maintain student Peacekeepers to help manage minor disputes on campus.

Measure:
Student discipline referrals will decrease.

People Assigned:
Principals, Counselor, Clinician

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

400

Source(s)

Discretionary
4000-4999: Books And Supplies
Supplies and Incentives

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Partner with Top Youth Speakers for ongoing motivational visits and support

Task:

Contract with Top Youth Speakers to come to campus three times during the school year for presentations on character education, anti-bullying, and motivation. Staff will also have access to the 12-month curriculum and 100+ videos. To be paid with CalHope grant funds.

Measure:

Students' positive behavior will increase and negative behaviors will decrease as tracked by our PBIS teams.

People Assigned:
Principal and staff

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5900

Source(s)

Other
5800: Professional/Consulting Services And
Operating Expenditures
Guest speakers and social-emotional learning
lesson (CALHope SEL Grant)

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Monthly Student Panels with Principal on Climate and Culture

Task:

Each month, Riverview's Principal will meet with a small group of students chosen at random to discuss the current climate and culture at Riverview. Topics will include school pride and connections, positive behavior incentives, academic progress and achievement, etc. Information from these panels will be shared with the COST and Pawsitivity Committees.

Measure:

Students' positive behavior will increase and negative behaviors will decrease as tracked by our PBIS teams.

People Assigned:

Principal and staff

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

Other
4000-4999: Books And Supplies
Lunch and Snacks for students (CALHope SEL Grant)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 6

Identified Need

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 7

Identified Need

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 8

Identified Need

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 9

Identified Need

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 10

Identified Need

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 11

Identified Need

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$7,320.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$76,640.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

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 (\$)
Discretionary	\$24,450.00
District Funded	\$10,719.00
Lottery: Unrestricted	\$15,946.00
Other	\$12,900.00
Site Supplemental & Concentration	\$12,625.00

Subtotal of state or local funds included for this school: \$76,640.00

Total of federal, state, and/or local funds for this school: \$76,640.00

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
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
Discretionary	24,450.00
District Funded	10,719.00
Lottery: Unrestricted	15,946.00
Other	12,900.00
Site Supplemental & Concentration	12,625.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	24,030.00
2000-2999: Classified Personnel Salaries	650.00
4000-4999: Books And Supplies	31,701.00
5000-5999: Services And Other Operating Expenditures	7,919.00
5700-5799: Transfers Of Direct Costs	700.00
5800: Professional/Consulting Services And Operating Expenditures	11,640.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Discretionary	6,406.00
4000-4999: Books And Supplies	Discretionary	11,760.00
5000-5999: Services And Other Operating Expenditures	Discretionary	2,500.00

5700-5799: Transfers Of Direct Costs	Discretionary	700.00
5800: Professional/Consulting Services And Operating Expenditures	Discretionary	3,084.00
1000-1999: Certificated Personnel Salaries	District Funded	6,000.00
5000-5999: Services And Other Operating Expenditures	District Funded	4,719.00
1000-1999: Certificated Personnel Salaries	Lottery: Unrestricted	7,700.00
2000-2999: Classified Personnel Salaries	Lottery: Unrestricted	350.00
4000-4999: Books And Supplies	Lottery: Unrestricted	7,896.00
4000-4999: Books And Supplies	Other	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	Other	5,900.00
1000-1999: Certificated Personnel Salaries	Site Supplemental & Concentration	3,924.00
2000-2999: Classified Personnel Salaries	Site Supplemental & Concentration	300.00
4000-4999: Books And Supplies	Site Supplemental & Concentration	5,045.00
5000-5999: Services And Other Operating Expenditures	Site Supplemental & Concentration	700.00
5800: Professional/Consulting Services And Operating Expenditures	Site Supplemental & Concentration	2,656.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	31,401.00
Goal 2	17,460.00
Goal 3	1,900.00
Goal 4	25,879.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Emily Gollinger	Parent or Community Member
Sefia Rounds	Classroom Teacher
Elvia Coronado	Parent or Community Member
Andrea Hagan	Classroom Teacher
Angie Wilcott	Parent or Community Member
Susan Delarosa	Other School Staff
Marcy Rossi	Principal
Sheridan Sassenburg	Secondary Student

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

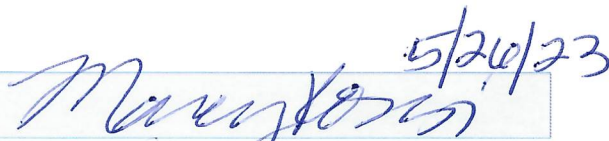
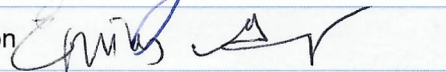
Committee or Advisory Group Name

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, Marcy Rossi on	 5/24/23
SSC Chairperson, Emily Gollinger 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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
River Delta High/Elementary (Alternative)	34674133430469	5/8/2023	6/13/2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

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

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	2
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations.....	4
Analysis of Current Instructional Program.....	4
Educational Partner Involvement	7
Resource Inequities	7
School and Student Performance Data	8
Student Enrollment.....	8
CAASPP Results.....	10
ELPAC Results	14
Student Population.....	16
Overall Performance	18
Academic Performance.....	20
Academic Engagement.....	26
Conditions & Climate.....	30
Goals, Strategies, & Proposed Expenditures.....	32
Goal 1.....	32
Goal 2.....	36
Goal 3.....	38
Goal 4.....	40
Goal 5.....	41
Goal 6.....	42
Goal 7.....	43
Goal 8.....	44
Goal 9.....	45
Goal 10.....	46
Goal 11.....	47
Budget Summary	48
Budget Summary	48
Other Federal, State, and Local Funds	48
Budgeted Funds and Expenditures in this Plan.....	49
Funds Budgeted to the School by Funding Source.....	49

Expenditures by Funding Source49

Expenditures by Budget Reference49

Expenditures by Budget Reference and Funding Source49

Expenditures by Goal50

School Site Council Membership51

Recommendations and Assurances52

Instructions.....53

 Instructions: Linked Table of Contents.....53

 Purpose and Description.....54

 Educational Partner Involvement54

 Resource Inequities54

Goals, Strategies, Expenditures, & Annual Review55

 Annual Review56

 Budget Summary57

 Appendix A: Plan Requirements59

 Appendix B:.....62

 Appendix C: Select State and Federal Programs64

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Each Spring River Delta USD conducts a survey through Panorama Education of staff, students, and family views of all schools in our district. The survey includes components of academics, school culture, and safety. River Delta High/Elementary staff meets weekly to discuss student progress and upcoming activities. This year, we created a school site council that met twice in the spring of 2022.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Mrs. Rossi, the principal, conducted 3 formal observations of the new teacher in accordance with the RDUTA contract. Mrs. Rossi made frequent visits to the other classroom, which is located on Riverview's campus.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Evidence-based educational practices to raise student achievement

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Fiscal support (EPC)

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

River Delta High/Elementary School's site council met three times this year via zoom. The dates of those meetings were November 14, 2022, February 27, 2023, and May 8, 2023. The council is made up of the 2 RDHES teachers, the RDHES Principal, the RDHES secretary, an RDHES parent, and an RDHES student. In all meetings we reviewed the SPSA and discussed changes and additions we would like to make for the 2023-24 school year. The plan was approved at the May 8, 2023 meeting.

Resource Inequities

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

No resource inequities noted.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade3		2	
Grade 4		3	
Grade 5		2	3
Grade 7	2	1	
Grade 8	1	2	2
Grade 9		4	
Grade 10	2	8	3
Grade 11	2	7	11
Grade 12	4	5	9
Total Enrollment	11	34	28

Conclusions based on this data:

1. RDHES enrollment fluctuates throughout the year. We completed the year with almost full enrollment.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners		2	2		5.9%	7.1%
Fluent English Proficient (FEP)		1	4		2.9%	14.3%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

1. RDHES has a small English Learner population. Most administrators in our district understand that students who are learning English would benefit from being in a classroom and hearing English on a regular basis, rather than being on Independent Study.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*				
Grade 4	*			0			0					
Grade 5		*			*			*				
Grade 6	*			0			0					
Grade 7	4	*		0	*		0	*		0.0		
Grade 8	*	5		0	4		0	4			80.0	
Grade 11	*	10		0	5		0	5			50.0	
All Grades	9	20		0	13		0	13		0.0	65.0	

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*			*			*	
Grade 5		*			*			*			*			*	
Grade 7		*			*			*			*			*	
Grade 8		*			*			*			*			*	
Grade 11		*			*			*			*			*	
All Grades	N/A	N/A	N/A		7.69			7.69			53.85			30.77	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 5		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 5		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 5		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 5		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	

Conclusions based on this data:

1. The majority of students nearly met standard overall. About one-third of RDHES students are below standard overall.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*				
Grade 4	*			0			0					
Grade 5		*			*			*				
Grade 6	*			0			0					
Grade 7	4	*		0	*		0	*		0.0		
Grade 8	*	5		0	4		0	4			80.0	
Grade 11	*	10		0	5		0	5			50.0	
All Grades	9	20		0	13		0	13		0.0	65.0	

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*			*			*	
Grade 5		*			*			*			*			*	
Grade 7		*			*			*			*			*	
Grade 8		*			*			*			*			*	
Grade 11		*			*			*			*			*	
All Grades	N/A	N/A	N/A		0.00			0.00			38.46			61.54	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 5		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 5		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 5		*			*			*	
Grade 7		*			*			*	
Grade 8		*			*			*	

Conclusions based on this data:

1. A majority of RDHES students are below standard in math. Thirty-eight percent of students are near standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades											0	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Conclusions based on this data:

1. No student took the ELPAC.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
34	50.0	5.9	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in River Delta High/Elementary (Alternative).	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.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	2	5.9
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	17	50.0
Students with Disabilities	4	11.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	2.9
American Indian	1	2.9
Asian	2	5.9
Filipino		
Hispanic	13	38.2
Two or More Races	1	2.9
Pacific Islander	1	2.9
White	15	44.1

Conclusions based on this data:

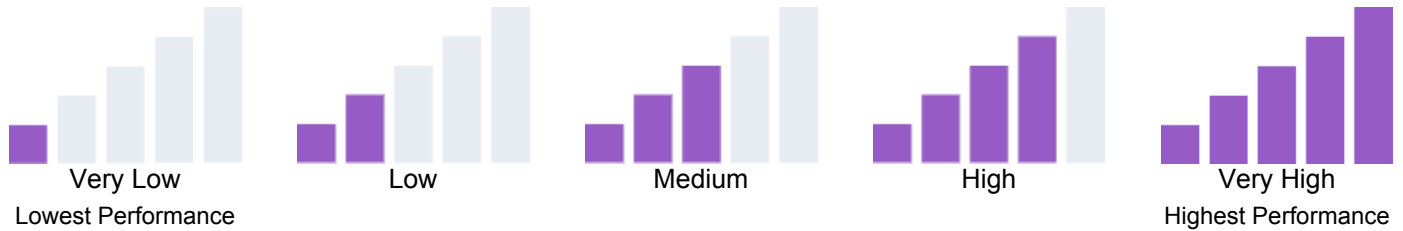
1. Half of RDHES students are from socioeconomically disadvantaged households.
2. Most RDHES students are white or Hispanic.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p> <p>No Performance Level</p>	<p>Graduation Rate</p> <p>No Performance Level</p>	<p>Suspension Rate</p> <p>Medium</p>
<p>Mathematics</p> <p>No Performance Level</p>	<p>Chronic Absenteeism</p> <p>No Performance Level</p>	
<p>English Learner Progress</p> <p>No Performance Level</p>		
<p>College/Career Not Reported in 2022</p>		

Conclusions based on this data:

1. RDEHS suspension rate is in the medium range.

School and Student Performance Data

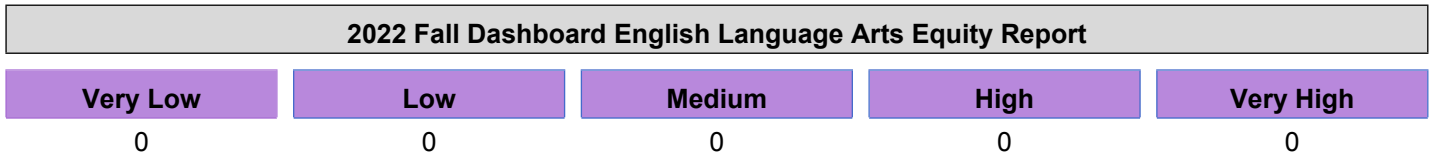
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

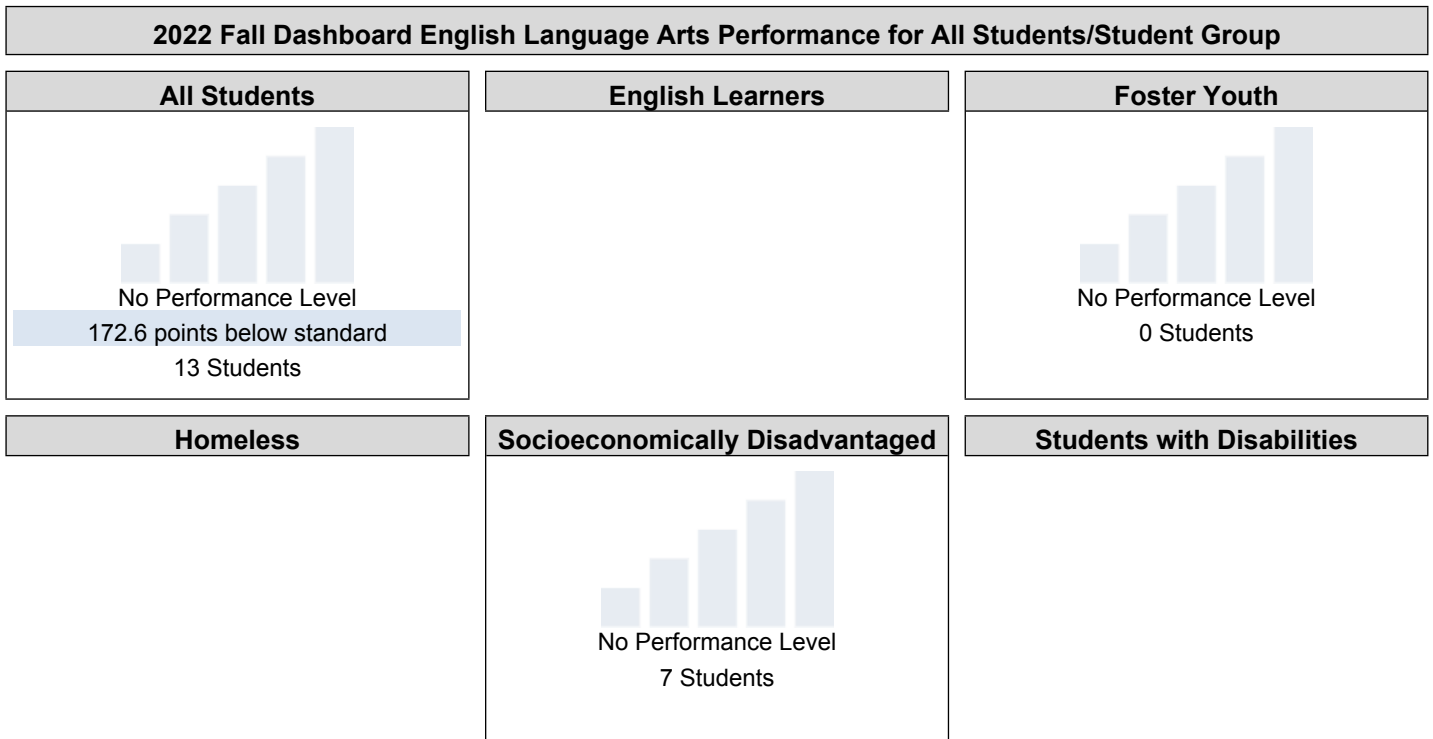
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



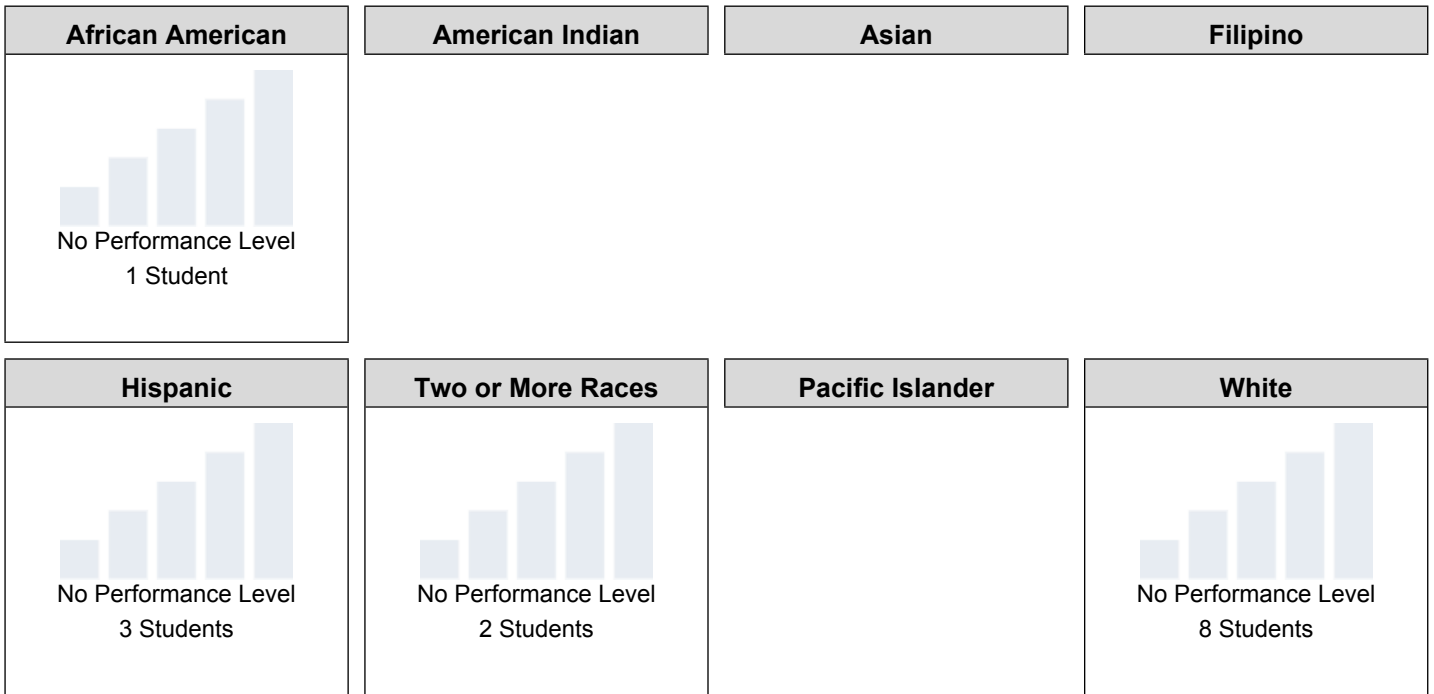
This section provides number of student groups in each level.



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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
		<p>172.6 points below standard</p> <p>13 Students</p>

Conclusions based on this data:

- RDEHS's population is too small to report data in this area.

School and Student Performance Data

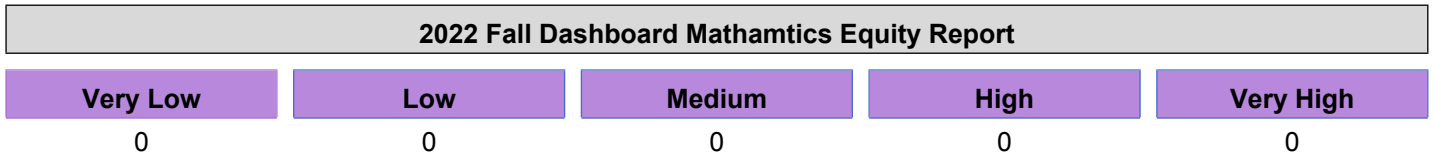
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

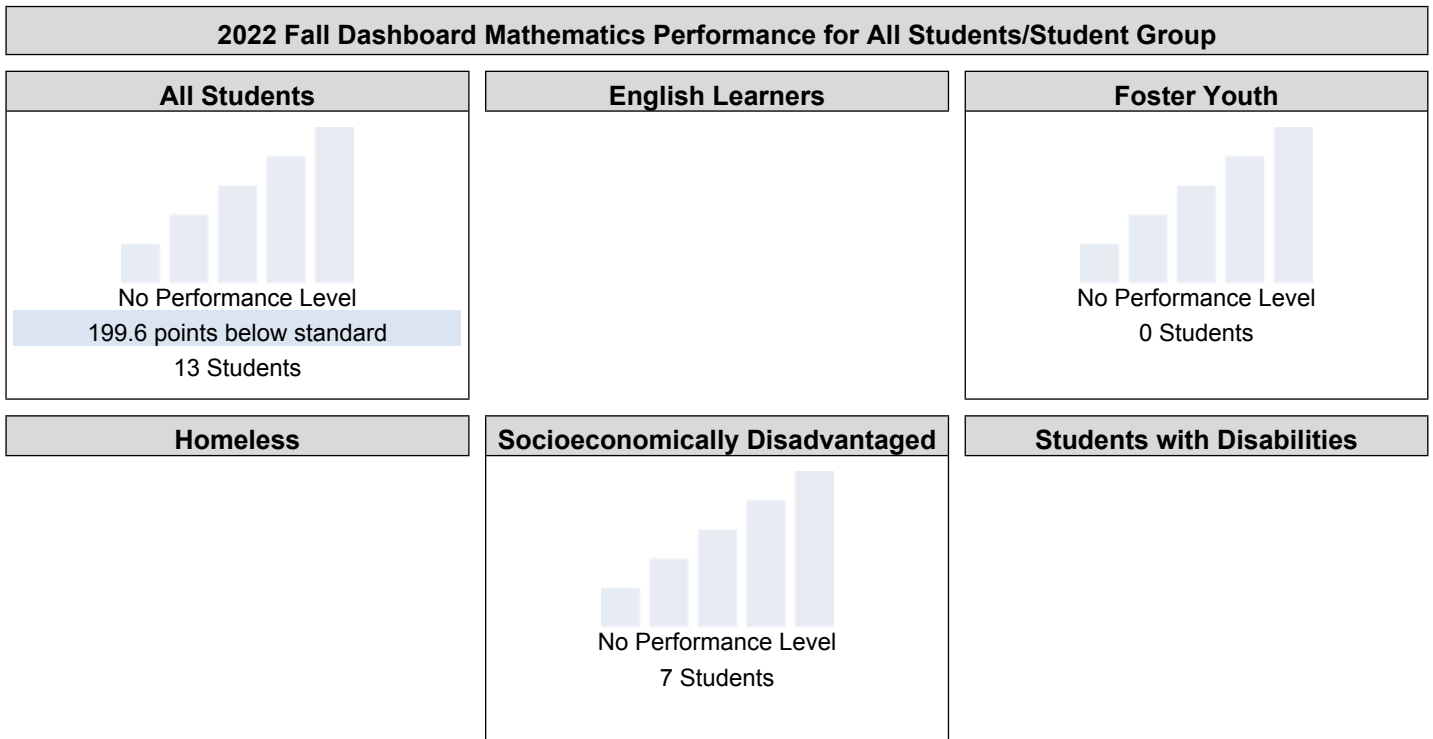
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



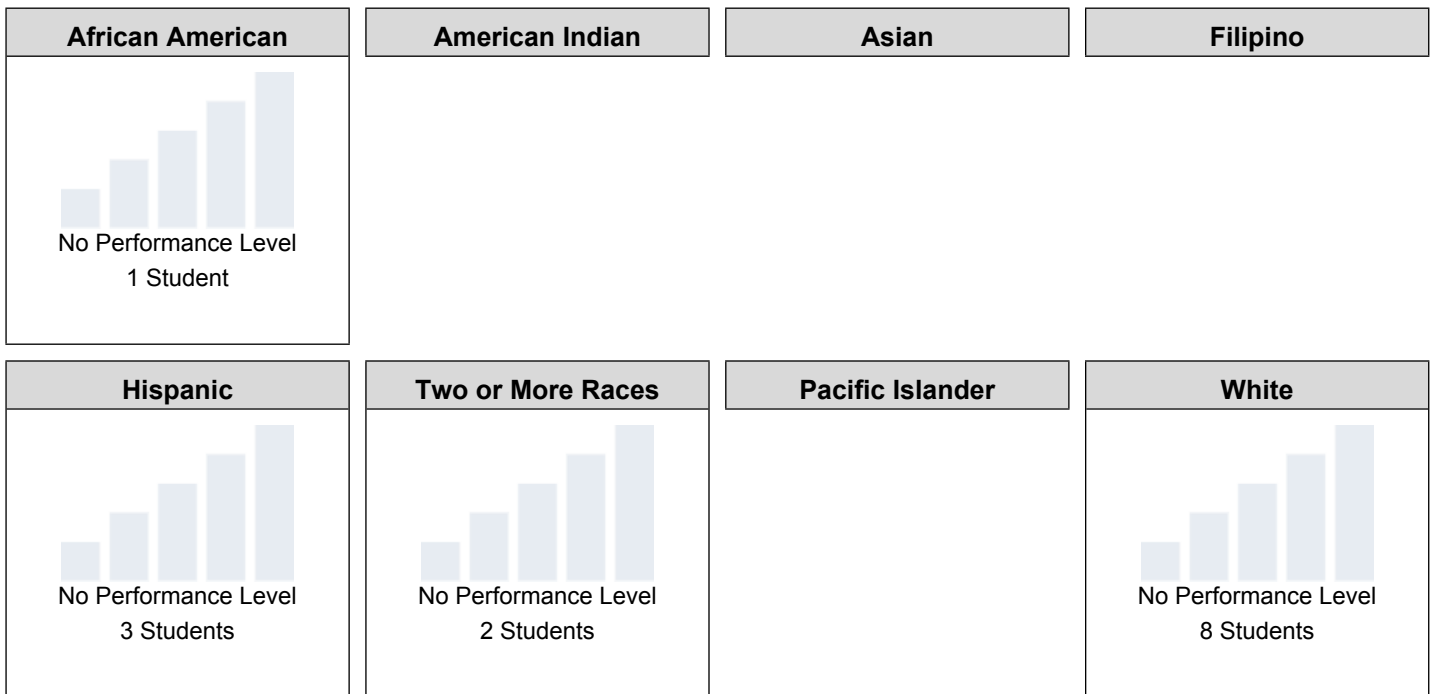
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
		199.6 points below standard 13 Students

Conclusions based on this data:

- RDEHS's population is too small to report data in this area.

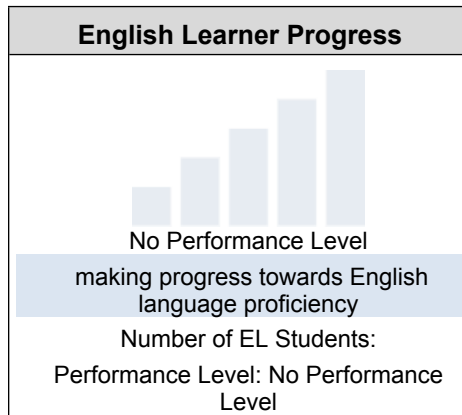
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 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
---------------------------------	---	--------------------------------	---

Conclusions based on this data:

1. No RDEHS students took the ELPAC.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

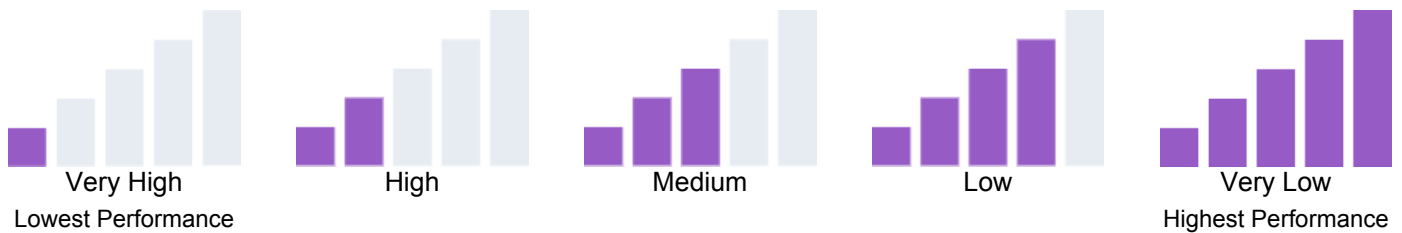
1. RDEHS's population is too small to report data in this area.

School and Student Performance Data

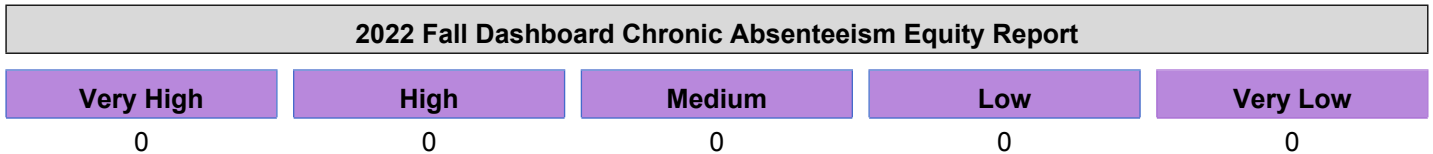
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

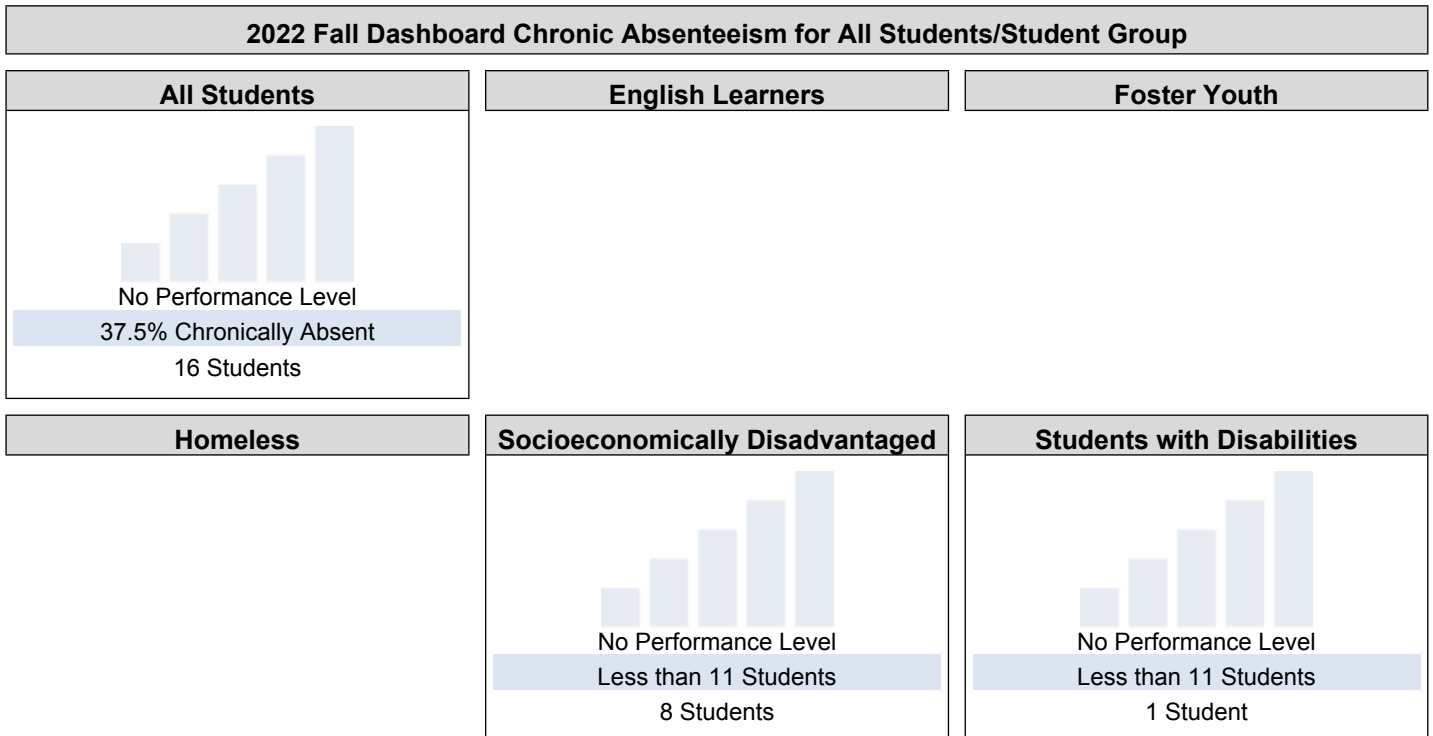
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



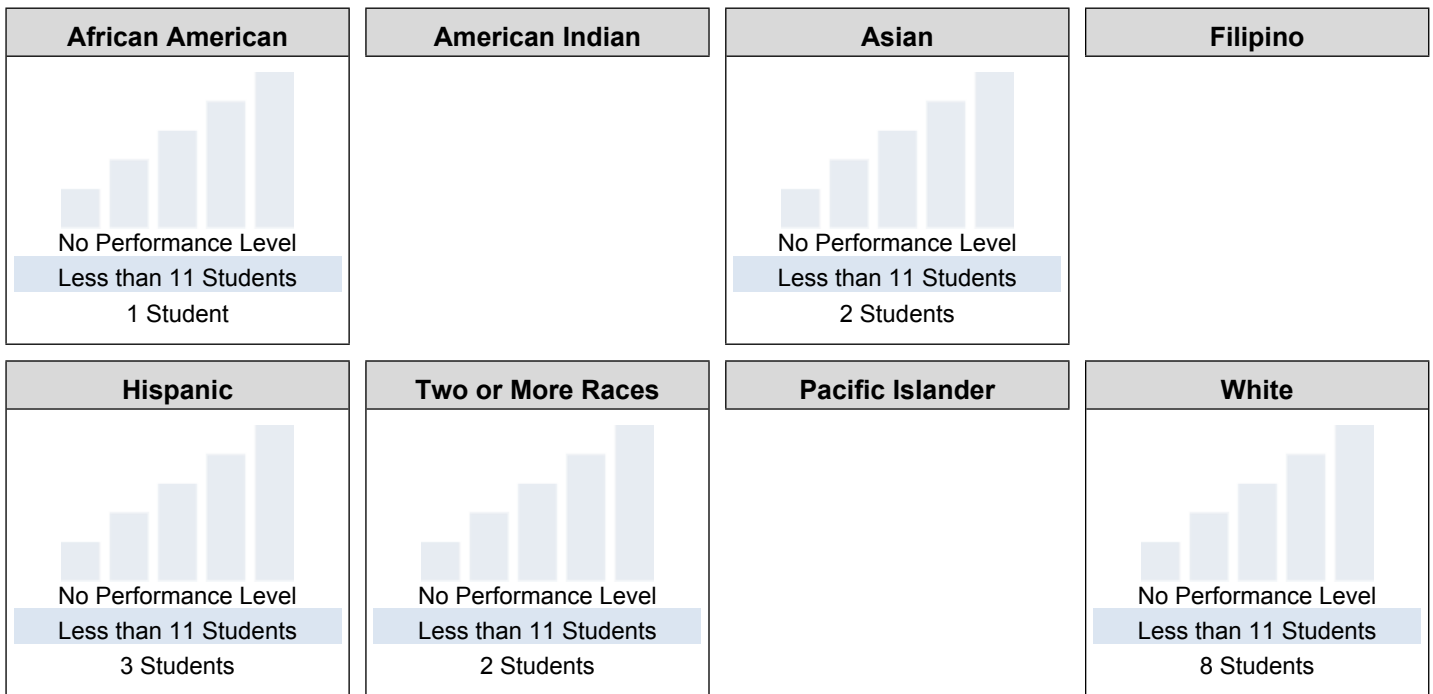
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



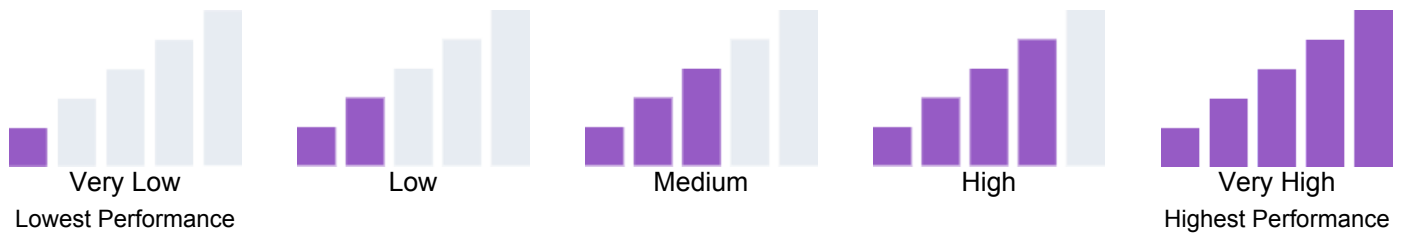
Conclusions based on this data:

1. RDEHS's population is too small to report data in this area.

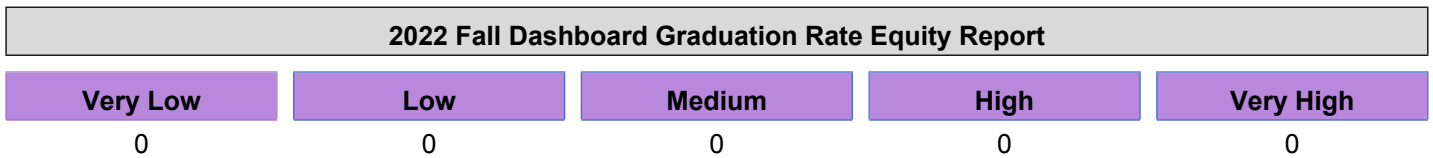
School and Student Performance Data

Academic Engagement Graduation Rate

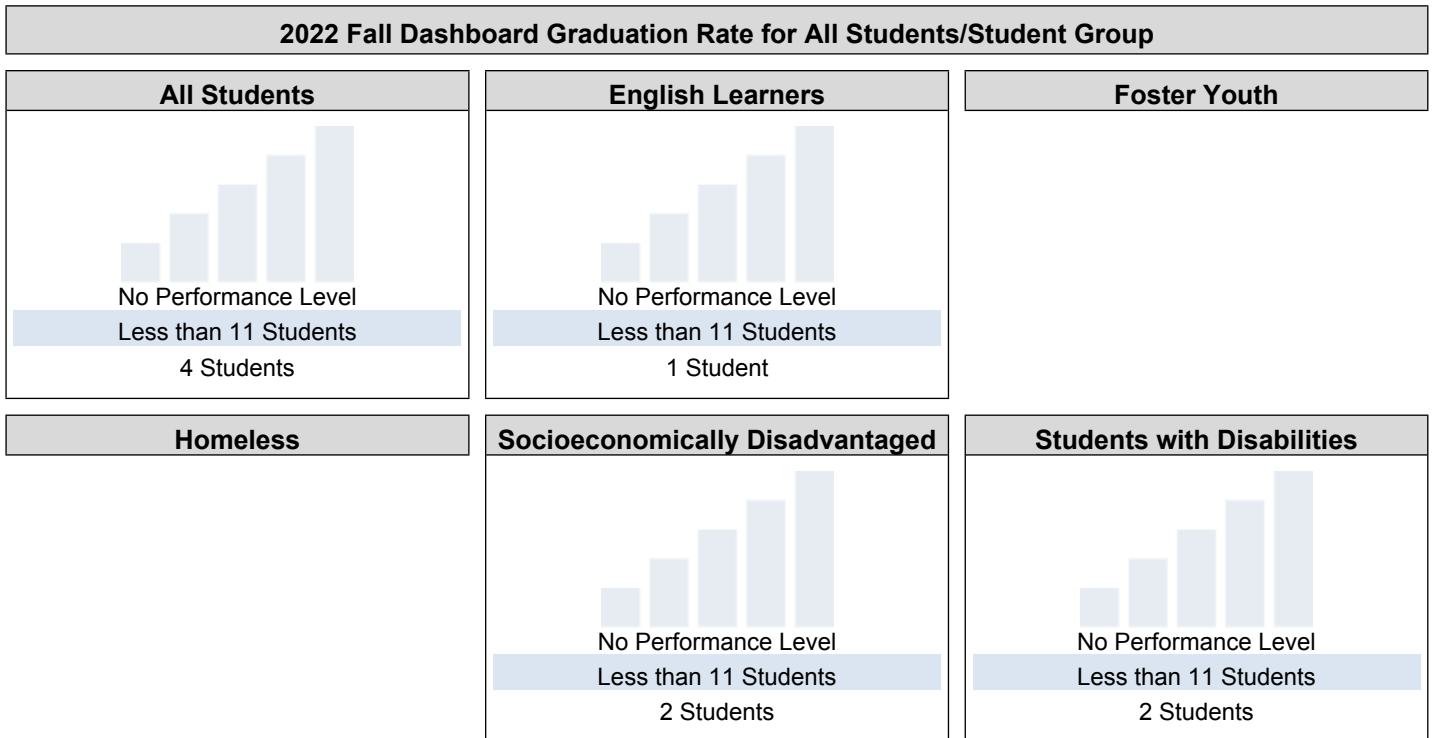
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



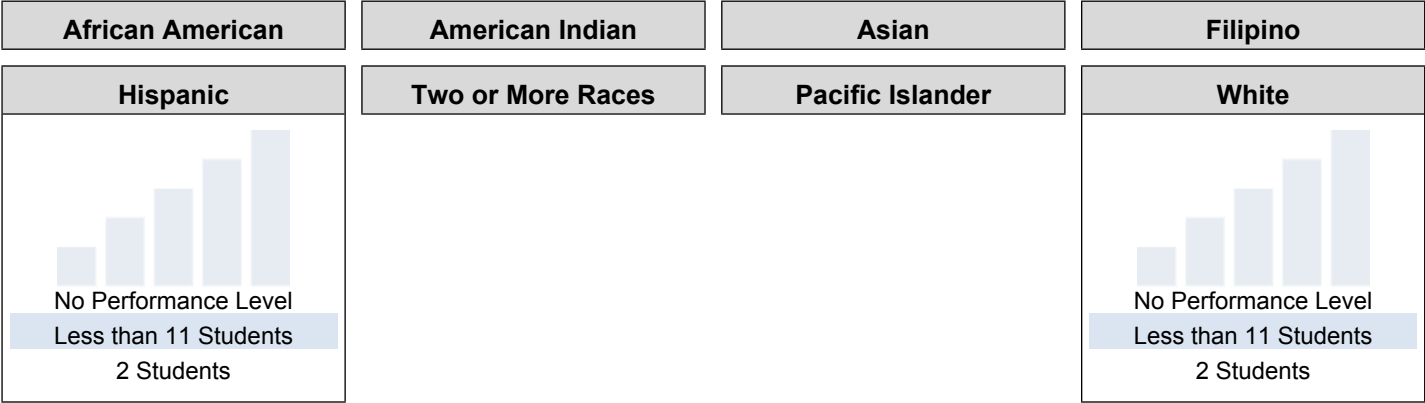
This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

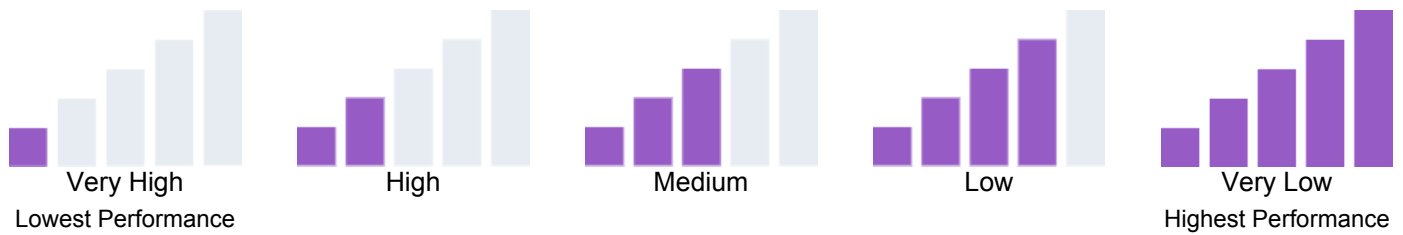
1. RDEHS's population is too small to report data in this area.

School and Student Performance Data

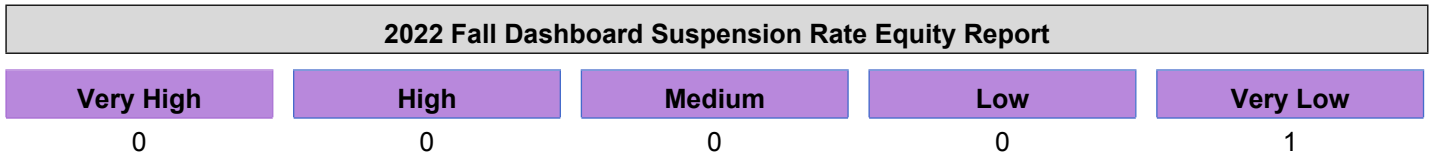
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

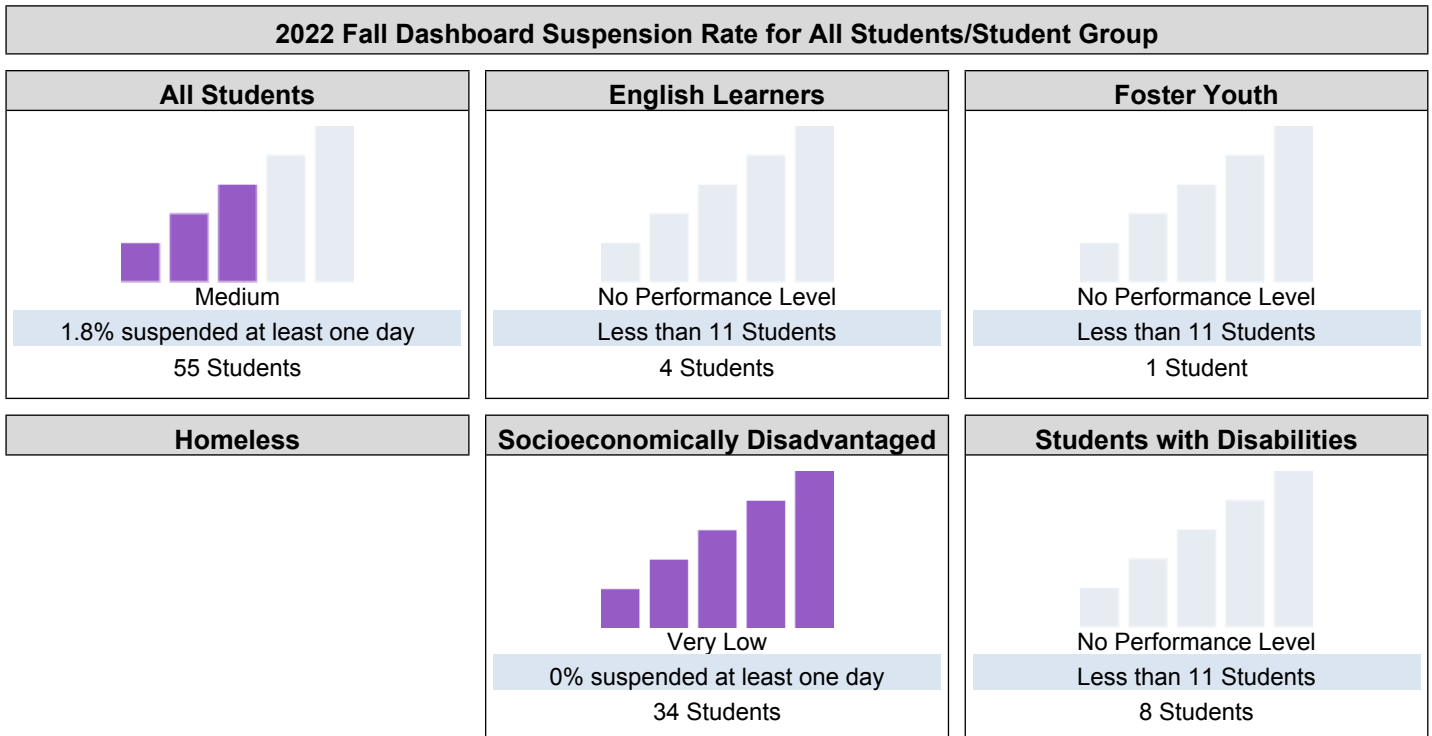
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



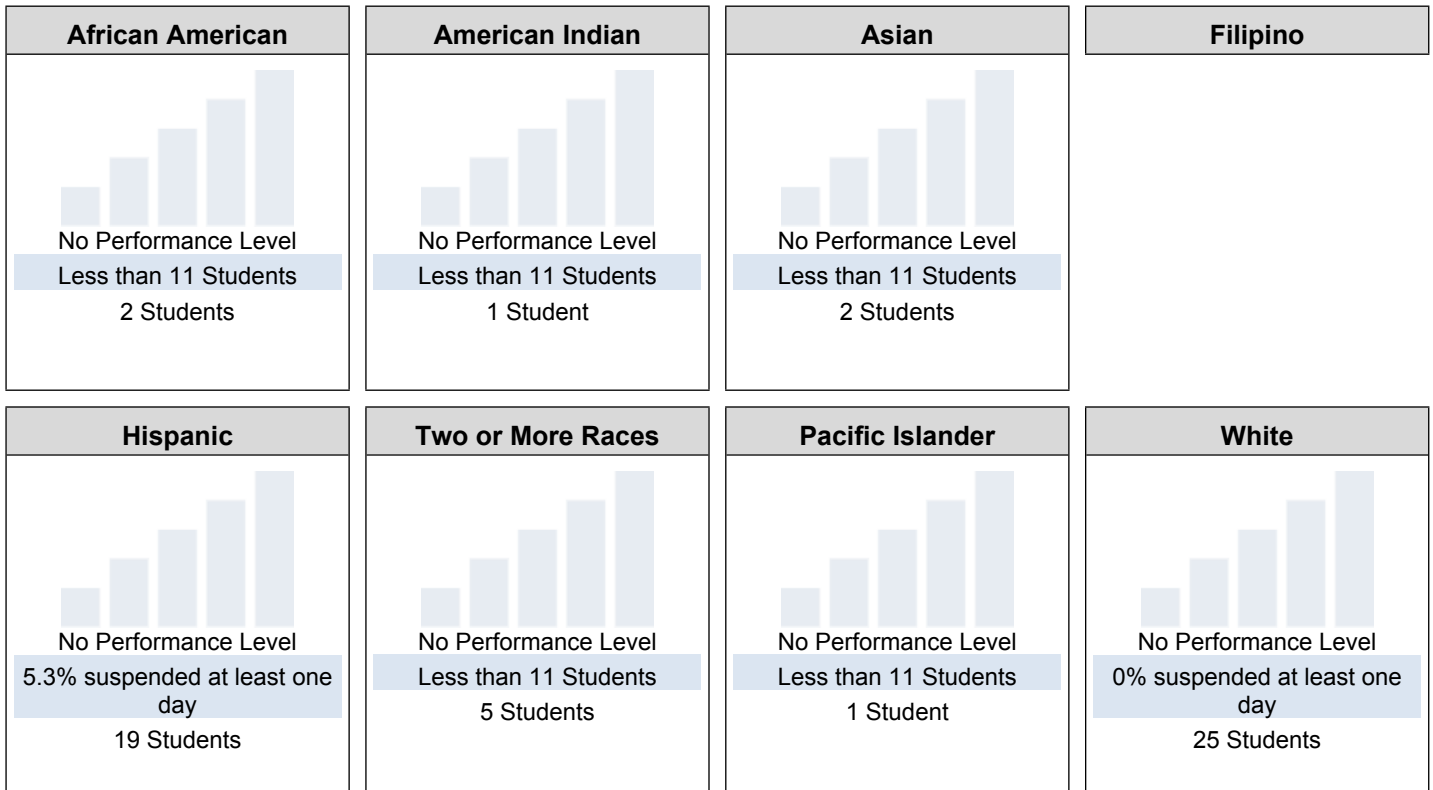
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- Overall, RDHES's suspension rate is in the medium range. For our socioeconomically disadvantaged student population, it is very low.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Achievement

LEA/LCAP Goal

Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready.

Goal 1

RDEHS teachers will implement Common Core standards.

Identified Need

Through the third quarter of the 2022-23 school year, River Delta Elementary students earned a C or better in 80% of their grades. That is up from 52% last year. Among River Delta High students, 73% of the grades earned were a C or better through the third quarter of 2022-23. That is up from 63% in 2021-22. For the 2023-24 school year, we will have a goal a C or better for 80% of all grades earned by both high school students and elementary students.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will individualize students' Odysseyware program to meet their individual educational needs. Teachers will identify areas of need for each students and provide instruction on-line and in person to ensure those gaps are being filled. Teachers will differentiate instruction as needed, adjusting subject matter, but not rigor. Supplemental materials will be purchased as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

Discretionary
4000-4999: Books And Supplies
Classroom Supplies

1511

Site Supplemental & Concentration

	4000-4999: Books And Supplies Classroom Supplies
769	Lottery: Unrestricted 4000-4999: Books And Supplies Classroom Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students, staff, and families will work together to choose the instructional model that best supports the students' needs. The model may be online, in-person, or a combination of the two.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, especially high school students

Strategy/Activity

Continue RDHS's goal of zero dropouts and 100% graduation or transfer to Adult Education.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

RDHES teachers will join Riverview Middle School teachers for staff development in the areas of effective instructional strategies and making sure students are meeting state standards. Examples of this PD include AVID note taking and inquiry methods, Number Talks, and GLAD strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

RDHES teachers will attend professional development outside of RDUSD in areas to help with direction instruction of students in an alternative setting, particularly if we adopt a new online curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

500

Discretionary
5800: Professional/Consulting Services And Operating Expenditures
Odysseyware Training

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Maintain chromebooks or desktop computers for students to use in the classroom, as well as chromebooks that are available for students to check out for use at home.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

2000

Discretionary
4000-4999: Books And Supplies
Student Chromebooks

2000

Lottery: Unrestricted
4000-4999: Books And Supplies
Student Chromebooks

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent Involvement

LEA/LCAP Goal

Provide meaningful and varied opportunities for parents to be involved with supporting their child's academic achievement.

Goal 2

Provide meaningful and varied opportunities for parents to be involved with supporting their child's academic achievement.

Identified Need

Home school communication is critical in all schools, but especially alternative education settings. Each student has unique needs that need to be considered for that student to be successful. RDEHS will make communication with parent and student a priority.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

RDEHS teachers will communicate regularly with parents regarding their child's academic progress. Teachers will email and call parents and students weekly or more often if necessary.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

To improve communication with families, RDEHS will mail home report cards and other necessary educational paperwork.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

100

Site Supplemental & Concentration
5700-5799: Transfers Of Direct Costs
Mailings to parents (report cards, progress reports, etc.)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Set up and recruit parents to serve on School Site Council. Hold quarterly School Site Council meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School Culture

LEA/LCAP Goal

Foster a school and district culture that ensures academic/social and emotional well-being for all students.

Goal 3

Foster a school and district culture that ensures academic/social and emotional well-being for all students.

Identified Need

Students in alternative settings often feel disconnected from school. In order to help students feel connected, RDEHS will engage in activities to help students feel more comfortable at school.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Have monthly "Fun Fridays" (or another day of the week) with a BBQ or pizza lunch and games and prizes for the students. Set a goal for 30% of the students to attend the lunches each week.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

150

400

200

Source(s)

Discretionary
5700-5799: Transfers Of Direct Costs
Food Services - Lunches for Monthly Celebrations

Discretionary
4000-4999: Books And Supplies
Rewards and Prizes for Monthly Celebrations

Lottery: Unrestricted

4000-4999: Books And Supplies
Rewards and Prizes for Monthly Celebrations

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Recognize students for work completion, effort, positive behaviors and attitude on a weekly basis. Students in independent study often feel isolated which can lead to poor motivation or low feelings of self-worth. By rewarding and incentivizing positive work habits and behaviors, students will feel more connected to school and their teachers which will lead to a more positive social-emotional state for our students. Weekly rewards and incentives will be discussed each week at our weekly staff meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

600

Discretionary
4000-4999: Books And Supplies
Rewards and incentives for students

400

Site Supplemental & Concentration
4000-4999: Books And Supplies
Rewards and incentives for students

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 4

Identified Need

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 6

Identified Need

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 7

Identified Need

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 8

Identified Need

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 9

Identified Need

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 10

Identified Need

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 11

Identified Need

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$9,630.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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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 (\$)
Discretionary	\$4,650.00
Lottery: Unrestricted	\$2,969.00
Site Supplemental & Concentration	\$2,011.00

Subtotal of state or local funds included for this school: \$9,630.00

Total of federal, state, and/or local funds for this school: \$9,630.00

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
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Expenditures by Funding Source

Funding Source	Amount
Discretionary	4,650.00
Lottery: Unrestricted	2,969.00
Site Supplemental & Concentration	2,011.00

Expenditures by Budget Reference

Budget Reference	Amount
4000-4999: Books And Supplies	8,880.00
5700-5799: Transfers Of Direct Costs	250.00
5800: Professional/Consulting Services And Operating Expenditures	500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Discretionary	4,000.00
5700-5799: Transfers Of Direct Costs	Discretionary	150.00
5800: Professional/Consulting Services And Operating Expenditures	Discretionary	500.00
4000-4999: Books And Supplies	Lottery: Unrestricted	2,969.00
4000-4999: Books And Supplies	Site Supplemental & Concentration	1,911.00
5700-5799: Transfers Of Direct Costs	Site Supplemental & Concentration	100.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	7,780.00
Goal 2	100.00
Goal 3	1,750.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Marcy Rossi School Principal

Janet Spangler Classroom Teachers

Susie Delaros Other School Staff

Veronica Ortiz Parent or Community Members

Angel Gonzales Secondary Students

Name of Members	Role
Jennifer Loscotoff	Classroom Teacher
	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


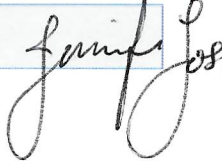
Committee or Advisory Group Name

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 May 8, 2023.

Attested:

Principal, Marcy Rossi on 5/19/2023	
SSC Chairperson, Jennifer Loscotoff on 5/19/2023	

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 13, 2023

Attachments: X

From: Craig Cornelson, Principal

Item Number: 10.5

Type of item: (Action, Consent Action or Information Only): Consent Action

SUBJECT:

Request to Approve Royce "Craig" Cornelson, Principal; and Jeff Brown, Athletic Director as Delta High Representatives to California Interscholastic Federation (CIF) Leagues for the 2023-2024 School Year

BACKGROUND:

The education code gives the authority for high school athletics to high school governing boards. The code also requires that the Board, after joining CIF, designate their representatives to CIF leagues. It is a legal requirement that league representatives be so designated.

STATUS:

Delta High School would like Board to appoint Craig Cornelson, and Jeff Brown as the Delta High School's representatives to the CIF league for the 2023-2024 school year.

PRESENTER:

Craig Cornelson, Principal of Delta High School

OTHER PEOPLE WHO MIGHT BE PRESENT:

Staff

COST AND FUNDING SOURCES:

No cost to the District to appoint CIF league representatives for Delta High School

RECOMMENDATION:

That the Board appoint Craig Cornelson, Principal; and Jeff Brown, Athletic Director as Delta High Representatives to CIF Leagues for the 2023-2024 School Year.

Time allocated: 3 minutes

2023-2024 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE) no later than June 28, 2023.**

River Delta Unified School District/Governing Board at its June 13, 2023 meeting,
(Name of school district/governing board) (Date)

appointed the following individual(s) to serve for the 2023-2024 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

NAME OF SCHOOL Delta High School
NAME OF REPRESENTATIVE Rovce "Craiq" Cornelson POSITION Principal
ADDRESS 52810 Netherlands Avenue CITY Clarksburg ZIP 95612
PHONE (916) 744-1714 FAX (916) 744-1673 E-MAIL rcornelson@rdusd.org

NAME OF SCHOOL Delta High School
NAME OF REPRESENTATIVE Jeff Brown POSITION Athletic Director
ADDRESS 52810 Netherlands Avenue CITY Clarksburg ZIP 95612
PHONE (916) 744-1714 FAX (916) 744-1673 E-MAIL jbrown@rdusd.org

NAME OF SCHOOL _____
NAME OF REPRESENTATIVE _____ POSITION _____
ADDRESS _____ CITY _____ ZIP _____
PHONE _____ FAX _____ E-MAIL _____

NAME OF SCHOOL _____
NAME OF REPRESENTATIVE _____ POSITION _____
ADDRESS _____ CITY _____ ZIP _____
PHONE _____ FAX _____ E-MAIL _____

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Katherine Wright Signature _____

Address 445 Montezuma Street City Rio Vista Zip 94571

Phone (707) 374-1711 FAX (707) 374-2995

**PLEASE RETURN THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.
SEE FOLLOWING PAGE FOR CIF SECTION OFFICE CONTACT INFORMATION.**

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 13, 2023

Attachments: X

From: Katherine Wright, Superintendent

Item Number: 10.6

Type of item: (Action, Consent Action or Information Only): Consent Action

SUBJECT:

Request to Approve Clarence Isodore, (Interim Principal); Katherine Ingalls (Vice Principal) and Drake Sherman (Athletic Director) as Rio Vista High Representatives to California Interscholastic Federation (CIF) Leagues for the 2023-2024 School Year

BACKGROUND:

The education code gives the authority for high school athletics to high school governing boards. The code also requires that the Board, after joining CIF, designate their representatives to CIF leagues. It is a legal requirement that league representatives be so designated.

STATUS:

Rio Vista High School would like the Board to appoint Clarence Isadore, Katherine Ingalls and Drake Sherman as the RVHS representatives to the CIF league for the 2023-2024 school year.

PRESENTER:

Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Staff

COST AND FUNDING SOURCES:

No cost to the District to appoint CIF league representatives for Rio Vista High School

RECOMMENDATION:

That the Board appoint Clarence Isadore, Interim Principal; Katherine Ingalls, Vice Principal and Drake Sherman, Athletic Director as Rio Vista High Representatives to CIF Leagues for the 2023-2024 School Year.

Time allocated: 3 minutes

2023-2024 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE) no later than June 28, 2023.**

River Delta Unified School District/Governing Board at its June 13, 2023 meeting,

(Name of school district/governing board)

(Date)

appointed the following individual(s) to serve for the 2023-2024 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

NAME OF SCHOOL Rio Vista High School
NAME OF REPRESENTATIVE Katherine Ingalls POSITION Vice Principal
ADDRESS 410 So. Fourth Street CITY Rio Vista ZIP 94571
PHONE (707) 374-6336 FAX (707) 374-6810 E-MAIL kingalls@rdsd.org

NAME OF SCHOOL Rio Vista High School
NAME OF REPRESENTATIVE Drake Sherman POSITION Athletic Director
ADDRESS 410 So. Fourth Street CITY Rio Vista ZIP 94571
PHONE (707) 374-6336 FAX (707) 374-6810 E-MAIL dsherman@rdsd.org

NAME OF SCHOOL Rio Vista High School
NAME OF REPRESENTATIVE Clarence Isadore POSITION Interim Principal
ADDRESS 410 So. Fourth Street CITY Rio Vista ZIP 94571
PHONE 707-374-6336 FAX 707-374-6336 E-MAIL cisadore@rdsd.org

NAME OF SCHOOL
NAME OF REPRESENTATIVE POSITION
ADDRESS CITY ZIP
PHONE FAX E-MAIL

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Katherine Wright Signature _____

Address 445 Montezuma Street City Rio Vista Zip 94571

Phone (707) 374-1711 FAX (707) 374-2995

**PLEASE RETURN THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.
SEE FOLLOWING PAGE FOR CIF SECTION OFFICE CONTACT INFORMATION.**

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 13, 2023

Attachments: X

From: Tracy Barbieri, Director of Special Education

Item Number: 10.7

Type of item: (Action, Consent Action or Information Only): Consent

SUBJECT:

Request to Approve the List of Non-Public School/Agency Contracts for the 2023-2024 School Year

BACKGROUND:

In the past, the District has worked directly with prepared the Non-Public School/Agency contracts. However, the Sacramento County Office of Education (SCOE), Special Education Local Plan Area (SELPA) will be preparing the contracts for the 2023-2024 school year. SCOE has informed the district that the contracts will not be ready until August.

STATUS:

The District is required to provide services for district student that attend a Non-Public School or have services provided by Non-Public Agencies at the beginning of the school year. The District is requesting the Board to approve these contract amounts in anticipation of SCOE having the contracts prepared in August for the Superintendent or designees signature.

PRESENTER:

Tracy Barbieri, Director of Special Education

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

RECOMMENDATION:

That the Board approves the List of Non-Public School/Agency Contracts for the 2023-2024 School Year and authorize the Superintendent or designee to sign the contracts upon their arrival.

Time allocated: 2 minutes

NON-PUBLIC CONTRACTS

Name	Service Provided	Contract Amount 2022-2023	Not to Exceed Amount 2023-2024	Type of Contract
Capital Kids	Occupational Therapy	\$45,000.00	\$45,000.00	Renewal
Language People, Inc.	Interpreting and Translation	\$5,000.00	\$5,000.00	Renewal
Northern Ca. Preparatory School	Non-Public Student	\$45,000.00	\$50,000.00	Renewal
Point Quest	Non-Public Students	\$150,000.00	\$200,000.00	Renewal
Soliant	Behavior Aides	\$406,000.00	\$406,000.00	Renewal
ProCare	Behavior Aides, Health Aide	\$150,000.00	\$250,000.00	Renewal

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 13, 2023

Attachments: _____

From: Jennie Gornto, D.H. White Elementary School Principal

Item Number: 10.8

Type of item: (Action, Consent Action or Information Only): Consent Action

SUBJECT:

Request to Approve the D.H. White Elementary School 6th Grade Students to Attend Sly Park's Science Camp March 11, 2024 to March 15, 2024.

BACKGROUND:

Sly Park is offering its 5 days 4-night stay at science camp. This educational opportunity is provided to our students through a partnership with the Sacramento County Office of Education. The students spend the week engaged in Environmental Education programs at Sly Park. This week-long field trip program features the climbing wall, astronomy, the animal room, arts, crafts, and more! Lessons embedded with California and local history and geography, including Park Creek trails and the Native American Interpretive Center. Students will also participate in team building activities that include hiking, shelter construction, and challenge activities. Previously D.H. White Elementary School participated at Point Bonita's overnight Science camp but that program is no longer in existence.

STATUS:

Overnight travel requires Board approval.

PRESENTER:

Jennie Gornto, D.H. White Elementary School Principal

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

The cost is \$255 per student, not to exceed the total amount of \$12,000. The 6th grade class will be raising this amount through fundraising opportunities and donations.

RECOMMENDATION:

That the Board approves the D.H. White Elementary School 6th grade students overnight stay to attend the Sly Park Science Camp from March 11-15, 2024.

Time allocated: 2 minutes.

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 13, 2023,

Attachments: X

From: Tammy Busch, Asst. Superintendent of Business Services Item Number: 10.9

Type of item: (Action, Consent Action or Information Only): Consent Action

SUBJECT:

Request to Approve the Purchase of (25) Dell Desktop computers for the Teacher Pathway at Rio Vista High School.

BACKGROUND:

Rio Vista High School's Teacher Pathway is requesting the purchase of desktop computers and monitors for their SSP Program. Desktops were not written in the original budget expenditures because neither the SSP teacher nor the curriculum development team anticipated the extensive video design and editing needs the pathway would require.

Currently, the Teacher Pathway has been using Chromebooks to access the online graphic organizer platform, Storyboard That. If purchased, these desktops would eliminate the annual renewal of Storyboard That.

These desktops will specifically be used to do the following: chart design, short film production and presentation, creating podcasts, video interview assignments, comic strip design, and much more.

STATUS:

We are requesting your approval to make the purchase of new desktops and monitors listed on the attached quote for \$51,000. With the remaining funds we would like to purchase accessories such as HDMI cords or other items needed to properly install the desktops. The remaining SSP budget for Rio Vista High School is \$67,500. We need to expedite this purchase to meet the June 30th deadline.

PRESENTER:

Tammy Busch, Assistant Superintendent of Business Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

Funding source is the Specialized Secondary Programs (SSP) Grant. Cost not to exceed \$53,000.

RECOMMENDATION:

That the Board approves the purchase of (25) Dell Desktops for the Teacher Pathway Program.

Time allocated: 2 minutes

QUOTE FOR

RDUSD - *RVHS* Teacher Pathway

Prepared by:

Datapath

Ricky Maestas
 (209) 300-7333
 rmaestas@mydatapath.com

Prepared for:

River Delta USD

445 Montezuma St.
 Rio Vista, CA 94571
 Jennifer Kitchens
 (707) 374-1732
 jkitchens@rdusd.org

Quote Information:

Quote #: 021561

Version: 2
 Delivery Date: 05/31/2023
 Expiration Date: 06/26/2023

Hardware

	Price	Qty	Ext. Price
Dell XPS 8950 <ul style="list-style-type: none"> • 12th Gen Intel(R) Core(TM) i7-12700 processor (12-Core, 25MB Cache, 2.1GHz to 4.9GHz) • Windows 11 Pro, English • NVIDIA(R) GeForce RTX(TM) 3060 12GB • 16GB DDR5 • 512GB PCIe M.2 Class 40 SSD (Boot) + 1TB 7200RPM HDD(Storage) • Tray load DVD Drive (Reads and Writes to DVD/CD) • Intel(R) Killer(TM) Wi-Fi 6E AX1675, 2x2, 802.11ax, MU-MIMO, Bluetooth(R) wireless card • Dell Multimedia Keyboard-KB216 Black (English) • Dell Wired Mouse • Onsite/In-Home Service After Remote Diagnosis, 1 Year 	\$1,527.19	25	\$38,179.75
Dell P2722H 27" Full HD LED LCD Monitor - 16:9 - Black, Silver - 27" Class - In-plane Switching (IPS) Technology - 1920 x 1080 - Displayport, VGA, HDMI - Comes with a Displayport cable 	\$325.86	25	\$8,146.50
California Electronic Waste Recycling Fee - Screen Between 15-35 Inch	\$5.00	25	\$125.00

Subtotal: \$46,451.25

Quote Summary

	Amount
Hardware	\$46,451.25
Subtotal:	\$46,451.25
Shipping:	\$666.11
Estimated Tax:	\$3,764.00
Total:	\$50,881.36

Taxes, shipping, handling and other fees may apply. We reserve the right to cancel orders arising from pricing or other errors.

By accepting this quote Customer is agreeing to the Datapath Terms of Service and Payment Terms:

- [Terms of Service](#)
- [Payment Terms](#)

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 13, 2023

Attachments: X

From: Tracy Barbieri, Director of Special Education

Item Number: 10.10

Type of item: (Action, Consent Action or Information Only): Consent Action

SUBJECT:

Request to Approve the Independent Contract for Services with Jibber Jabber Speech, LLC to Provide Speech-Language Therapy Services for the 2023-2024 School Year at a Cost Not to Exceed \$43,000.

BACKGROUND:

Jibber Jabber Speech, LLC offers speech-language therapy services. Their services include consultation, assessments, and therapy for individuals with speech and language deficits. They utilize a variety of research-based interventions and evidence-based strategies to address clients' underlying speech and language needs to support life-long learning and communication skills. Therapy goals will be tailored and individualized to meet the client's needs.

STATUS:

At the end of the 2022-2023 school year, the District received notice that one of the SLPs assigned to provide services to our students was leaving their employment. The cost of the 2022-2023 will be increased for the 2023-2024 school year in the event that a District employee is not hired. Jibber Jabber Speech has provided speech-language therapy services for our bilingual district students for the past year.

PRESENTER: Tracy Barbieri, Director of Special Education

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES: Not to exceed \$43,000 paid by Special Education Funds.

RECOMMENDATION:

Request to approve the Independent Contract for Services Agreement with Jibber Jabber Speech, LLC to provide speech-language therapy services for the 2023-2024 school year at a cost not to exceed \$43,000.

Time allocated: 2 minutes



RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 94571-1651
(707) 374-1700 Fax (707) 374-2995
www.riverdelta.k12.ca.us

INDEPENDENT CONTRACT FOR SERVICES AGREEMENT

THIS AGREEMENT is entered into by and between the River Delta Unified School District hereinafter referred to as "DISTRICT," and Jibber Jabber Speech, hereinafter referred to as "CONSULTANT."

IT IS HEREBY MUTUALLY AGREED that Consultant will provide services under the following terms and conditions:

1. **TERM:** The term of this agreement is from July 1, 2023 through June 30, 2024. Extension or renewal requires approval of DISTRICT or authorized representative. Unless compensation is fixed on the basis of a daily or hourly rate, compensation will not be increased upon extension of the agreement without approval of the DISTRICT or authorized representative.

This agreement may be terminated with 60 days advance written notice by either party. In the event of termination for cause, CONSULTANT need be compensated only to the extent required by law.

CONSULTANT SERVICES: CONSULTANT agrees to perform, during the term of this agreement, the tasks obligations and services detailed as follows: To provide speech-language therapy services for River Delta Unified School District's bilingual students.

2. **PAYMENT FOR SERVICES:** CONSULTANT shall receive compensation at the rate of:
\$900.00 per bilingual assessment
\$150.00 hourly rate for speech therapy services
OR
for a total cost not to exceed \$ 43,000.

In the event the CONSULTANT is required to travel outside Solano, Yolo or Sacramento Counties at the request of the DISTRICT, it is agreed that actual and necessary expenses incurred while performing such services shall be reimbursed. All payments will be based on invoices submitted to DISTRICT by CONSULTANT and approved by DISTRICT'S authorized representative. The CONSULTANT shall provide an itemization of costs on submitted invoice.

3. **RECORDS:** CONSULTANT will maintain full and accurate records in connection with this agreement and will make them available to DISTRICT for inspection at any time. CONSULTANT'S work product produced under this agreement shall be the property of DISTRICT and cannot be used without permission of same.
4. **STATUS OF CONTRACTOR:** DISTRICT and CONSULTANT agree that CONSULTANT, in performing the services specified in this agreement, shall act as an independent contractor and shall have control of all work and the manner in which it is performed. CONSULTANT shall be free to contract for similar service to be performed for other employers while under the contract with DISTRICT; CONSULTANT will not accept such engagements which interfere with performance under this agreement. CONSULTANT is not entitled to participate in any pension plan, insurance, bonus or similar benefits the DISTRICT provides for its employees. The CONSULTANT is not authorized to carry out any official act of the DISTRICT that is required to be done by an employee or office of the DISTRICT.
5. **HOLD HARMLESS AND INDEMNIFICATION:** CONSULTANT agrees to abide by the *Hold Harmless and Indemnification Agreement* attached to and made a part of this contract.

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 13, 2023

Attachments: X

From: Tracy Barbieri, Director of Special Education

Item Number: 10.11

Type of item: (Action, Consent Action or Information Only): Consent Action

SUBJECT:

Request to Approve the Independent Contract for Services Agreement with Meladee McCarty to Provide Program Specialist Services for the 2023-2024 School Year at a Cost Not to Exceed \$11,000

BACKGROUND:

Meladee McCarty has provided Program Specialist services to the River Delta Unified School District for the over 20 years. Program Specialist responsibilities include supportive case management for students with a wide range of disabilities, preparation and attendance at IEP meetings, tracking and support to students from the district who attend school outside the district, placement services, contact with outside agencies, coordination of services for students with severe disabilities, low incidence funding requests, staff development, contact with parents and related service providers, and other projects as requested by the River Delta Unified School District.

STATUS:

This is a renewal contract. The 2022-2023 contract was \$5,000. The 2023-2024 contract is not to exceed \$11,000.

PRESENTER:

Tracy Barbieri, Director of Special Education

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

Not to exceed \$11,000 paid by Special Education Funds.

RECOMMENDATION:

That the Board approve the Independent Contract for Services Agreement with Meladee McCarty to provide program specialist services for the 2023-2024 school year at a cost not to exceed \$11,000.

Time allocated: 2 minutes



RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 94571-1651
(707) 374-1700 Fax (707) 374-2995
www.riverdelta.k12.ca.us

INDEPENDENT CONTRACT FOR SERVICES AGREEMENT

THIS AGREEMENT is entered into by and between the River Delta Unified School District hereinafter referred to as "DISTRICT," and Meladee McCarty, hereinafter referred to as "CONSULTANT."

IT IS HEREBY MUTUALLY AGREED that Consultant will provide services under the following terms and conditions:

- TERM:** The term of this agreement is from July 1, 2023 through June 30, 2024. Extension or renewal requires approval of DISTRICT or authorized representative. Unless compensation is fixed on the basis of a daily or hourly rate, compensation will not be increased upon extension of the agreement without approval of the DISTRICT or authorized representative.

This agreement may be terminated with 60 days advance written notice by either party. In the event of termination for cause, CONSULTANT need be compensated only to the extent required by law.

CONSULTANT SERVICES: CONSULTANT agrees to perform, during the term of this agreement, the tasks obligations and services detailed as follows: Program Specialist Responsibilities include supportive case management for students with a wide range of disabilities, preparation and attendance at IEP meetings, tracking and support to students from the district who attend school outside the district, placement services, contact with outside agencies, coordination of services for students with severe disabilities, Low incidence funding requests, staff development, contact with parents and related service providers, and other projects as requested by the River Delta Unified School District.

- PAYMENT FOR SERVICES:** CONSULTANT shall receive compensation at the rate of:
\$ 100 per day week month year or per Hour
OR
for a total cost not to exceed \$ 11,000.

In the event the CONSULTANT is required to travel outside Solano, Yolo or Sacramento Counties at the request of the DISTRICT, it is agreed that actual and necessary expenses incurred while performing such services shall be reimbursed. All payments will be based on invoices submitted to DISTRICT by CONSULTANT and approved by DISTRICT'S authorized representative. The CONSULTANT shall provide an itemization of costs on submitted invoice.

- RECORDS:** CONSULTANT will maintain full and accurate records in connection with this agreement and will make them available to DISTRICT for inspection at any time. CONSULTANT'S work product produced under this agreement shall be the property of DISTRICT and cannot be used without permission of same.
- STATUS OF CONTRACTOR:** DISTRICT and CONSULTANT agree that CONSULTANT, in performing the services specified in this agreement, shall act as an independent contractor and shall have control of all work and the manner in which it is performed. CONSULTANT shall be free to contract for similar service to be performed for other employers while under the contract with DISTRICT; CONSULTANT will not accept such engagements which interfere with performance under this agreement. CONSULTANT is not entitled to participate in any pension plan, insurance, bonus or similar benefits the DISTRICT provides for its employees. The CONSULTANT is not authorized to carry out any official act of the DISTRICT that is required to be done by an employee or office of the DISTRICT.

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HOLD HARMLESS & INDEMNIFICATION AGREEMENT

Meladee McCarty

To the fullest extent permitted by law, _____,
(Contractor/Consultant) agrees to defend, indemnify, hold harmless and waive all rights of 9+subrogation against River Delta Joint Unified School District, its Board of Trustees, officers, agents and employees (collectively the "District") from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages, injuries and liabilities, whether active or passive, arising from any accident, death, or injury whatsoever or however caused or alleged to be caused whether by the District or the Contractor/Consultant to any person or property because of, arising out of, or in any way related to the performance of this agreement. Contractor/Consultant shall not be responsible for the sole or willful liability of the District. It is understood and agreed that such indemnity shall survive the termination of this agreement.

Contractor/Consultant shall maintain their own contractual liability insurance to cover its obligations under this agreement. This indemnification is independent of and shall not in any way be limited by insurance carried by the Contractor/Consultant.

In the case of Facility Use Agreements, Contractor/Consultant further agrees to comply with the insurance requirements attachment to that contract and shall name the District as an additional insured via separate endorsement from its insurance carrier, and provide acceptable proof thereof to the District.

If the Contractor/Consultant should sublet any work to another party (i.e., subcontractor), Contractor/Consultant guarantees that such subcontractor shall indemnify the District prior to permitting subcontractor to commence its work. Contractor/Consultant shall obtain a signed agreement from such subcontractor indemnifying the District as set forth above. In addition, Contractor/Consultant shall require in its purchase orders that each supplier indemnify Contractor/Consultant and the District from any and all losses arising from any materials, products, or supplies included in such work.

In the case of any conflict with these requirements and the provisions of the agreement to which it is attached, these provisions shall prevail.

Signature of Authorized Representative

Date Signed

Typed/Printed Name of Authorized Representative

Company Name

Address, Email & Phone: _____

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- | | | | | |
|------------------------------------|---------------------------------------|---------------------------------|-----------------------|-----------------------|
| Bates School | Isleton School | Walnut Grove School | Delta High School | Wind River School |
| Clarksburg Middle | Riverview Middle | D.H. White Elementary | Rio Vista High School | Mokelumne High School |
| River Delta High/Elementary School | River Delta Community Day School..... | Delta Elementary Charter School | | |

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Bates School	Isleton School	Walnut Grove School	Delta High School	Wind River School
Clarksburg Elementary	Riverview School	D.H. White Elementary	Rio Vista High School	Mokelumne High School
River Delta High/Elementary School		River Delta Community Day School.....Delta Elementary Charter School		



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Superintendent's Statement Regarding Consultant and Conflict of Interest Annual Statement Needed

This is to affirm that the Contractor/Independent Contractor (Consultant), Meladee McCarty by this District to perform work as indicated below and/or per attached contract/agreement:

- 9. Description of Duties: To provide program specialist services for district students.
- 10. Will these duties and/or this Contractor/Consultant in any way have any level of influence on the expenditure of district revenues and/or resources?

 No (If No, this consultant is not required to file the Form 700 with the district for the year(s) they are contracted by the district as long as the scope of duties do not change*).

 Yes (If Yes, this consultant is required to file a **statement of economic interests/conflict of interest disclosure with this district for the year(s) they are contracted by the district****)

 *This contractor/consultant (although identified as a "designated position" for purposes of the District's Conflict of Interest Code/Economic Interest Statement Form 700) is hired to perform a range of duties that are limited in scope and thus is not required to comply fully with the disclosure requirements described in the District's Conflict of Interest Code.

 **Either (a) the contractor/consultant must file the Form 700 annually as long as they are contracted with the district or (b) if the contract/agreement itself (provided by the contractor/district and district Board approved), contains conflict of interest disclosures, the contractor/consultant may attach that portion of the contract/agreement to this Statement (annually) in satisfaction of this requirement.

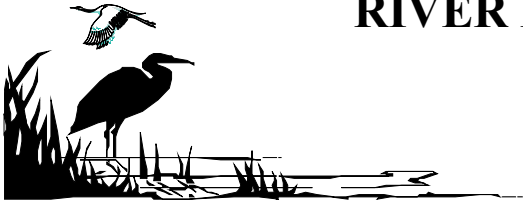
This determination is a public record and shall be retained for public inspection in the same manner and location as the District's Conflict of Interest Code Form 700s.

Kathy Wright, Superintendent

Date

1/14/08 Attachment : (Conflict of Interest Code)

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Attachment to Superintendent's Statement

DISTRICT'S CONFLICT-OF-INTEREST CODE

"The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict-of-interest codes. The Fair Political Practices Commission has adopted a regulation (2 Cal. Code of Reg. Sec. 18730) which contains the terms of a standard conflict-of-interest code, which can be incorporated by reference in an agency's code. After public notice and hearing it may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendix designating officials and employees and establishing disclosure categories, shall constitute the conflict-of-interest code of the River Delta Joint Unified School District.

Designated employees shall file their statements with the River Delta Joint Unified School District which will make the statements available for public inspection and reproduction. (Gov. Code Section 81008.) Statements for all designated employees will be retained by the River Delta Joint Unified School District in the Superintendent's Office."

Below are excerpts from attachments to the above Code regarding consultant disclosure:

Consultants must be included in the list of designated employees and must disclose pursuant to the broadest disclosure category in this code (*) subject to the following limitation: The superintendent may determine in writing that a particular consultant, although a "designated position", is hired to perform a range of duties that are limited in scope and thus is not required to comply fully with the disclosure requirements described in this Section. Such written determination shall include a description of the consultant's duties and, based on that description, a statement of the extent of disclosure requirements. The superintendent's determination is a public record and shall be retained for public inspection in the same manner and location as this Conflict-of-Interest Code. In addition, if the contract itself contains conflict of interest disclosures, the consultant is not required to re-file under this provision.

Designated persons in this category must report: (a) Interests in real property which are located entirely or partly within district boundaries, or within two miles of district boundaries or of any land owned or used by the district. Such interests include any leasehold, beneficial or ownership interest or option to acquire such interest in real property. (b) Investments or business positions in or income, including gifts, loans, and travel payments, from sources which: (1) are engaged in the acquisition or disposal of real property within the district. (2) are contractors or subcontractors which are or have been within the past two years engaged in work or services of the type used by the district, or (3) manufacture or sell supplies, books, machinery or equipment of the type used by the district.

1/14/08

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River Delta High/Elementary School River Delta Community Day School.....Delta Elementary Charter School



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CONTRACTOR INSURANCE REQUIREMENTS

Contractor represents that it does carry and will continue to carry, with Insurance companies acceptable to the District, the following insurance coverages for any work or liability, including products and completed operations, arising out of or in any way connected with the work under this agreement:

Commercial General Liability Coverage—on an “occurrence form” policy containing a per occurrence limit of at least \$1,000,000 or the total cost of the project, which ever is more, protecting against bodily injury, property damage and personal injury claims arising from the exposures of (1) premises and operations; (2) products and completed operations (with a separate limit of coverage at least equal to the per occurrence limit); (3) independent subcontractors; (4) Contractual liability risk covering the indemnity obligations set forth in the hold harmless and indemnification agreement; and (5) where applicable, property damage resulting from explosion, collapse, or underground (x, c, u) exposures. The policy may not contain any exclusion or reduction in coverage for any of the above listed exposures.

Automobile Liability Coverage—insuring against bodily injury and/or property damage arising out of the operation, use, loading or unloading of any auto including owned, non-owned, hired and employee autos with limits of at least \$1,000,000.

Worker’s Compensation and Employer’s Liability Coverage—providing statutory benefits imposed by applicable state or federal laws such that the District will have no liability to Contractor or its employees, subcontractors and agents; and that Contractor will satisfy all Worker’s Compensation obligations imposed by state law. If Contractor has any employees that are subject to the rights and obligations of the Longshoremen and Harbor Workers Act, then the Worker’s Compensation Insurance must be broadened to provide such coverage. In addition, Contractor agrees to carry Employer’s Liability Coverage with limits of not less than \$1,000,000 per accident for each employee.

Professional Liability Coverage—insuring, where applicable, for any exposures resulting from professional liability with limits of at least \$1,000,000.

Additional Insured—Contractor shall add “River Delta Unified School District, its board of trustees, officers, agents and employees” (collectively the “District”) as an additional insured via separate endorsement by having the insurance carrier issue an ISO CG 20 10 edition date 11 85 Additional Insured Endorsement or its equivalent. Such endorsement must include completed operations coverage for the benefit of the additional insured. This extension shall apply to the full extent of the actual limits of Contractor’s coverages even if such actual limits exceed the minimum limits required by this agreement. The District’s additional insured status under the policy(ies) must not be limited by amendatory language to the policy. To the extent umbrella or excess insurance is available above the minimum required limits stated in this Agreement, the protection afforded the District in the umbrella or excess liability insurance shall be as broad or broader than the coverages present in the underlying insurance and in accordance with this agreement. Each general liability, umbrella, or excess policy shall specifically state that the insurance provided by the Contractor shall be considered primary, and insurance of the District shall be considered excess for purposes of responding to claims.

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Contractor shall evidence that such insurance is in force by furnishing the District with acceptable proof thereof with a Certificate of Insurance together with a copy of the declarations page of the policies and all policy endorsements, or if requested by the District, certified copies of the policies. The certificate, declarations page, and all policy endorsements shall become a part of this agreement. Each certificate of insurance shall (1) contain an unqualified statement that the policy shall not be subject to cancellation, nonrenewal, adverse change, or reduction of amounts of coverage without thirty (30) days prior written notice to the District, but in the event of non-payment of premium, ten (10) days notification will be provided; (2) show the District as Additional Insured by referencing and attaching the required endorsement; (3) shall indicate that the Contractor’s coverage is primary and the District’s insurance is excess for any claims; and (4) as to CGL coverage shall state “Policy includes contractual liability coverage insuring the agreement and obligations of the insured to indemnify the District and others to the extent set forth in the Agreement between the insured and the District.”

Subcontractors and Suppliers—If the Contractor should sublet any work to another party (subcontractor), Contractor guarantees that such subcontractor shall indemnify the District as set forth in this agreement and shall carry insurance as set forth in these requirements prior to permitting subcontractor to commence its work. Contractor shall obtain a signed agreement from such subcontractor indemnifying the District as set forth in this Agreement and agreeing to carry insurance as set forth above. In addition, Contractor shall require in its purchase orders that each supplier indemnifies Contractor and the District from all losses arising from any materials, products, or supplies included in such work.

Any attempt by the Contractor to cancel or modify such insurance coverage, or any failure by the Contractor to maintain such coverage, shall be default under this Agreement and, upon such default, the District will have the right to terminate this Agreement and/or exercise any of its rights at law or at equity. In addition to other remedies, the District may, at its discretion, withhold payment of any sums due under this Agreement until Contractor provides adequate proof of insurance.

These insurance requirements are independent of and shall not in any way limit the indemnity obligations of the Contractor under this agreement.

The amounts and types of insurance set forth above are minimums required by the District and shall not substitute for an independent determination by Contractor of the amounts and types of Insurance which Contractor shall determine to be reasonably necessary to protect itself and its work. The District reserves the right to modify these provisions relating to indemnification and insurance, and Contractor agrees to be bound by such modifications 30 days after receipt of the modified provisions.

Failure to enforce any of the provisions of these requirements or any of the provisions of this agreement shall in no way constitute a waiver of such provisions. In the case of any conflict with these requirements and the provisions of the agreement to which it is attached, these provisions shall prevail.

Signature of Authorized Representative

Date Signed

Typed/Printed Name of Authorized Representative
Address, Email & Phone: _____

Company Name

1/14/08

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: June 13, 2023

Attachments: _____

From: Katherine Wright, Superintendent

Item Number: 10.12

Type of item: (Action, Consent Action or Information Only): Consent Action

SUBJECT:

Donations

BACKGROUND:

Donations to Receive and Acknowledge:

Bates Elementary School – Student Fieldtrips

Pump House Ranches, Inc. - \$100

**Rio Vista High School – Roller Shades in Cafeteria & (Television, Apple TV, sound bar, Ipad,
and monitoring) for six classrooms**

Harvey L. and Maud C. Sorensen Foundation

Delta High School Ag Mechanics/ Welding Shop

Delta Ag Boosters – 3 Welders, Welding Equipment and Supplies - \$10,293.65

Delta High School Ag Mechanics/ Welding Shop

Delta Ag Boosters – 2-100 qt. Coolers & 22” Briggs & Stratton Propelled Mower - \$890.53

STATUS:

PRESENTER:

Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Staff

COST AND FUNDING SOURCES:

RECOMMENDATION:

That the Board acknowledge and approve the receipt of these donations

Time allocated: 3 minutes

BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 13, 2023

Attachments: X_____

From: Katherine Wright, Superintendent

Item Number: 11_____

Type of item: (Action, Consent Action or Information Only): Action_____

SUBJECT:

Request to Approve the Second and Final Reading of the Updated or New Board Policies, Administrative Regulation and or Exhibits Due to New Legislation or Mandated Language and Citation Revisions as of March 2023

BACKGROUND:

Changes in legislation and amendments to laws lead to necessary/mandated changes in District Board Policies, Administrative Regulations and Exhibits.

STATUS:

Attached are Board Policies, Administrative Regulations and Exhibits which have been affected by changes in law effective prior to March 2023 which were approved for first reading at the May 9, 2023 Board meeting.

These Board Policies, Administrative Regulations and Exhibits are being submitted for a second and final reading and approval.

PRESENTER:

Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Jennifer Gaston, Recorder

COST AND FUNDING SOURCES:

RECOMMENDATION:

That the Board approves the second and final reading of these Board Policies, Administrative Regulations and Exhibits as submitted resulting from legislation effective prior to March 2023.

Time allocated: 3 minutes

CSBA POLICY GUIDE SHEET
March 2023

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

Board Policy 0420.4 - Charter School Authorization

Policy updated to reference that, until January 1, 2025, the Governing Board is prohibited from approving a petition for the establishment of a new charter school offering nonclassroom-based instruction, and provide that a district under state receivership is not in a position to absorb the fiscal impact of a proposed charter school. Policy also updated to reference pending litigation brought by each of CSBA's Education Legal Alliance and Napa Valley Unified School District against the State Board of Education (SBE) regarding SBE's authority to reverse the denial of a charter school petition by making a determination that a board abused its discretion in denying the petition.

Administrative Regulation 0420.4 - Charter School Authorization

Regulation updated to reflect **NEW LAW (AB 740, 2022)** which extends to a foster youth's attorney and county social worker and an Indian child's tribal social worker, and if applicable, county social worker, required notifications regarding involuntary removal of a student, and provides that these individuals, with the addition of a foster youth's educational rights holder, have the same rights as a parent/guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. Regulation also updated to expand the material regarding (1) procedures for suspension or expulsion, including the requirement for written notice of the intent to remove the student and the right to initiate a hearing, and material related to processes for notification to the district when a student is expelled or leaves the charter school without graduating or completing the school year, and (2) the final audit when a charter school closes.

Board Policy 3555 - Nutrition Program Compliance

Policy updated to clarify that prohibited discrimination includes alleged discrimination on the basis of race, color, national origin, age, sex, sexual orientation, gender identity, or disability. Policy also updated to reflect United States Department of Agriculture CRD memorandum 01-2022, "Application of *Bostock v. Clayton County* to Program Discrimination Complaint Processing," which clarifies that prohibited sex discrimination includes discrimination on the basis of gender identity and sexual orientation. Policy also updated to include that complaints against a program operator that is not an educational agency shall be filed with or referred to the California Department of Education.

Exhibit(1) 3555 - Nutrition Program Compliance

Exhibit updated to reflect current language of the United States Department of Agriculture Nondiscrimination Statement.

Board Policy 4030 - Nondiscrimination in Employment

Policy updated to reflect **NEW LAW (SB 523, 2022)** which adds reproductive health decisionmaking as a form of prohibited discrimination, and prohibits an employer from requiring an applicant or employee to disclose information relating to an employee's reproductive health decisionmaking.

Board Policy 4218 - Dismissal/Suspension/Disciplinary Action

Policy updated to reflect **NEW LAW (AB 2413, 2022)** which prohibits a district from suspending, demoting, or dismissing a permanent classified employee who timely requests a hearing pending the outcome of that hearing.

Administrative Regulation 4218 - Dismissal/Suspension/Disciplinary Action

Regulation updated to clarify that a classified employee against whom a recommendation for disciplinary action has been issued may remain on active duty or may be placed on paid leave pending a hearing on the charges. Regulation also updated to reflect **NEW LAW (AB 2413, 2022)** which prohibits a district from

suspending without pay, suspending or demoting with a reduction in pay, or dismissing a permanent classified employee who timely requests a hearing unless it is found by a preponderance of the evidence at the time discipline was imposed that the employee (1) engaged in criminal misconduct, (2) engaged in misconduct that presents a risk of harm to students, staff, or property, or (3) committed habitual violations of the district's policies or regulations. Additionally, regulation updated to provide that a district may cease paying an employee if a decision has not been rendered within 30 days of the date the hearing was requested.

Administrative Regulation 5113 - Absences and Excuses

Regulation updated to reflect **NEW LAW (SB 955, 2022)** which includes, as another type of required excused absence, the absence of a middle school or high school student for the purpose of participating in a civic or political event, as defined, provided that the student notifies the school ahead of the absence, and **NEW LAW (AB 181, 2022)** which no longer requires the State Board of Education to update its illness verification regulations as necessary to account for including, as a personal illness excused absence, a student's absence for the benefit of the student's mental or behavioral health. Regulation also updated to clarify that absences for participation in religious exercise or to receive moral and religious instruction are excused, but that in order for districts to receive average daily attendance funding for such absences, the Governing Board is required to first adopt a resolution permitting an excused absence for such purposes.

Administrative Regulation 5131.41 - Use of Seclusion and Restraint

Regulation updated to clarify the limited exception when seclusion and/or behavioral constraint may be used, and to reflect that it cannot be applied for longer than necessary to contain the dangerous behavior. Regulation also updated to include, as appropriate, concepts from the December 2022 Davis Joint Unified School District Resolution Agreement with the U.S. Department of Education, Office for Civil Rights, regarding the use of seclusion and restraint as it relates to a free appropriate public education for students with disabilities. Regulation also updated to add a new section "Documentation of Seclusion and Restraint."

Administrative Regulation 5144 - Discipline

Regulation updated to incorporate **NEW GUIDANCE** from the U.S. Department of Education, Office for Civil Rights, issued to help districts support students with disabilities and avoid discriminatory discipline practices.

Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process

Regulation updated to provide that "suspension" does not include removal from class, as specified, so long as removal from a particular class does not occur more than once every five school days, add definitions related to electronic acts as a mode of bullying, include that a teacher may, in addition to suspending a student from class, refer a student for specified acts to the Principal or designee for consideration of a suspension from school, and clarify that immediate suspension is required for any student found at school or a school activity away from school who committed any of the enumerated acts for which a recommendation of expulsion is required. Regulation also updated to reflect **NEW LAW (AB 740, 2022)** which provides for additional due process procedures for suspension of foster youth and Indian children.

Administrative Regulation 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities)

Regulation updated to reflect **NEW GUIDANCE** from the U.S. Department of Education's Office of Special Education and Rehabilitative Services, which recommends that districts identify ways to significantly reduce the use of exclusionary discipline and its disproportionate effect on student with disabilities, and the U.S. Department of Education's Office for Civil Rights, which 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. Regulation also updated to emphasize that suspension or expulsion of a student with disabilities be in accordance with Board Policy 5144.1 - Suspension and Expulsion/Due Process, and that 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 consider positive behavioral interventions and supports, and other strategies, to address the behavior. Additionally, regulation updated, for conceptual alignment, to move material regarding the monitoring of the number of days of a suspension of student with an IEP, and reflect

NEW LAW (AB 740, 2022) which provides that 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.

Administrative Regulation 6115 - Ceremonies and Observances

Regulation updated to reflect **NEW LAW (AB 1655, 2022)** which adds June 19, "Juneteenth National Independence Day," to the list of holidays on which public schools must be closed and **NEW LAW (AB 1801, 2022)** that adds Genocide Remembrance Day to the list of days districts are authorized to close. Regulation also updated to clarify language regarding days on which schools are required to be closed based on appointment by the Governor or President, and to encourage districts to observe a moment of silence on September 11th Remembrance Day, as authorized by law.

Board Policy 6146.1 - High School Graduation Requirements

Policy updated to reflect **NEW LAW (SB 532, 2022)** which expands and strengthens the exemptions from graduation requirements for highly mobile student populations, and includes a requirement for districts to annually report to the California Department of Education regarding the number of students who, for the prior school year, graduated with an exemption from district-established graduation requirements, as specified.

Board Policy 6173 - Education for Homeless Children

Policy updated to reflect **NEW LAW (AB 408, 2022)** which (1) **mandates** that districts establish homeless education program policies and update those policies at least once every three years, and (2) requires the liaison for homeless students to offer annual training to district employees providing services to students experiencing homelessness and to inform such employees of the availability of training and the services provided by the liaison. Policy also updated to reflect **NEW LAW (AB 2375, 2022)** which requires districts, regardless of whether they received American Rescue Plan Act of 2021 funds, to annually administer a housing questionnaire for the purpose of identifying students experiencing homelessness, including unaccompanied minors, and annually report that number of students to the California Department of Education (CDE). Additionally, policy updated to reflect **NEW LAW (SB 532, 2022)** which requires districts to annually report to CDE the number of students experiencing homelessness who graduated with an exemption from district-established graduation requirements that are in addition to statewide coursework requirements. Policy updated throughout to change language from "homeless student" to "student experiencing homelessness."

Administrative Regulation 6173 - Education for Homeless Children

Regulation updated to reflect **NEW LAW (AB 408, 2022)** which (1) **mandates** that districts establish homeless education program policies and update those policies at least once every three years, and (2) requires the liaison for homeless students to offer annual training to district employees providing services to students experiencing homelessness and to inform such employees of the availability of training and the services provided by the liaison. Regulation also updated to clarify what factors to consider when determining the "best interest" of the student in enrollment decisions. Additionally, regulation updated to reflect **NEW LAW (AB 181, 2022)** which exempts a student classified as unduplicated from paying a fee for transportation and **NEW LAW (SB 532, 2022)** which provides, when a student experiencing homelessness transfers into a district school, for additional requirements regarding the transfer of coursework and credits, exemptions from district-established graduation requirements, and for the option to remain in school to complete district-established or statewide course requirements. Regulation updated throughout to change language from "homeless student" to "student experiencing homelessness."

Board Policy 6173.1 - Education for Foster Youth

Policy updated to move material regarding a safe learning environment toward the beginning of the policy as it is philosophical in nature and has general implications, and reflect **NEW LAW (SB 532, 2022)** which requires districts to annually report to the California Department of Education regarding the number of foster youth who, for the prior school year, graduated with an exemption from district-established graduation requirements that are in addition to statewide coursework requirements.

Administrative Regulation 6173.1 - Education for Foster Youth

Regulation updated to reflect **NEW LAW (AB 181, 2022)** which (1) amends the definition of foster youth, and (2) requires districts that provide home-to-school transportation and other transportation expressly provided by in law to waive transportation fees for foster youth. Regulation also updated to align the definition of "school of origin" with code language, reflect **NEW LAW (AB 740, 2022)** which provides that a foster youth's educational rights holder, attorney, and county social worker have the same rights as a parent/guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information and **NEW LAW (SB 532, 2022)** which provides, when a foster youth transfers into a district school, for additional requirements regarding the transfer of coursework and credits, exemptions from district-established graduation requirements, and for the option to remain in school to complete district-established or statewide course requirements.

Board Policy 6177 - Summer Learning Programs

Policy updated to clarify that summer learning programs are part of the Expanded Learning Opportunities (ELO) Program and to reflect the requirements of the ELO programs to offer access to specified students, as provided in **NEW LAW (AB 181 and 185, 2022)**. Policy also updated to reference **NEW GUIDANCE** from the California Department of Education which clarifies that districts are prohibited from charging fees for summer school.

Administrative Regulation 6184 - Continuation Education

Regulation updated to more closely align with code language the component of the district's continuation education program that is in regard to coordinating instruction and training with the student's home, employment and other agencies and reflect **NEW LAW (AB 740, 2022)** which (1) extends the requirement to provide written notice of the opportunity to request a meeting with the Superintendent or designee prior to an involuntary transfer, to a foster youth's educational rights holder, attorney and social worker, or an Indian child's tribal social worker, and if applicable, county social worker, and (2) provides that a foster youth's educational right's holder, attorney, and county social worker, and an Indian child's tribal social worker, and, if applicable, a county social worker, have the same rights as a parent at such meeting with the Superintendent or designee. Regulation also updated to include an additional condition required by law for voluntary enrollment in continuation education classes, which is that the transfer is voluntary and that the student has a right to return to the student's previous school.

Board Bylaw 9270 - Conflict of Interest

Bylaw updated to reflect **NEW LAW (SB 1439, 2022)** which makes applicable to elected district officers the prohibition against accepting, soliciting, or directing a contribution of more than \$250 from any party or participant to a proceeding involving a license, permit, or other entitlement for use, including a contract, or from that person's agent, while the proceeding is pending before the Board and for 12 months following the date a final decision is rendered in the proceeding, and from participating in making, or in any way attempting to use the official position to influence the Board's decision when a district officer received a contribution of more than \$250 from a party or participant in the preceding 12 months, as specified. Bylaw also updated to clarify, for a Board member who manages public investments, that when an item on the consent calendar is one in which the Board member has a financial interest, the Board member is required to either make a motion to remove the item from the consent calendar or abstain from voting on the consent calendar.

Board Bylaw 9320 - Meetings and Notices

Bylaw updated to reflect **NEW LAW (AB 2449, 2022)** which (1) requires Boards to maintain and implement a procedure for receiving and resolving requests for reasonable accommodation for individuals with disabilities, to resolve any doubt in favor of accessibility, and to give notice of the procedure for receiving and resolving requests for accommodation in each instance in which notice of the time of a meeting is otherwise given or the agenda is otherwise posted, and (2) adds procedures for "Teleconferencing During a Personal Emergency" and "Teleconferencing for 'Just Cause'". Bylaw also updated to reflect **NEW LAW (AB 2647, 2022)** which provides a procedure for complying with the Brown Act when distributing materials to the Board less than 72 hours before a regular meeting and outside of regular business hours. Additionally, bylaw updated to reference the expiration of the California COVID-19 State of Emergency on February 28,

2023 and to clarify that a Board may utilize "Teleconferencing During a Proclaimed State of Emergency," if all terms are met pursuant to Government Code 54953, until January 1, 2024.

Policy 0420.4: Charter School Authorization

Status: ADOPTED

Original Adopted Date: 05/01/2019 | Last Revised Date: 03/01/2020~~2023~~ | Last Reviewed Date: 03/01/2020~~2023~~

CSBA NOTE: The following optional policy may be revised to reflect district practice. Education Code 47600-47616.7 authorize the establishment of public charter schools, which are generally exempt from the Education Code unless otherwise specified in law. To establish a charter school within the district, petitioners must submit to the Governing Board for approval a petition which includes all components required by law as described in the accompanying administrative regulation. The following policy reflects the criteria and procedures required by Education Code 47605, as amended by AB 1505 (Ch. 486, Statutes of 2019) and AB 1595 (Ch. 543, Statutes of 2019).

Under certain circumstances, charter petitions may also be approved by other governmental entities. For example, Education Code 47605.5-47605.6 ~~authorize~~require petitioners to submit a petition directly to the County Board of Education when (1) the charter school will serve students for whom the county office of education would otherwise be responsible for providing direct education and related services or (2) the countywide program will provide educational services to a student population that cannot be served as well by a charter school operating in only one district in the county. ~~Education Code 47605.8, which authorized petitioners to submit a petition directly to the State Board of Education (SBE) to approve a statewide benefit charter school, was repealed by AB 1505.~~

Pursuant to Education Code 47606, a district may petition the Superintendent of Public Instruction and ~~SBE~~the State Board of Education (SBE) to convert all its schools to charter schools, provided that 50 percent of the district's teachers sign the petition, the petition contains all specified components, and arrangements are made for alternative attendance of students residing within the district who choose not to attend a charter school.

For further information regarding the submission and review of charter school petitions, see CSBA's ~~publication~~, "Charter Schools: A Guide for Governance Teams." CSBA's District and County Office of Education Legal Services attorneys can also assist with petition reviews for districts that subscribe to that service.

The Governing Board recognizes that charter schools may assist the district in offering diverse learning opportunities for students. In considering any petition to establish a charter school within the district, the Board shall give thoughtful consideration to the potential of the charter school to provide students with a high-quality education that enables them to achieve to their fullest potential.

CSBA NOTE: Education Code 47605 allows for Board approval of a start-up charter school or the conversion of an existing public school into a charter school, provided that the school adopts and maintains a policy giving admission preference to students who reside within the former attendance area of that public school. The signature requirement differs for each type of charter school; see the accompanying administrative regulation.

One or more persons may submit a petition to the Board for a charter school to be established within the district or for the conversion of an existing district school to a charter school. (Education Code 47605)

Any petition for a charter school shall include all components, signatures, and statements required by law, as specified in the accompanying administrative regulation. The proposed charter shall be attached to the petition. (Education Code 47605)

The Superintendent or designee shall consult with legal counsel, as appropriate, regarding compliance of the charter petition with legal requirements.

The Superintendent or designee may work with charter school petitioners prior to the formal submission of the petition in order to ensure compliance of the petition with legal requirements. As needed, the Superintendent or designee may also meet with the petitioners to establish workable plans for contracted services which the district may provide to the proposed charter school.

The Board shall not require any district student to attend the charter school nor shall it require any district employee to work at the charter school. (Education Code 47605)

Timelines for Board Action

CSBA NOTE: Pursuant to Education Code 47605, as amended by AB 1505 and AB 1595, upon receiving a charter petition, the Board is required to hold a public hearing within 60 days of receiving a charter petition to determine the level of support for the petition, and to hold a public hearing within 90 days to take final action on the petition. As amended, Education Code 47605 also requires the district to publish, at least 15 days prior to the public hearing at which the Board will grant or deny the petition, staff recommendations regarding the petition and, if applicable, the certification from the County Superintendent of Schools regarding the potential fiscal impact of the charter school on the district.

To provide adequate opportunity for public input and thoughtful consideration of the charter petition, it is recommended that the Board conduct two public hearings -- one hearing to determine the level of support for the petition and, following the publication of staff recommendations, a second hearing to grant or deny the petition. However, the law does not explicitly require two hearings, and it may be possible to hold one public hearing for to both determining determine the level of support for the petition and granting grant or denying deny the petition, provided that staff recommendations are published 15 days prior to the hearing, the hearing is held within 60 days of receipt of the petition, and the petitioners have equal time and opportunity to present evidence and testimony. Legal CSBA's District and County Office of Education Legal Services or district legal counsel should be consulted as needed to ensure that all requirements are met.

Within 60 days of receiving a charter petition, the Board shall hold a public hearing on the charter provisions, at which time the Board shall consider the level of support for the petition by district teachers, other district employees, and parents/guardians. A petition is deemed received on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete. (Education Code 47605)

The Board shall either grant or deny the petition at a public hearing held within 90 days of receiving the petition, or within 120 days with the consent of both the petitioner and the Board. (Education Code 47605)

At least 15 days before the public hearing at which the Board will grant or deny the charter, the district shall publish all staff recommendations regarding the petition, including any recommended findings and, if applicable, certification from the County Superintendent of Schools regarding the

potential fiscal impact of the charter school on the district. During the public hearing, the petitioners shall have equal time and opportunity to present evidence and testimony in response to the staff recommendations and findings. (Education Code 47605)

CSBA NOTE: The following paragraph is optional and may be revised to reflect district practice. As amended by AB 1505 and AB 1595, Education Code 47605 requires that, in the event that a petition is denied and the matter is appealed, the Board must provide a documentary record to the petitioner, including a transcript of the public hearing at which the Board denied the hearing. See section on "Appeals" below. Thus, it may be useful to have a transcription of the hearing(s) in the event that the petitioners later appeal the decision of the Board.

The Superintendent or designee shall maintain accurate records, in relation to each charter petition, of documents submitted, the Board's proceedings, and the findings upon which the Board's decision is made.

Approval of Petition

CSBA NOTE: Education Code 47605 requires the Board to give preference to charter petitions that demonstrate the capability to provide comprehensive learning experiences to students identified by the petitioner as academically low achieving based on the standards established by the California Department of Education (CDE) pursuant to Education Code 54032, as that section read before July 19, 2006. Prior to its repeal on that date, Education Code 54032 required CDE to develop standards to identify students as academically low achieving for purposes of allocating Economic Impact Aid funds to school sites. However, the Economic Impact Aid program is no longer funded or administered by CDE.

Pursuant to Education Code 47605, as amended by AB 1505 and AB 1595, the Board must also consider the interests of the community in which the school is proposing to locate.

A charter petition shall be granted only if the Board is satisfied that doing so is consistent with sound educational practice and the interests of the community in which the school is proposing to locate. In granting charters, the Board shall consider the academic needs of the students the charter school proposes to serve and shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences for students who are identified by the petitioner as academically low-achieving, based on standards established by California Department of Education (CDE). (Education Code 47605)

CSBA NOTE: Pursuant to Education Code 47604.1, as added by SB 126 (Ch. 3, Statutes of 2019), charter schools are subject to the Brown Act (Government Code 54950-54963), California Public Records Act (Government Code 7920.000 - 7930.170215), conflict of interest laws (Government Code 1090-1099), and the Political Reform Act (Government Code 81000-91014).

Prior to authorizing any charter, the Board shall verify that the charter includes adequate processes and measures for monitoring and holding the school accountable for fulfilling the terms of its charter and complying with all applicable laws, including Education Code 47604.1. Such processes and measures shall include, but are not limited to, fiscal accountability systems, multiple measures for evaluating the educational program, inspection and observations of any part of the charter school, and regular reports to the Board.

The approval or denial of a charter petition shall not be controlled by collective bargaining agreements nor subject to review or regulation by the Public Employment Relations Board. (Education Code 47611.5)

CSBA NOTE: The following optional paragraph may be revised to reflect district practice. Although not required by law, CSBA's publication, "Charter Schools: A Guide for Governance Teams," recommends one or more memoranda of understanding (MOUs) to address matters that are related to the charter petition but are not included in the petition, and to establish expectations for which the charter school can be held accountable. CSBA's manual provides examples of issues pertaining to that might be addressed in an MOU, including business operations, facilities, administrative and support services, special education, and student assessment that might be addressed in an MOU.

A sample MOU between SBE and a state-approved charter school, available on the California Department of Education's, and athletics. See CDE's web site, may be adapted for use by districts sample MOUs.

The Board may approve one or more memoranda of understanding to clarify the financial and operational agreements between the district and the charter school. Any such memorandum of understanding shall be annually reviewed by the Board and charter school governing body and amended as necessary.

The Board may initially grant a charter for a specified term not to exceed five years. (Education Code 47607)

When a petition is approved by the Board, it shall be the responsibility of the petitioners to provide written notice of the Board's approval and a copy of the charter petition to the County Superintendent of Schools, ~~the~~ CDE, and the State Board of Education (SBE). (Education Code 47605)

Denial of Petition

The Board shall summarily deny any charter petition that proposes to:

1. 1. Operate a charter school as or by a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization (Education Code 47604)
2. 2. Convert a private school to a charter school (Education Code 47602)

CSBA NOTE: Pursuant to Education Code 47605, the Board may approve a charter school serving students in a grade level not offered by the district only when the charter school will also serve all the grade levels offered by the district. Thus, an elementary district's board cannot approve a charter for a high school, but may approve a charter for a K-12 school since the charter school will serve all grade levels served by the elementary school district.

3. 3. Serve students in a grade level that is not served by the district, unless the petition proposes to serve students in all the grade levels served by the district (Education Code 47605)

CSBA NOTE: Pursuant to Education Code 47612.7, as added by AB 1505, until January 1, ~~2022~~2025, the Board is prohibited from approving a petition for the establishment of a new charter school offering nonclassroom-based instruction. A charter school approved before October 1, 2019 which had started providing educational services as of that date may continue to offer nonclassroom-based instruction under the circumstances specified in Education Code 47612.7.

4. 4. Offer nonclassroom-based instruction (Education Code 47612.7)

CSBA NOTE: Pursuant to Education Code 47605, a charter petition can be denied only if certain factual findings are made. 5 CCR 11967.5.1 contains criteria for SBE's review of charter petitions, which may be useful to the district in determining how it might evaluate whether a petition meets the conditions specified below.

Regarding all other charter petitions, the Board shall deny a petition only if the Board makes written factual findings specific to the petition that one or more of the following conditions exist: (Education Code 47605; 5 CCR 11967.5.1)

1. 1. The charter school presents an unsound educational program that has a likelihood of physical, educational, or psychological harm to, or which is not likely to provide an educational benefit for, the students to be enrolled in the charter school.
2. 2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3. 3. The petition does not contain the number of signatures required.
4. 4. The petition does not contain a clear, unequivocal statement described in Education Code 47605(e), including that the charter school will be nonsectarian and that the school shall not charge tuition or discriminate against any student based on the characteristics specified in Education Code 220.
5. 5. The petition does not contain reasonably comprehensive descriptions of the charter provisions in Education Code 47605(c).
6. 6. The petition does not contain a declaration as to whether ~~or not~~ the charter school shall be deemed the exclusive public employer of the school's employees for purposes of collective bargaining pursuant to Government Code 3540-3549.3.

CSBA NOTE: As amended by AB 1505 and AB 1595, Education Code 47605 expands the grounds for denial of a charter petition to include those specified in items #7-8 below.

6. 7. The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. Analysis of this finding shall include consideration of the fiscal impact of the proposed charter school. A written factual finding shall detail specific facts and circumstances ~~regarding:~~ that analyze and consider the following factors:
 - a. a. The extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings
 - b. b. Whether the proposed charter school would duplicate a program currently offered within the district, when the existing program has sufficient capacity for the students proposed to be served within reasonable proximity to where the charter school intends to locate

CSBA NOTE: Pursuant to Education Code 47605, a district under state receivership is not in a position to absorb the fiscal impact of a proposed charter school.

7. 8. The district is not positioned to absorb the fiscal impact of the proposed charter school. The district meets this criterion if it has a negative interim certification, ~~or~~ has a qualified interim certification and the County Superintendent certifies that approving the charter school would result in the district having a negative interim certification, or is under state receivership.

The Board shall not deny a petition based on the actual or potential costs of serving students with disabilities, nor shall it deny a petition solely because the charter school might enroll students with disabilities who reside outside the special education local plan area in which the district participates. (Education Code 47605.7, 47647)

Appeals

CSBA NOTE: Pursuant to Education Code 47605, if the Board denies a charter petition, the petitioner may, within 30 days of the denial, submit the petition to the County Board. If the County Board denies a petition on appeal, the petitioner may, within 30 days of the denial by the County Board, appeal to SBE.

If the Board denies a petition, the petitioner may choose to submit the petition to the County Board of Education and, if then denied by the County Board, to SBE. (Education Code 47605)

At the request of the petitioner, the Board shall prepare the documentary record, including a transcript of the public hearing at which the Board denied the charter, no later than 10 business days after the petitioner makes the request. (Education Code 47605)

CSBA NOTE: CSBA's Education Legal Alliance and the Napa Valley Unified School District each have litigation pending against SBE and the exercise of its authority to reverse the denial of a charter school petition deciding that a board abused its discretion in denying the petition. Due to the legal uncertainty in this area, the Board should consult CSBA's District and County Office of Education Legal Services or district legal counsel when a petition the Board has denied is on appeal to SBE.

Within 30 days of receipt of an appeal submitted to SBE, the Board may submit a written opposition to SBE, which may include supporting documentation, detailing, with specific citations to the documentary record, how the Board did not abuse its discretion in denying the petition. (Education Code 47605)

If either the County Board or SBE remands the petition to the Board because the petition on appeal contains new or different material terms, the Board shall reconsider the petition and shall grant or deny the petition within 30 days. (Education Code 47605)

Policy Reference UPDATE Service

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Policy Reference Disclaimer:

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

State

Description

5 CCR 11700-11705	Independent study
5 CCR 11960-11969.10	Charter schools
Corp. Code 5110-6910	Nonprofit public benefit corporations
Ed. Code 1240	County superintendent of schools; duties
Ed. Code 17078.52-17078.66	Charter schools facility funding; state bond proceeds
Ed. Code 17280-17317	Field Act; approval of plans and supervision of construction
Ed. Code 17365-17374	Field Act; fitness for occupancy; liability of board members
Ed. Code 200	Equal rights and opportunities in state educational institutions
Ed. Code 220	Prohibition of discrimination
Ed. Code 32280-32289.5	School safety plans
Ed. Code 33126	School accountability report card
Ed. Code 41365	Charter school revolving loan fund
Ed. Code 42131	Interim certification
Ed. Code 42238.51 02 -42238.2 52	Funding for charter districts
Ed. Code 44237	Criminal record summary
Ed. Code 44830.1	Certificated employees; conviction of a violent or serious felony
Ed. Code 45122.1	Classified employees; conviction of a violent or serious felony
Ed. Code 46201	Instructional minutes
Ed. Code 47600-47616.7	Charter Schools Act of 1992
Ed. Code 47640-47647	Special education funding for charter schools
Ed. Code 47650-47652 47655	Funding of charter schools
Ed. Code 49011	Student fees
Ed. Code 51745 51744-51749.6	Independent study
Ed. Code 52052	Accountability; numerically significant student subgroups
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 56026	Special education
Ed. Code 56145-56146	Special education services in charter schools
Gov. Code 1090-1099	Prohibitions applicable to specified officers
Gov. Code 3540-3549.3	Educational Employment Relations Act
Gov. Code 54950-54963	The Ralph M. Brown Act
Gov. Code 7920.000 - 7930.170 215	California Public Records Act
Gov. Code 81000-91014	Political Reform Act of 1974

[Welfare and Institutions Code 224.1](#)

[Indian child; definition](#)

Federal

20 USC ~~7223-7225~~[7221-7221j](#)

Description

Charter schools

Management Resources

Attorney General Opinion

Description

101 Ops.Cal.Atty.Gen. 92 (2018)

Attorney General Opinion

78 Ops.Cal.Atty.Gen. 297 (1995)

Attorney General Opinion

89 Ops.Cal.Atty.Gen. 166 (2006)

Attorney General Opinion

80 Ops.Cal.Atty.Gen. 52 (1997)

California Department of Education [Charter Authorizing Professionals](#) Publication
[Court Decision](#)

~~Sample Copy~~ of a Memorandum of Understanding ([MOU](#))
[Resource, September 2022](#)

[Court Decision](#)

[CSBA's Education Legal Alliance v. California State Board of Education, Case No. 34-2018-80002834](#)

Court Decision

[Napa Unified School District v. California State Board of Education, Case No. 34-2022-80004051](#)

CSBA Publication

Ridgecrest Charter School v. Sierra Sands Unified School District; (2005) 130 Cal.App.4th 986

CSBA Publication

Charter Schools: A Guide for Governance Teams, rev. February 2016 [2021](#)

CSBA Publication

Uncharted Waters: Recommendations for Prioritizing Student Achievement and Effective Governance in California's Charter Schools, September 2018

CSBA Publication

Charter Schools and Board Member Responsibilities, Education Insights Legal Update Webcast, March 2016

U.S. Department of Education Publication

Charter Schools in Focus, Issue 1: Managing the Petition Review Process, Governance Brief, November 2016

U.S. Department of Education Publication

Charter Schools Program: Title V, Part B of the ESEA, Nonregulatory Guidance, January 2014

U.S. Department of Education Publication

Dear Colleague Letter: Guidance Regarding the Oversight of Charter Schools Program and Regulatory Requirements, August 2016

Website

~~Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools, December 2011~~

Website

CSBA District and County Office of Education Legal Services

Website

National Association of Charter School Authorizers

Website

California Charter Schools Association

Website

California Department of Education, Charter Schools

CSBA

Cross References

Code	Description
0420.41	Charter School Oversight
0420.41-E(1)	Charter School Oversight
0420.42	Charter School Renewal
0420.43	Charter School Revocation
0430	Comprehensive Local Plan For Special Education
0430	Comprehensive Local Plan For Special Education
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0510	School Accountability Report Card
2230	Representative And Deliberative Groups
4116	Probationary/Permanent Status
4116	Probationary/Permanent Status
6146.3	Reciprocity Of Academic Credit
6146.3	Reciprocity Of Academic Credit
6158	Independent Study
6158	Independent Study
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6178	Career Technical Education
6178	Career Technical Education
6184	Continuation Education
6184	Continuation Education
7160	Charter School Facilities
7160	Charter School Facilities
9320	Meetings And Notices

Regulation 0420.4: Charter School Authorization

Status: ADOPTED

Original Adopted Date: 10/01/2015 | Last Revised Date: 03/01/2020 ~~2023~~ | Last Reviewed Date: 05 ~~03~~ /01/2019 ~~2023~~

CSBA NOTE: The following administrative regulation is optional.

Petition Signatures

A petition for the establishment of a start-up charter school must be signed by either of the following: (Education Code 47605)

1. 1. A number of parents/guardians equivalent to at least one-half of the number of students that the charter school estimates will enroll in the school for its first year of operation
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2. 2. A number of teachers equivalent to at least one-half of the total number of teachers that the charter school estimates will be employed at the school during its first year of operation

A petition that proposes to convert an existing public school to a charter school must be signed by at least 50 percent of the permanent status teachers currently employed at the school. (Education Code 47605)

Any petition circulated to collect signatures shall include a prominent statement explaining that a parent/guardian's signature means that the parent/guardian is meaningfully interested in having a child attend the charter school, or a teacher's signature means that the teacher is meaningfully interested in teaching at the charter school. (Education Code 47605)

Staff Advisory Committee

CSBA NOTE: The following optional section may be revised to reflect district practice. CSBA's publication, "Charter Schools: A Guide for Governance Teams," suggests that a petition review team is one method that a district may use to obtain input on proposed charters. Such a committee might include representatives of with expertise in the district's areas of governance, human resources, fiscal services, risk management, student services, business/finance, facilities, curriculum and instruction, special education, facilities, and other departments and, as appropriate, other student populations. CSBA's District and County Office of Education Legal Services attorneys can also assist with petition reviews for districts that subscribe to that service.

Education Code 47605, as amended by AB 1505 (Ch. 486, Statutes of 2019) and AB 1595 (Ch. 543, Statutes of 2019), requires the district to publish staff recommendations regarding the petition at least 15 days prior to the hearing at which the Governing Board will grant or deny the petition; see the section "Timelines for Board Action" in the accompanying Board policy.

The Superintendent or designee may establish a staff advisory committee to evaluate the completeness of a charter petition based on the requirements in Education Code 47605 and to identify any concerns that should be addressed by the petitioners.

Components of Charter Petition

All charter petitions shall comply with the applicable requirements of Education Code 47605, other state and federal laws, and district policies.

CSBA NOTE: CSBA's ~~publication, "Charter Schools: A Guide for Governance Teams,"~~ recommends specific content that would constitute a reasonably comprehensive description of each component listed in ~~items~~ Items #1-1617 below, as well as additional content that is not required but may be requested of the petitioners (e.g., school calendar, transportation arrangements, a sample of the curriculum and instructional materials).

The charter petition shall include affirmations that the charter school will be nonsectarian in its programs, admission policies, employment practices, and operations; will not charge tuition; and will not discriminate against a student on the basis of characteristics listed in Education Code 220. The petition shall also contain reasonably comprehensive descriptions of: (Education Code 47605)

1. 1. The educational program of the proposed school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling students to become self-motivated, competent, and lifelong learners.

CSBA NOTE: Education Code 47605 requires the charter petition to include annual goals, as described in Education Code 52060, for all students and for each numerically significant subgroup of students, and specific actions to achieve those goals ~~as described in Education Code 52060.~~ Pursuant to Education Code 52052, numerically significant subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when there are at least 30 students in the subgroup (or at least 15 foster youth or homeless students) in the school.

Education Code 47605 requires that these annual goals be aligned with the eight state priorities related to (1) the degree to which teachers are appropriately assigned and fully credentialed, students have sufficient access to standards-based aligned instructional materials, and facilities are maintained in good repair; (2) implementation of and student access to state academic content and performance standards; (3) parent/guardian involvement and family engagement; (4) student achievement; (5) student engagement; (6) school climate; (7) student access to and enrollment in a broad course of study, including programs and services provided to benefit low-income students, English learners, and/or foster youth (i.e., "unduplicated students" for purposes of the local control funding formula); and students with disabilities; and (8) student outcomes in the specified course of study. See BP/AR 0460 - Local Control and Accountability Plan.

~~As amended by AB 1595, Education Code 47605 no longer requires that charter petitions include annual goals that apply to the nature of the program operated.~~

2. ~~The petition shall include a description of the~~ 2. ~~The~~ charter school's annual goals for all students and for each numerically significant subgroup of students identified pursuant to Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. These goals shall be aligned with the state priorities listed in Education Code 52060 that apply to the grade levels served. The petition also shall describe specific annual actions to achieve those goals. The petition may identify additional priorities established for the proposed school, goals aligned with those priorities, and specific annual actions to achieve those goals.

If the proposed charter school will serve high school students, the petition shall describe the manner in which the school will inform parents/guardians about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable, and courses approved by the University of California or the California State University as creditable under the "a-gA-G" admissions criteria may be considered to meet college entrance requirements.

CSBA NOTE: Education Code 47605 requires that the petition identify student outcomes that the charter school intends to use, including those that address increases in student achievement both schoolwide and for all groups of students served by the charter school. Education Code 47607 defines "all groups of students served by the charter school" to mean all numerically significant subgroups of students, as defined in Education Code 52052, served by the charter school.

3. 3. The measurable student outcomes identified for use by the charter school.

3. 3. *Student outcomes* means the extent to which all students of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program, including outcomes that address increases in student academic achievement both schoolwide and for each numerically significant subgroup of students served by the charter school. The student outcomes shall align with the state priorities identified in Education Code 52060 that apply for the grade levels served by the charter school.

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4. 4. The method by which student progress in meeting the identified student outcomes is to be measured. To the extent practicable, the method for measuring student outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

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5. 5. The governance structure of the charter school, including, but not limited to, the process to be followed by the school to ensure parent/guardian involvement.

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6. 6. The qualifications to be met by individuals to be employed by the charter school.

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7. 7. The procedures that the charter school will follow to ensure the health and safety of students and staff, including the following requirements:

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- a. a. Each charter school employee shall furnish the school with a criminal record summary as described in Education Code 44237.
-
- b. b. The charter school shall develop a school safety plan which includes the topics listed in Education Code 32282(a)(2)(A)-(J).
-
- c. c. The charter school's safety plan shall be reviewed and updated by March 1 each year.

CSBA NOTE: As amended by AB 1505 and AB 1595, Education Code 47605 adds a requirement that the petition describe the means by which the charter school will achieve a balance of racial and ethnic students, special education students, and English learners, including redesignated fluent English proficient students.

- 8. 8. The means by which the charter school will achieve a balance of racial and ethnic students, special education students, and English learner students, including redesignated fluent English proficient students, that is reflective of the general population residing within the district's territorial jurisdiction.

CSBA NOTE: Pursuant to Education Code 47605, when the number of students who wish to attend the charter school exceeds the school's capacity, attendance must be determined by a public random drawing, with admission preference extending to students who currently attend the charter school and students who reside in the district. Education Code 47605 provides that admission preferences may also include, but are not limited to, siblings of students admitted or attending the charter school and children of the school's teachers, staff, and founders identified in the initial charter. Education Code 47605 requires that the priority order for preference be determined in the charter petition as provided below.

- 9. 9. The charter school's student admission policy. The petition shall, in accordance with Education Code 47605(e), specify procedures for determining enrollment when the number of applicants exceeds the school's capacity, including requirements for the use of a public random drawing, admission preferences, and priority order of preferences as required by law and subject to Governing Board approval.
-
- 10. 10. The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the Board's satisfaction.

~~CSBA NOTE: As added by AB 982 (Ch. 779, Statutes of 2019),~~ CSBA NOTE: Education Code 47605 requires that the suspension and expulsion procedures included in the charter petition prohibit the involuntary removal of a student, unless written notice of intent to remove the student has been given to the student and the student's parent/guardian. When such a student is a foster child or youth, homeless child, or Indian child, as defined in Welfare and Institutions Code 224.1, Education Code 47605, as amended by AB 740 (Ch. 400, Statutes of 2022), requires such notifications to also be given to other specified individuals, such as a foster youth's educational rights holder, attorney, and county social worker, a homeless child's educational rights holder, and

an Indian child's tribal social worker, and if applicable, county social worker. Pursuant to Education Code 47605, as amended by AB 740, these individuals have the same rights as a parent/guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.

Additionally, Education Code 47606.2 requires that the suspension procedures included in the charter petition provide that (1) upon request of a student who has been suspended for two or more school days, or the student's parent/guardian or other person holding the right to make educational decisions for the student, the homework assigned during the period of suspension be given and (2) any such completed homework shall not count towards the student's overall grade in the class unless the assignments are graded before the end of the academic term.

11. The procedures by which students can be suspended or expelled for disciplinary reasons or otherwise involuntarily removed for any reason, including an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements as specified in Education Code 47605 and a statement that the suspension procedures will include requirements.

Such procedures shall contain a clear statement that no student shall be involuntarily removed by the charter school for any reason unless written notice of the intent to remove the student is given to the student's parent/guardian at least five schooldays before the effective date of the removal. In the case of a homeless student or foster youth, the notice shall be given to the student's educational rights holder. Additionally, a foster youth's attorney and county social worker, and an Indian child's tribal social worker, and if applicable, the county social worker, shall be given such notice.

The notice shall inform the student, the student's parent/guardian, and any other specified individual, as applicable, of the right to initiate a hearing as described in Education Code 47605, before the effective date of the removal. The notice shall be provided in the student's parent/guardian's, or other applicable person's language, and, if such a hearing is initiated, shall include the student's right to remain enrolled in the charter school until a final decision is made by the charter school.

- ~~11.~~ In addition, the procedures shall contain a statement pertaining to the provision of homework assignments to suspended students as specified in Education Code 47606.2.

~~Such procedures shall also include processes by which the charter school will notify the superintendent of a district, and by which the charter school may be notified by the superintendent of a district, when a student or former student of the charter school is expelled or subject to any of the circumstances specified in Education Code 47605(e)(3).~~
Superintendent of the district of the student's last known address and, upon request, provide the student's cumulative record to the district, when a student is expelled or leaves the charter school without graduating or completing the school year for any reason. In addition, the procedures shall describe the means by which the district can contact the charter school if the student is subsequently expelled or leaves the school district without graduating or completing the school year for any reason.

Involuntarily removed means disenrolled, dismissed, transferred, or terminated, but does not include suspensions. (Education Code 47605)

~~12.~~ **12.** ___ The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.

-

~~13.~~ **13.** ___ The public school attendance alternatives for students residing within the district who choose to not attend the charter school.

-

~~14.~~ **14.** ___ A description of the rights of any district employee upon leaving district employment to work in the charter school and of any rights of return to the district after employment at the charter school.

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~~15.~~ **15.** ___ The procedures to be followed by the charter school and the Board to resolve disputes relating to charter provisions.

CSBA NOTE: Education Code 47605 requires charter petitions to contain the declaration specified in ~~item #15~~ **Item #16** below regarding responsibilities for collective bargaining. If the charter school is not deemed the public school employer for purposes of collective bargaining under Government Code 3540-3549.3, the district where the charter school is located shall be deemed the public school employer for these purposes, pursuant to Education Code 47611.5. Education Code 47611.5 further provides that, if the charter does not specify that the charter school shall comply with laws and regulations governing tenure or a merit or civil service system, the scope of representation for that charter school shall also include discipline and dismissal of charter school employees.

~~16.~~ **16.** ___ A declaration as to whether ~~or not~~ the charter school will be deemed the exclusive public school employer of the school's employees for purposes of collective bargaining under Government Code 3540-3549.3.

CSBA NOTE: Education Code 47605 and 5 CCR 11962 require the charter petition to include procedures to be used in the event that the charter school closes for any reason, as provided in ~~item #16~~ **Item #17** below. Duties of the district pertaining to charter school closures include notification requirements pursuant to Education Code 47604.32 and 5 CCR 11962.1; see BP 0420.41 - Charter School Oversight.

~~17.~~ **17.** ___ Consistent with 5 CCR 11962, the procedures to be used if the charter school closes, including, but not limited to:

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a. **a.** ___ Designation of a responsible entity to conduct closure-related activities

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b. **b.** ___ Notification to parents/guardians, the Board, the county office of education, the special education local plan area in which the charter school participates, the retirement systems in which the school's employees participate, and the California Department of Education, providing at least the following information:

- i. _____ The effective date of the closure
 - ii. _____ The name(s) and contact information of the person(s) to whom reasonable inquiries may be made regarding the closure
 - iii. _____ The students' districts of residence
 - iv. _____ The manner in which parents/guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements
- c. _____ Provision of a list of students at each grade level, the classes they have completed, and their districts of residence to the responsible entity designated in accordance with ~~item #16a~~ Item #17a above
- d. _____ Transfer and maintenance of all student records, all state assessment results, and any special education records to the custody of the responsible entity designated in accordance with ~~item #16a~~ Item #17a above, except for records and/or assessment results that the charter may require to be transferred to a different entity
- e. _____ Transfer and maintenance of personnel records in accordance with applicable law
- f. _____ Completion of an independent final audit within six months after the closure of the charter school that may function as the annual audit, which includes an ~~accounting of all financial assets and liabilities pursuant to 5 CCR 11962 and an~~ assessment of the disposition of any restricted funds received by or due to the school
- and an accounting of all financial assets and liabilities pursuant to 5 CCR 11962
- g. _____ Disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed pursuant to 5 CCR ~~11962~~ -11962h.
- h. _____ Completion and filing of any annual reports required pursuant to Education Code 47604.33
- i. _____ Identification of funding for the activities identified in ~~item #16a-h~~ Item #17a-g above

CSBA NOTE: Education Code 47605 requires that petitioners provide to the Board the information listed in ~~items~~ Items #1-4 below. ~~As amended by AB 1505, and AB 1595, Education Code 47605 adds item #5 below as a requirement, for any petition to operate a charter school by or as a nonprofit public benefit corporation, the information listed in Item #5 below.~~

The Board may require additional information beyond what is included in ~~items~~ Items #1-5. As

outlined in CSBA's ~~publication, "Charter Schools: A Guide for Governance Teams,"~~ some districts request a school calendar, information regarding transportation arrangements, staff development plans, assurances that the school will provide appropriate services for English language learners and students with disabilities, or any other information that will assist the Board in understanding the proposal. Districts that wish to require additional information in the charter may list those items below.

Charter school petitioners shall provide information to the Board regarding the proposed operation and potential effects of the school, including, but not limited to: (Education Code 47605)

CSBA NOTE: Education Code 47605 requires that information on school facilities, listed in ~~item~~Item #1 below, specify where the school intends to locate. Unless otherwise exempted, the school must be located within the geographic boundaries of the chartering district; see section "Location of Charter School" below.

1. 1. The facilities to be used by the charter school, including where the school intends to locate
-
2. 2. The manner in which administrative services of the charter school are to be provided
-
3. 3. Potential civil liability effects, if any, upon the charter school and district
-
4. 4. Financial statements that include a proposed first-year operational budget, including start-up costs and cash-flow and financial projections for the first three years of operation
-
5. 5. If the charter school is to be operated by or as a nonprofit public benefit corporation, the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school

Location of Charter School

CSBA NOTE: Education Code 47605 and 47605.1 establish geographic and site requirements for charter schools. Pursuant to Education Code 47605, a charter school granted by either the County Board of Education or the State Board of Education following initial denial by the district must locate within the geographic boundaries of the district that denied the petition.

Unless otherwise exempted by law, the charter petition shall identify a single charter school that will operate within the geographic boundaries of the district. A charter school may propose to operate at multiple sites within the district as long as each location is identified in the petition. (Education Code 47605, 47605.1)

CSBA NOTE: Pursuant to Education Code 47605.1, ~~as amended by AB 1507 (Ch. 487, Statutes of 2019)~~, a resource center, meeting space, or other satellite facility used by a charter school for nonclassroom-based independent study must, with specified exceptions, be located within district boundaries.

A charter school may establish a resource center, meeting space, or other satellite facility within the jurisdiction of the school district where the charter school is physically located if both of the following conditions are met: (Education Code 47605.1)

1. 1. The facility is used exclusively for the educational support of students who are enrolled in nonclassroom-based independent study of the charter school.
2. 2. The charter school provides its primary educational services in, and a majority of the students it serves are residents of, the county in which the school is authorized.

Policy Reference UPDATE Service

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Policy Reference Disclaimer:

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

State	Description
5 CCR 11700-11705	Independent study
5 CCR 11960-11969.10	Charter schools
Corp. Code 5110-6910	Nonprofit public benefit corporations
Ed. Code 1240	County superintendent of schools; duties
Ed. Code 17078.52-17078.66	Charter schools facility funding; state bond proceeds
Ed. Code 17280-17317	Field Act; approval of plans and supervision of construction
Ed. Code 17365-17374	Field Act; fitness for occupancy; liability of board members
Ed. Code 200	Equal rights and opportunities in state educational institutions
Ed. Code 220	Prohibition of discrimination
Ed. Code 32280-32289.5	School safety plans
Ed. Code 33126	School accountability report card
Ed. Code 41365	Charter school revolving loan fund
Ed. Code 42131	Interim certification
Ed. Code 42238.51 <u>02</u> -42238. 2 <u>52</u>	Funding for charter districts
Ed. Code 44237	Criminal record summary
Ed. Code 44830.1	Certificated employees; conviction of a violent or serious felony

Ed. Code 45122.1	Classified employees; conviction of a violent or serious felony
Ed. Code 46201	Instructional minutes
Ed. Code 47600-47616.7	Charter Schools Act of 1992
Ed. Code 47640-47647	Special education funding for charter schools
Ed. Code 47650- 47652 47655	Funding of charter schools
Ed. Code 49011	Student fees
Ed. Code 51745 51744-51749	Independent study
Ed. Code 52052	Accountability; numerically significant student subgroups
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 56026	Special education
Ed. Code 56145-56146	Special education services in charter schools
Gov. Code 1090-1099	Prohibitions applicable to specified officers
Gov. Code 3540-3549.3	Educational Employment Relations Act
Gov. Code 54950-54963	The Ralph M. Brown Act
Gov. Code 7920.000 - 7930.170 215	California Public Records Act
Gov. Code 81000-91014	Political Reform Act of 1974
Welfare and Institutions Code 224.1	Indian child; definition

Federal

20 USC ~~7223-7225~~[7221-7221j](#)

Management Resources

Attorney General Opinion

Attorney General Opinion

Attorney General Opinion

Attorney General Opinion

California Department of Education [Charter Authorizing Professionals](#) Publication

[Court Decision](#)

[Court Decision](#)

Court Decision

Description

Charter schools

Description

101 Ops.Cal.Atty.Gen. 92 (2018)

78 Ops.Cal.Atty.Gen. 297 (1995)

89 Ops.Cal.Atty.Gen. 166 (2006)

80 Ops.Cal.Atty.Gen. 52 (1997)

~~Sample Copy of a Memorandum of Understanding~~ [\(MOU\) Resource, September 2022](#)

[CSBA'S Education Legal Alliance v. California State Board of Education, Case No. 34-2018-80002834](#)

[Napa Unified School District v. California State Board of Education, Case No. 34-2022-80004051](#)

Ridgecrest Charter School v. Sierra Sands Unified School District; (2005) 130 Cal.App.4th 986

CSBA Publication	Charter Schools: -A Guide for Governance Teams, rev. February 2016 <u>2021</u>
CSBA Publication	Uncharted Waters: Recommendations for Prioritizing Student Achievement and Effective Governance in California's Charter Schools, September 2018
CSBA Publication	Charter Schools and Board Member Responsibilities, Education Insights Legal Update Webcast, March 2016
CSBA Publication	Charter Schools in Focus, Issue 1: Managing the Petition Review Process, Governance Brief, November 2016
U.S. Department of Education Publication	Charter Schools Program: Title V, Part B of the ESEA, Nonregulatory Guidance, January 2014
U.S. Department of Education Publication	Dear Colleague Letter: Guidance Regarding the Oversight of Charter Schools Program and Regulatory Requirements, August 2016
U.S. Department of Education Publication	Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools, December 2011
Website	CSBA District and County Office of Education Legal Services
Website	National Association of Charter School Authorizers
Website	California Charter Schools Association
Website	California Department of Education, Charter Schools
Website	CSBA
Website	U.S. Department of Education

Cross References

Code	Description
0420.41	Charter School Oversight
0420.41-E(1)	Charter School Oversight
0420.42	Charter School Renewal
0420.43	Charter School Revocation
0430	Comprehensive Local Plan For Special Education
0430	Comprehensive Local Plan For Special Education
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0510	School Accountability Report Card

2230	Representative And Deliberative Groups
4116	Probationary/Permanent Status
4116	Probationary/Permanent Status
6146.3	Reciprocity Of Academic Credit
6146.3	Reciprocity Of Academic Credit
6158	Independent Study
6158	Independent Study
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6178	Career Technical Education
6178	Career Technical Education
6184	Continuation Education
6184	Continuation Education
7160	Charter School Facilities
7160	Charter School Facilities
9320	Meetings And Notices

Policy 3555: Nutrition Program Compliance

Status: ADOPTED

Original Adopted Date: 07/01/2010 | **Last Revised Date:** 07/03/01/20202023 | **Last Reviewed Date:** 07/03/01/20202023

CSBA NOTE: The following policy is required for any district whose child nutrition programs (i.e., National School Lunch Program, School Breakfast Program, Special Milk Program, and/or other child nutrition program) receive state or federal funding. During the California Department of Education's (CDE) Administrative Review of the district's child nutrition programs, CDE will review whether the district has a written procedure that complies with requirements pertaining to civil rights and nondiscrimination.

Various state and federal laws prohibit discrimination in district programs and activities on the basis of 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, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. See BP 0410 - Nondiscrimination in District Programs and Activities.

CDE's "Civil Rights and Complaint Procedures for the U.S. Department of Agriculture Child Nutrition Programs," and the U.S. Department of Agriculture's (USDA) "FNS Instruction 113-1, Civil Rights Compliance and Enforcement - Nutrition Programs and Activities," provide guidance to districts on how best to comply with federal law.

The Governing Board recognizes the district's responsibility to comply with state and federal nondiscrimination laws as they apply to the district's nutrition programs. The district shall not deny any individual the benefits or service of any nutrition program or discriminate on any basis prohibited by law.

Compliance Coordinator

CSBA NOTE: According to CDE's "Civil Rights and Complaint Procedures for the U.S. Department of Agriculture Child Nutrition Programs," districts are required to appoint a coordinator to be responsible for ensuring district compliance with law governing child nutrition programs. The following paragraph may be revised to reflect district practice.

The Board shall designate a compliance coordinator for nutrition programs, who may also be the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures, to ensure compliance with the laws governing the district's nutrition programs.

CSBA NOTE: Items #1-10 below reflect the duties of the coordinator as provided in CDE's "Civil Rights and Complaint Procedures for the U.S. Department of Agriculture Child Nutrition Programs,"

The responsibilities of the compliance coordinator include, but are not limited to:

1. 1. Providing the name of the compliance coordinator, and the Section 504 coordinator, and Title IX coordinator, if different from the compliance coordinator, to the California Department of Education (CDE) and other interested parties
2. 2. Annually providing mandatory civil rights training to all frontline staff who interact with program applicants or participants and to those who supervise frontline staff

CSBA NOTE: "FNS Instruction 113-1" lists required components of training that must be provided to nutrition program staff, as provided below.

3. The subject matter of such training shall include, but not be limited to, collection and use of data, effective public notification systems, complaint procedures, compliance review techniques, resolution of noncompliance, requirements for reasonable accommodation of persons with disabilities, requirements for language assistance, conflict resolution, and customer service.
4. 3. Establishing admission and enrollment procedures that do not restrict enrollment of students on the basis of race, ethnicity, national origin, or disability, including preventing staff from incorrectly denying applications and ensuring that such persons have equal access to all programs
5. 4. Sending a public release announcing the availability of the child nutrition programs and/or changes in the programs to public media and to community and grassroots organizations that interact directly with eligible or potentially eligible participants
6. 5. Communicating the program's nondiscrimination policy and applicable complaint procedures, as provided in the section "Notifications" below
7. 6. Providing appropriate translation services when a significant number of persons in the surrounding population have limited English proficiency
8. 7. Ensuring that every part of a facility is accessible to and usable by persons with disabilities and that participants with disabilities are not excluded from the benefits or services due to inaccessibility of facilities
9. 8. Ensuring that special meals are made available to participants with disabilities who have a medical statement on file documenting that their disability restricts their diet
10. 9. Implementing procedures to process and resolve civil rights (~~complaints, including alleged~~ discrimination) complaints on the basis of race, color, national origin, age, sex, sexual orientation, gender identity, or disability, and program-related complaints, including maintaining a complaint log, working with the appropriate person to resolve any complaint, and referring the complainant to the appropriate state or federal agency when necessary

CSBA NOTE: Districts receiving federal financial assistance are required to request racial/ethnic data of all program applicants and participants for purposes of determining whether the program reaches potential eligible persons, identifying areas where additional outreach is needed, selecting locations for compliance reviews, and completing required reports. According to “FNS Instruction 113-1,” using the applicant's self-identification or self-reporting is the preferred method of obtaining racial and ethnic data.

When requesting such information, districts should be careful to not request any information in regard to the immigration status of students or their family members and, if such information is inadvertently received, to not disclose it to immigration enforcement authorities without parental consent, a court order, or judicial subpoena. See AR 5145.13 - Response to Immigration Enforcement.

- 11. 10. Developing a method, which preferably uses self-identification or self-reporting, to collect racial and ethnic data for potentially eligible populations, applicants, and participants

Notifications

The compliance coordinator shall ensure that the U.S. Department of Agriculture's (USDA) "And Justice for All" civil rights poster, or a substitute poster approved by the USDA's Food and Nutrition Service, is displayed in areas visible to the district's nutrition program participants, such as food service areas and school offices.

CSBA NOTE: “FNS Instruction 113-1” requires districts to notify nutrition program applicants, participants, and potentially eligible persons of program availability, rights, and responsibilities and to advise them at each service delivery site (e.g., the school) regarding the procedure for filing a complaint. Such notice may be distributed through student and parent/guardian handbooks or other method of ~~parental~~ parent/guardian notifications.

The compliance coordinator shall notify the public, all program applicants, participants, and potentially eligible persons of their rights and responsibilities and steps necessary to participate in the nutrition programs, including program requirements and program availability. Applicants, participants, and the public also shall be advised of their right to file a complaint, how to file a complaint, the complaint procedures, and that a complaint may be ~~file~~ filed anonymously or by a third party.

CSBA NOTE: As part of its instructions to all recipients of federal funds, USDA requires that all forms of communication available to the public regarding program availability also contain information about that recipient's status as an equal opportunity provider and the address of the agency with responsibility to handle complaints made against the recipient. USDA provides specific language for the notification and prohibits its modification in any way. The required language is available on USDA's web site and in the accompanying exhibit.

In addition, the compliance coordinator shall ensure that all forms of communication available to the public regarding program availability shall contain, in a prominent location, at the most current version of the nondiscrimination statement provided by USDA about the district's status as an equal opportunity provider and the address of the agency with responsibility to handle complaints made against the district.

Forms of communication requiring this nondiscrimination statement include, but are not limited to,

web sites, public information releases, publications, and posters, but exclude items such as cups, buttons, magnets, [menus](#), and pens that identify the program when the size or configuration makes it impractical. The nondiscrimination statement need not be included on every page of program information on the district's or school's web site, but the statement or a link to the statement shall be included on the home page of the program information.

A short version of the nondiscrimination statement, as provided by USDA, may be used on pamphlets, brochures, and flyers in the same print size as the rest of the text.

Complaints of Discrimination

CSBA NOTE: 5 CCR 4610, as amended by Register 2020, No. 21, reduces the applicability of the district's uniform complaint procedures (UCP) for complaints regarding child nutrition programs. 5 CCR 15582, as added by Register 2020, No. 21, [CSBA NOTE: 5 CCR 15582](#) requires allegations of discrimination based on race, color, national origin, sex, age, or disability to be referred to USDA. Pursuant to [USDA's CRD memorandum 01-2022, "Application of *Bostock v. Clayton County* to Program Discrimination Complaint Processing,"](#) [prohibited sex discrimination includes discrimination on the basis of gender identity and sexual orientation](#). Complaints of discrimination on any other basis are addressed through the district's UCP; see BP/AR 1312.3 - Uniform Complaint Procedures.

For information about compliance complaints, see the section below on "Complaints Regarding Noncompliance with Program Requirements."

A complaint alleging discrimination in the district's nutrition program(s) on the basis of race, color, national origin, sex, [sexual orientation](#), [gender identity](#), age, or disability shall, within 180 days of the alleged discriminatory act, be filed or referred to USDA at [any of the following](#): (5 CCR 15582)

Mail: U.S. Department of Agriculture,
Office of the Assistant Secretary for Civil Rights,
1400 Independence Avenue, SW,
Washington, D.C. 20250-9410,

Phone: (866) 632-9992, (800) 877-8339 (Federal Relay Service - English, deaf, hard of hearing, or speech disabilities), (800) 845-6136 (Federal Relay Service - Spanish), ~~fax~~)

Fax: [\(833\) 256-1665](#) or (202) 690-7442; ~~or email~~

Email: program.intake@usda.gov

Complaints of discrimination on any other basis shall be investigated by the district using the process identified in AR 1312.3 - Uniform Complaint Procedures.

Complaints Regarding Noncompliance with Program Requirements

CSBA NOTE: 5 CCR 15580-15584, as added by Register 2020, No. 21, require complaints regarding meal counting and claiming, reimbursable meals, eligibility of children or adults, or use of cafeteria funds and allowable expenses to be referred to CDE. During the investigation, the complainant will have the opportunity to present information or evidence to support the allegations, and the district will have the opportunity to respond to the complaint. The district may also be subject to an on-site investigation, which may be unannounced. CDE's written decision

will be issued within 90 days of receipt of the complaint.

Complaints regarding noncompliance with other nutrition program requirements are addressed locally as described below.

Any complaint alleging that the district has not complied with program requirements pertaining to meal counting and claiming, reimbursable meals, eligibility of a child or adult, use of cafeteria funds and allowable expenses in relation to any child nutrition program specified in Education Code 49550-49564.5 shall be filed with or referred to CDE. (Education Code 49556; 5 CCR 15584)

Complaints against a program operator that is not an educational agency shall be filed with or referred to CDE. (5 CCR 15584)

Complaints of noncompliance with any other nutrition program requirements shall be submitted to and investigated by the district using the following procedures.

Complaints may be filed by a student or the student's parent/guardian duly authorized representative by phone, email, or letter. The complaint shall be submitted within one year from the date of the alleged violation and shall include the following: (5 CCR 15581)

1. 1. A statement that the district has violated a law or regulation relating to its child nutrition program
2. 2. The facts on which the statement is based
3. 3. The name of the district or the school against which the allegations are made
4. 4. The complainant's contact information
5. 5. The name of the student if alleging violations regarding a specific student

CSBA NOTE: Pursuant to 5 CCR 15583, as added by Register 2020, No. 21, districts are required to investigate and issue a written report within the 60-day timeline provided within 5 CCR 4631, and the complainant may appeal the district's report to CDE within the 30-day timeframe provided within 5 CCR 4632.

The district shall investigate and prepare a written report pursuant to 5 CCR 4631. (5 CCR 15583)

CSBA NOTE: Option 1 below is for districts that do not allow complainants to appeal the compliance coordinator's decision to the Governing Board. Option 2 is for districts that allow appeals to the Board, and requires the coordinator's decision within 30 calendar days so that the Board's decision can still be given within the 60-day time limit.

Unless extended by written agreement with the complainant, the district's compliance coordinator shall investigate the complaint and prepare a written report to be sent to the complainant within 30 calendar days of the district's receipt of the complaint. If the complainant is dissatisfied with the compliance coordinator's decision, the complainant may, within five business days, file the complaint in writing with the Board.

The Board shall consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered pursuant to 5 CCR 4631. When required by law, the matter shall be considered in closed session. The Board may decide not to consider the complaint, in which case the coordinator's decision shall be final.

If the Board considers the complaint, the Board's decision shall be sent to the complainant within 60 calendar days of the district's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

CSBA NOTE: The following paragraph is for use by all districts.

If the complainant is not satisfied with the findings in the district's report, the complainant may appeal the decision to CDE by filing a written appeal within 30 days of receiving the decision. (5 CCR 4632)

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Policy Reference Disclaimer:

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State	Description
5 CCR 15580-15584	Child nutrition programs complaint procedures
5 CCR 3080	Applicability of uniform complaint procedures to complaints regarding students with disabilities
5 CCR 4600-4670	Uniform complaint procedures
5 CCR 4900-4965	Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance
Ed. Code 200-262.4	Prohibition of discrimination Prohibition of discrimination
Ed. Code 42238.01	Definitions for purposes of funding
Ed. Code 48985	Notices to parents in language other than English

Ed. Code 49060-49079

Ed. Code 49490-49590

Pen. Code 422.6

Federal

20 USC 1400-1482

20 USC 1681-1688

28 CFR 35.101-35.190

28 CFR 36.303

29 USC 794

34 CFR 100.1-100.13

34 CFR 104.1-104.39

34 CFR 106.1-106.61

34 CFR 106.9

42 USC 12101-12213

42 USC 2000d-2000d-7

42 USC 2000e-2000e-17

7 CFR 210.19

7 CFR 210.23

7 CFR 215.14

7 CFR 215.7

7 CFR 220.13

7 CFR 220.7

7 CFR 225.11

7 CFR 225.3

7 CFR 225.7

7 CFR 226.6

7 CFR 250.15

Management Resources

Student records

Child nutrition programs

Crimes; harassment

Description

Individuals with Disabilities Education Act

Title IX of the Education Amendments of 1972; discrimination based on sex

Americans with Disabilities Act

Nondiscrimination on the basis of disability; public accommodations; auxiliary aids and services

Rehabilitation Act of 1973; Section 504

Nondiscrimination in federal programs; effectuating Title VI

Section 504 of the Rehabilitation Act of 1973

Discrimination on the basis of sex; effectuating Title IX

Severability

Americans with Disabilities Act

Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended

National School Lunch Program; additional responsibilities

National School Lunch Program; district responsibilities

Special Milk Program; nondiscrimination

Special Milk Program; requirements for participation

School Breakfast Program; special responsibilities of state agencies

School Breakfast Program; requirements for participation

Summer Food Service Program; corrective action procedures

Summer Food Service Program; administration

Summer Food Service Program; program monitoring

Child and Adult Care Food Program; state agency administrative responsibilities

Out-of-condition donated foods, food recalls, and complaints

Description

California Department of Education Publication	Civil Rights and Complaint Procedures for the U.S. Department of Agriculture Child Nutrition Programs, June 2018
U.S. Department of Agriculture Publication	Civil Rights Compliance and Enforcement - Nutrition Programs and Activities, FNS Instruction 113-1, November 2005
U.S. Department of Agriculture Publication	Application of <i>Bostock v. Clayton County</i> to Program Discrimination Complaint Processing – Policy Update, CRD 01-2022, May 2022
U. S. Department of Agriculture Publication	USDA Nondiscrimination Statement, December 2022
U.S. DOE Office for Civil Rights Publication	Notice of Non-Discrimination, August 2010
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Department of Agriculture, Office for Civil Rights
Website	U.S. Department of Agriculture, Food and Nutrition Service
Website	U. S. Department of Agriculture, And Justice for All Posters
Website	U.S. Department of Education, Office for Civil Rights California Department of Education, Nutrition Services Division
Website	U.S. Department of Education, Office for Civil Rights

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
1100	Communication With The Public
1312.1	Complaints Concerning District Employees
1312.1	Complaints Concerning District Employees
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
3312	Contracts
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
3551	Food Service Operations/Cafeteria Fund

3551	Food Service Operations/Cafeteria Fund
3552	Summer Meal Program
3552	Summer Meal Program
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
4231	Staff Development
5022	Student And Family Privacy Rights
5022	Student And Family Privacy Rights
5030	Student Wellness
5125	Student Records
5125	Student Records
5141.27	Food Allergies/Special Dietary Needs
5141.27	Food Allergies/Special Dietary Needs
5145.13	Response To Immigration Enforcement
5145.13	Response To Immigration Enforcement
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
6159	Individualized Education Program
6159	Individualized Education Program
6164.6	Identification And Education Under Section 504
6164.6	Identification And Education Under Section 504
9321	Closed Session
9321-E(1)	Closed Session
9321-E(2)	Closed Session

Exhibit 3555-E(1): Nutrition Program Compliance

Status: ADOPTED

Original Adopted Date: 07/01/2020 | Last Reviewed Date: 07/03/01/2020 2023

NONDISCRIMINATION STATEMENT FOR NUTRITION PROGRAMS

CSBA NOTE: As part of its instructions to all recipients of federal funds for child nutrition programs, the U.S. Department of Agriculture (USDA) requires that all forms of communication available to the public regarding program availability also contain information about that recipient's status as an equal opportunity provider and the address of the agency with responsibility to handle complaints made against the recipient. The following exhibit presents specific language provided by USDA for the notification, which must not be modified in any way.

The following statement shall be included, in a prominent location, on all forms available to the public regarding the availability of the district's child nutrition programs:

"In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, ~~the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are~~ this institution is prohibited from discriminating based on the basis of race, color, national origin, sex; (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity ~~in any program or activity conducted or funded by USDA.~~ .

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication ~~for~~ to obtain program information (e.g., Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (~~State~~ responsible state or local) ~~where they applied for benefits.~~ Individuals who are deaf, hard of hearing, agency that administers the program or have speech disabilities may USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complaint, a Complainant should complete ~~the~~ a Form AD-3027, USDA Program Discrimination Complaint Form, (~~AD-3027~~) ~~found~~ which can be obtained online at: <https://www.ascr.usda.gov/filing-program-discrimination-complaint-usda-customer>, and ~~at~~ sites/default/files/documents/ad-3027.pdf, ~~from~~ any USDA office, by calling (866) 632-9992, or ~~write~~ by writing a letter addressed to the USDA and ~~provide in the~~ . The letter ~~all~~ must contain the complainant's name, address, telephone number, and a written description of the ~~information requested in~~ alleged discriminatory action in sufficient detail to inform the form. To request a copy of Assistant Secretary for Civil Rights (ASCR) about the complaint form, call (866) 632-9992. Submit your nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

- (1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; [or](mailto:program.intake@usda.gov)
- (2) fax: [\(833\) 256-1665](tel:8332561665) [or](tel:2026907442) (202) 690-7442; or
- (3) email: ~~program.intake~~Program.Intake@usda.gov

This institution is an equal opportunity provider."

On pamphlets, brochures, and flyers, in the same print size as the rest of the text, the district may print a short version of the nondiscrimination statement, as follows:

"This institution is an equal opportunity provider."

Policy Reference UPDATE Service

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Policy Reference Disclaimer:

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

State	Description
5 CCR 15580-15584	Child nutrition programs complaint procedures
5 CCR 3080	Applicability of uniform complaint procedures to complaints regarding students with disabilities
5 CCR 4600-4670	Uniform complaint procedures
5 CCR 4900-4965	Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 42238.01	Definitions for purposes of funding
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 49060-49079	Student records
Ed. Code 49490-49590	Child nutrition programs
Pen. Code 422.6	Crimes; harassment
Federal	Description
20 USC 1400-1482	Individuals with Disabilities Education Act
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex
28 CFR 35.101-35.190	Americans with Disabilities Act

28 CFR 36.303	Nondiscrimination on the basis of disability, public accommodations, auxiliary aids and services
29 USC 794	Rehabilitation Act of 1973; Section 504
34 CFR 100.1-100.13	Nondiscrimination in federal programs, effectuating Title VI
34 CFR 104.1-104.39	Section 504 of the Rehabilitation Act of 1973
34 CFR 106.1-106.61	Discrimination on the basis of sex, effectuating Title IX
34 CFR 106.9	Severability
42 USC 12101-12213	Americans with Disabilities Act
42 USC 2000d-2000d-7	Title VI, Civil Rights Act of 1964
42 USC 2000e-2000e-17	Title VII, Civil Rights Act of 1964, as amended
7 CFR 210.19	National School Lunch Program; additional responsibilities
7 CFR 210.23	National School Lunch Program; district responsibilities
7 CFR 215.14	Special Milk Program; nondiscrimination
7 CFR 215.7	Special Milk Program; requirements for participation
7 CFR 220.13	School Breakfast Program; special responsibilities of state agencies
7 CFR 220.7	School Breakfast Program; requirements for participation
7 CFR 225.11	Summer Food Service Program; corrective action procedures
7 CFR 225.3	Summer Food Service Program; administration
7 CFR 225.7	Summer Food Service Program; program monitoring
7 CFR 226.6	Child and Adult Care Food Program; state agency administrative responsibilities
7 CFR 250.15	Out-of-condition donated foods, food recalls, and complaints
Management Resources	Description
California Department of Education Publication	Civil Rights and Complaint Procedures for the U.S. Department of Agriculture Child Nutrition Programs, June 2018
U.S. Department of Agriculture Publication	Civil Rights Compliance and Enforcement - Nutrition Programs and Activities, FNS Instruction 113-1, November 2005
<u>U.S. Department of Agriculture, Food and Nutrition Service</u>	<u>USDA Nondiscrimination Statement, December 2022</u>
U.S. DOE Office for Civil Rights Publication	Notice of Non-Discrimination, August 2010
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Department of Agriculture, Office for Civil Rights
Website	U.S. Department of Agriculture, Food and Nutrition Service

Website California Department of Education, Nutrition Services Division

Website U.S. Department of Education, Office for Civil Rights

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
1100	Communication With The Public
1312.1	Complaints Concerning District Employees
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1312.3-E(1)	Uniform Complaint Procedures
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5125	Student Records
5141.27	Food Allergies/Special Dietary Needs
5141.27	Food Allergies/Special Dietary Needs
5145.13	Response To Immigration Enforcement
5145.13	Response To Immigration Enforcement
5145.6	Parent/Guardian Notifications

5145.6-E(1)	Parent/Guardian Notifications
6159	Individualized Education Program
6159	Individualized Education Program
6164.6	Identification And Education Under Section 504
6164.6	Identification And Education Under Section 504
9321	Closed Session
9321-E(1)	Closed Session
9321-E(2)	Closed Session

Policy 4030: Nondiscrimination In Employment

Status: ADOPTED

Original Adopted Date: 05/01/2016 | Last Revised Date: ~~09~~03/01/2022~~2023~~ | Last Reviewed Date: ~~09~~03/01/2022~~2023~~

CSBA NOTE: The following Board policy and accompanying administrative regulation are **mandated** pursuant to ~~Government Code 11138~~ and 2 CCR 11023. The California Fair Employment and Housing Act (FEHA) (Government Code 12900-12996) prohibits districts and district employees from harassing or discriminating against employees and job applicants on the basis of actual or perceived race, color, ancestry, national origin, age, religious creed, marital status, pregnancy, reproductive health decisionmaking, physical or mental disability, medical condition, genetic information, veteran or military status, sex, sexual orientation, gender, gender identity, or gender expression. Pursuant to Government Code 12940, these protections apply to employees, job applicants, persons who serve in an unpaid internship or other limited-duration program to gain unpaid work experience, volunteers, and independent contractors.

~~The same or similar~~Additionally, protections are available to employees and job applicants under various provisions of federal law, including Title VI of the Civil Rights Act of 1964 (42 USC 2000d-2000d-7), Title VII of the Civil Rights Act of 1964 (42 USC 2000e-2000e-17), Title IX of the Education Amendments of 1972 (20 USC 1681-1688), the Americans with Disabilities Act (42 USC 12101-12213), Section 504 of the Rehabilitation Act of 1973 (29 USC 794), and the Genetic Information Nondiscrimination Act (42 USC 2000ff-2000ff-11).

For policy addressing sexual harassment of and by employees, see BP/AR 4119.11/4219.11/4319.11 - Sexual Harassment.

The Governing Board is determined to provide a safe, positive environment where all district employees are assured of full and equal employment access and opportunities, protection from harassment and intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights in accordance with law. For purposes of this policy, employees include job applicants, interns, volunteers, and persons who contracted with the district to provide services, as applicable.

No district employee shall be discriminated against or harassed by any coworker, supervisor, manager, or other person with whom the employee comes in contact in the course of employment, on the basis of the employee's actual or perceived race, color, ancestry, national origin, age, religious creed, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran or military status, sex, sexual orientation, gender, gender identity, gender expression, or association with a person or group with one or more of these actual or perceived characteristics.

CSBA NOTE: Government Code 12940, as amended by SB 523 (Ch. 630, Statutes of 2022), includes reproductive health decisionmaking as a characteristic for which employment discrimination is prohibited. Pursuant to Government Code 12926(y) "reproductive health decisionmaking" includes a person's decision to use or access a particular drug, device, product, or medical service for reproductive health.

Employers are also prohibited from discrimination against employees or job applicants on the basis of reproductive health decisionmaking, defined as a person's decision to use or access a particular drug, device, product, or medical service for reproductive health. (Government Code 12926, 12940)

CSBA NOTE: 2 CCR 11028 prohibits inquiry into an employee's immigration status or discrimination on the basis of such status, unless the district provides clear and convincing evidence that it is required to do so in order to comply with federal immigration law. Districts should consult ~~CSBA~~CSBA's District and County Office of Education Legal Services or ~~the district's~~district legal counsel as necessary.

The district shall not inquire into any employee's immigration status nor discriminate against an employee on the basis of immigration status, unless there is clear and convincing evidence that the district is required to do so in order to comply with federal immigration law. (2 CCR 11028)

CSBA NOTE: The following items illustrate unlawful discriminatory practices as specified in Government Code 12940. Labor Code 1197.5 prohibits the payment of different wage rates to employees for similar work based on sex, race, or ethnicity and prohibits the use of prior salary history by itself to justify any disparity in compensation under the bona fide factor exception.

Discrimination in employment based on the characteristics listed above is prohibited in all areas of employment and in all employment-related practices, including the following:

1. Hiring, compensation, terms, conditions, and other privileges of employment

CSBA NOTE: When disciplining an employee, the district must ensure that all the surrounding facts and circumstances are considered and analyzed within the parameters of any applicable constitutional or legal framework. In *Kennedy v. Bremerton School District*, the U.S. Supreme Court held that the district violated the employee's protected free exercise and free speech rights when the district did not rehire the employee, a coach, for refusing to follow the district's direction to refrain from kneeling and praying at the 50-yard line immediately after each football game. The district's direction was based on a concern that the employee's prayer violated the district's religious practices policy and could subject the district to an Establishment Clause violation. Notwithstanding that the prayer occurred at a school event and in the presence of students, the court reasoned that the timing and circumstances indicated that the coach's prayers were offered as a private citizen rather than as a district employee. The Court held that since the prayer occurred during a break, a period when employees would ordinarily be free to engage in personal activities such as speaking with friends, checking email, calling for restaurant reservations, etc., the district's concerns about a possible Establishment Clause violation did not justify restricting the employee's free exercise and free speech rights to offer a private, personal prayer. Employee discipline, especially with respect to suspension and dismissal, involves complex legal considerations and districts are advised to consult ~~CSBA~~CSBA's District and County Office of Education Legal Services or ~~the district's~~district legal counsel, accordingly.

2. Taking of adverse employment actions such as termination or denial of employment, promotion, job assignment, or training
3. Unwelcome conduct, whether verbal, physical, or visual, that is so severe or pervasive as to adversely affect an employee's employment opportunities or that has the purpose or effect of unreasonably interfering with the employee's work performance or creating an intimidating, hostile, or offensive work environment

CSBA NOTE: Item #4 below lists some, but not all, specific practices prohibited under Government Code 12940 or 2 CCR 11006-11086 in relation to certain protected categories. For example, because "sex" as defined in Government Code 12926 includes pregnancy, childbirth,

breastfeeding, or related medical conditions, any of these conditions may be the basis for an employee's sex discrimination claim. As the specific prohibitions are too numerous to list in policy, it is recommended that CSBA's District and County Office of Education Legal Services or the district's legal counsel be consulted when questions arise as to any specific claim.

4. Actions and practices identified as unlawful or discriminatory pursuant to Government Code 12940 or 2 CCR 11006-11086, such as:
 - a. Sex discrimination based on an employee's pregnancy, childbirth, breastfeeding, or any related medical condition or on an employee's gender, gender expression, or gender identity, including transgender status
 - b. Religious creed discrimination based on an employee's religious belief or observance, including religious dress or grooming practices, or based on the district's failure or refusal to use reasonable means to accommodate an employee's religious belief, observance, or practice which conflicts with an employment requirement
 - c. Requiring medical or psychological examination of a job applicant or making an inquiry into whether a job applicant has a mental or physical disability or a medical condition or as to the severity of any such disability or condition, without the showing of a job-related need or business necessity
 - d. Failure to make reasonable accommodation for the known physical or mental disability of an employee or to engage in a timely, good faith, interactive process with an employee who has requested such accommodations in order to determine the effective reasonable accommodations, if any, to be provided to the employee

CSBA NOTE: Government 12940, as amended by SB 523, makes it unlawful for an employer to require disclosure of information relating to an applicant's or employee's reproductive health decisionmaking.

- e. Requiring an applicant or employee to disclose information relating to the employee's reproductive health decisionmaking

CSBA NOTE: Retaliation against complainants or other participants in the grievance procedures is prohibited by Government Code 12940 and 34 CFR 110.34. In addition to the general prohibition against retaliation, Government Code 12940 provides that an employee who requests accommodation for a physical or mental disability or religious belief is protected from retaliation as specified below. CSBA recommends that this protection be extended to all protected characteristics, as provided below.

The Board also prohibits retaliation against any district employee who opposes any discriminatory employment practice by the district or its employees, agents, or representatives or who complains, reports an incident, testifies, assists, or in any way participates in the district's complaint process pursuant to this policy. No employee who requests an accommodation for any protected characteristic listed in this policy shall be subjected to any punishment or sanction, regardless of whether the request was granted. (Government Code 12940; 2 CCR 11028)

CSBA NOTE: Pursuant to Government Code 12964.5, the district is prohibited from requiring an employee, in exchange for a raise or bonus or as a condition of employment or continued employment, to sign a nondisparagement agreement or similar document that would deny the employee the right to disclose information about unlawful acts in the workplace or requiring an employee to release the right to file a claim or civil action against the district.

Pursuant to Government Code 12964.5, as amended by SB 331 (Ch. 638, Statutes of 2021), the above prohibition applies not only to claims or complaints of sexual harassment or sexual assault,

but to those involving harassment or discrimination based on any protected characteristic and to other unlawful employment practices under FEHA.

No employee shall, in exchange for a raise or bonus or as a condition of employment or continued employment, be required to sign a release of the employee's claim or right to file a claim against the district or a nondisparagement agreement or other document that has the purpose or effect of preventing the employee from disclosing information about harassment, discrimination, or other unlawful acts in the workplace, including any conduct that the employee has reasonable cause to believe is unlawful. (Government Code 12964.5)

Complaints concerning employment discrimination, harassment, or retaliation shall immediately be investigated in accordance with procedures specified in the accompanying administrative regulation.

CSBA NOTE: Pursuant to 2 CCR 11019, in certain instances, an employee's (especially a supervisor's) knowledge or notice of prohibited conduct of another employee or individual may subject the district to liability. Therefore, it is recommended that the district require its employees with knowledge of harassment or discrimination to report the incident to the appropriate district authorities. In addition, Government Code 12940 provides that a district may be responsible for harassment of employees by nonemployees when the district knows or should have known of the conduct and failed to take immediate and corrective action, taking into consideration the extent of the district's control and other legal responsibility that the district may have with respect to the conduct of those nonemployees. Also see [See also](#) BP/AR 4119.11/4219.11/4319.11 - Sexual Harassment.

See the accompanying administrative regulation for requirements related to the identification of the employee who will be responsible for compliance with nondiscrimination laws.

Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment, including harassment of an employee by a nonemployee, shall report the incident to the Superintendent or designated district coordinator as soon as practical after the incident. All other employees are encouraged to report such incidents to their supervisor immediately.

CSBA NOTE: Government Code 12940 and 2 CCR 11023 require districts to take all reasonable steps to prevent prohibited discrimination and harassment, including, but not limited to, dissemination of the district's policy on the prevention of harassment, discrimination, and retaliation. In addition, Government Code 12950 [requires](#) and [2 CCR 11049 require](#) districts to post, in prominent and accessible locations on district premises, posters developed by the California [Civil Rights Department \(CRD\)](#), formerly the Department of Fair Employment and Housing (DFEH), which are available on [DFEH's CRD's](#) web site. [In addition, Executive Order 11246 requires contractors and subcontractors who hold a single federal contract or subcontract in excess of \\$10,000 or who hold contracts or subcontracts with the federal government in any 12-month period that have a total value of more than \\$10,000 to display the U.S. Equal Employment Opportunity Commission "Know Your Rights: Workplace Discrimination is Illegal" poster in conspicuous places available to employees and applicants for employment and representatives of each labor union with which the covered contractor or subcontractor has a collective bargaining agreement.](#) For further information on prevention strategies, see the accompanying administrative regulation.

The Superintendent or designee shall use all appropriate means to reinforce the district's nondiscrimination policy, including providing training and information to employees about how to recognize harassment, discrimination, or other prohibited conduct, how to respond appropriately, and components of the district's policies and regulations regarding discrimination. The

Superintendent or designee shall regularly review the district's employment practices and, as necessary, shall take action to ensure district compliance with the nondiscrimination laws.

Any district employee who engages in prohibited discrimination, harassment, or retaliation or who aids, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

CSBA NOTE: Government Code 12946, as amended by SB 807 (Ch. 278, Statutes of 2021), makes it an unlawful employment practice for a district to fail to maintain certain records and files for employees, applicants, and terminated employees, as provided in the following paragraph.

The district shall maintain and preserve all applications, personnel, membership, or employment referral records and files for at least four years after the records are initially created or received or, for an applicant or a terminated employee, for four years after the date the employment action was taken. However, when the district is notified that a complaint has been filed with the California [Civil Rights Department of Fair Employment and Housing](#), records related to the employee involved shall be maintained and preserved until the later of the first date after the time for filing a civil action has expired or the first date after the complaint has been fully and finally disposed of and all administrative proceedings, civil actions, appeals, or related proceedings have been terminated. (Government Code 12946)

Policy Reference UPDATE Service

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Policy Reference Disclaimer:

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State	Description
2 CCR 11006-11086	Discrimination in employment
2 CCR 11023	Harassment and discrimination prevention and correction
2 CCR 11024	Required training and education on harassment based on sex, gender identity and expression, and sexual orientation
2 CCR 11027-11028	National origin and ancestry discrimination
5 CCR 4900-4965	Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance
CA Constitution Article 1, Section 1	Inalienable rights
Civ. Code 51.7	Freedom from violence or intimidation
Ed. Code 200-262.4	Prohibition of discrimination
Gov. Code 11135	Prohibition of discrimination
Gov. Code 11138	Rules and regulations
Gov. Code 12900-12996	Fair Employment and Housing Act
Gov. Code 12940-12952	Unlawful employment practices
Gov. Code 12960-12976	Unlawful employment practices; complaints

Pen. Code 422.56	Definitions; hate crimes
Federal	Description
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex
28 CFR 35.101-35.190	Americans with Disabilities Act
29 USC 621-634	Age Discrimination in Employment Act
29 USC 794	Rehabilitation Act of 1973; Section 504
34 CFR 100.6	Title VI ; Compliance information
34 CFR 104.7	Section 504 ; Designation of responsible employee for Section 504 and adoption of grievances procedures
34 CFR 104.8	Notice of Nondiscrimination on the Basis of Handicap
34 CFR 106.8	Designation of responsible employee coordinator ; dissemination of policy , and adoption of grievance procedures
34 CFR 106.9	Severability
34 CFR 110.1-110.39	Nondiscrimination on the basis of age
42 USC 12101-12213	Americans with Disabilities Act
42 USC 2000d-2000d-7	Title VI, Civil Rights Act of 1964
42 USC 2000e-2000e-17	Title VII, Civil Rights Act of 1964, as amended
42 USC 2000ff-2000ff-11	Genetic Information Nondiscrimination Act of 2008
42 USC 2000h-2-2000h-6	Title IX of the Civil Rights Act of 1964
42 USC 6101-6107	Age discrimination in federally assisted programs
Executive Order 11246	“Know Your Rights: Workplace Discrimination is Illegal” poster
U.S. Constitution	Amendment 1, Free exercise, free speech, and establishment clauses
Management Resources	Description
CA Dept of Fair Employment and Housing Civil Rights Department Publication	California Law Prohibits Workplace Discrimination and Harassment
CA Dept of Fair Employment and Housing Civil Rights Department Publication	The Rights of Employees Who Are Transgender Rights in the Workplace or Gender Nonconforming
CA Dept of Fair Employment and Housing Civil Rights Department Publication	Workplace Harassment Prevention Guide for California Employers
CA Dept of Fair Employment and Housing Civil Rights Department Publication	Your Rights and Obligations as a Pregnant Employee

CA Civil Rights Department Publication	Family Care and Medical Leave and Pregnancy Disability Leave
Court Decision	Kennedy v. Bremerton (2022) 142 S.Ct. 2407
Court Decision	Shephard v. Loyola Marymount, (2002) 102 Cal.App.4th 837
Court Decision	Thomson v. North American Stainless LP, (2011) 131 62 U.S.Ct. 863 170
U.S. DOE Office for Civil Rights Publication	Notice of Non-Discrimination, August 2010
U.S. Equal Employment Opportunity Comm Publication	Enforcement Guidance: Vicarious Employer Liability for Unlawful Harassment by Supervisors, June 1999
U.S. Equal Employment Opportunity Comm Publication	EEOC Compliance Manual
U.S. Equal Employment Opportunity Comm Publication	Know Your Rights: Workplace Discrimination is Illegal, October 2022
Website	CSBA District and County Office of Education Legal Services
Website	California Civil Rights Department of Fair Employment and Housing
Website	U.S. Department of Education, Office for Civil Rights
Website	U.S. Department of Labor, Office of Federal Contract Compliance Program
Website	U.S. Equal Employment Opportunity Commission

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
0470	COVID-19 Mitigation Plan
1113	District And School Web Sites
1113	District And School Web Sites
1113-E(1)	District And School Web Sites
1114	District-Sponsored Social Media
1114	District-Sponsored Social Media
1240	Volunteer Assistance
1240	Volunteer Assistance
1312.1	Complaints Concerning District Employees
1312.1	Complaints Concerning District Employees
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
3312	Contracts
3530	Risk Management/Insurance
3530	Risk Management/Insurance
3580	District Records
3580	District Records
3600	Consultants
4000	Concepts And Roles
4032	Reasonable Accommodation
4033	Lactation Accommodation
4111	Recruitment And Selection
4111.2	Legal Status Requirement
4111.2	Legal Status Requirement
4112.4	Health Examinations
4112.41	Employee Drug Testing
4112.41	Employee Drug Testing
4112.6	Personnel Files
4112.8	Employment Of Relatives
4112.9	Employee Notifications
4112.9-E(1)	Employee Notifications
4113.5	Working Remotely
4114	Transfers
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4119.1	Civil And Legal Rights
4119.11	Sexual Harassment
4119.11	Sexual Harassment
4119.12	Title IX Sexual Harassment Complaint Procedures
4119.12-E(1)	Title IX Sexual Harassment Complaint Procedures
4119.22	Dress And Grooming

4119.23	Unauthorized Release Of Confidential/Privileged Information
4119.41	Employees With Infectious Disease
4131	Staff Development
4144	Complaints
4144	Complaints
4151	Employee Compensation
4154	Health And Welfare Benefits
4154	Health And Welfare Benefits
4161.5	Military Leave
4161.8	Family Care And Medical Leave
4211	Recruitment And Selection
4211.2	Legal Status Requirement
4211.2	Legal Status Requirement
4212.4	Health Examinations
4212.41	Employee Drug Testing
4212.41	Employee Drug Testing
4212.6	Personnel Files
4212.8	Employment Of Relatives
4212.9	Employee Notifications
4212.9-E(1)	Employee Notifications
4213.5	Working Remotely
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4218.1	Dismissal/Suspension/Disciplinary Action (Merit System)
4219.1	Civil And Legal Rights
4219.11	Sexual Harassment
4219.11	Sexual Harassment
4219.12	Title IX Sexual Harassment Complaint Procedures
4219.12-E(1)	Title IX Sexual Harassment Complaint Procedures
4219.22	Dress And Grooming
4219.23	Unauthorized Release Of Confidential/Privileged Information
4219.41	Employees With Infectious Disease
4231	Staff Development

4244	Complaints
4244	Complaints
4251	Employee Compensation
4254	Health And Welfare Benefits
4254	Health And Welfare Benefits
4261.5	Military Leave
4261.8	Family Care And Medical Leave
4311	Recruitment And Selection
4311.2	Legal Status Requirement
4311.2	Legal Status Requirement
4312.4	Health Examinations
4312.41	Employee Drug Testing
4312.41	Employee Drug Testing
4312.6	Personnel Files
4312.8	Employment Of Relatives
4312.9	Employee Notifications
4312.9-E(1)	Employee Notifications
4313.5	Working Remotely
4319.1	Civil And Legal Rights
4319.11	Sexual Harassment
4319.11	Sexual Harassment
4319.12	Title IX Sexual Harassment Complaint Procedures
4319.12-E(1)	Title IX Sexual Harassment Complaint Procedures
4319.22	Dress And Grooming
4319.23	Unauthorized Release Of Confidential/Privileged Information
4319.41	Employees With Infectious Disease
4331	Staff Development
4344	Complaints
4344	Complaints
4351	Employee Compensation
4354	Health And Welfare Benefits
4354	Health And Welfare Benefits
4361.5	Military Leave

4361.8	Family Care And Medical Leave
9000	Role Of The Board
9321	Closed Session
9321-E(1)	Closed Session
9321-E(2)	Closed Session

Policy 4218: Dismissal/Suspension/Disciplinary Action

Status: ADOPTED

Original Adopted Date: 07/01/2019 | Last Revised Date: ~~09/03/01/2022~~2023 | Last Reviewed Date: ~~09/03/01/2022~~2023

CSBA NOTE: The following policy is for use by districts that have not incorporated the merit system for classified employees pursuant to Education Code 45240-45320. For procedures applicable to districts that have incorporated the merit system, see BP/AR 4218.1 - Dismissal/Suspension/Disciplinary Action (Merit System).

The following policy is subject to collective bargaining and may be deleted or revised by any district whose collective bargaining agreement covers classified employee dismissal, suspension, and other disciplinary action. To the extent that this policy is inconsistent with provisions of the collective bargaining agreement, the collective bargaining agreement would prevail.

The Governing Board expects all employees to perform their jobs satisfactorily and to exhibit professional and appropriate conduct. A classified employee may be disciplined for unprofessional conduct or unsatisfactory performance in accordance with law or any applicable collective bargaining agreement, Board policy, or administrative regulation.

CSBA NOTE: When disciplining an employee, the district must ensure that all the surrounding facts and circumstances are considered and analyzed within the parameters of any applicable constitutional or legal framework. In *Kennedy v. Bremerton School District*, the U.S. Supreme Court held that the district violated the employee's protected free exercise and free speech rights when the district did not rehire the employee, a coach, for refusing to follow the district's direction to refrain from kneeling and praying at the 50-yard line immediately after each football game. The district's direction was based on a concern that the employee's prayer violated the district's religious practices policy and could subject the district to an Establishment Clause violation. Notwithstanding that the prayer occurred at a school event and in the presence of students, the court reasoned that the timing and circumstances indicated that the coach's prayers were offered as a private citizen rather than as a district employee. According to the Court, since the prayer, a religious activity, occurred during a period when employees would ordinarily be free to engage in personal secular activities such as speaking with friends, checking email, calling for restaurant reservations, etc., the district's concerns about a possible Establishment Clause violation did not justify restricting the employee's free exercise and free speech rights to engage in a personal religious activity such as offering a prayer. Employee discipline, especially with respect to suspension and dismissal, involves complex legal considerations and districts are advised to consult ~~CSBA~~CSBA's District and County Office of Education Legal Services or ~~the district's~~district legal counsel, accordingly.

Disciplinary actions shall be based on the particular facts and circumstances involved and the severity of the employee's conduct or performance. An employee's private exercise of personal beliefs and activities, including religious, political, cultural, social, or other beliefs or activities, or lack thereof, shall not be grounds for disciplinary action against the employee, provided that the beliefs or activities do not involve coercion of students or any other violation of law, Board policy, or administrative regulation.

In addition, an employee shall not be suspended, disciplined, reassigned, transferred, dismissed, or otherwise retaliated against solely for acting to protect a student engaged in exercising any free speech or press right authorized by, or for refusing to infringe upon a student's conduct protected pursuant to, Education Code 48907 or 48950.

Disciplinary actions may include, but are not limited to, verbal and written warnings, involuntary reassignment, demotion, suspension without pay, reduction of pay step in class, compulsory leave, and dismissal.

The Superintendent or designee shall ensure that disciplinary actions are taken in a consistent, nondiscriminatory manner and are appropriately documented.

A probationary classified employee may be dismissed without cause at any time prior to the expiration of the probationary period.

CSBA NOTE: Education Code 45113 mandates districts not incorporating the merit system to prescribe, by written rule or regulation, causes and procedures for disciplinary action against permanent classified employees. Also see the accompanying administrative regulation.

Permanent classified employees shall be subject to disciplinary action only for cause as specified in the accompanying administrative regulation. (Education Code 45113)

Procedures for Serious Disciplinary Proceedings

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

In *Skelly v. State Personnel Board*, the California Supreme Court held that permanent public employees have a right to certain due process protections prior to any punitive disciplinary action, such as termination, suspension, or demotion. These procedural rights include notice of the proposed materials upon which the action is based and the right to respond, either orally or in writing, to the individual recommending that discipline be imposed. These procedural rights are designed to protect an employee who may be wrongfully disciplined, without necessitating a full evidentiary hearing before the Governing Board. Therefore, CSBA recommends that the Superintendent or designee appoint a Skelly officer to evaluate whether there are reasonable grounds for believing that the employee engaged in the alleged misconduct and whether the proposed discipline is justified.

The Superintendent or designee shall develop disciplinary procedures for use when dismissal, suspension, demotion, involuntary reassignment, or other serious disciplinary action is contemplated against an employee. The procedures for such discipline shall include an opportunity for an employee for whom any such disciplinary action is recommended to meet with, or respond in writing to, a designated district official ("Skelly officer") who will determine whether the recommended discipline should proceed further or be modified or withdrawn.

CSBA NOTE: Pursuant to Education Code 45113 and 45116, a permanent classified employee must be given notice of any disciplinary action against the employee, including a time period during which the employee may request a Board hearing on the charges. See the section "Initiation and Notification of Charges" in the accompanying administrative regulation.

Pursuant to Education Code 45113, the Board may delegate its authority to determine whether sufficient cause exists for disciplinary action against classified employees, excluding peace officers as defined in Penal Code 830.32, to an impartial third-party hearing officer. Hearings conducted by the Board or a hearing officer are not subject to the procedures used by the Office of Administrative Hearings pursuant to Government Code 11500-11529. Districts that refer all serious disciplinary matters to a third-party hearing officer rather than holding Board hearings should revise the remainder of this section accordingly.

Education Code 45113 requires the Board to delegate its authority to an administrative law judge in cases involving allegations of egregious misconduct with a minor. Egregious misconduct is defined as immoral conduct leading to an allegation of a sex offense pursuant to Education Code 44010, a controlled substance offense pursuant to Education Code 44011, or child abuse or neglect pursuant to Penal Code 11165.2-11165.6.

After meeting with the employee or considering the employee's written response, if the Skelly officer determines that the recommended discipline should proceed, the Superintendent or designee shall send the employee a notice of the recommended disciplinary action, a statement of charges, and the results of the Skelly hearing ~~hearing~~ review process. The notice shall include a statement advising the employee of the right to request a Board hearing on the matter.

If the employee fails to request a hearing within the time specified in the notice, the employee is deemed to have waived the right to do so, and the Board may order the recommended disciplinary action into effect immediately.

If a timely request is submitted, a hearing shall be conducted by the Board. (Education Code 45113, 45312)

CSBA NOTE: Subject to the exception described below, Education Code 45113, as amended by AB 2413 (Ch. 913, Statutes of 2022), prohibits a district from suspending without pay, suspending or demoting with a reduction in pay, or dismissing a permanent classified employee who timely requests a hearing pending discipline, unless excepted by law. To the extent Education Code 45113, as amended by AB 2413, conflicts with any collective bargaining agreement the district entered into before January 1, 2023, the new requirements described above would not apply until the expiration or renewal of the agreement. See the section "Employment Status Pending a Disciplinary Hearing" in the accompanying administrative regulation.

A classified employee who timely requests a hearing may only be suspended, demoted, or dismissed pending the outcome of the hearing in accordance with Education Code 45113, and as specified in the accompanying administrative regulation.

The hearing shall be held at the earliest convenient date, taking into consideration the established schedule of the Board and the availability of legal counsel and witnesses. The employee shall be notified of the time and place of the hearing.

The hearing shall be held in closed session, unless the employee requests that the matter be heard in an open session meeting. (Government Code 54957)

The employee shall be entitled to appear personally, produce evidence, and be represented by legal counsel.

The Board may use the services of its legal counsel in ruling upon procedural questions, objections to evidence, and issues of law. The Board may review and consider the records of any prior personnel action proceedings against the employee in which a disciplinary action was ultimately sustained, and any records contained in the employee's personnel files and introduced into evidence at the hearing. The Board shall not be bound by rules of evidence used in California courts. Informality in any such hearing shall not invalidate any order or decision made by the Board.

At any time before a matter is submitted to the Board for decision, the Superintendent or designee may, with the consent of the Board, serve on the employee and file with the Board an amended or supplemental recommendation of disciplinary action. If the amended or supplemental recommendation includes new causes or allegations, the employee shall be afforded a reasonable opportunity to prepare a defense. Any new causes or allegations shall be deemed controverted and any objections to the amended or supplemental causes or allegations may be made orally at the hearing and shall be noted on the record.

Following the hearing or, if the employee has not requested a hearing, after reviewing the Superintendent or designee's recommendation for disciplinary action, the Board shall affirm, modify, or reject the recommended disciplinary action. The decision of the Board shall be in writing and shall contain findings of fact and the disciplinary action approved, if any. The decision of the Board shall be final.

Within 10 working days of the Board's final decision, a copy of the decision shall be delivered to the employee and/or designated representative personally or by registered mail.

Except for an allegation of egregious misconduct in which a minor is involved, the Board may delegate the authority to determine whether sufficient cause exists for disciplinary action to an impartial third-party hearing officer. When a matter is heard by a third-party hearing officer, the Board shall review the determination and adopt or reject the recommended decision. (Education Code 45113)

CSBA NOTE: Pursuant to Education Code 44990, an administrative law judge in a suspension or dismissal hearing is required to preserve the integrity of the truth-finding function by balancing the right of a classified employee against the need to protect a minor witness.

When any matter involves an allegation of egregious misconduct as defined in Education Code 44932 and involves a witness who is a minor, the matter shall be referred to an administrative law judge to determine whether sufficient cause exists for disciplinary action against the employee. In such cases, the ruling of the administrative law judge shall be binding on the district and the employee. (Education Code 45113)

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
CA Constitution Article 1, Section 1	Inalienable rights
Ed. Code 35161	Board delegation of any powers or duties
Ed. Code 44009	Conviction of specified crimes
Ed. Code 44010	Sex offense; definitions
Ed. Code 44011	Controlled substance offense
Ed. Code 44940	Compulsory leave of absence for certificated persons
Ed. Code 44940.5	Procedures when employees are placed on compulsory leave of absence
Ed. Code 45101	Definitions; disciplinary action and cause
Ed. Code 45109	Fixing of duties
Ed. Code 45113	Notification of charges; classified employees
Ed. Code 45123	Employment after conviction of controlled substance offense
Ed. Code 45302	Demotion and removal from permanent classified service
Ed. Code 45303	Additional cause for suspension or dismissal of employee charge with mandatory or optional leave of absence offense
Ed. Code 45304	Compulsory leave of absence for classified persons
Veh. Code 1808.8	School bus drivers; dismissal for safety-related cause
Federal	Description
42 USC 12101-12213	Americans with Disabilities Act
U.S. Constitution	Amendment 1, Free exercise, free speech, and establishment clauses
Management Resources	Description
Court Decision	Kennedy v. Bremerton (2022) 142 S.Ct. 2407
Court Decision	California School Employees v. Livingston Union School District (2007) 149 Cal. App. 4th 391
Court Decision	CSEA v. Foothill Community College District (1975) 52 Cal. App. 3rd 150
Court Decision	Skelly v. California Personnel Board (1975) 15 Cal.3d 194
Website	Office of the Attorney General
Website	Office of Administrative Hearings
Website	Department of General Services, About Teacher Dismissal Case Type
Website	CSBA District and County Office of Education Legal Services

Cross References

Code	Description
1114	District-Sponsored Social Media
1114	District-Sponsored Social Media
1312.1	Complaints Concerning District Employees
1312.1	Complaints Concerning District Employees
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
3230	Federal Grant Funds
3230	Federal Grant Funds
3512	Equipment
3512-E(1)	Equipment
3513.3	Tobacco-Free Schools
3513.3	Tobacco-Free Schools
3513.4	Drug And Alcohol Free Schools
3515.2	Disruptions
3515.2	Disruptions
3515.21	Unmanned Aircraft Systems (Drones)
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3516.2	Bomb Threats
3542	School Bus Drivers
4000	Concepts And Roles
4020	Drug And Alcohol-Free Workplace
4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment
4040	Employee Use Of Technology
4040-E(1)	Employee Use Of Technology
4112.42	Drug And Alcohol Testing For School Bus Drivers

4112.42	Drug And Alcohol Testing For School Bus Drivers
4112.5	Criminal Record Check
4112.5-E(1)	Criminal Record Check
4112.6	Personnel Files
4113.5	Working Remotely
4119.1	Civil And Legal Rights
4119.12	Title IX Sexual Harassment Complaint Procedures
4119.12-E(1)	Title IX Sexual Harassment Complaint Procedures
4119.21	Professional Standards
4119.21-E(1)	Professional Standards
4119.22	Dress And Grooming
4119.23	Unauthorized Release Of Confidential/Privileged Information
4119.24	Maintaining Appropriate Adult-Student Interactions
4119.25	Political Activities Of Employees
4119.25	Political Activities Of Employees
4127	Temporary Athletic Team Coaches
4127	Temporary Athletic Team Coaches
4136	Nonschool Employment
4141.6	Concerted Action/Work Stoppage
4141.6	Concerted Action/Work Stoppage
4154	Health And Welfare Benefits
4154	Health And Welfare Benefits
4157	Employee Safety
4157	Employee Safety
4158	Employee Security
4158	Employee Security
4159	Employee Assistance Programs
4161	Leaves
4161	Leaves
4161.11	Industrial Accident/Illness Leave
4200	Classified Personnel

4200	Classified Personnel
4212	Appointment And Conditions Of Employment
4212.42	Drug And Alcohol Testing For School Bus Drivers
4212.42	Drug And Alcohol Testing For School Bus Drivers
4212.5	Criminal Record Check
4212.5-E(1)	Criminal Record Check
4212.6	Personnel Files
4213.5	Working Remotely
4216	Probationary/Permanent Status
4219.1	Civil And Legal Rights
4219.12	Title IX Sexual Harassment Complaint Procedures
4219.12-E(1)	Title IX Sexual Harassment Complaint Procedures
4219.21	Professional Standards
4219.21-E(1)	Professional Standards
4219.22	Dress And Grooming
4219.23	Unauthorized Release Of Confidential/Privileged Information
4219.24	Maintaining Appropriate Adult-Student Interactions
4219.25	Political Activities Of Employees
4219.25	Political Activities Of Employees
4227	Temporary Athletic Team Coaches
4227	Temporary Athletic Team Coaches
4236	Nonschool Employment
4241.6	Concerted Action/Work Stoppage
4241.6	Concerted Action/Work Stoppage
4254	Health And Welfare Benefits
4254	Health And Welfare Benefits
4257	Employee Safety
4257	Employee Safety
4258	Employee Security
4258	Employee Security
4259	Employee Assistance Programs

4261	Leaves
4261	Leaves
4261.11	Industrial Accident/Illness Leave
4312.42	Drug And Alcohol Testing For School Bus Drivers
4312.42	Drug And Alcohol Testing For School Bus Drivers
4312.5	Criminal Record Check
4312.5-E(1)	Criminal Record Check
4312.6	Personnel Files
4313.5	Working Remotely
4319.1	Civil And Legal Rights
4319.12	Title IX Sexual Harassment Complaint Procedures
4319.12-E(1)	Title IX Sexual Harassment Complaint Procedures
4319.21	Professional Standards
4319.21-E(1)	Professional Standards
4319.22	Dress And Grooming
4319.23	Unauthorized Release Of Confidential/Privileged Information
4319.24	Maintaining Appropriate Adult-Student Interactions
4319.25	Political Activities Of Employees
4319.25	Political Activities Of Employees
4327	Temporary Athletic Team Coaches
4327	Temporary Athletic Team Coaches
4336	Nonschool Employment
4354	Health And Welfare Benefits
4354	Health And Welfare Benefits
4357	Employee Safety
4357	Employee Safety
4358	Employee Security
4358	Employee Security
4359	Employee Assistance Programs
4361	Leaves
4361	Leaves

4361.11	Industrial Accident/Illness Leave
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.7	Sexual Harassment
5145.7	Sexual Harassment
5145.71	Title IX Sexual Harassment Complaint Procedures
5145.71-E(1)	Title IX Sexual Harassment Complaint Procedures
5145.9	Hate-Motivated Behavior
6145.2	Athletic Competition
6145.2	Athletic Competition
6162.54	Test Integrity/Test Preparation
9000	Role Of The Board
9321	Closed Session
9321-E(1)	Closed Session
9321-E(2)	Closed Session

Regulation 4218: Dismissal/Suspension/Disciplinary Action

Status: ADOPTED

Original Adopted Date: 06/01/1994 | Last Revised Date: ~~09~~03/01/2022~~2023~~ | Last Reviewed Date: ~~09~~03/01/2022~~2023~~

Causes for Disciplinary Action

CSBA NOTE: The following section should be revised to reflect district practice. Education Code 45113 mandates districts not incorporating the merit system to prescribe, by rule or regulation, causes for disciplinary action against permanent classified employees. Pursuant to Education Code 45101, such employees may be disciplined only for cause as so prescribed.

A permanent classified employee may be subject to suspension, demotion, involuntary reassignment, or dismissal for one or more of the following causes:

CSBA NOTE: Pursuant to Education Code 45122.1, 45123, and 45124, districts must not continue to employ anyone who has been convicted of a specified sex offense, controlled substance offense, or violent or serious offense as defined, except for employees who have been rehabilitated or had their conviction reversed or the charges dismissed. Also see AR 4112.5/4212.5/4312.5 - Criminal Record Check.

1. Immoral conduct, including, but not limited to, egregious misconduct that is the basis for a sex offense as defined in Education Code 44010, a controlled substance offense as defined in Education Code 44011, or child abuse and neglect as described in Penal Code 11165.2-11165.6
2. Conduct that constitutes a violent or serious felony as defined in Penal Code 667.5(c) or 1192.7(c)
3. Unlawful discrimination, including harassment, against any student or other employee
4. Violation of or refusal to obey state or federal law or regulation, Board policy, or district or school procedure
5. Falsification of any information supplied to the district, including, but not limited to, information supplied on application forms, employment records, or any other school district records
6. Unsatisfactory performance
7. Unprofessional conduct
8. Dishonesty
9. Neglect of duty or absence without leave
10. Insubordination

11. Use of alcohol or a controlled substance while on duty or in such close time proximity thereto as to affect the employee's performance
12. Destruction or misuse of district property
13. Failure to fulfill any ongoing condition of employment including, but not limited to, maintenance of any license, certificate, or other similar requirement specified in the employee's class specification or otherwise necessary for the employee to perform the duties of the position

CSBA NOTE: Pursuant to the federal Americans with Disabilities Act (42 USC 12101-12213) and the state's Fair Employment and Housing Act (Government Code 12900-12996), the district has a duty to reasonably accommodate qualified employees with known disabilities, except when such accommodation would cause an undue hardship to the district. This accommodation is not required for individuals who are not otherwise qualified for the job.

14. A physical or mental condition which precludes the employee from the proper performance of duties and responsibilities as determined by competent medical authority, except as otherwise provided by a contract or by law
15. Retaliation against any person who, in good faith, reports, discloses, divulges, or otherwise brings to the attention of any appropriate authority any information relative to an actual or suspected violation of state or federal law occurring on or directly related to the job
16. Violation of Education Code 45303 or Government Code 1028 prohibiting the advocacy or teaching of communism
17. Any other misconduct which is of such nature that it causes discredit or injury to the district or the employee's position

No disciplinary action shall be taken for any cause which arose before the employee became permanent, nor for any cause which arose more than two years before the date of the filing of the notice of cause unless this cause was concealed or not disclosed by the employee when it could be reasonably assumed that the employee would have disclosed the facts to the district. (Education Code 45113)

Initiation and Notification of Charges

CSBA NOTE: Pursuant to *Skelly v. State Personnel Board*, permanent public employees are entitled to due process before any punitive disciplinary action, such as termination, suspension, or demotion, may be taken against such employees. These procedural rights include provision of notice of the materials upon which the proposed action is based and the right to respond, either orally or in writing, to a district official ("Skelly officer") who is designated to decide whether the recommended discipline should be imposed.

The Superintendent or designee shall provide notice to the employee of a recommendation for discipline, which includes the charges and materials upon which the recommendation is based. The notification shall identify an impartial district official ("Skelly officer") with whom the employee may meet at a specified time and place or to whom the employee may provide a written response to the recommendation of discipline. After meeting with the employee or considering any response from

the employee, the Skelly officer shall recommend to the Superintendent or designee whether to proceed with the recommendation for discipline.

CSBA NOTE: Education Code 45113 mandates districts to adopt disciplinary procedures which contain provisions for giving classified employees a written notice of specific charges, the employee's right to a hearing on those charges, the time within which the hearing may be requested, and a card or paper to complete to request a hearing.

The Superintendent or designee shall file any final recommendation for a disciplinary action in writing with the Governing Board. A copy of the recommendation shall be served upon the employee either personally or by registered or certified mail, return receipt requested, at the employee's last known address.

The notice shall, in ordinary and concise language, inform the employee of the specific charge(s) or cause(s) for the disciplinary action, the specific acts and omissions upon which the action is based, and, if applicable, the district rule or regulation that the employee has allegedly violated. In addition, the notice shall include the employee's right to a hearing on those charges, the time within which the hearing may be requested which shall be not less than five days after service of the notice to the employee, and a card or paper which the employee may sign and file to deny the charges and request a hearing. (Education Code 45113, 45116)

Request for Board Hearing

CSBA NOTE: As provided in the section "Initiation and Notification of Charges" above, Education Code 45113 requires that the notice of disciplinary action include the time within which a hearing may be requested, which cannot be less than five days after service of the notice to the employee. In *California School Employees Association v. Livingston Union School District*, the appeals court ruled that the district failed to provide due process to an employee when it denied the employee the opportunity to request a hearing based on the employee's failure to respond within five days after service of the notice. The district's policy had established the date of "service of the notice" as the date of mailing, but the employee was a 10-month employee who was out of town when the notice was delivered. The court held that the notice was not "reasonably calculated" to provide an opportunity to timely request a hearing. Thus, it is recommended that districts use the date of the employee's receipt of the notice as the date upon which the five-day response period begins. For further information on the evidentiary hearing conducted by the Board or a hearing officer, see the accompanying Board policy.

Within the time specified in the notice of the recommendation of disciplinary action, the employee may request a hearing on the charges by signing and filing the card or paper included with the notice. (Education Code 45113)

Any other written document signed and appropriately filed within the specified time limit by the employee shall constitute a sufficient notice of the request for a hearing. The request shall be delivered to the office of the Superintendent or designee during normal work hours of that office. If mailed to the office of the Superintendent or designee, it must be received or postmarked no later than the time limit specified by the district. In cases where an order of suspension without pay has been issued in conjunction with a recommendation of dismissal, any request for a hearing on the dismissal shall also constitute a request to hear the suspension order, and the necessity of the suspension order shall be an issue in the hearing.

Employment Status Pending a Hearing

A Disciplinary Hearing

CSBA NOTE: Education Code 45113, as amended by AB 2413 (Ch. 913, Statutes of 2022), prohibits a district from suspending without pay, suspending or demoting with a reduction in pay, or dismissing a permanent classified employee against whom a recommendation of disciplinary action has been issued shall remain on active duty status pending any who timely requests a hearing on the charges pending discipline, unless excepted by law as reflected below. To the extent Education Code 45113, as amended by AB 2413, conflicts with any collective bargaining agreement the Superintendent or designee determines that district entered into before January 1, 2023, the employee's continuance in active duty new requirements described above would present an unreasonable risk of harm to students, staff, or property. The Superintendent or designee may, in writing, order not apply until the employee immediately suspended from duty without pay and shall state expiration or renewal of the reasons that the suspension is deemed necessary. The suspension order shall be served upon the employee either personally or by registered or certified mail, return receipt requested, immediately after issuance. agreement.

A classified employee against whom a recommendation for disciplinary action has been issued may remain on active duty or may be placed on paid leave pending a hearing on the charges. The employee shall not be suspended without pay, suspended or demoted with a reduction in pay, or dismissed pending the outcome of a timely requested hearing, except as specified below. (Education Code 45113)

However, the disciplinary action may be imposed prior to the decision if the Board, or an impartial third-party hearing officer provided pursuant to a collective bargaining agreement, finds by a preponderance of the evidence that at the time discipline was imposed, the employee (1) engaged in criminal misconduct, (2) engaged in misconduct that presents a risk of harm to students, staff, or property, or (3) committed habitual violations of the district's policies or regulations. Such finding(s) must be made at the conclusion of the Skelly review process. (Education Code 45113)

In such cases where the disciplinary action is imposed prior to the decision, the employee shall be given written notice of the disciplinary action and the findings made at the conclusion of the Skelly review process. Such written notice shall be served upon the employee personally.

In addition, the district may cease paying the employee if a decision has not been rendered by an impartial third-party hearing officer, pursuant to a collective bargaining agreement, or the Board within 30 days of the date the hearing was requested. (Education Code 45113)

Compulsory Leave of Absence

CSBA NOTE: State law requires that classified employees in merit system districts and certificated employees be immediately placed on compulsory leave of absence following conviction for certain offenses when the district has been informed that charges have been filed on a mandatory leave of absence offense specified in Education Code 44940, and gives districts discretion to place such employees on leave for other specified offenses. Although existing state Existing law does not explicitly provide for application to classified employees in nonmerit system districts, such districts have authority pursuant to Education Code 45113 to establish causes for suspension or dismissal.

The following section may be revised to reflect district practice: [regarding compulsory leave of absence.](#)

Upon being informed by law enforcement that a classified employee has been charged with a "mandatory leave of absence offense," the Superintendent or designee shall immediately place the employee on a leave of absence. A mandatory leave of absence offense includes:

1. Any sex offense as defined in Education Code 44010
2. Violation or attempted violation of Penal Code 187, prohibiting murder or attempted murder
3. Any offense involving the unlawful sale, use, or exchange to minors of controlled substances as listed in Health and Safety Code 11054, 11055, and 11056

The Superintendent or designee may place on an immediate compulsory leave of absence a classified employee who is charged with an "optional leave of absence offense," defined as a controlled substance offense specified in Education Code 44011 and Health and Safety Code 11357-11361, 11363, 11364, and 11370.1 except as it relates to marijuana, mescaline, peyote, or tetrahydrocannabinols.

An employee's compulsory leave for a mandatory or optional leave of absence offense may extend for not more than 10 days after the entry of judgment in the criminal proceedings. However, the compulsory leave may be extended if the Board gives notice, within 10 days after the entry of judgment in the proceedings, that the employee will be dismissed within 30 days from the date of service of the notice unless the employee demands a hearing on the dismissal.

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State	Description
CA Constitution Article 1, Section 1	Inalienable rights
Ed. Code 35161	Board delegation of any powers or duties
Ed. Code 44009	Conviction of specified crimes
Ed. Code 44010	Sex offense; definitions
Ed. Code 44011	Controlled substance offense
Ed. Code 44940	Compulsory leave of absence for certificated persons
Ed. Code 44940.5	Procedures when employees are placed on compulsory leave of absence
Ed. Code 45101	Definitions; disciplinary action and cause

Ed. Code 45109	Fixing of duties
Ed. Code 45113	Notification of charges; classified employees
Ed. Code 45123	Employment after conviction of controlled substance offense
Ed. Code 45302	Demotion and removal from permanent classified service
Ed. Code 45303	Additional cause for suspension or dismissal of employee charge with mandatory or optional leave of absence offense
Ed. Code 45304	Compulsory leave of absence for classified persons
Veh. Code 1808.8	School bus drivers; dismissal for safety-related cause

Federal

42 USC 12101-12213

U.S. Constitution

Description

Americans with Disabilities Act

Amendment 1, Free exercise, free speech, and establishment clauses

Management Resources

Court Decision

Description

Kennedy v. Bremerton (2022) 142 S.Ct. 2407

Court Decision

California School Employees v. Livingston Union School District (2007) 149 Cal. App. 4th 391

Court Decision

CSEA v. Foothill Community College District (1975) 52 Cal. App. 3rd 150

Court Decision

Skelly v. California Personnel Board (1975) 15 Cal.3d 194

Website

Office of the Attorney General

Website

Office of Administrative Hearings

Website

Department of General Services, About Teacher Dismissal Case Type

Website

CSBA District and County Office of Education Legal Services

Cross References

Code

1114

Description

District-Sponsored Social Media

1114

District-Sponsored Social Media

1312.1

Complaints Concerning District Employees

1312.1

Complaints Concerning District Employees

1312.3

Uniform Complaint Procedures

1312.3

Uniform Complaint Procedures

1312.3-E(1)

Uniform Complaint Procedures

1312.3-E(2)	Uniform Complaint Procedures
3230	Federal Grant Funds
3230	Federal Grant Funds
3512	Equipment
3512-E(1)	Equipment
3513.3	Tobacco-Free Schools
3513.3	Tobacco-Free Schools
3513.4	Drug And Alcohol Free Schools
3515.2	Disruptions
3515.2	Disruptions
3515.21	Unmanned Aircraft Systems (Drones)
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3516.2	Bomb Threats
3542	School Bus Drivers
4000	Concepts And Roles
4020	Drug And Alcohol-Free Workplace
4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment
4040	Employee Use Of Technology
4040-E(1)	Employee Use Of Technology
4112.42	Drug And Alcohol Testing For School Bus Drivers
4112.42	Drug And Alcohol Testing For School Bus Drivers
4112.5	Criminal Record Check
4112.5-E(1)	Criminal Record Check
4112.6	Personnel Files
4113.5	Working Remotely
4119.1	Civil And Legal Rights
4119.12	Title IX Sexual Harassment Complaint Procedures
4119.12-E(1)	Title IX Sexual Harassment Complaint Procedures
4119.21	Professional Standards

4119.21-E(1)	Professional Standards
4119.22	Dress And Grooming
4119.23	Unauthorized Release Of Confidential/Privileged Information
4119.24	Maintaining Appropriate Adult-Student Interactions
4119.25	Political Activities Of Employees
4119.25	Political Activities Of Employees
4127	Temporary Athletic Team Coaches
4127	Temporary Athletic Team Coaches
4136	Nonschool Employment
4141.6	Concerted Action/Work Stoppage
4141.6	Concerted Action/Work Stoppage
4154	Health And Welfare Benefits
4154	Health And Welfare Benefits
4157	Employee Safety
4157	Employee Safety
4158	Employee Security
4158	Employee Security
4159	Employee Assistance Programs
4161	Leaves
4161	Leaves
4161.11	Industrial Accident/Illness Leave
4200	Classified Personnel
4200	Classified Personnel
4212	Appointment And Conditions Of Employment
4212.42	Drug And Alcohol Testing For School Bus Drivers
4212.42	Drug And Alcohol Testing For School Bus Drivers
4212.5	Criminal Record Check
4212.5-E(1)	Criminal Record Check
4212.6	Personnel Files
4213.5	Working Remotely
4216	Probationary/Permanent Status

4219.1	Civil And Legal Rights
4219.12	Title IX Sexual Harassment Complaint Procedures
4219.12-E(1)	Title IX Sexual Harassment Complaint Procedures
4219.21	Professional Standards
4219.21-E(1)	Professional Standards
4219.22	Dress And Grooming
4219.23	Unauthorized Release Of Confidential/Privileged Information
4219.24	Maintaining Appropriate Adult-Student Interactions
4219.25	Political Activities Of Employees
4219.25	Political Activities Of Employees
4227	Temporary Athletic Team Coaches
4227	Temporary Athletic Team Coaches
4236	Nonschool Employment
4241.6	Concerted Action/Work Stoppage
4241.6	Concerted Action/Work Stoppage
4254	Health And Welfare Benefits
4254	Health And Welfare Benefits
4257	Employee Safety
4257	Employee Safety
4258	Employee Security
4258	Employee Security
4259	Employee Assistance Programs
4261	Leaves
4261	Leaves
4261.11	Industrial Accident/Illness Leave
4312.42	Drug And Alcohol Testing For School Bus Drivers
4312.42	Drug And Alcohol Testing For School Bus Drivers
4312.5	Criminal Record Check
4312.5-E(1)	Criminal Record Check
4312.6	Personnel Files
4313.5	Working Remotely

4319.1	Civil And Legal Rights
4319.12	Title IX Sexual Harassment Complaint Procedures
4319.12-E(1)	Title IX Sexual Harassment Complaint Procedures
4319.21	Professional Standards
4319.21-E(1)	Professional Standards
4319.22	Dress And Grooming
4319.23	Unauthorized Release Of Confidential/Privileged Information
4319.24	Maintaining Appropriate Adult-Student Interactions
4319.25	Political Activities Of Employees
4319.25	Political Activities Of Employees
4327	Temporary Athletic Team Coaches
4327	Temporary Athletic Team Coaches
4336	Nonschool Employment
4354	Health And Welfare Benefits
4354	Health And Welfare Benefits
4357	Employee Safety
4357	Employee Safety
4358	Employee Security
4358	Employee Security
4359	Employee Assistance Programs
4361	Leaves
4361	Leaves
4361.11	Industrial Accident/Illness Leave
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.7	Sexual Harassment
5145.7	Sexual Harassment
5145.71	Title IX Sexual Harassment Complaint Procedures
5145.71-E(1)	Title IX Sexual Harassment Complaint Procedures
5145.9	Hate-Motivated Behavior
6145.2	Athletic Competition

6145.2	Athletic Competition
6162.54	Test Integrity/Test Preparation
9000	Role Of The Board
9321	Closed Session
9321-E(1)	Closed Session
9321-E(2)	Closed Session

Regulation 5113: Absences And Excuses

Status: ADOPTED

Original Adopted Date: 11/01/2011 | Last Revised Date: 03/01/2022~~2023~~ | Last Reviewed Date: 12~~03~~03/01/2018~~2023~~

Excused Absences

CSBA NOTE: Items #1-~~15~~16 below reflect absences that are authorized by law to be considered as excused absences for purposes of enforcing the compulsory state attendance laws. Pursuant to Education Code 48205, absences specified in ~~items~~Items #1-~~11~~12, although excused for purposes of enforcing compulsory state attendance laws, are considered absences in computing average daily attendance and do not generate state apportionment payments.

Subject to any applicable limitation, condition, or other requirement specified in law, a student's absence shall be excused for any of the following reasons:

CSBA NOTE: Pursuant to Education Code 48205, as amended by SB 14 (Ch. 672, Statutes of 2021), an absence due to a student's illness includes an absence for the benefit of the student's mental or behavioral health.

1. 1. Personal illness, including absence for the benefit of the student's mental or behavioral health. (Education Code 48205)
2. 2. Quarantine under the direction of a county or city health officer. (Education Code 48205)
3. 3. Medical, dental, optometrical, or chiropractic service or appointment. (Education Code 48205)
4. 4. Attendance at funeral services for a member of the student's immediate family. (Education Code 48205)

Such absence shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state. (Education Code 48205)

5. 5. Jury duty in the manner provided for by law. (Education Code 48205)

CSBA NOTE: Pursuant to Education Code 48205, absence due to the illness or medical appointment of a student's child is counted as an excused absence, and the district is prohibited from requiring a physician's note for such absences. See the section "Method of Verification" below.

6. 6. Illness or medical appointment of a child to whom the student is the custodial parent. (Education Code 48205)
7. 7. Upon advance written request by the parent/guardian and the approval of the principal or designee, justifiable personal reasons including, but not limited to: (Education Code 48205)
 - a. a. Appearance in court
 - b. b. Attendance at a funeral service
 - c. c. Observance of a religious holiday or ceremony
 - d. d. Attendance at religious retreats for no more than four hours per semester
 - e. e. Attendance at an employment conference
 - f. f. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization
8. 8. Service as a member of a precinct board for an election pursuant to Elections Code 12302. (Education Code 48205)
9. 9. To spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code 49701, and has been called to duty for deployment to a combat zone or a combat support position or is on leave from or has immediately returned from such deployment. (Education Code 48205)

Such absence shall be granted for a period of time to be determined at the discretion of the Superintendent or designee. (Education Code 48205)

10. 10. Attendance at the student's naturalization ceremony to become a United States citizen. (Education Code 48205)

CSBA NOTE: Education Code 48205, as amended by AB 516 (Ch. 281, Statutes of 2021), includes an absence for the purpose of participating in a cultural ceremony or event as an excused absence.

10. 11. Participation in a cultural ceremony or event which relates to the habits, practices, beliefs, and traditions of a certain group of people. (Education Code 48205)

CSBA NOTE: Pursuant to Education Code 48205, as amended by SB 955 (Ch. 921, Statutes of 2022), districts are required to allow an excused absence for middle and high school students one school day per school year for the purpose of engaging in a civic or political event, provided that the student notifies the school in advance. At the discretion of the Superintendent or designee, additional such absences may be permitted.

12. For a middle school or high school student, engagement in a civic or political event, provided that the student notifies the school ahead of the absence. Unless otherwise permitted by the Superintendent or designee, students shall be limited to one such school day-long absence per school year. (Education Code 48205)

CSBA NOTE: Item #12 below should be included only if Pursuant to Education Code 46014, with the written consent of the student's parent/guardian, districts may excuse a student from school in order to participate in religious exercises or instruction.

In order for the district to receive average daily attendance funding for such absences, the Governing Board has adopted must first adopt a resolution permitting absences for religious instruction or exercises. See the accompanying Board policy. If these absences are allowed, Education Code 46014 mandates that the Board adopt an excused absence for this purpose and regulations governing students' attendance at religious exercises or instruction and the reporting of such absences.

The student must also attend school for at least the minimum school day and not be absent for this purpose on more than four days per school month. Pursuant to Education Code 46112, 46113, 46117, and 46141, unless otherwise provided by law, the minimum school day is generally 180 minutes for kindergarten, 230 minutes for grades 1-3, and 240 minutes for grades 4-12. For further information, see AR 6112 - School Day. These regulations should include all of Item #1213 below and may be expanded to reflect district practice.

11. 13. Participation in religious exercises or to receive moral and religious instruction at the student's place of worship or other suitable place away from school property as designated by the religious group, church, or denomination. (Education Code 46014)

CSBA NOTE: Education Code 46014 provides that absence for participation in religious instruction or exercises will not be considered an absence for state apportionment purposes if the student attends school for at least the minimum school day and is not absent for this purpose on more than four days per school month. Pursuant to Education Code 46112, 46113, 46117, and 46141, unless otherwise provided by law, the minimum school day is generally 180 minutes for kindergarten, 230 minutes for grades 1-3, and 240 minutes for grades 4-12. For further information, see AR 6112 - School Day.

12. Absence for student participation in religious exercises or instruction shall not be considered an absence for the purpose of computing average daily attendance if the student attends at least the minimum school day as specified in AR 6112 - School Day, and is not excused from school for this purpose on more than four days per school month. (Education Code 46014)

13. ~~14.~~ 14. Work in the entertainment or allied industry. (Education Code 48225.5)

Work for a student who holds a work permit authorizing work in the entertainment or allied industries for a period of not more than five consecutive days. For this purpose, student absence shall be excused for a maximum of up to five absences per school year. (Education Code 48225.5)

14. ~~15.~~ 15. Participation with a nonprofit performing arts organization in a performance for a public school audience. (Education Code 48225.5)

A student may be excused for up to five such absences per school year provided that the student's parent/guardian provides a written explanation of such absence to the school. (Education Code 48225.5)

15. ~~16.~~ 16. Other reasons authorized at the discretion of the principal or designee based on the student's specific circumstances. (Education Code 48205, 48260)

For the purpose of the absences described above, immediate family means the student's parent/guardian, brother or sister, grandparent, or any other relative living in the student's household. (Education Code 48205)

Method of Verification

CSBA NOTE: Education Code 48205 prohibits the district from requiring a physician's note for absences due to the illness or medical appointment of the student's child. However, the district is authorized to require verification of other absences. The following section should be revised to reflect district-adopted methods of verification and to specify employee(s) assigned to verify absences.

5 CCR 420-421 provide guidelines for verifying absences due to illness; quarantine; medical, dental, or eye appointments; or attendance at a funeral service of a member of a student's immediate family. 5 CCR 421 authorizes a student's absence to be verified by a school or public health nurse, attendance supervisor, physician, principal, teacher, or any other qualified district employee assigned to make such verification. Pursuant to Education Code 48205, as amended by SB 14, state regulations related to illness verification will be updated as necessary to account for a student's absence for the benefit of the student's mental or behavioral health.

Student absence to care for a child for whom the student is the custodial parent shall not require a physician's note. (Education Code 48205)

For other absences, the student shall, upon returning to school following the absence, present a satisfactory explanation, either in person or by written note, verifying the reason for the absence. Absences shall be verified by the student's parent/guardian, other person having charge or control of the student, or the student if age 18 or older. (Education Code 46012; 5 CCR 306)

When an absence is planned, the principal or designee shall be notified prior to the date of the absence when possible.

The following methods may be used to verify student absences:

1. 1. Written note, fax, email, or voice mail from parent/guardian or parent representative.

2. 2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
 - a. a. Name of student

 - b. b. Name of parent/guardian or parent representative

 - c. c. Name of verifying employee

 - d. d. Date(s) of absence

 - e. e. Reason for absence

3. 3. Visit to the student's home by the verifying employee, or any other reasonable method which establishes the fact that the student was absent for the reasons stated. The employee shall document the verification and include the information specified in Item #2 above.

4. 4. Physician's verification.

CSBA NOTE: The following optional paragraph provides a means of verifying an excuse for confidential medical services without inquiring into the nature of the medical services.

- a. a. When excusing students for confidential medical services or verifying such appointments, district staff shall not ask the purpose of such appointments but may request a note from the medical office to confirm the time of the appointment.

CSBA NOTE: The following optional paragraph provides that, after absences for illness on multiple occasions, the student may be required to bring a note from a physician to verify the illness. If a student does not have access to medical services in order to obtain such verification, the district may assist the student in obtaining the medical consultation if it is required.

- b. b. If a student shows a pattern of chronic absenteeism due to illness, district staff may require physician verification of any further student absences.

Parental Notifications

At the beginning of each school year, the Superintendent or designee shall:

CSBA NOTE: The requirement in Item #1 below is for use by districts whose board has adopted a resolution permitting an excused absence for religious instruction or exercises. See the accompanying Board policy and Item #~~12~~13 in the section "Excused Absences" above.

1. Notify parents/guardians of the right to excuse a student from school in order to participate in religious exercises or to receive moral and religious instruction at their places of worship, or at other suitable places away from school property designated by a religious group, church, or denomination. (Education Code 46014, 48980)

CSBA NOTE: The requirement in Item #2 applies to all districts. Districts that maintain only elementary grades should delete the reference to students in grades 7-12.

2. Notify students in grades 7-12 and the parents/guardians of all students enrolled in the district that school authorities may excuse any student from school to obtain confidential medical services without the consent of the student's parent/guardian. (Education Code 46010.1)
3. Notify parents/guardians that a student shall not have a grade reduced or lose academic credit for any excused absence if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time. Such notice shall include the full text of Education Code 48205. (Education Code 48980)

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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 306	Explanation of absence
5 CCR 420-421	Record of verification of absence due to illness and other causes
Ed. Code 1740	Employment of personnel to supervise attendance (county superintendent)
Ed. Code 37201	School month
Ed. Code 37223	Weekend classes
Ed. Code 41601	Reports of average daily attendance

Ed. Code 42238-42250.1	Apportionments
Ed. Code 46000	Records (attendance) Attendance records
Ed. Code 46010-46015	Absences
Ed. Code 46110-46120	Attendance in kindergarten and elementary schools
Ed. Code 46140-46148	Attendance in junior high and high schools
Ed. Code 48200-48208	Children ages 6-18 (i compulsory full-time attendance)
Ed. Code 48210-48216	Exclusions from attendance
Ed. Code 48225.5	Work permit; excused absence; entertainment or allied industries; participation in not-for-profit performing arts organization
Ed. Code 48240-48246	Supervisors of attendance
Ed. Code 48260-48273	Truants
Ed. Code 48292	Filing complaint against parent
Ed. Code 48320-48324	School attendance review boards
Ed. Code 48340-48341	Improvement of student attendance
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 49067	Unexcused absences as cause of failing grade
Ed. Code 49701	Provisions of the Interstate Compact on Educational Opportunities for Military Children
Elec. Code 12302	Student participation on precinct boards
Fam. Code 6920-6930	Consent by minor for medical treatment
W&I Code 11253.5	Compulsory school attendance
W&I Code 601-601.5	Habitually truant minors
Management Resources	Description
Attorney General Opinion	66 Ops.Cal.Atty.Gen. 244 (1983)
Attorney General Opinion	87 Ops.Cal.Atty.Gen. 168 (2004)
Court Decision	American Academy of Pediatrics et al v. Lungren et al (1997) 16 Cal.4th 307
CSBA Publication	Improving Student Achievement by Addressing Chronic Absence, Policy Brief, December 2010
Website	CSBA District and County Office of Education Legal Services
Website	CSBA

Cross References

Code	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0470	COVID-19 Mitigation Plan
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
4119.41	Employees With Infectious Disease
4219.41	Employees With Infectious Disease
4319.41	Employees With Infectious Disease
5000	Concepts And Roles
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5112.1	Exemptions From Attendance
5112.1	Exemptions From Attendance
5112.2	Exclusions From Attendance
5112.5	Open/Closed Campus
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
5121	Grades/Evaluation Of Student Achievement
5121	Grades/Evaluation Of Student Achievement
5131	Conduct
5131.4	Student Disturbances
5131.4	Student Disturbances
5141.21	Administering Medication And Monitoring Health Conditions
5141.21	Administering Medication And Monitoring Health Conditions
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.33	Head Lice

5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5146	Married/Pregnant/Parenting Students
5147	Dropout Prevention
6020	Parent Involvement
6020	Parent Involvement
6111	School Calendar
6112	School Day
6112	School Day
6141.2	Recognition Of Religious Beliefs And Customs
6141.2	Recognition Of Religious Beliefs And Customs
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6154	Homework/Makeup Work
6158	Independent Study
6158	Independent Study
6164.2	Guidance/Counseling Services
6173.2	Education Of Children Of Military Families
6173.2	Education Of Children Of Military Families
6176	Weekend/Saturday Classes
6177	Summer Learning Programs
6183	Home And Hospital Instruction
6184	Continuation Education
6184	Continuation Education
6185	Community Day School
6185	Community Day School

Regulation 5131.41: Use Of Seclusion And Restraint

Status: ADOPTED

Original Adopted Date: 12/01/2018 | Last Reviewed Date: ~~12/03/01/2018~~ **2023** Last Revised
Date: 03/01/2023

CSBA NOTE: Pursuant to Education Code 49005-49006.4, as added by AB 2657 (Ch. 998, Statutes of 2018), seclusion and behavioral restraint, as defined below, are prohibited as a means of student discipline. Seclusion and restraint must be avoided whenever possible and may be used only to control behavior that poses a clear and present danger of serious physical harm to a student or others and that cannot be immediately prevented by a less restrictive response.

Pursuant to Education Code 49005.1 and 49006.4, these requirements apply to all students in grades preK-12 and students with disabilities. For additional procedures applicable to students with disabilities, see AR 6159.4 - Behavioral Interventions for Special Education Students.

District staff shall enforce standards of appropriate student conduct in order to provide a safe and secure environment for students and staff on campus, but are prohibited from using seclusion and behavioral restraint to control student behavior except to the limited extent authorized by law. **as authorized by law when the behavior poses a clear and present danger of serious physical harm to the student, other students, or others on campus, and that cannot be immediately prevented by a less restrictive response.**

Definitions

Behavioral restraint includes physical restraint used as an intervention when a student presents an immediate danger to self or to others. Behavioral restraint does not include postural restraints or devices used to improve a student's mobility and independent functioning rather than to restrict movement. (Education Code 49005.1)

Physical restraint means a personal restriction that immobilizes or reduces the ability of a student to move the torso, arms, legs, or head freely. Physical restraint does not include a physical escort in which a staff member temporarily touches or holds the student's **student's** hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location. Physical restraint also does not include the use of force by peace officers or security personnel for detention or for public safety purposes. (Education Code 49005.1)

Prone restraint means the application of a behavioral restraint on a student in a facedown position. (Education Code 49005.1)

Prohibitions

Behavioral restraint of students shall not be used in any form as a means of coercion, discipline, convenience, or retaliation. (Education Code 49005.8)

In addition, staff shall not take any of the following actions: (Education Code 49005.2, 49005.8)

1. Administer a drug that is not a standard treatment for a ~~student's~~student's medical or psychiatric condition in order to control the ~~student's~~student's behavior or restrict the ~~student's~~student's freedom of movement
2. Use a physical restraint technique that obstructs a student's~~student's~~ respiratory airway or impairs a student's~~student's~~ breathing or respiratory capacity, including a technique ~~in~~ which a staff member places pressure on the student's~~student's~~ back or places his/~~her~~the staff member's body weight against the student's~~student's~~ ~~torso or back~~torso or back
3. Use a behavioral restraint technique that ~~restricts breathing, including, but not limited to~~ restricts breathing, including, but not limited to the use of a pillow, blanket, carpet, mat, or ~~other item to cover~~ other item to cover a student's~~student's~~ face
4. Place a student in a facedown position with the student's~~student's~~ hands held or restrained behind the student's~~student's~~ back
5. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the student or others

Limited Use of Restraint

Staff shall avoid the use of behavioral restraint of students whenever possible. Behavioral restraint may be used only to control student behavior that poses a clear and present danger of serious physical harm to the student or others, which cannot be immediately prevented by a response that is less restrictive. (Education Code 49005.4, 49005.6, 49005.8)

When used, restraint shall not be applied for longer than is necessary to contain the dangerous behavior. For any situation that requires a prolonged use of an emergency intervention, staff shall seek the assistance of the principal or law enforcement agency, as applicable to the situation. (Education Code 56521.1)

If a student is restrained, staff shall afford the student the least restrictive alternative and the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the student and others. (Education Code 49005.8)

If a prone restraint technique is used on a student, a staff member shall observe the student for any

signs of physical distress throughout the use of the restraint. Whenever possible, the staff member monitoring the student shall not be involved in restraining the student. (Education Code 49005.8)

CSBA NOTE: In a December 2022 resolution agreement between Davis Joint Unified School District and the U.S. Department of Education, Office for Civil Rights (OCR) following an investigation into the use of seclusion and restraint, OCR found that use of such measures on students with disabilities must comply with section 504 of the Rehabilitation Act of 1974 and the implementing regulations. See AR 6159.4 for additional information regarding behavioral interventions and the use of seclusion or restraint for students with disabilities.

Restraint may only be applied to a student with disabilities in accordance with rules specified in AR 6159.4 Behavioral Interventions For Special Education Students. Staff may not apply restraint to students with disabilities based on assumptions or stereotypes about disabilities or students with disabilities or for behavior that would not result in restraint for students without disabilities.

CSBA NOTE: The following paragraph is consistent with OCR's recommendation in its resolution agreement with Davis Joint Unified School district and a good practice to follow with respect to use of seclusion or restraint of all students.

The superintendent or designee shall provide training to staff in the safe and effective use of restraint as appropriate.

Documentation of Restraint

Parents/guardians and, if appropriate, residential care providers shall be notified within one school day whenever an emergency intervention is used or serious property damage occurs. (Education Code 56521.1)

A behavior emergency report shall be completed and forwarded to the Superintendent or designee for review. This report shall include: (Education Code 56521.1)

1. The name and age of the student
2. The setting and location of the incident
3. The name of the staff or other persons involved
4. A description of the incident and the emergency intervention used
5. A statement of whether the student is currently engaged in a systematic behavior intervention plan
6. Details of any injuries sustained by the student or others, including staff, as a result of the incident

Reports

CSBA NOTE: Pursuant to Education Code 49006, as added by AB 2657, districts are required to collect data and report to the California Department of Education (CDE) annually in regard to the use of seclusion and behavioral restraints for district students, as specified below. CDE is required to post the data from the report on its web site within three months after the report is due to CDE.

The Superintendent or designee shall annually collect data on the number of times that physical restraint was used on students and the number of students

subjected to such techniques. The data shall be disaggregated by race/ethnicity and gender, and reported for students with a Section 504 plan, students with an individualized education program, and all other students. This report shall be submitted to the California Department of Education no later than three months after the end of each school year, and shall be available as a public record pursuant to Government Code 6250-6270. (Education Code 49006)

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State	Description
Ed. Code 49001	Prohibition of corporal punishment
Ed. Code 49005-49006.4	Seclusion and restraint
Ed. Code 56520-56524	Behavioral interventions
Ed. Code 56521.1	Emergency interventions when behavior poses threat to student or others
Ed. Code 56521.2	Prohibited interventions
Gov. Code 7920.000 - 7930.170 215	California Public Records Act
Federal	Description
20 USC 1400-1482	Individuals with Disabilities Education Act
29 USC 794	Rehabilitation Act of 1973; Section 504
Management Resources	Description
U.S. Department of Education Publication	Restraint and Seclusion: Resource Document, May 2012
U.S. Department of Education, Office of Civil Rights	Davis Joint Unified School District Resolution Agreement, OCR No. 09-19-5001, December 7, 2022
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education
Website	U.S. Department of Education

Cross References

Code	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
5131	Conduct
5131.1	Bus Conduct
5131.1	Bus Conduct

5131.4	Student Disturbances
5131.4	Student Disturbances
5131.7	Weapons And Dangerous Instruments
5131.7	Weapons And Dangerous Instruments
5144	Discipline
5144	Discipline

Regulation 5144: Discipline

Status: ADOPTED

Original Adopted Date: 11/01/2012 | Last Revised Date: ~~1203~~/01/2018~~2023~~ | Last Reviewed Date: ~~1203~~/01/2018~~2023~~

Disciplinary Rules

Periodically, the discipline rules shall be reviewed and, if necessary, updated to align with any changes in state law, district discipline policies and regulations, and/or goals for school safety and climate as specified in the district's local control accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

Disciplinary rules shall be communicated to students clearly and in an age-appropriate manner.

It shall be the duty of each employee of the school to enforce the disciplinary rules on student discipline. (Education Code 35291.5)

Disciplinary Strategies

CSBA NOTE: Education Code 48900.5 lists means of correction of student behavior that a district may use as an alternative to suspension. The district should select those strategies that are appropriate for its student population. The following strategies may be modified or expanded to reflect district practice.

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff, the student, and the ~~student and~~ student's parents/guardians
2. Referral of the student to the school counselor or other school support service personnel for case management and counseling
3. Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and the student's parents/guardians
4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or Section 504 plan
5. Enrollment in a program for teaching prosocial behavior or anger management
6. Participation in a restorative justice practices
7. A positive behavior support approach with tiered interventions that occur during the school day on campus
8. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably

CSBA NOTE: The Public Counsel's Fix School Discipline Project recognizes that exposure to chronic violence and other family or community traumas, such as serious accidents and life-

threatening illnesses involving loved ones, and to conditions such as homelessness, may affect students' ability to learn and function well in school, and urges schools to adopt policies that recognize those factors and provide appropriate support to students.

9. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner
10. After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups
11. Recess restriction as provided in the section below entitled "Recess Restriction"
12. Detention after school hours as provided in the section below entitled "Detention After School"
13. Community service as provided in the section below entitled "Community Service"
14. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities
15. Reassignment to an alternative educational environment
16. Suspension and expulsion in accordance with law, Board policy, and administrative regulation

CSBA NOTE: Pursuant to Education Code 48900.5, when a student's misbehavior may result in a referral for suspension or expulsion after other means of correction have failed, the district may document and place in the student's record any other means of correction used to address the behavior. The following optional paragraph may be revised to reflect district practice.

When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

CSBA NOTE: On July 19, 2022, The United States Department of Education's Office for Civil Rights and Office of Special Education and Rehabilitative Services issued new guidance, "Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973," to help schools support students with disabilities and avoid discriminatory discipline practices.

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

When disciplining a student who has been identified for special education and related services, the procedures specified in Administrative Regulation 5144.2 - Suspension And Expulsion/Due Process (Students With Disabilities) shall be applied. If a student has not been identified as a student with a disability and the district suspects the behavior that resulted in discipline may be based in an unidentified disability, the district shall conduct an evaluation to determine if the student has a disability which requires an IEP or 504 plan. (U.S.C. 1412(a)(3))

Recess Restriction

CSBA NOTE: The following optional section should be revised to reflect district practice. Although Education Code 44807.5 authorizes the district to adopt reasonable regulations allowing a teacher to restrict recess time for disciplinary purposes, it is recommended that districts discourage its use since it could limit students' opportunity to engage in physical activity which is inconsistent with district goals for student wellness. Studies have shown that, apart from its multiple health benefits, physical activity can help students improve their academic performance, attention, and behavior.

In addition, Education Code 44807.5 may conflict with 5 CCR 352, which states "A pupil shall not be required to remain in school during the intermission at noon, or during any recess." Districts that plan to restrict recess are encouraged to consult with CSBA's District and County Office Legal Services or district legal counsel.

Teacher or administrators may restrict a student's recess time only when they believe that this action is the most effective way to bring about improved behavior. When recess restriction involves the withholding of physical activity from a student, teachers shall try other disciplinary measures before imposing the restriction. Recess restriction shall be subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of restriction.
3. The student's teacher shall inform the principal of any recess restrictions imposed.

Detention After School

Students may be detained for disciplinary reasons for up to one hour after the close of the maximum school day, or until the departure of the school bus to which they have been assigned if applicable. (5 CCR 307, 353)

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

The student shall not be detained unless the principal or designee notifies the parent/guardian. The school should make a reasonable effort to notify the parents of the reason for detention.

Students shall remain under the supervision of a certificated employee during the period of detention.

CSBA NOTE: The following optional paragraph is offered for districts that use Saturday classes for purposes of detention. Education Code 37223 authorizes the use of Saturday classes; however, except in the case of truants, attendance at such classes must be at the election of the student, or parent/guardian when the student is a minor.

Students may be offered the choice of serving their detention on Saturday rather than after school.

Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's

designee may require a student to perform community service during nonschool hours on school grounds or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. (Education Code 48900.6)

CSBA NOTE: Education Code 48900.6 provides that the community service option is not available for those students who have been suspended, pending expulsion, for acts qualifying for either "mandatory recommendation for expulsion" or "mandatory expulsion" pursuant to Education Code 48915. See BP 5144.1 - Suspension and Expulsion/Due Process.

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then the student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 35291, 48980)

The Superintendent or designee shall also provide written notice of disciplinary rules to transfer students at the time of their enrollment in the district.

Policy Reference UPDATE Service

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Policy Reference Disclaimer:

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

State	Description
5 CCR 307	Participation in school activities until departure of bus
5 CCR 353	Detention after school
Civ. Code 1714.1	Liability of parent or guardian for act of willful misconduct by a minor
Ed. Code 32280-32289.5	School safety plans
Ed. Code 35146	Closed sessions
Ed. Code 35291-35291.5	Rules
Ed. Code 35291.5	School-adopted discipline rules
Ed. Code 37223	Weekend classes
Ed. Code 44807.5	Restriction from recess

Ed. Code 48900-48926	Suspension and expulsion
Ed. Code 48980-48985	Parent/Guardian notifications
Ed. Code 49005-49006.4	Seclusion and restraint
Ed. Code 49330-49335	Injurious objects
Ed. Code 49550-49564.5	Meals for needy students
Ed. Code 52060-52077	Local control and accountability plan
Federal	Description
20 USC 1400-1482	Individuals with Disabilities Education Act
29 USC 794	Rehabilitation Act of 1973; Section 504
42 USC 1751-1769j	School Lunch Program
42 USC 1773	School Breakfast Program
Management Resources	Description
California Dept of Education Program Advisories	Classroom Management: A California Resource Guide for Teachers and Administrators of Elementary and Secondary Schools, 2000
<u>U.S. Department of Education Office for Civil Rights</u>	<u>Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973</u>
CSBA Publication	The Case for Reducing Out-of-School Suspensions and Expulsions, Fact Sheet, April 2014
CSBA Publication	Maximizing Opportunities for Physical Activity during the School Day, Fact Sheet, 2009
CSBA Publication	Recent Legislation on Discipline: AB 240, Fact Sheet, March 2015
CSBA Publication	Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
CSBA Publication	Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
U.S. DOE, Office for Civil Rights Publication	Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014
Website	CSBA District and County Office of Education Legal Services
Website	Public Counsel
Website	U.S. Department of Education, Office for Civil Rights
Website	California Department of Education

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
3512	Equipment
3512-E(1)	Equipment
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
3543	Transportation Safety And Emergencies
4131	Staff Development
4158	Employee Security

4158	Employee Security
4258	Employee Security
4258	Employee Security
4358	Employee Security
4358	Employee Security
5000	Concepts And Roles
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5030	Student Wellness
5112.1	Exemptions From Attendance
5112.1	Exemptions From Attendance
5112.5	Open/Closed Campus
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5116.2	Involuntary Student Transfers
5125	Student Records
5125	Student Records
5127	Graduation Ceremonies And Activities
5131	Conduct
5131.1	Bus Conduct
5131.1	Bus Conduct
5131.2	Bullying
5131.2	Bullying
5131.4	Student Disturbances
5131.4	Student Disturbances
5131.41	Use Of Seclusion And Restraint
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
5131.9	Academic Honesty
5132	Dress And Grooming
5132	Dress And Grooming
5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5142	Safety
5142	Safety
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
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	Sexual Harassment
5145.7	Sexual Harassment
5145.71	Title IX Sexual Harassment Complaint Procedures
5145.71-E(1)	Title IX Sexual Harassment Complaint Procedures
5145.9	Hate-Motivated Behavior
5148.2	Before/After School Programs

5148.2	Before/After School Programs
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6145.2	Athletic Competition
6145.2	Athletic Competition
6145.8	Assemblies And Special Events
6153	School-Sponsored Trips
6153	School-Sponsored Trips
6159.4	Behavioral Interventions For Special Education Students
6162.54	Test Integrity/Test Preparation
6163.4	Student Use Of Technology
6163.4-E(1)	Student Use Of Technology
6164.2	Guidance/Counseling Services
6164.5	Student Success Teams
6164.5	Student Success Teams
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

Regulation 5144.1: Suspension And Expulsion/Due Process

Status: ADOPTED

Original Adopted Date: 12/01/2014 | Last Revised Date: 03/01/2020~~2023~~ | Last Reviewed Date: 10~~03~~/01/2018~~2023~~

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. 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. 2. Referral to a certificated employee designated by the principal to advise students
3. 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." 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, 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. 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~~Item #12 below. See BP 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. 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. 3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-~~11058~~11059, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))
4. 4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-~~11058~~11059, alcoholic beverage, or intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the same as ~~such a~~ controlled substance, alcoholic

beverage, or intoxicant (Education Code 48900(d))

5. 5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))
6. 6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
7. 7. Stole or attempted to steal school property or private property (Education Code 48900(g))
8. 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. 9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
- ~~10.~~ 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.~~ 11. Knowingly received stolen school property or private property (Education Code 48900(l))
- ~~12.~~ 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.~~ 13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, 289, or former 288a, or ~~289~~, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
14. 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.~~ **15.** ___ Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))

~~16.~~ **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.~~ **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 [BPAR 5131.2 - Bullying](#).

~~18.~~ *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."

~~19.~~ *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. A message, text, sound, video, or image
- b. b. A post on a social network Internet web site, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of 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 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: 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~~Item #1 above.

20. ~~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))

21. ~~19.~~ _____ Made terrorist threats against school officials and/or school property (Education Code 48900.7)

A *terrorist threat* includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out: the crime. (Education Code 48900.7)

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~~Item #17 of "Grounds for Suspension and Expulsion: Grades K-12" above, although Education Code 48900(r) defines bullying to include acts involving ~~items~~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. ~~The~~Because the interplay between "bullying" and ~~items~~Items #1-3 can raise complex legal issues. ~~Districts, 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. 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. 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. 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 9-12

CSBA NOTE: Pursuant to Education Code 48900(k), as amended by SB 419 (Ch. 279, Statutes of 2019), 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.

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~~ Items #1-1819 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 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 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~~[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 ~~or~~ upon a student, including supervised suspension upon a student, 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. 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,

both the student, the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and student 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 and the. 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. 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. 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 ~~or in person~~. 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. 4. In addition, the notice may state the date and time when the student may return to school.
5. 5. Parent/Guardian Conference: Whenever a student is suspended, school officials may ~~request~~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, the notice may state that the law requires the parent/guardian to respond to such requests without delay. However, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference. (Education Code 48911)
(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)

6. 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. 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. b. The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

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 student's foster youth's educational rights holder, attorney, and an appropriate county child welfare agency representative 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 "Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students." To ensure such invitation, the following paragraph provides that the district liaison for foster youth be notified. However, any district that has designated another position to carry out this responsibility may modify the paragraph to specify that position. For designation of the liaison for foster youth, see AR 6173.1 - Education for Foster Youth, Homeless Students, and Indian Children."

- e. c. If the student involved is a foster youth or Indian child, the Superintendent or designee shall notify the district district's educational liaison for foster youth of the need to invite the student's foster youth's educational rights holder, attorney and a representative of the appropriate county child welfare agency 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. See the section below titled "Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students."

- d. d. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students. (Education Code 48918.1)

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. 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," "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. 1. The on-campus suspension classroom shall be staffed in accordance with law.
2. 2. The student shall have access to appropriate counseling services.
3. 3. The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
4. 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 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 is 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 ~~may~~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. 1. Causing serious physical injury to another person, except in self-defense

2. 2. Possession of any knife or other dangerous object of no reasonable use to the student

3. 3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058~~11059~~, except for ~~- a) ~~the~~ The first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis; or ~~(b) the student's possession of over-the-counter medication or other medication prescribed by a physician~~

 - 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. 4. Robbery or extortion

5. 5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether ~~or not~~ to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Student's Right to Expulsion Hearing

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 ~~expellable~~ offense [for which the student may be expelled](#), the Superintendent, principal, or designee shall offer the student ~~and, 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 ~~the student or parent/guardian has been given~~ 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 ~~and parent/guardian~~, [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 ~~and parent/guardian~~, [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. 1. Receive five days' notice of the scheduled testimony at the hearing
2. 2. Have up to two adult support persons present at the hearing at the time the witness testifies
3. 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. 1. The date and place of the hearing
2. 2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based
3. 3. A copy of district disciplinary rules which relate to the alleged violation
4. 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. 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. 6. The right to inspect and obtain copies of all documents to be used at the hearing
7. 7. The opportunity to confront and question all witnesses who testify at the hearing
8. 8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses

Additional Notice of Expulsion Hearing for Foster Youth and, Homeless Students, 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 student's foster youth's educational rights holder, attorney, and a representative of an appropriate county child welfare agency 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 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 student's foster youth's' educational rights holder, attorney, and a representative of an appropriate child welfare agency 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, 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. 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. 2. Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether ~~or not~~ the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student 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. 3. 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. 4. 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 #4~~Item #6 below. (Education Code 48918(i))

5. 5. 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," "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. 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. 7. 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. 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. 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. C. Permit one of the support persons to accompany the complaining witness to the witness stand

8. 8. 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. 1. Periodic review, as well as assessment at the time of review, for readmission
2. 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. 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 9-12" (Education Code 48900.8)
2. 2. The fact that a description of readmission procedures will be made available to the student and parent/guardian (Education Code 48916)
3. 3. Notice of the right to appeal the expulsion to the County Board (Education Code 48918)
4. 4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
5. 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. 1. The student's pattern of behavior

2. 2. The seriousness of the misconduct
3. 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. 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. 2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
3. 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 9-12" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
4. 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. 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. 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. 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

The 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 Expulsion/Due Process (Students 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. 1. Appropriately prepared to accommodate students who exhibit discipline problems
2. 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. 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~~ Items #6-12 under "Grounds for Suspension and Expulsion: Grades K-12" and ~~items~~ 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. 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. 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. 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. 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. 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. 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. (~~Education Code 48916~~)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile 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
CCP. 1985-1997	Production of evidence; means of production
Civ. Code 47	Privileged communication
Civ. Code 48.8	Defamation liability
Ed. Code 17292.5	Program for expelled students; facilities
Ed. Code 1981-1981.5 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 8239 <u>8489-8489.1</u>	Prohibition against expulsion of preschool student
Gov. Code 11455.20	Contempt <u>Informal hearing procedures</u>
Gov. Code 54950-54963	The Ralph M. Brown Act
H&S Code 11014.5	Drug paraphernalia
H&S Code 11053- 11058 <u>11059</u>	Standards <u>Controlled substances; standards</u> 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
<u>Pen. Code 287</u>	<u>Oral Copulation</u>
Pen. Code 288	Lewd or lascivious acts with child under age 14
Pen. Code 288a	Oral copulation; defined
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)	Placement Students with disabilities; placement in alternative educational setting
20 USC 7961	Gun-Free Schools Act
42 USC 11432 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 118 1182
Court Decision	Garcia v. Los Angeles Board of Education (1991 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, Office for Civil Rights Publication	Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014
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

Notice

Unique Policy

Description

This policy is unique to the district/COE and is not connected to an existing CSBA sample policy or included in regular quarterly updates from :

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	Sexual Harassment
5145.7	Sexual Harassment
5145.71	Title IX Sexual Harassment Complaint Procedures
5145.71-E(1)	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
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: 03/01/2012~~2023~~ | Last Reviewed Date: 03/01/2012~~2023~~

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 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 Instruction 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, in some instances, the district may find it appropriate to apply portions [U.S. Department of Education's, Office for Civil Rights, "Fact Sheet: Supporting Students with Disabilities and Avoiding the Limitation Discriminatory Use of Student Discipline Under Section 504 of the Rehabilitation Act of 1973," provides that, for a student with a disability may not be suspended for 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\) to Section 504 students with a 504 services plan., 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.

Due to the complexity of the issue, districts should proceed carefully when suspending or expelling ~~special education~~ 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

[Suspension or expulsion of a student with disabilities shall be in accordance with Board Policy 5144.1 - Suspension 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 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 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 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 ~~20~~-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 ~~his/her~~the student's IEP, and participate with nondisabled students to the extent ~~he/she~~the student would have in the current placement. The district should be careful that such actions do not constitute a change of placement and ~~should~~ carefully monitor such suspensions.

The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 cumulative school days 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)

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 a valid individualized education program (IEP) has been suspended during the school year.~~

The Superintendent or designee shall determine, on a case-by-case basis, whether a pattern of removals of a student from ~~his/her~~the student's current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under either of the following circumstances: (34 CFR 300.536)

- ~~1.~~ 1. The removal is for more than 10 consecutive school days.
- ~~2.~~ 2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:
 - ~~a.~~ a. The series of removals total more than 10 school days in a school year.
 - ~~b.~~ b. The student's behavior is substantially similar to ~~his/her~~the student's behavior in previous incidents that resulted in the series of removals.

- e. 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, indicate a change of placement.

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 him/her the student to continue to participate in the general curriculum and to progress toward meeting the goals set out in his/her 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~~Items #1-2 above, ~~or the student is suspended for more than 10 school days in the same school year,~~ 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 his/her 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 him/her the student or to his/her the student's parent/guardian when ~~he/she is to be,~~ 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. 1. Carries or possesses a weapon, as defined in 18 USC 930
2. 2. Knowingly possesses or uses illegal drugs
3. 3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V
4. 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 ~~his/her~~ 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 Complaints 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 ~~his/her~~ the student's current placement because of dangerous behavior shall receive services, although in another setting, to the extent necessary to allow ~~him/her~~ the student to participate in the general education curriculum and to progress toward meeting the goals set out in ~~his/her~~ 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: 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 48915.1, 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 Expulsion/Due Process and BP/AR 6184 - Continuation Education.

The following procedural safeguards shall apply when 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. **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. (20 USC 1415(k)(1)(H); 34 CFR 300.530)
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. **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)

2. **2.** 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. **a.** Caused by or had a direct and substantial relationship to the student's disability

b. **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 ~~his/her~~ the student's disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

3. **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 ~~his/her~~ 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 ~~he/she~~ 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. **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

his/herthe 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 him/herthe student to participate in the general education curriculum in another setting and to allow him/herthe student to progress toward meeting the goals set out in his/herthe 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 Complaints 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) or ~~or~~ 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/shethe 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 Complaints 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 ~~or not~~ to suspend the enforcement of an expulsion order, see BP 5144.1 - Suspension 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, as amended by AB 143 (Ch. 434, Statutes of 2011), 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 Expulsion/Due Process and BP 5131.7 - Weapons and Dangerous Instruments.

Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students in AR 5144.1 - Suspension 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 he/she will not disclose 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. 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. 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. 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 ~~him/her~~ 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 ~~he/she~~ 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
<u>Ed. Code 48853.5</u>	<u>Foster youth and Indian child's representatives' right to receive notices</u>
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
<u>Ed. Code 56521.2</u>	<u>Behavioral interventions</u>
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
<u>20 USC 1414</u>	<u>Evaluations, eligibility determinations, individualized education programs, and educational placements</u>
20 USC 1415	Procedural safeguards
21 USC 812	Schedule of controlled substances
29 USC 706	Definitions
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. 549 49
Office of Administrative Hearings	Parent v. Fairfield-Suisun Unified School District (2012) Case No. 2012030917
Federal Register	Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845
U.S. Department of Education, Office for Civil Rights Publication	Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973, July 2022
U.S. Department of Education, 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, July 2022
U.S. Department of Education, Office of Special Education and Rehabilitative Services Publication	Positive, Proactive Approaches to Supporting Children with Disabilities: A Guide for Stakeholders, July 2022
U.S. Department of Education, Office of Special Education and Rehabilitative Services Publication	Questions and Answers: Addressing the Needs of Children with Disabilities and IDEA's Discipline Provisions, July 2022
U.S. Department of Education, Office of Special Education and Rehabilitative Services Publication	Dear Colleague Letter on Supporting the Needs of Students with Disabilities, July 2022
U.S. Department of Education, Office of Special Education and Rehabilitative Services Publication	Letter Commenting on Hearing Officer Authority to Determine whether Conduct is a Violation of Student Code of Conduct, July 2012
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education, Special Education
Website	U.S. Department of Education, Office of Special Education Programs U.S. Department of Education, Office for Civil Rights
Website	U.S. Department of Education, Office of Special Education and Rehabilitative Services

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	Sexual Harassment
5145.7	Sexual Harassment
5145.9	Hate-Motivated Behavior
<u>6120</u>	<u>Response to Instruction and Intervention</u>
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
<u>6164.5</u>	<u>Student Success Teams</u>
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
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

Regulation 6115: Ceremonies And Observances

Status: ADOPTED

Original Adopted Date: 11/01/1999 | **Last Revised Date:** 05/03/01/2020/2023 | **Last Reviewed Date:** 05/03/01/2020/2023

Holidays

CSBA NOTE: The following list may be expanded to reflect district practice. Education Code 37220 specifies holidays on which public schools must be closed, and allows the Governing Board to designate any other day as a holiday. See the accompanying Board policy. [Education Code 37220, as amended by AB 1655 \(Ch. 753, Statutes of 2022\), incorporates June 19, "Juneteenth National Independence Day," to this list by way of presidential appointment.](#) In addition, Education Code 37220 provides that the Board, by adoption of a resolution, may revise the date upon which district schools close in observance of any of these holidays except Veterans Day, which must be celebrated on its actual date.

Education Code 37220.5 and 37220.7, [as amended by AB 1801 \(Ch. 761, Statutes of 2022\)](#), authorize the closing of school on March 31 in observance of Cesar Chavez Day, [on April 24 in observance of Genocide Remembrance Day](#), and/or on the fourth Friday in September for Native American Day, provided that the Board agrees to do so in a memorandum of understanding reached with employee bargaining units pursuant to Government Code 3540-3549.3. If the district has such an agreement, the holiday(s) should be added to the following list.

Education Code 37220 provides that a district may, if it so chooses, allow community groups to use school facilities on those dates when the school is closed for a holiday. See [BP/AR 1330 - Use of School Facilities](#).

District schools shall be closed on the following holidays: (Education Code 37220)

New Year's Day - January 1

Dr. Martin Luther King, Jr. Day - Third Monday in January or the Monday or Friday of the week in which January 15 occurs

Lincoln Day - The Monday or Friday of the week in which February 12 occurs

Washington Day - Third Monday in February

Memorial Day - Last Monday in May

[Juneteenth National Independence Day- June 19](#)

Independence Day - July 4

Labor Day - First Monday in September

Veterans Day - November 11

Thanksgiving Day - The Thursday in November designated by the President

Christmas Day - December 25

CSBA NOTE: Pursuant to Education Code 37220, as amended by AB 1655, districts are not required to close on Columbus Day, the second Monday in October. Governing Boards may designate Columbus Day as a holiday in which schools shall close.

In addition, schools shall be closed on any: (Education Code 37220)

1. Any day designated~~appointed~~ by the Governor as a holiday or President for a holiday, ~~any~~as a special or limited holiday on which the Governor provides that the schools shall close; and
~~any~~
2. Any day appointed by the President as a holiday, including by executive order or by signing into law legislation that creates a nationwide federal holiday
3. Any other day designated as a holiday by the Governing Board and/or negotiated with employee organizations. ~~(Education Code 37220)~~

Holidays which fall on a Sunday shall be observed the following Monday. Holidays which fall on a Saturday shall be observed the preceding Friday. If any of the above holidays occurs under federal law on a date different from that indicated above, the Governing Board may close the schools on the date recognized by federal law instead of on the date above. (Education Code 37220)

Commemorative Exercises

CSBA NOTE: The following section lists special days that schools are required by state and/or federal law to observe with suitable commemorative exercises.

In addition to commemorative exercises that are required by law, Education Code ~~37222-37222.20 and 51009~~37220.7, as amended by AB 1801, and 51109, as well as various legislative resolutions, have designated other days of special significance on which schools are encouraged, but not required, to conduct appropriate commemorative exercises, including, but not limited to: (1) School Board Recognition Month in January; (2) Ed Roberts Day on January 23; (3) Fred Korematsu Day of Civil Liberties and the Constitution on January 30; (4) Ronald Reagan Day on February 6; (5) Lunar New Year on the date corresponding with the second new moon following the winter solstice, or the third new moon following the winter solstice if an intercalary month intervenes; (6) Week of the School Administrator on the first full week of March; (7) California Agriculture Day on the first day of spring each year; (8) Welcome Home Vietnam Veterans Day on March 30; (9) Cesar Chavez on March 31; (10) California Poppy Day on April 6; (11) Dolores Huerta Day on April 10; (12) John Muir Day on April 21; (13) Genocide Remembrance Day on April 24; (14) Labor History Month in May; (14)15 the Day of the Teacher on the second Wednesday in May; (15)16 Harvey Milk Day on May 22; (16)17 September 11th Remembrance Day on September 11; (18) Native American Day on the fourth Friday in September; (17)19 Larry

Itliong Day on October 25; and (18~~20~~) Bill of Rights Day on December 15. The California Department of Education's web site includes a calendar of events listing other days for which special recognition is encouraged. The list below may be modified to include any optional days of special significance so designated by the Board.

District schools shall hold exercises in accordance with law to commemorate the following special days: (Education Code 37220, 37221, 45460)

~~U.S. Constitution and Citizenship Day - On or near September 17~~

~~Dr.~~Dr. Martin Luther King, Jr. Day - The Friday before the day schools are closed for this holiday

Abraham Lincoln's Birthday - The school day before the day schools are closed for this holiday

Susan B. Anthony Day - February 15

George Washington's Birthday - The Friday preceding the third Monday in February

Black American Day - March 5

Conservation, Bird, and Arbor Day - March 7

Classified Employee Week - Third week in May

U.S. Constitution and Citizenship Day - On or near September 17

Commemorative exercises shall be integrated into the regular educational program to the extent feasible.

Patriotic Exercises

CSBA NOTE: Education Code 52720 requires all schools to conduct patriotic exercises daily. Pursuant to Education Code 52720 and 52730, this requirement may be satisfied by reciting the Pledge of Allegiance and/or through the instruction described below.

Each school shall conduct patriotic exercises daily, which may include the Pledge of Allegiance to the Flag of the United States and/or instruction that promotes understanding of the concepts of "pledge," "allegiance," "republic," and "indivisible" and understanding of the importance of the pledge as an expression of patriotism, love of country, and pride in the United States. (Education Code 52720, 52730)

CSBA NOTE: The following paragraph is for use by districts maintaining elementary schools.

At elementary schools, such exercises shall be conducted at the beginning of each school day. (Education Code 52720)

CSBA NOTE: The following paragraph is for use by districts maintaining secondary schools. Education Code 52720 mandates that the Board adopt regulations pertaining to the conduct of

patriotic exercises in secondary schools. The following paragraph should be revised to reflect district practice.

At secondary schools, such exercises shall be conducted during the homeroom period.

CSBA NOTE: In *Newdow v. Rio Linda Union School District*, the Ninth Circuit Court of Appeals upheld a school policy permitting teacher-led recitation of the Pledge of Allegiance pursuant to Education Code 52720 where students were permitted by policy to decline participation for personal reasons. In *West Virginia State Board of Education et al. v. Barnette et al.*, the court held that individuals may not be compelled to salute the flag or to stand during the salute.

A student may choose not to participate in the flag salute or Pledge of Allegiance for personal reasons.

Display of Flag

The flag of the United States and the flag of California shall be displayed during business hours at the entrance or on the grounds of every district school and on or near the district office. At all times, the national flag shall be placed in the position of first honor. (Government Code 431, 436; 4 USC 6)

When displayed on a building or on a flagstaff in the open, the national flag shall be displayed only from sunrise to sunset unless properly illuminated during the hours of darkness. The flag should not be displayed during inclement weather unless an all-weather flag is used. (4 USC 6)

The national flag shall fly at half-staff on the following occasions: (4 USC 7)

1. 1. For 30 days from the death of the President or a former President
2. 2. For 10 days from the death of the Vice President, the Chief Justice or a retired Chief Justice, or the Speaker of the House of Representatives
3. 3. From the day of death until interment of an Associate Justice of the Supreme Court, a secretary of an executive or military department, former Vice President, or the Governor of a state
4. 4. On the day of death and the following day for a Member of Congress
5. 5. On Memorial Day, until noon only
6. 6. On Peace Officers Memorial Day (May 15), unless it falls on Armed Forces Day
7. 7. Upon a proclamation from the Governor in the event of the death of a present or former official of the state government or a member of the Armed Forces from the state

who has died while serving on active duty

8. 8. On other occasions by order of the President and in accordance with presidential instructions or orders

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

Ed. Code 37220-37222.2021

Description

Holidays and commemorative events

Ed. Code 44015.1

Week of the School Administrator

Ed. Code 45203

Paid holidays

Ed. Code 45460

Classified School Employee Week

Ed. Code 52720-52730

Patriotic exercises and instruction

Gov. Code 3540-3549.3

Public education employer-employee relations

Gov. Code 430-439

Display of flags

Federal

36 USC 106

Description

Note Educational program on the U.S. Constitution

36 USC 106

Constitution Day and Citizenship Day

4 USC 6

Time and occasion for display of flag

4 USC 7

Position and manner of display of flag

Management Resources

Court Decision

Description

Newdow v. Rio Linda Union School District, 597 F.3d 1007, 1012 (9th Cir. 2010) [597 F.3d 1007](#)

Court Decision

West Virginia State Board of Education et al. v. Barnette et al., (1943) 319 U.S. 624

Website

CSBA District and County Office of Education Legal Services

Website

California Department of Education, History/Social Science Instructional Materials

Website

CSBA

Cross References

Code	Description
1330	Use Of School Facilities
1330	Use Of School Facilities
1330-E(1)	Use Of School Facilities
4156.2	Awards And Recognition
4256.2	Awards And Recognition
4356.2	Awards And Recognition
6111	School Calendar
6117	Year-Round Schedules
6141.2	Recognition Of Religious Beliefs And Customs
6141.2	Recognition Of Religious Beliefs And Customs
6142.3	Civic Education
6142.4	Service Learning/Community Service Classes
6142.94	History-Social Science Instruction
6144	Controversial Issues
6145.8	Assemblies And Special Events

Policy 6146.1: High School Graduation Requirements

Status: ADOPTED

Original Adopted Date: 12/01/2017 | **Last Revised Date:** 10/31/2022 **3/01/2023** | **Last Reviewed Date:** 10/31/2022 **03/01/2023**

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

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

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

Course Requirements

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

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

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

1. Four courses in English (Education Code 51225.3) (40 credits)
2. Three courses in mathematics (Education Code 51225.3) (30 credits)

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

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

Students may be awarded up to one mathematics course credit for successful completion of an approved computer science course that is classified as a "category c" course based on the "a-g" course requirements for college admission. (Education Code 51225.3, 51225.35)

3. Successful completion of an approved computer science course that is classified as a "category C" course based on the University of California (UC) and California State University (CSU) "A-G" admission requirements shall be counted toward the satisfaction of additional graduation requirements in mathematics. (Education Code 51225.3, 51225.35)
4. Three courses in science, including one course in biological sciences and one course in physical sciences (Education Code 51225.3) (30 credits)
5. Three courses in social studies, including United States (U.S.) History; World History and Geography; a one-semester course in American government and civics; and a one-semester course in economics (Education Code 51225.3) (30 credits)

CSBA NOTE: Pursuant to Education Code 51225.3, as amended by AB 185 (Ch. 571, Statutes of 2022), the option to authorize the completion of a course in career technical education (CTE) in lieu of the visual or performing arts or world language course requirement for high school graduation, which authority was deleted by AB 101 (Ch. 661, Statutes of 2021), has been restored until July 1, 2027.

6. One course in visual or performing arts, world language, or career technical education (CTE). For purposes of this requirement, a course in American Sign Language shall be deemed a course in world language. (Education Code 51225.3) (10 credits)

To be counted towards meeting graduation requirements, a CTE course shall be aligned to the CTE model curriculum standards and framework adopted by the State Board of Education. (Education Code 51225.3)

7. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3) (20 credits)

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

8. Starting with the graduating class of 2025, one 5 credit course in ethnic studies (Education Code 51225.3) and one 5 credit course in "Building Foundations for Success". (10 credits)

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

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

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

9. The equivalent of 75 elective credits.

10. 15 hours of prior approved Community Service, this is in addition to the 245 credit graduation requirement.

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

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

Exemptions from District-Adopted Graduation Requirements

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

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

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

CSBA NOTE: Education Code 51225.1 requires the district to exempt from any district-adopted graduation requirements that are in addition to the state requirements specified in Education Code 51225.3 a foster youth, ~~homeless~~ student experiencing homelessness, former juvenile court school student, child of a military family, or migrant student who transfers into the district or between district high schools any time after completing the second year of high school, or an immigrant student who is in the third or fourth year of high school and is participating in a newcomer program (i.e., a program designed to meet the academic and transitional needs of newly arrived immigrant students that has as a primary objective the development of English

language proficiency). This exemption does not apply if the Superintendent or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of the fourth year of high school. Also see AR 6173 - Education for Homeless Children, AR 6173.1 - Education for Foster Youth, AR 6173.2 - Education of Children of Military Families, AR 6173.3 - Education for Juvenile Court School Students, and AR 6175 - Migrant Education Program.

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

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

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

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

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

CSBA NOTE: Pursuant to Education Code 51225.1, the district may not require or request a foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, migrant student, or a newly arrived immigrant student participating in a newcomer program who is exempted from district-established graduation requirements and completes statewide coursework requirements before the end of the student's fourth year of high school to graduate early, as described below.

The Superintendent or designee shall not require or request a foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, migrant student, or a newly arrived immigrant student participating in a newcomer program who is exempted from district-established graduation requirements and who completes the statewide coursework requirements before the end of the fourth year of high school, and would otherwise be entitled to remain in school, to graduate before the end of the student's fourth year of high school. (Education Code 51225.1)

CSBA NOTE: Education Code 51225.1, as amended by SB 532 (Ch. 918, Statutes of 2022), requires the district to exempt a foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, migrant student, or a newly arrived immigrant student participating in a newcomer program who qualifies for an exemption from district-established graduation requirements, under the circumstances described below.

If a foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, migrant student, or a newly arrived immigrant student participating in a newcomer program was not properly notified of an exemption, declined the exemption, or was not previously exempted, the student or the person holding the right to make educational decisions for the student may request the exemption and the Superintendent or designee shall exempt the student within 30 days of the request. Any such student who at one time qualified for the exemption may request the exemption even if the student is no longer eligible. (Education Code 51225.1)

CSBA NOTE: Pursuant to Education Code 51225.1, as amended by SB 532, districts are required to annually report to the California Department of Education regarding the number of students who, for the prior school year, graduated with an exemption from the district-established graduation requirements that are in addition to statewide coursework requirements, as specified below.

Annually, the Superintendent or designee shall report to the California Department of Education, in accordance with Education Code 51225.1, the number of student's graduating from the fourth or fifth year of high school who, for the prior school year, graduated with an exemption from district-established graduation requirements that are in addition to statewide coursework requirements.

Retroactive Diplomas

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

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

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

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

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

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

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

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

3. Are veterans who entered the military service of the U.S. while in grade 12 and who had satisfactorily completed the first half of the work required for grade 12 in a district school
4. Were in their senior year of high school during the 2019-20 school year, were in good academic standing and on track to graduate at the end of the 2019-20 school year as of March 1, 2020, and were unable to complete the statewide graduation requirements as a result of the COVID-19 crisis

Honorary Diplomas

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

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

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

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

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

Ed. Code 51225.36	Instruction in sexual harassment and violence; districts that require health education for graduation
Ed. Code 51225.5	Honorary diplomas; foreign exchange and terminally ill students
Ed. Code 51225.6	Instruction in cardiopulmonary resuscitation; districts that require health education for graduation
Ed. Code 51225.9	Courses of Study , Grades study, grades 7 to 12; Career Technical Education career technical education
Ed. Code 51226.7	Model Curriculum curriculum in Ethnic Studies ethnic studies
Ed. Code 51228	Course of study; offerings and timely opportunity
Ed. Code 51230	Credit for community emergency response training
Ed. Code 51240-51246	Exemptions from requirements
Ed. Code 51250-51251	Assistance to military dependents
Ed. Code 51410-51413	Diplomas
Ed. Code 51420-51427	High school equivalency certificates
Ed. Code 51430	Retroactive high school diplomas
Ed. Code 51440	Credit and granting of diploma to veterans and members of the military service
Ed. Code 51450-51455	Golden State Seal Merit Diploma
Ed. Code 51744-51749.6	Independent study
Ed. Code 56390-56392	Recognition for educational achievement; special education
Ed. Code 60640	California Assessment of Student Performance and Progress
Ed. Code 66204	Certification of high school courses as meeting university admission criteria
Ed. Code 67386	Student safety; affirmative consent standard

Management Resources

Court Decision	Description O'Connell v. Superior Court (Valenzuela) (2006) 141 Cal.App.4th 1452
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education, High School
Website	University of California, List of Approved A-G Courses
Website	CSBA

Cross References

Code	Description
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0470	COVID-19 Mitigation Plan
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
4112.2	Certification
4112.2	Certification
5113.2	Work Permits
5113.2	Work Permits
5126	Awards For Achievement
5126	Awards For Achievement
5127	Graduation Ceremonies And Activities
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5147	Dropout Prevention
6000	Concepts And Roles
6011	Academic Standards
6141	Curriculum Development And Evaluation
6141	Curriculum Development And Evaluation
6142.1	Sexual Health And HIV/AIDS Prevention Instruction
6142.1	Sexual Health And HIV/AIDS Prevention Instruction
6142.2	World Language Instruction
6142.2	World Language Instruction
6142.3	Civic Education
6142.4	Service Learning/Community Service Classes
6142.6	Visual And Performing Arts Education
6142.7	Physical Education And Activity
6142.7	Physical Education And Activity

6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6142.91	Reading/Language Arts Instruction
6142.92	Mathematics Instruction
6142.93	Science Instruction
6142.94	History-Social Science Instruction
6143	Courses Of Study
6143	Courses Of Study
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6145.2	Athletic Competition
6145.2	Athletic Competition
6145.6	International Exchange
6145.6	International Exchange
6146.11	Alternative Credits Toward Graduation
6146.11	Alternative Credits Toward Graduation
6146.2	Certificate Of Proficiency/High School Equivalency
6146.2	Certificate Of Proficiency/High School Equivalency
6146.2-E(1)	Certificate Of Proficiency/High School Equivalency
6146.3	Reciprocity Of Academic Credit
6146.3	Reciprocity Of Academic Credit
6146.4	Differential Graduation And Competency Standards For Students With Disabilities
6151	Class Size
6152.1	Placement In Mathematics Courses
6152.1	Placement In Mathematics Courses
6155	Challenging Courses By Examination
6155	Challenging Courses By Examination
6158	Independent Study
6158	Independent Study
6159	Individualized Education Program

6159	Individualized Education Program
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6161.1-E(1)	Selection And Evaluation Of Instructional Materials
6162.5	Student Assessment
6172.1	Concurrent Enrollment In College Classes
6172.1	Concurrent Enrollment In College Classes
6173	Education For Homeless Children
6173	Education For Homeless Children
6173-E(1)	Education For Homeless Children
6173-E(2)	Education For Homeless Children
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6173.2	Education Of Children Of Military Families
6173.2	Education Of Children Of Military Families
6173.3	Education For Juvenile Court School Students
6175	Migrant Education Program
6175	Migrant Education Program
6176	Weekend/Saturday Classes
6177	Summer Learning Programs
6178	Career Technical Education
6178	Career Technical Education
6178.1	Work-Based Learning
6178.1	Work-Based Learning
6178.2	Regional Occupational Center/Program
6179	Supplemental Instruction
6181	Alternative Schools/Programs Of Choice

6181	Alternative Schools/Programs Of Choice
6184	Continuation Education
6184	Continuation Education
6200	Adult Education
6200	Adult Education
9000	Role Of The Board

Policy 6173: Education For Homeless Children

Status: ADOPTED

Original Adopted Date: 07/01/2005 | Last Revised Date: 03/01/2022~~2023~~ | Last Reviewed Date: 10~~3~~3/01/2016~~2023~~

CSBA NOTE: The following policy reflects the intent of the McKinney-Vento Homeless Assistance Act (42 USC 11431-11435) that each ~~homeless~~ student experiencing homelessness should have equal access to the same free, appropriate public education and services as other students. 42 USC 11432 mandates that districts adopt, review, and revise policies to remove barriers to the identification, enrollment, and retention of homeless children and youth, ensure that ~~homeless~~ students experiencing homelessness are not segregated or stigmatized on the basis of their status as homeless, and provide for professional development for appropriate staff, as provided in the following policy: and regulation. In addition, 42 USC 11432 requires that, in reviewing and revising applicable policies, consideration be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship.

Education Code 48851.3, as added by AB 408 (Ch. 904, Statutes of 2022), mandates that districts establish homeless education program policies that are consistent with the provisions of Education Code 48850-48859, and using resources developed by the California Department of Education (CDE), available on its web site, and those developed by homeless education technical assistance centers. Pursuant to Education Code 48851.3, as added by AB 408, districts are required to update their homeless education program policies at least once every three years.

Education Code 48852.3, added by AB 408, requires CDE to develop and implement a plan for monitoring the compliance of districts, including school site inspections, to ensure that the state is not underestimating the number of youth experiencing homelessness.

The Governing Board believes that the identification of ~~homeless~~ students experiencing homelessness is critical to improving the educational outcomes of such students and ensuring that ~~homeless~~ students experiencing homelessness have access to the same free and appropriate public education provided to other students within the district. The district shall provide ~~homeless~~ students experiencing homelessness with access to education and other services necessary for such students to meet the same challenging academic standards as other students.

When there are at least 15 ~~homeless~~ students experiencing homelessness in the district or a district school, the district's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of ~~homeless~~ students experiencing homelessness. (Education Code 52052, 52060, 52064)

CSBA NOTE: The following paragraph is **mandated** pursuant to Education Code 48851.3 and 42 USC 11432. 42 USC 11432 requires that districts adopt policy to remove barriers to ~~homeless~~ students' enrollment and retention of students experiencing homelessness due to absences or outstanding fees or fines. See the accompanying administrative regulation for additional procedures designed to remove barriers to the identification and enrollment of ~~homeless~~ students experiencing homelessness.

The Superintendent or designee shall regularly review district policies at least once every three years and recommend updates to district policies to ensure removal of any barriers to the education of homeless students and unaccompanied youth. Any such review shall address identification, enrollment, and retention of such students, including those barriers that are due to absences or outstanding fees or fines. (Education Code 48851.3, 42 USC 11432)

CSBA NOTE: Pursuant to 42 USC 11432, districts are required to designate an appropriate staff person, who may also be a coordinator for other federal programs, as a district liaison for homeless students. See the accompanying administrative regulation for information about the designation and duties of the district liaison.

The Superintendent or designee shall designate an appropriate staff person to serve as a liaison for homeless children and youths. The district liaison for homeless students shall fulfill the duties specified in 42 USC 11432 to assist in identifying and supporting homeless students experiencing homelessness to succeed in school, and as specified in Education Code 48851.3 related to trainings for district staff providing assistance to students experiencing homelessness.

CSBA NOTE: Education Code 48851, as added amended by AB 272375 (Ch. 394912, Statutes of 20212022), requires the district to ensure that each school within the district identifies all ~~homeless children and youths~~ students experiencing homelessness and unaccompanied youths enrolled at the school: and to annually provide and administer a housing questionnaire to parents/guardians of all students and all unaccompanied youths for purposes of identifying students experiencing homelessness and unaccompanied youths. The housing questionnaire must be based on best practices developed by CDE, include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth, and be made available in paper form. A sample housing questionnaire is available on CDE's web site.

Education Code 48851, as amended by AB 2375, requires districts to collect the completed housing questionnaires described above, and annually report to CDE the number of students experiencing homelessness and unaccompanied youths enrolled in the district.

The Superintendent or designee shall ensure that each district school identifies all ~~homeless children and youths~~ students experiencing homelessness and unaccompanied youths enrolled at the school. (Education Code 48851)

CSBA NOTE: The following paragraph is for districts that receive funding from the American Rescue Plan Elementary and Secondary School Emergency Relief - Homeless Children and Youth Fund (ARP-HCY) and may be deleted or revised to reflect district practice by districts that do not receive such funds. Education Code 48851, as added by AB 27, requires districts receiving ARP-HCY funds to annually administer a housing questionnaire to parents/guardians of all students and all unaccompanied youths for purposes of identifying homeless children and youths and unaccompanied youths. The housing questionnaire must be based on best practices developed by the California Department of Education (CDE); include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth; and be made available in paper form. A sample housing questionnaire is available on CDE's web site.

To ensure easy identification of homeless students experiencing homelessness, the Superintendent or designee shall annually provide and administer a housing questionnaire developed by the California Department of Education (CDE) to all parents/guardians of students and all unaccompanied youths. (Education Code 48851)

If the primary language of a student's parent/guardian or an unaccompanied youth is not English, either the housing questionnaire shall be made available in the primary language of the student's parent/guardian or the unaccompanied youth pursuant to Education Code 48985, or an appropriate translation of the housing questionnaire shall be provided upon request of a student's parent/guardian or an unaccompanied youth. (Education Code 48851)

The Superintendent or designee shall report to CDE the number of students experiencing homelessness, including unaccompanied youths, enrolled in the district as identified from the housing questionnaire described above. (Education Code 48851)

CSBA NOTE: Education Code 48852.6, as added by AB 27, requires districts to create a web page or post on its web site (1) a list of district liaisons and contact information for such liaison(s) and (2) specific information on homelessness, including, but not limited to, information regarding the educational rights and resources available to persons experiencing homelessness. Additionally, Education Code 48852.6, as added by AB 27, requires a district school, if it has a web site, to post the contact information for the district liaison, as well as the name and contact information of any employee or person under contract the school may have who assists the district liaison in completing the liaison's duties. See the accompanying administrative regulation for more information regarding posting requirements.

In addition, the Superintendent or designee shall ensure that the district liaison's contact information and other information on homelessness, including, but not limited to, information regarding the educational rights and resources available to persons experiencing homelessness, are posted on the district and school web sites as specified in the accompanying administrative regulation. (Education Code 48852.6)

CSBA NOTE: Pursuant to Education Code 48850 and 42 USC 11432, placement determinations for homeless students experiencing homelessness must be made according to the student's "student's "best interest,"" as defined by law and in the accompanying administrative regulation.

The Superintendent or designee shall ensure that placement decisions for homeless students experiencing homelessness are based on the student's student's best interest as defined in law and administrative regulation.

Each homeless student experiencing homelessness shall be provided services that are comparable to services offered to other students in the school, including, but not limited to, transportation, educational programs for which the student meets the eligibility criteria (such as federal Title I services or similar state or local programs, programs for students with disabilities, and educational programs for English learners), career and technical education programs, programs for gifted and talented students, and school nutrition programs. (Education Code 48850; 42 USC 11432)

CSBA NOTE: The following paragraph is **mandated** by 42 USC 11432. Although ~~this law prohibits~~ the segregation of homeless students experiencing homelessness into a separate school or program is prohibited, separate schools that were in operation before 2001 may continue to operate under specified conditions. Districts that maintain such a school may revise the following paragraph to reflect district practice.

~~Homeless students~~ Students experiencing homelessness shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way. However, the Superintendent or designee may separate ~~homeless~~ students experiencing homelessness on school grounds as necessary for short periods of time for health and safety emergencies or to provide temporary, special, and supplementary services to meet ~~the~~ their unique needs of ~~homeless students~~. (42 USC 11432, 11433)

The Superintendent or designee shall ensure that information and/or materials for ~~homeless~~ students experiencing homelessness are provided in a manner and form understandable to the student's parents/guardians of ~~homeless students~~ and to unaccompanied youths.

CSBA NOTE: Although students' addresses generally may be designated as "directory information" that is not harmful if disclosed, 42 USC 11432 provides that information about a ~~homeless student's~~ the living situation of a student experiencing homelessness must instead be provided the protections afforded to other student records under the Family Educational Rights and Privacy Act. For further information about the disclosure of ~~homeless students'~~ records of students experiencing homelessness, see the U.S. Department of Education's (USDOE), "Education for Homeless Children and Youths Program Non-Regulatory Guidance."

Information about a ~~homeless student's~~ the living situation of a student experiencing homelessness shall be considered part of a student's educational record, subject to the Family Educational Rights and Privacy Act, shall not be deemed to be directory information as defined in 20 USC 1232g, and shall not be released without written consent. (42 USC 11432)

CSBA NOTE: Pursuant to 42 USC 11432, districts receiving assistance through the McKinney-Vento Homeless Assistance Act are required to coordinate services as provided below. Other districts may delete or revise the following paragraph to reflect district practice.

The Superintendent or designee shall coordinate with other agencies and entities to ensure that ~~homeless children and youth~~ students experiencing homelessness are promptly identified, ensure that ~~homeless~~ students experiencing homelessness have access to and are in reasonable proximity to available education and related support services, and raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness. Toward these ends, the Superintendent or designee shall collaborate with local social services agencies, other agencies or entities providing services to ~~homeless children and youth~~ students experiencing homelessness, and, if applicable, transitional housing facilities. In addition, the Superintendent or designee shall coordinate transportation, transfer of school records, and other interdistrict activities with other local educational agencies. As necessary, the Superintendent or designee shall coordinate, within the district and with other involved local educational agencies, services for ~~homeless~~ students experiencing homelessness and services for students with disabilities. (42 USC 11432)

CSBA NOTE: 42 USC 11432 **mandates** that districts adopt policies and practices to ensure participation by district liaisons and other appropriate staff in professional development and other technical assistance activities, as determined appropriate by the federal Office of the Coordinator.

Education Code 48852.5 requires CDE to provide specified informational and training materials to district liaisons, including informational materials on the educational rights of homeless children and youth students experiencing homelessness and resources available to assist homeless children and youth students experiencing homelessness. Education Code 48852.5, as amended by SB 400 (Ch. 400, Statutes of 2021), also requires CDE to develop and implement a system to verify that districts are providing the required training to school personnel providing services to youth students experiencing homelessness at least annually.

Pursuant to Education Code 48851.3, as added by AB 408, the liaison for homeless students is required to offer annual training to district employees providing services to students experiencing homelessness and to inform such employees of the availability of training and the services the liaison provides. While Education Code 48851.3 requires annual training for employees who work with students experiencing homelessness, the liaison is encouraged to offer training to all district employees.

The following paragraph reflects the training requirement of Education Code 48851.3 and 48852.5, and USDOE's "Education for Homeless Children and Youths Program Non-Regulatory Guidance," regarding the content of the professional development.

At least annually, the district liaison and other appropriate staff shall participate in professional development and other technical assistance activities to assist them in identifying and meeting the needs of homeless students experiencing homelessness. Such professional development and technical assistance shall include, but are not limited to, training on the district's homeless education program policies, definitions of terms related to homelessness, the recognition of signs ~~of that students are experiencing or are at risk of experiencing~~ homelessness, the steps that should be taken once a potentially homeless student is identified, and how to connect homeless students experiencing homelessness with appropriate housing and service providers. (Education Code 48851.3, 48852.5; 42 USC 11432)

CSBA NOTE: Education Code 48851, as added by AB 27, requires districts to collect the completed housing questionnaires described above, and annually report to CDE the number of homeless children and youths and unaccompanied youths enrolled in the district.

The Superintendent or designee shall report to CDE the number of homeless children and youths and unaccompanied youths enrolled in the district as identified from the housing questionnaire described above. (Education Code 48851)

CSBA NOTE: The following optional paragraph may be revised to reflect district practice. Pursuant to Education Code 52064.5, the State Board of Education has adopted evaluation rubrics for use by districts in evaluating their strengths, weaknesses, and areas that require improvement.

In addition, pursuant to 20 USC 6311 annual district report cards for districts receiving Title I funds are required to include disaggregated student achievement data and graduation rates of homeless students.

At least annually, the Superintendent or designee shall report to the Board on the identification of and outcomes for homeless students experiencing homelessness, which may include, but are not limited to, the housing questionnaire responses, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, suspension/expulsion rates,

and other outcomes related to any goals and specific actions identified in the LCAP. Based on the evaluation data, the district shall revise its strategies as needed to more effectively identify and support the education of homeless students: [experiencing homelessness](#).

[CSBA NOTE: Pursuant to Education Code 51225.1, as amended by SB 532 \(Ch. 918, Statutes of 2022\), districts are required to annually report to CDE regarding the number of students experiencing homelessness who, for the prior school year, graduated with an exemption from the district-established graduation requirements that are in addition to statewide coursework requirements, as specified below.](#)

[Annually, the Superintendent or designee shall report to CDE, in accordance with Education Code 51225.1, the number of students experiencing homelessness graduating from the fourth or fifth year of high school who, for the prior school year, graduated with an exemption from district-established graduation requirements that are in addition to statewide coursework requirements.](#)

Policy Reference UPDATE Service

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Policy Reference Disclaimer:

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

State	Description
5 CCR 4600-4670	Uniform complaint procedures
Ed. Code 39807.5	Payment of transportation costs by parents
Ed. Code 48850	Academic achievement of students in foster care and homeless children
Ed. Code 48850-48859	Education of foster youth and homeless students
Ed. Code 48851	Identification of homeless children and youths and unaccompanied youths; housing questionnaire
Ed. Code 48851.3	Homeless education program policies; liaison responsibilities
Ed. Code 48851.5	Local educational agency liaison for homeless children and youths
Ed. Code 48852.3	Monitoring for compliance with chapter
Ed. Code 48852.5	Notice of educational rights of homeless students
Ed. Code 48852.6	Information regarding homelessness
Ed. Code 48852.7	Education of homeless students; immediate enrollment
Ed. Code 48859	Definitions
Ed. Code 48915.5	Recommended expulsion; homeless student with disabilities

Ed. Code 48918.1	Notice of recommended expulsion
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 51225.1-51225.3	Graduation requirements
Ed. Code 52052	Accountability; numerically significant student subgroups
Ed. Code 52060-52077	Local control and accountability plan
Federal	Description
20 USC 1087vv	Free Application for Federal Student Aid; definitions
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1400-1482	Individuals with Disabilities Education Act
20 USC 6311	State plan
42 USC 11431-11435	McKinney-Vento Homeless Assistance Act
42 USC 12705	Cranston-Gonzalez National Affordable Housing Act; state and local strategies
Management Resources	Description
California Child Welfare Council Publication	Partial Credit Model Policy and Practice Recommendations, September 2013
California Department of Education Publication	2021–22 Federal Program Monitoring Instrument; May 2021
California Department of Education Publication	Homeless Education Dispute Resolution Process, March 2020
National Center for Homeless Education Publication	Homeless Liaison Toolkit, 2020
U.S. Department of Education Guidance	Education for Homeless Children and Youths Program, Non-Regulatory Guidance, August 2018
Website	CSBA District and County Office of Education Legal Services
Website	California State University
Website	University of California
Website	California Department of Education, Homeless Children and Youth Education
Website	National Center for Homeless Education at SERVE
Website	National Homelessness Law Center
Website	U.S. Department of Education - Education for Homeless Children and Youths Grants for State and Local Activities
Website	California Community Colleges
Website	California Interscholastic Federation

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
0470	COVID-19 Mitigation Plan
0500	Accountability
1113	District And School Web Sites
1113	District And School Web Sites
1113-E(1)	District And School Web Sites
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1400	Relations Between Other Governmental Agencies And The Schools
3250	Transportation Fees
3250	Transportation Fees
3260	Fees And Charges
3260	Fees And Charges
3515.4	Recovery For Property Loss Or Damage
3515.4	Recovery For Property Loss Or Damage
3541	Transportation Routes And Services
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
4112.9	Employee Notifications

4112.9-E(1)	Employee Notifications
4131	Staff Development
4212.9	Employee Notifications
4212.9-E(1)	Employee Notifications
4231	Staff Development
4312.9	Employee Notifications
4312.9-E(1)	Employee Notifications
4331	Staff Development
5111	Admission
5111	Admission
5111.1	District Residency
5111.1	District Residency
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5113.11	Attendance Supervision
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
5125.2	Withholding Grades, Diploma Or Transcripts
5132	Dress And Grooming
5132	Dress And Grooming
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.26	Tuberculosis Testing
5141.31	Immunizations
5141.31	Immunizations
5141.32	Health Screening For School Entry
5141.6	School Health Services
5141.6	School Health Services

5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5148.2	Before/After School Programs
5148.2	Before/After School Programs
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6011	Academic Standards
6120	Response To Instruction And Intervention
6143	Courses Of Study
6143	Courses Of Study
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6145.2	Athletic Competition
6145.2	Athletic Competition
6146.1	High School Graduation Requirements
6146.3	Reciprocity Of Academic Credit
6146.3	Reciprocity Of Academic Credit
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
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6164.2	Guidance/Counseling Services

6164.5	Student Success Teams
6164.5	Student Success Teams
6171	Title I Programs
6171	Title I Programs
6172	Gifted And Talented Student Program
6172	Gifted And Talented Student Program
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6174	Education For English Learners
6174	Education For English Learners
6177	Summer Learning Programs
6178	Career Technical Education
6178	Career Technical Education
6179	Supplemental Instruction
6190	Evaluation Of The Instructional Program

Regulation 6173: Education For Homeless Children

Status: ADOPTED

Original Adopted Date: 12/01/2014 | Last Revised Date: 03/01/2022~~2023~~ | Last Reviewed Date: 10~~3~~3/01/2016~~2023~~

CSBA NOTE: The following administrative regulation is **mandated** pursuant to [Education Code 48851.3, as added by AB 408 \(Ch. 914, Statutes of 2022\)](#) and 42 USC 11432; ~~see, which require districts to establish homeless education program policies. Pursuant to Education Code 48851.3 districts are required to update these policies at least once every three years. See~~ section on "Transportation" below [for additional requirements](#).

Definitions

CSBA NOTE: The federal McKinney-Vento Homeless Assistance Act (42 USC 11434a) and Education Code 48859, ~~as amended by AB 27 (Ch. 394, Statutes of 2021)~~, define "homeless children and youths" as provided below. Foster youth who are living in emergency or transitional shelters are within the definition of homeless students but youth who are awaiting foster care placement are not. See BP/AR 6173.1 - Education for Foster Youth for state law regarding foster children.

Homeless students ~~or *students experiencing homelessness*~~ means students who lack a fixed, regular, and adequate nighttime residence and includes: (Education Code 48859; 42 USC 11434a)

1. Students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals
2. Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings
3. Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
4. Migratory children who qualify as homeless because they are living in conditions described in items #1-3 above

Unaccompanied youth includes a homeless child or youth not in the physical custody of a parent or guardian. (Education Code 48859; 42 USC 11434a)

CSBA NOTE: The following definition of "school of origin" generally reflects Education Code 48852.7, which exceeds the definition in 42 USC 11432 and is consistent with the state definition of "school of origin" that applies to foster youth. However, 42 USC 11432 includes preschools in the definition as provided below.

School of origin means the school that the ~~homeless~~ student [experiencing homelessness](#) attended when permanently housed or the school in which the student was last enrolled, including a

preschool. If the school the homeless student experiencing homelessness attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the student attended within the preceding 15 months and with which the student is connected, the district liaison for homeless students shall determine, in consultation with and with the agreement of the homeless student experiencing homelessness and the person holding the right to make educational decisions for the student, and shall determine which school is, in the best interests of the homeless student; ~~which school shall be~~ experiencing homelessness, deemed the school of origin. (Education Code 48852.7; 42 USC 11432)

CSBA NOTE: Education Code 48850 expresses legislative intent that the "best interest" of a homeless student experiencing homelessness or foster youth includes educational stability as well as placement in the least restrictive educational program, as provided below. Education Code 48853 further provides that the placement of a foster youth must consider the student's access to academic resources, services, and extracurricular and enrichment activities. For consistency with the definition of "best interest" applicable to foster youth (see AR 6173.1 - Education for Foster Youth), ~~the~~ The following definition also reflects Education Code 48853.

Best interest means that, in making educational and school placement decisions for a homeless student experiencing homelessness, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the student's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853; 42 USC 11432)

District Liaison

CSBA NOTE: Pursuant to 42 USC 11432, districts are required to designate an appropriate staff person, who may also be a coordinator for other federal programs, as a district liaison for homeless students. The district should fill in the blanks below with the title or position, address, email address, and phone number of the district liaison.

The Superintendent designates the following staff person as the district liaison for homeless students: (42 USC 11432)

District Social Worker
(title or position)

445 Montezuma Street, Rio Vista, CA 94571
(address)

Socialworker@rdusd.org
(email address)

(707) 374-1700
(phone number)

CSBA NOTE: The duties of the district liaison for homeless students are listed in Education Code 48851.3, as added by AB 408, and 42 USC 11432 and are specified below. Also see the U.S. Department of Education's (USDOE), "Education for Homeless Children and Youths Program Non-Regulatory Guidance", and the "Homeless Liaison Toolkit", developed by the National Center for Homeless Education.

The district's liaison for homeless students shall: (Education Code 48851.3, 48851.5, 48852.5; 42 USC 11432)

1. Ensure that homeless students experiencing homelessness are identified by school personnel through outreach and coordination activities with other entities and agencies
2. Ensure that homeless students experiencing homelessness are enrolled in, and have a full and equal opportunity to succeed in, district schools
3. Ensure that homeless families and children and youth students experiencing homelessness have access to and receive educational services for which they are eligible, including services through Head Start and Early Head Start programs, early intervention services under Part C of the federal Individuals with Disabilities Education Act, and other preschool programs administered by the district
4. Ensure that homeless families and students experiencing homelessness receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services
5. Inform parents/guardians of the educational and related opportunities available to their children and ensure that they are provided with meaningful opportunities to participate in the education of their children
6. Disseminate public notice of the educational rights of homeless students experiencing homelessness in locations frequented by parents/guardians of homeless children and youth students experiencing homelessness and by unaccompanied youth, including schools, shelters, public libraries, and hunger relief agencies (soup kitchens). The rights shall be presented in a manner and form understandable to the parents/guardians of homeless students and unaccompanied youth.
7. Mediate enrollment disputes in accordance with law and the section "Resolving Enrollment Disputes" below
8. Fully inform parents/guardians of homeless students experiencing homelessness and unaccompanied youth of all transportation services, including transportation to the school of origin, and assist them in accessing transportation to the school of choice

CSBA NOTE: Pursuant to Education Code 48852.5, as amended by SB 400 (Ch. 400, Statutes of 2021), the California Department of Education (CDE) is required to provide training materials to district liaisons for homeless students for the purpose of providing required professional development and support to school personnel who provide services to homeless students.

Pursuant to Education Code 48851.3, as added by AB 408, the district's liaison for homeless students is required to offer annual training to district employees who provide services to students experiencing homelessness and inform such employees of the availability of training and the services the liaison provides. While Education Code 48851.3 requires annual training for employees who work with students experiencing homelessness, the district's liaison for homeless students is encouraged to offer training to all district employees.

The examples of school personnel listed below reflect CDE's ~~2021-22~~2022-23 Federal Program Monitoring Instrument.

9. ~~Ensure that~~ Offer annual training related to the district's homeless education program policies to school personnel ~~providing~~ who provide services to homeless students

experiencing homelessness, including principals and other school leaders, attendance supervisors, officers, teachers, enrollment personnel, and specialized instructional support personnel, receive to ensure that such employees are informed of available training, professional development, and other support, and the services provided by the district liaison for homeless students

10. Ensure that unaccompanied youth are enrolled in school, have opportunities to meet the same challenging state academic standards established for other students, and are informed of their status as independent students under 20 USC 1087vv and that they may receive assistance from the district liaison to receive verification of their independent student status for purposes of applying for federal student aid pursuant to 20 USC 1090
11. Coordinate and collaborate with state coordinators and community and school personnel responsible for the provision of education and related services to ~~homeless~~ students experiencing homelessness, including the collection and provision of comprehensive data to the state coordinator as required by law

CSBA NOTE: Pursuant to Education Code 48918.1, the district liaison must be notified at least 10 calendar days before the date of the expulsion hearing for a ~~homeless~~ student experiencing homelessness, when the student's alleged violation does not require a mandatory recommendation for expulsion, and may be notified for mandatory expulsions; see AR 5144.1 - Suspension and Expulsion/Due Process. When so notified, the district liaison is expected to assist the student and, as necessary, advocate on the student's behalf.

Furthermore, pursuant to Education Code 48915.5, if the ~~homeless~~ student experiencing homelessness has also been identified as an individual with a disability and the district has proposed a change of placement due to an act for which the decision to recommend expulsion is discretionary, the district liaison must be invited to participate in the individualized education program (IEP) team meeting that makes a manifestation determination pursuant to the Individuals with Disabilities Education Act (20 USC 1415(k)).

In addition, when notified pursuant to Education Code 48918.1, the district liaison shall assist, facilitate, or represent a ~~homeless~~ student experiencing homelessness who is undergoing a disciplinary proceeding that could result in the student's expulsion. When notified pursuant to Education Code 48915.5, the district liaison shall participate in an individualized education program (IEP) team meeting to make a manifestation determination regarding the behavior of a student with a disability.

CSBA NOTE: 42 USC 11432 requires CDE to publish a list of district liaisons on its web site. CDE collects the name and contact information of district liaisons through the consolidated application process, along with information about district compliance with federal program requirements.

The Superintendent or designee shall inform ~~homeless children and youth~~ students experiencing homelessness, their parents/guardians, school personnel, service providers, and advocates working with homeless families of the duties of the district's liaison. The Superintendent or designee shall also provide the name and contact information of the district's liaison to the California Department of Education (CDE) for publishing on CDE's web site. (42 USC 11432)

Enrollment

The district shall make placement decisions for homeless students experiencing homelessness based on the student's best interest. (Education Code 48850; 42 USC 11432)

In determining a student's best interest, a student experiencing homelessness shall, to the extent feasible, be placed in the school of origin, unless the student's parent/guardian or the unaccompanied youth requests otherwise. (Education Code 48852.7; 42 USC 11432)

CSBA NOTE: Education Code 48850 and 42 USC 11432 ~~specifies~~specify factors that must be considered in determining a student's best interest, as provided below.

~~In~~When determining the best interest of ~~the any~~ student experiencing homelessness, the district shall ~~consider~~give priority to the request of the student's parent/guardian, or in the case of an unaccompanied youth, the request of the student. The student's educational stability and opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress and other student-centered factors related to the student's best interest, including ~~factors related to~~ the impact of mobility on the student's achievement, education, health, and safety, ~~giving priority to the request of the student's parent/guardian or, in the case of an unaccompanied youth, the youth.~~ (shall also be considered. (Education Code 48850; 42 USC 11432))

CSBA NOTE: The following optional paragraph presents examples of factors that may be considered in making placement decisions based on a student's "best interest," and may be revised to reflect district practice.

Such factors may include, but are not limited to, the age of the student, the distance of the commute and the impact it may have on the student's education, personal safety issues, the student's need for special instruction, the length of anticipated stay in the temporary shelter or other temporary location, likely area of future housing, school placement of siblings, and the time remaining in the school year.

However, placement decisions shall not be based on whether a homeless student experiencing homelessness lives with the student's homeless parent/guardian or has been temporarily placed elsewhere. (42 USC 11432)

In the case of an unaccompanied youth, the district liaison shall assist in placement or enrollment decisions, give priority to the views of the student, and provide notice to the student of the right to appeal. (42 USC 11432)

~~In determining a student's best interest, a homeless student shall, to the extent feasible, be placed in the school of origin, unless the student's parent/guardian or the unaccompanied youth requests otherwise. (Education Code 48852.7; 42 USC 11432)~~

CSBA NOTE: Education Code 48852.7 and 42 USC 11432 require schools to immediately enroll homeless students experiencing homelessness as specified below. In ~~its~~USDOE's, "Non-Regulatory Guidance Education for Homeless Children and Youths Program," ~~the~~ USDOE recommends that the district take steps to facilitate immediate enrollment such as accepting school records directly from families, establishing school-based immunization clinics, and training staff on the legal requirements for immediate enrollment. See AR 5111.1 - District Residency.

Once a placement decision has been made, the principal or designee shall immediately enroll the student in the school of choice. The student shall be enrolled even if the student: (Education Code 48850, 48852.7; 42 USC 11432)

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended
2. Does not have clothing normally required by the school, such as school uniforms
3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and records of immunization and other required health records
4. Has missed application or enrollment deadlines during any period of homelessness

The principal or designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other required health records, the principal or designee shall immediately refer the parent/guardian to the district liaison for homeless students. The district liaison shall assist the parent/guardian, or the student if the student is an unaccompanied youth, in obtaining the necessary immunizations, screenings, or records for the student. (42 USC 11432)

If the student is placed at a school other than the school of origin or the school requested by the student's parent/guardian or the student, if an unaccompanied youth, the Superintendent or designee shall provide the parent/guardian or the unaccompanied youth with a written explanation of the reasons for the decision, including why placement in the student's school of origin or requested school is not in the student's best interest, along with a statement regarding the right to appeal the placement decision. The written explanation shall be in a manner and form understandable to such parent/guardian or unaccompanied youth. (42 USC 11432)

At the point of any change or subsequent change in the residence of a ~~homeless~~ student experiencing homelessness, the student may continue attending the student's school of origin for the duration of the homelessness. (Education Code 48852.7; 42 USC 11432)

To ensure that the ~~homeless~~ student experiencing homelessness has the benefit of matriculating with the student's peers in accordance with the established feeder patterns, the following shall apply: (Education Code 48852.7; 42 USC 11432)

1. If the student is transitioning between grade levels, the student shall be allowed to continue in the same attendance area-
2. If the student is transitioning to a middle school or high school, and the school designated for matriculation is in another school district, the student shall be allowed to continue to the school designated for matriculation in that district-

CSBA NOTE: Education Code 48852.7 and 42 USC 11432 require that ~~homeless~~ students who become permanently housed during the school year be allowed to remain in the school of origin for the remainder of the school year. Additionally, Education Code 48852.7 allows ~~homeless~~ students to remain in the school of origin, or matriculate to a feeder school, even if the student is

no longer ~~homeless~~experiencing homelessness. The district may revise the following list to reflect the grade levels and feeder school patterns in the district.

If the student's housing status changes before the end of the school year so that the student is no longer ~~homeless~~experiencing homelessness, the student shall be allowed to stay in the school of origin: (Education Code 48852.7)

1. Through the duration of the school year if the student is in grades K-8
2. Through graduation if the student is in high school

Resolving Enrollment Disputes

CSBA NOTE: In the event that a dispute arises over the district's decision related to student eligibility, school selection, or enrollment, the district must comply with the requirements of 42 USC 11432 and the dispute resolution process established by CDE. CDE's ~~process is described in its~~, "Homeless Education Dispute Resolution Process" ~~letter to districts,~~ available on CDE's web site; provides such guidance. CDE's ~~letter~~guidance does not specify a hearing process or timelines for the district-level dispute resolution process. Thus, the district may revise the following section to reflect district practice, provided that the process is consistent with law.

If a dispute arises over student eligibility, school selection, or enrollment in a particular school, the matter shall be referred to the district liaison, who shall carry out the dispute resolution process as expeditiously as possible. (42 USC 11432)

The parent/guardian or unaccompanied youth shall be provided with a written explanation of any decisions related to eligibility, school selection, or enrollment and of the right of the parent/guardian or unaccompanied youth to appeal such decisions. (42 USC 11432)

CSBA NOTE: The following optional list should be modified to reflect district practice. In ~~its~~USDOE's, "Education for Homeless Children and Youths Program Non-Regulatory Guidance," ~~the~~ USDOE recommends that the written explanation contain the elements specified below. See the accompanying exhibits for a sample explanation and appeal form.

The written explanation shall include:

1. A description of the action proposed or refused by the district
2. An explanation of why the action is proposed or refused
3. A description of any other options the district considered and the reasons that any other options were rejected
4. A description of any other factors relevant to the district's decision and information related to the eligibility or best interest determination including the facts, witnesses, and evidence relied upon and their sources
5. Appropriate timelines to ensure any relevant deadlines are not missed
6. Contact information for the district liaison and state coordinator, and a brief description of those roles

The written explanation shall be complete, as brief as possible, simply stated, and provided in language that the parent/guardian or student can understand.

CSBA NOTE: The following optional paragraph is recommended in the USDOE's "Education for Homeless Children and Youths Program Non-Regulatory Guidance."

The district liaison may use an informal process as an alternative to formal dispute resolution procedures, provided that the parents/guardians or unaccompanied youth have access to the more formal process if informal resolution is not successful in resolving the matter.

CSBA NOTE: The following optional paragraph is recommended in CDE's, "Homeless Education Dispute Resolution Process" letter, guidance to districts. CDE recommends that if the parent/guardian or unaccompanied youth is an English Learner, the native language and/or an interpreter be used, and/or if additional supports are needed because of a disability, such services be made available without charge.

In working with a student's parents/guardians or unaccompanied youth to resolve an enrollment dispute, the district liaison shall:

1. Inform ~~them~~ the student's parents/guardians or unaccompanied youth that ~~they may provide~~ written and/or oral documentation to support their position may be provided
2. Inform ~~them~~ the student's parents/guardians or unaccompanied youth that they may seek the assistance of social services, advocates, and/or service providers in having the dispute resolved
3. Provide ~~them~~ a simple form that they may use and turn in to the school to initiate the dispute resolution process
4. Provide ~~them~~ a copy of the dispute form they submit for their records
5. Provide ~~them~~ the outcome of the dispute for their records

When a student's parent/guardian or an unaccompanied youth involved in the enrollment dispute is an English learner, Items #1-5 shall be provided either in the native language of the parent/guardian or unaccompanied youth or through an interpreter; ~~and any.~~ Any additional support needed because of a disability of that parent/guardian or unaccompanied youth shall be made available without a charge.

If a parent/guardian or unaccompanied youth disagrees with the district liaison's enrollment decision, the decision may be appealed to the Superintendent. The Superintendent shall make a determination within five working days.

CSBA NOTE: In ~~its~~ CDE's, "Homeless Education Dispute Resolution Process" ~~letter to districts,~~ CDE describes the process for appealing a district's enrollment decision to the county office of education (COE) and CDE. Upon receipt of materials describing the dispute from the district, the COE liaison will determine the school selection or enrollment decision within five working days. If the dispute remains unresolved or is appealed, the COE liaison will forward the documentation to CDE's Homeless Education Program. CDE will notify all parties of the final determination of eligibility, school selection, or enrollment within five working days of receipt of the appeal.

If the parent/guardian chooses to appeal the district's placement decision, the district liaison shall forward all written documentation and related paperwork to the liaison for homeless students at the county office of education.

CSBA NOTE: 42 USC 11432 provides that, during any dispute over a student's enrollment, the student must be allowed to be enrolled in the school in which enrollment is sought during the period of all appeals. 42 USC 11434a defines "enrollment" as including attendance in classes and full participation in school activities.

Pending final resolution of the dispute, including all available appeals, the student shall be immediately enrolled in the school in which enrollment is sought and shall be allowed to attend classes and participate fully in school activities. (42 USC 11432, 11434a)

Transportation

CSBA NOTE: 42 USC 11432 **mandates** that districts adopt policies and practices to ensure that transportation is provided to homeless students [experiencing homelessness](#), at the request of the student's parent/guardian or of the district liaison in the case of an unaccompanied youth, to and from the school of origin as specified below.

In its [USDOE's](#), "Education for Homeless Children and Youths Program Non-Regulatory Guidance," USDOE states that the law imposes an affirmative obligation to transport homeless students [experiencing homelessness](#), even if transportation is not provided to other students. The Guidance clarifies that, because the State of California receives funds under McKinney-Vento, all districts in California are subject to this requirement.

~~Federal law does not address the authorization provided by Education Code 39807.5 for the district to charge for the cost of home-to-school transportation. However, it is likely that most homeless students would be identified as indigent and would therefore be exempt from transportation costs. See AR 3250 - Transportation Fees.~~

The district shall provide transportation for a homeless student [experiencing homelessness](#) to and from the student's school of origin when the student is residing within the district and the parent/guardian, or the district liaison in the case of an unaccompanied youth, requests that such transportation be provided. If the student moves outside of district boundaries, but continues to attend the student's school of origin within this district, the Superintendent or designee shall consult with the superintendent of the district in which the student is now residing to agree upon a method to apportion the responsibility and costs of the transportation. (42 USC 11432)

[CSBA NOTE: Pursuant to Education Code 39807.5, as amended by AB 181 \(Ch. 52, Statutes of 2022\), the district is required to waive transportation fees for an unduplicated student, as defined in Education Code 42238.02, which includes a student who is eligible for free or reduced-price meals, who is classified as an English learner, or who is a foster youth. Since it is likely that most students experiencing homelessness would be eligible to receive free meals, and would therefore qualify as an unduplicated student, such students would most likely be exempt from transportation costs. See BP 3540 Transportation and BP/AR 3250 - Transportation Fees.](#)

[Any fees that the district charges for home-to-school transportation and other transportation as expressly provided by law shall be waived for students experiencing homelessness. \(Education Code 39807.5\)](#)

CSBA NOTE: Education Code 48852.7 requires that the district provide transportation to a formerly homeless student with an IEP only if transportation is a necessary related service. Education Code 48852.7 does not supersede or exceed other laws governing special education services for eligible homeless students experiencing homelessness.

The following paragraph may be revised if the district chooses to provide transportation to other formerly homeless students attending their school of origin.

The district shall not be obligated to provide transportation to students who continue attending their school of origin after they ~~cease to be homeless~~ secure permanent housing, unless the formerly homeless student has an IEP that includes transportation as a necessary related service for the student. (Education Code 48852.7)

Transfer of Coursework and Credits

CSBA NOTE: The following section is for use by districts maintaining high schools. Education Code 51225.2, as amended by SB 532 (Ch. 918, Statutes of 2022), addresses the transferability of coursework and credits completed by a student experiencing homelessness, as provided below.

Education Code 51225.2, as amended by SB 532, requires the transferring school to include in the student's educational record a determination of days of enrollment and/or seat time and an official transcript with full and partial credits earned, or any measure of full or partial coursework being satisfactorily completed.

When a ~~homeless~~ student experiencing homelessness transfers into a district school, the district will receive an official transcript from the transferring school or district which reflects full and partial credits and grades earned by the student and includes: (Education Code 51225.2)

1. A determination of the days of enrollment and/or seat time, if applicable, for all full and partial credits earned based on any measure of full or partial coursework being satisfactorily completed

Partial coursework satisfactorily completed includes any portion of an individual course, even if the student did not complete the entire course

2. Separate listings for credits and grades earned at each school and local educational agency so it is clear where credits and grades were earned
3. A complete record of the student's seat time, including both period attendance and days of enrollment

The district shall transfer the credits and grades from the transferring school's transcript onto an official district transcript in the same manner as described in Item #2, above. (Education Code 51225.2)

If the Principal or designee has knowledge that the transcript from the transferring school may not include certain credits or grades, the Principal or designee shall contact the prior school within two

business days to request that the full or partial credits be issued, which shall then be issued and provided by the prior school within two business days of the request. (Education Code 51225.2)

The district shall accept and issue full credit for any coursework that the student has satisfactorily completed while attending another public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school ~~and~~. (Education Code 51225.2)

CSBA NOTE: Pursuant to Education Code 51225.2, districts may not require a student who has completed an entire course to retake the course.

If the entire course was completed, the district shall not require the student to retake the course. (Education Code 51225.2)

If the ~~homeless student did not complete the entire course~~ was not completed at the previous school, the student shall be issued partial credit for the coursework completed and shall be required to take the uncompleted portion of the course ~~that the student did not complete at the previous school~~. However, the district may require the student to retake the portion of the course completed if, in consultation with the holder of educational rights for the student, the district finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a ~~homeless~~ student in any particular course, the student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. (Education Code 51225.2)

CSBA NOTE: Although Education Code 51225.2 requires districts to award partial credits to ~~homeless~~ students who transfer from school to school, there is no uniform system for calculating and awarding partial credits. A recommendation for how to award partial credit is available in the "California Child Welfare Council's "Partial Credit Model Policy and Practice Recommendations" and should be revised to reflect district practice.

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject. Partial credits and grades earned by a student shall be included on the student's official transcript within two business days of the district's notification of the student's transfer, as required under Education Code 49069.5.

In no event shall the district prevent a ~~homeless~~ student experiencing homelessness from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

Applicability of Graduation Requirements

CSBA NOTE: The following section is for use by districts maintaining high schools. Also see BP 6146.1 - High School Graduation Requirements.

To obtain a high school diploma, a ~~homeless~~ student experiencing homelessness shall complete all courses required by Education Code 51225.3 and fulfill any additional graduation requirements established by the Governing Board.

However, when a homeless student experiencing homelessness who has completed the second year of high school transfers into the district from another school district or transfers between high schools within the district, the student shall be exempted from all district-~~adopted~~established coursework and other district-established graduation requirements, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of the fourth year of high school. Within 30 calendar days of the homeless student's transfer, the Superintendent or designee shall notify the student, the person holding the right to make educational decisions for the student, and the district liaison for homeless students of the availability of the exemption and whether the student qualifies for it. If the Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the student is no longer homeless. (Education Code 51225.1)

CSBA NOTE: Pursuant to Education Code 51225.1, as amended by SB 532, to determine whether a student with significant gaps in school attendance is in the third or fourth year of high school, the student's age as compared to the average age of students in the third or fourth year of high school may be used.

~~To determine whether a homeless~~ To determine whether a student is in the third or fourth year of high school, the district shall use either the number of credits the student has earned as of the date of the transfer ~~or, the length of the student's school enrollment,~~ or, for a student with significant gaps in school attendance, the student's age as compared to the average age of students in the third or fourth year of high school, whichever qualifies the student for the exemption. (Education Code 51225.1)

CSBA NOTE: Education Code 51225.1, as amended by SB 532, requires the district to exempt a student who is granted~~qualifies for~~ an exemption and from district-established graduation requirements, under the circumstances described below.

~~The Superintendent or designee shall notify any homeless~~ If a student experiencing homelessness was not properly notified of an exemption, declined the exemption, or was not previously exempted, the student or the person holding the right to make educational decisions for the student may request the exemption and the Superintendent or designee shall exempt the student within 30 days of the request. A student may request the exemption even if the student is no longer a student experiencing homelessness. (Education Code 51225.1)

CSBA NOTE: Pursuant to Education Code 51225.1, as amended by SB 532, the district is required to reevaluate a student's eligibility for an exemption from district-established graduation requirements, as described below.

When the Superintendent or designee determines that a student who transferred into a district school is reasonably able to complete district-established graduation requirements by the end of the student's fourth year of high school, the student shall not be exempted from those requirements. Within 30 calendar days of the following academic year, the student shall be reevaluated based on the student's course completion status at the time, to determine if the student continues to be reasonably able to complete the district-established graduation requirements in time to graduate by the end of the student's fourth year of high school. Written notice as to whether the student then qualifies for exemption shall be provided to the student, the person holding the right to make educational decisions for the student, and if applicable, to the student's social worker or probation officer. (Education Code 51225.1)

If, upon reevaluation, it is determined that the student experiencing homelessness is not reasonably able to complete the district-established graduation requirements in time to graduate from high school by the end of the student's fourth year of high school, the Superintendent or designee shall provide the student with the option to receive an exemption from district-established graduation requirements or stay in school for a fifth year to complete the district-established graduation requirements upon agreement with the student, or if under 18 years of age, the person holding the right to make educational decisions for the student, and provide notifications in accordance with Education Code 51225.1. (Education Code 51225.1)

CSBA NOTE: Pursuant to Education Code 51225.1, as amended by SB 532, the district is required to consult with a student experiencing homelessness who is granted an exemption from district-established graduation requirements and the person holding the right to make educational decisions for the student, as described below.

When a student experiencing homelessness is exempted from district-established graduation requirements, the Superintendent or designee shall consult with the student and the person holding the right to make educational decisions for the student about the following: (Education Code 51225.1)

1. Discussion of how any requirements that are waived will may affect the student's student's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution
2. Discussion and shall provide information about other options available to the student, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges. (Education Code 51225.1)
3. Consideration of the student's academic data and any other information relevant to making an informed decision on whether to accept the exemption

The district shall not require or request a homeless student experiencing homelessness to transfer schools in order to qualify for an exemption and ~~no request for a transfer solely to qualify for an exemption shall be~~ shall not grant any request made by a homeless student experiencing homelessness, the person holding the right to make educational decisions for the student, or the district liaison on behalf of the student, for a transfer solely to qualify for an exemption. (Education Code 51225.1)

CSBA NOTE: Education Code 51225.1 prohibits the district from requiring a ~~if a homeless student who is exempted~~ eligible for an exemption from local district-established graduation requirements from accepting the exemption or being denied enrollment, as described below.

The Superintendent or designee shall not require a student experiencing homelessness who is eligible for an exemption from district-established graduation requirements, and would otherwise be entitled to remain in attendance at the school, to accept the exemption or be denied enrollment in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether such courses are required for statewide graduation requirements. (Education Code 51225.1)

CSBA NOTE: Education Code 51225.1 prohibits the district from revoking a student's exemption from district-established graduation requirements.

If a student experiencing homelessness is exempted from district-established graduation requirements, the exemption shall not be revoked. Additionally, the exemption shall continue to apply after the student is no longer ~~homeless~~experiencing homelessness or if the student transfers to another school, including a charter school, or school district. (Education Code 51225.1)

If the Superintendent or designee determines that a homeless student is reasonably able to complete district graduation requirements within the fifth year of high school, the Superintendent or designee shall: (Education Code 51225.1)

CSBA NOTE: Pursuant to Education Code 51225.1, the district may not require or request a student who is exempted from district-established graduation requirements and completes statewide coursework requirements before the end of the student's fourth year of high school to graduate early, as described below.

The Superintendent or designee shall not require or request a student experiencing homelessness who is exempted from district-established graduation requirements and who completes the statewide coursework requirements before the end of the fourth year of high school, and would otherwise be entitled to remain in school, to graduate before the end of the student's fourth year of high school. (Education Code 51225.1)

CSBA NOTE: Pursuant to Education Code 51225.1, as amended by SB 532, if the district determines that a student who is eligible for the exemption from district-established graduation requirements is reasonably able to complete those requirements in time to graduate from high school by the end of the student's fifth year, the district is required to provide the following.

Upon making a finding that a student experiencing homelessness is reasonably able to complete district-established graduation requirements within the fifth year of high school, the Superintendent or designee shall: (Education Code 51225.1)

1. ~~Inform~~ Consult with the student and, if under 18 years of age, the person holding the right to make educational decisions for the student, of the option available to the student to remain in school for a fifth year to complete the ~~district's~~ district-established graduation requirements and how that will affect the student's ability to gain admission to a postsecondary educational institution
2. ~~Provide~~ Consult with and provide information to the ~~homeless~~ student about transfer opportunities available through the California Community Colleges
3. Upon agreement with the ~~homeless~~ student or with the person holding the right to make educational decisions for the student if under 18 years of age, permit the student to stay in school for a fifth year to complete the ~~district's~~ district-established graduation requirements
4. Consult with the student or with the person holding the right to make educational decisions for the student of the option to remain in the student's school of origin

CSBA NOTE: Pursuant to Education Code 51225.1, as amended by SB 532, until January 1, 2028, when a student experiencing homelessness who has completed the second year of high school transfers into the district from another school district or transfers between high schools within the district, and is not reasonably able to complete the district-established graduation requirements, but

is reasonably able to complete the statewide coursework requirements, within the student's fifth year of high school, the district is required to exempt the student from the district-established graduation requirements and provide the student with the option to remain in school for a fifth year to complete the statewide requirements. In such situations, consultation with the student and the person holding the right to make educational decisions for the student is required, as provided below.

When a student experiencing homelessness who has completed the second year of high school transfers into the district from another school district or transfers between high schools within the district, and is not reasonably able to complete the district-established graduation requirements within the student's fifth year of high school but is reasonably able to complete the statewide coursework requirements within the fifth year of high school, the student shall be exempted from all district-established graduation requirements and be provided with the option to remain in school for a fifth year to complete the statewide requirements. In such situations, the Superintendent or designee shall consult with the student and the person holding the right to make educational decisions for the student, regarding the following: (Education Code 51225.1)

1. The student's option to remain in school for a fifth year to complete statewide coursework requirements
2. The effect of waiving the district-established requirements and remaining in school for a fifth year on the student's postsecondary education or vocation plans, including the ability to gain admission to an institution of higher education
3. Other options available to the student, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges
4. The student's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements

Eligibility for Extracurricular Activities

CSBA NOTE: The following paragraph is required pursuant to Education Code 48850. See BP 6145 - Extracurricular and Cocurricular Activities for additional eligibility requirements.

A ~~homeless~~ student experiencing homelessness who enrolls in any district school shall have access to extracurricular and enrichment activities that are available to all students in the school, including but not limited to, interscholastic sports administered by the California Interscholastic Federation. (Education Code 48850)

Notification, Complaints, and Posting Requirements

Information regarding the educational rights of ~~homeless~~ students experiencing homelessness, as specified in Education Code 51225.1 and 51225.2, shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.1, 51225.2)

CSBA NOTE: Education Code 51225.1 and 51225.2 provide that complaints of noncompliance with specified requirements related to the educational rights of ~~homeless~~ students experiencing

[homelessness](#) may be filed in accordance with the uniform complaint procedures (UCP) specified in 5 CCR 4600-4670. As with other complaints covered under the UCP, a complainant may appeal the district's decision to CDE and, if the district or CDE finds any merit in the complaint, the district must provide a remedy to the affected student. See BP/AR 1312.3 - Uniform Complaint Procedures.

Any complaint that the district has not complied with requirements regarding the education of ~~homeless~~ students [experiencing homelessness](#), as specified in Education Code 51225.1 or 51225.2, may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures.

CSBA NOTE: Education Code 48852.6, ~~as added by AB 27~~, requires the district and each district school that maintains a web site to post on the district and school web sites information related to ~~homeless students'~~ [the education of students experiencing homelessness](#), as specified in the following paragraphs.

The Superintendent or designee shall ensure that a list of the district's liaison(s) and the contact information for such liaison(s), as well as specific information on homelessness, including, but not limited to, information regarding the educational rights and resources available to ~~persons~~[students](#) experiencing homelessness, are posted on the district's web site. (Education Code 48852.6)

Each district school that has a web site shall also post the contact information for the district liaison and the name and contact information of any employee or other person under contract with the school who assists the district liaison in completing the liaison's duties pursuant to 42 USC 11432. (Education Code 48852.6)

Policy Reference UPDATE Service

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Policy Reference Disclaimer:

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

State	Description
5 CCR 4600-4670	Uniform complaint procedures
Ed. Code 39807.5	Payment of transportation costs by parents
Ed. Code 48850	Academic achievement of students in foster care and homeless children
Ed. Code 48850-48859	Education of foster youth and homeless students
Ed. Code 48851	Identification of homeless children and youths and unaccompanied youths; housing questionnaire
Ed. Code 48851.3	Homeless education program policies; liaison responsibilities
Ed. Code 48851.5	Local educational agency liaison for homeless children and youths
Ed. Code 48852.3	Monitoring for compliance with chapter

Ed. Code 48852.5	Notice of educational rights of homeless students
Ed. Code 48852.6	Information regarding homelessness
Ed. Code 48852.7	Education of homeless students; immediate enrollment
Ed. Code 48859	Definitions
Ed. Code 48915.5	Recommended expulsion; homeless student with disabilities
Ed. Code 48918.1	Notice of recommended expulsion
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 51225.1-51225.3	Graduation requirements
Ed. Code 52052	Accountability; numerically significant student subgroups
Ed. Code 52060-52077	Local control and accountability plan
Federal	Description
20 USC 1087vv	Free Application for Federal Student Aid; definitions
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1400-1482	Individuals with Disabilities Education Act
20 USC 6311	State plan
42 USC 11431-11435	McKinney-Vento Homeless Assistance Act
42 USC 12705	Cranston-Gonzalez National Affordable Housing Act; state and local strategies
Management Resources	Description
California Child Welfare Council Publication	Partial Credit Model Policy and Practice Recommendations, September 2013
California Department of Education Publication	2021-22 Federal Program Monitoring Instrument, May 2021
California Department of Education Publication	Homeless Education Dispute Resolution Process, March 2020
National Center for Homeless Education Publication	Homeless Liaison Toolkit, 2020
U.S. Department of Education Guidance	Education for Homeless Children and Youths Program, Non-Regulatory Guidance, August 2018
Website	CSBA District and County Office of Education Legal Services
Website	California State University
Website	University of California
Website	California Department of Education, Homeless Children and Youth Education
Website	National Center for Homeless Education at SERVE

Website	National Homelessness Law Center
Website	U.S. Department of Education - Education for Homeless Children and Youths Grants for State and Local Activities
Website	California Community Colleges
Website	California Interscholastic Federation
Website	California Child Welfare Council

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
0470	COVID-19 Mitigation Plan
0500	Accountability
1113	District And School Web Sites
1113	District And School Web Sites
1113-E(1)	District And School Web Sites
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1400	Relations Between Other Governmental Agencies And The Schools
3250	Transportation Fees
3250	Transportation Fees
3260	Fees And Charges
3260	Fees And Charges
3515.4	Recovery For Property Loss Or Damage
3515.4	Recovery For Property Loss Or Damage
3541	Transportation Routes And Services
3550	Food Service/Child Nutrition Program

3550	Food Service/Child Nutrition Program
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
4112.9	Employee Notifications
4112.9-E(1)	Employee Notifications
4131	Staff Development
4212.9	Employee Notifications
4212.9-E(1)	Employee Notifications
4231	Staff Development
4312.9	Employee Notifications
4312.9-E(1)	Employee Notifications
4331	Staff Development
5111	Admission
5111	Admission
5111.1	District Residency
5111.1	District Residency
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5113.11	Attendance Supervision
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
5125.2	Withholding Grades, Diploma Or Transcripts
5132	Dress And Grooming
5132	Dress And Grooming
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.26	Tuberculosis Testing
5141.31	Immunizations

5141.31	Immunizations
5141.32	Health Screening For School Entry
5141.6	School Health Services
5141.6	School Health Services
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5148.2	Before/After School Programs
5148.2	Before/After School Programs
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6011	Academic Standards
6120	Response To Instruction And Intervention
6143	Courses Of Study
6143	Courses Of Study
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6145.2	Athletic Competition
6145.2	Athletic Competition
6146.1	High School Graduation Requirements
6146.3	Reciprocity Of Academic Credit
6146.3	Reciprocity Of Academic Credit
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
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6164.2	Guidance/Counseling Services
6164.5	Student Success Teams
6164.5	Student Success Teams
6171	Title I Programs
6171	Title I Programs
6172	Gifted And Talented Student Program
6172	Gifted And Talented Student Program
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6174	Education For English Learners
6174	Education For English Learners
6177	Summer Learning Programs
6178	Career Technical Education
6178	Career Technical Education
6179	Supplemental Instruction
6190	Evaluation Of The Instructional Program

Policy 6173.1: Education For Foster Youth

Status: ADOPTED

Original Adopted Date: 03/01/2008 | Last Revised Date: ~~12~~03/01/2013~~2023~~ | Last Reviewed Date: ~~12~~03/01/2013~~2023~~

CSBA NOTE: Education Code 42238.02 and 42238.03 provide supplemental and concentration grants within the local control funding formula based on the number and concentration of unduplicated counts of students who are foster youth, who are English learners, and/or who are eligible for free or reduced-price meals; see BP/AR 3100 - Budget. In addition, Education Code 52060-52077 require districts to develop a local control and accountability plan (LCAP) which must be aligned to specific state priorities and any additional local priorities, and which must contain annual goals for all students and for each "numerically significant" student subgroup and the specific actions to be taken to achieve each goal; see BP/AR 0460 - Local Control and Accountability Plan.

Education Code 48850-48859 (the AB 490 Educational Rights and Stability Act of 2003) create obligations for districts regarding the education of foster youth, including the right of foster youth to continue attending their school of origin and the requirement to ensure that foster youth have access to the same academic resources, services, and extracurricular and enrichment activities that are available to all students. See the accompanying administrative regulation.

While the requirements of the federal McKinney-Vento Homeless Assistance Act (42 USC 11431-11435) may apply to foster youth in certain situations, such as when they are living in emergency or transitional shelters (see BP/AR 6173 - Education for Homeless Children), Education Code 48850-48859 extend services to youth at any time when in foster care. The following policy may be revised to reflect district practice.

The Governing Board recognizes that foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. ~~To enable such students to achieve state and district academic standards, the Superintendent or designee shall provide them with full access to the district's educational program and implement strategies identified as necessary for the improvement of the academic achievement of foster youth in the district's local control and accountability plan (LCAP).~~ that may be addressed with the provision of a safe, positive learning environment that is free from discrimination and harassment and that promotes students' self-esteem and academic achievement.

The Superintendent or designee shall provide foster youth with full access to the district's educational program and implement strategies necessary for the improvement of the academic achievement of foster youth as identified in the district's local control and accountability plan (LCAP). The Superintendent or designee shall also develop strategies to build a foster youth's feeling of connectedness with school, including, but not limited to, strategies that promote positive discipline and conflict resolution, the development of resiliency and interpersonal skills, and the involvement of foster parents, group home administrators, and/or other caretakers in school programs and activities.

CSBA NOTE: Pursuant to Education Code 48850, placement determinations for foster youth ~~must~~are required to be made in accordance with the student's "best interest." In addition, Education Code 48853.5 requires each district to designate a staff person as a foster care liaison

to help ensure proper school placement ~~and~~, enrollment, ~~and~~ transfer. See the accompanying administrative regulation.

The Superintendent or designee shall ensure that placement decisions for foster youth are based on the students' best interests as defined in law and as specified in the accompanying administrative regulation. To that end, ~~he/she~~the Superintendent or designee shall designate a staff person as the district liaison for foster youth to help facilitate the enrollment, placement, and transfer of foster youth.

The Superintendent or designee and district liaison shall ensure that all appropriate staff, including, but not limited to, each principal, school registrar, and attendance clerk, receive training on the enrollment, placement, and transfer of foster youth and other related rights.

~~The Board desires to provide foster youth with a safe, positive learning environment that is free from discrimination and harassment and that promotes students' self-esteem and academic achievement. The Superintendent or designee shall develop strategies to build a foster youth's feeling of connectedness with his/her school, including, but not limited to, strategies that promote positive discipline and conflict resolution, the development of resiliency and interpersonal skills, and the involvement of foster parents, group home administrators, and/or other caretakers in school programs and activities.~~

CSBA NOTE: Education Code 48853.5 encourages districts to collaborate with other agencies to provide services to foster youth. The following optional paragraph should be modified to reflect district practice.

To address the needs of foster youth and help ensure the maximum utilization of available funds, the Superintendent or designee shall collaborate with local agencies and officials including, but not limited to, the county placing agency, social services, probation officers, and juvenile court officers. The Superintendent or designee shall explore the feasibility of entering into agreements with these groups to coordinate services and protect the rights of foster youth.

CSBA NOTE: Pursuant to Education Code 51225.1, as amended by SB 532 (Ch. 918, Statutes of 2022), districts are required to annually report to the California Department of Education regarding the number of foster youth who, for the prior school year, graduated with an exemption from the district-established graduation requirements that are in addition to statewide coursework requirements, as specified below.

Annually, the Superintendent or designee shall report to the California Department of Education, in accordance with Education Code 51225.1, the number of foster youth graduating from the fourth or fifth year of high school who, for the prior school year, graduated with an exemption from district-established graduation requirements that are in addition to statewide coursework requirements.

Policy Reference UPDATE Service

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Policy Reference Disclaimer:

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

State	Description
5 CCR 4600-4670	Uniform complaint procedures
Ed. Code 32228-32228 39807.5	Student safety and violence prevention Payment of transportation costs by parents/guardians; waiver for foster youth
Ed. Code 42238.01-42238.07	Local control funding formula
Ed. Code 42920- 42925 42926	Foster children educational services
Ed. Code 48645- 48646 48647	Juvenile court schools
Ed. Code 48850-48859	Education of foster youth and homeless students
Ed. Code 48915.5	Recommended expulsion; homeless student foster youth with disabilities
Ed. Code 48918.1	Notice of recommended expulsion
Ed. Code 49061	Definitions; directory information
Ed. Code 49069.5	Students in foster care; grades and credits
Ed. Code 49076	Access to student records
Ed. Code 51225.1	Exemption from district graduation requirements
Ed. Code 51225.2	Course credits
Ed. Code 51225.3	High school graduation requirements
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 56055	Rights of foster parents pertaining to foster child's youth's education
H&S Code 120341	Foster youth; school placement and immunization records
H&S Code 1522.41	Training and certification of group home administrators
H&S Code 1529.2	Training of licensed foster parents
W&I Code 16000-16014	Foster care placement
W&I Code 300	Minors subject to jurisdiction
W&I Code 309	Investigation and release of child
W&I Code 317	Appointment of legal counsel
W&I Code 361	Limitations on parental control

W&I Code 366.27	Educational decision by relative providing living arrangements
W&I Code 602	Minors violating law; ward of court
W&I Code 726	Limitations on parental control
W&I Code 727	Order of care; ward of court
Federal	Description
20 USC 1415	Procedural safeguards
20 USC 6311	State plan
29 USC 794	Rehabilitation Act of 1973; Section 504
42 USC 11431-11435	McKinney-Vento Homeless Assistance Act
42 USC 670-679b	Federal assistance for foster care programs
Management Resources	Description
Alliance for Children's Rights Publication	Foster Youth Education Toolkit, December 2016
California Child Welfare Council Publication	Partial Credit Model Policy and Practice Recommendations
California Foster Youth Education Task Force Publication	California Foster Youth Education Law Fact Sheets, January 2021
Cities, Counties and Schools Partnership Pub. Publication	Our Children: Emancipating Foster Youth, A Community Action Guide
CSBA Publication	Our Foster Youth: What School Boards Can Do, May 2016
CSBA Publication	Foster Youth: Supports for Success, Governance Brief, May 2016
U.S. Department of Education Publication	Ensuring Educational Stability for Children in Foster Care, Non-Regulatory Guidance, June 2016
Website	CSBA District and County Office of Education Legal Services
Website	Alliance for Children's Rights
Website	Foster Ed
Website	National Center for Youth Law
Website	California Department of Education, Foster Youth Services
Website	California Department of Social Services, Foster Youth Ombudsman Office
Website	California Foster Youth Education Task Force
Website	California Youth Connection
Website	Cities Counties and Schools Partnership
Website	CSBA
Website	California Child Welfare Council

Cross References

Code	Description
0200	Goals For The School District
0410	Nondiscrimination In District Programs And Activities
0415	Equity
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0470	COVID-19 Mitigation Plan
0500	Accountability
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1400	Relations Between Other Governmental Agencies And The Schools
3100	Budget
3100	Budget
<u>3250</u>	<u>Transportation Fees</u>
3260	Fees And Charges
3260	Fees And Charges
3515.4	Recovery For Property Loss Or Damage
3515.4	Recovery For Property Loss Or Damage
3540	Transportation
3541	Transportation Routes And Services
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
4131	Staff Development
4231	Staff Development
4331	Staff Development
5111	Admission
5111	Admission

5111.1	District Residency
5111.1	District Residency
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5113.11	Attendance Supervision
5116.1	Intradistrict Open Enrollment
5116.1	Intradistrict Open Enrollment
5117	Interdistrict Attendance
5117	Interdistrict Attendance
5121	Grades/Evaluation Of Student Achievement
5121	Grades/Evaluation Of Student Achievement
5123	Promotion/Acceleration/Retention
5123	Promotion/Acceleration/Retention
5125	Student Records
5125	Student Records
5125.2	Withholding Grades, Diploma Or Transcripts
5131	Conduct
5131.2	Bullying
5131.2	Bullying
5131.6	Alcohol And Other Drugs
5131.6	Alcohol And Other Drugs
5132	Dress And Grooming
5132	Dress And Grooming
5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.26	Tuberculosis Testing
5141.31	Immunizations
5141.31	Immunizations
5141.32	Health Screening For School Entry
5141.6	School Health Services
5141.6	School Health Services

5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5145.9	Hate-Motivated Behavior
5147	Dropout Prevention
5148.2	Before/After School Programs
5148.2	Before/After School Programs
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6000	Concepts And Roles
6011	Academic Standards
6020	Parent Involvement
6020	Parent Involvement
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6145.2	Athletic Competition
6145.2	Athletic Competition
6146.1	High School Graduation Requirements
6146.3	Reciprocity Of Academic Credit
6146.3	Reciprocity Of Academic Credit
6159	Individualized Education Program
6159	Individualized Education Program
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
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
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6164.2	Guidance/Counseling Services
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.6	Identification And Education Under Section 504
6164.6	Identification And Education Under Section 504
6172	Gifted And Talented Student Program
6172	Gifted And Talented Student Program
6173	Education For Homeless Children
6173	Education For Homeless Children
6173-E(1)	Education For Homeless Children
6173-E(2)	Education For Homeless Children
6174	Education For English Learners
6174	Education For English Learners
6177	Summer Learning Programs
6179	Supplemental Instruction
<u>6184</u>	<u>Continuation Education</u>
6190	Evaluation Of The Instructional Program
9320	Meetings And Notices

Regulation 6173.1: Education For Foster Youth

Status: ADOPTED

Original Adopted Date: 12/01/2013 | Last Revised Date: 06/03/01/20222023 | Last Reviewed Date: 06/03/01/20222023

Definitions

CSBA NOTE: Pursuant to Education Code 42238.01 and 48853.5, as amended by AB ~~1055~~181 (Ch. ~~287~~52, Statutes of ~~2021~~,2022), define "foster youth" has the same meaning, as the term is defined reflected in Education Code 42238.01, as amended by AB 167 (Ch. 252, Statutes of 2021). See Items #4 and 5 below the following paragraph.

Foster youth, foster child, or student in foster care means any of the following: (Education Code 42238.01, 48853.5)

1. 1. A child who is the subject of a petition filed pursuant to Welfare and Institutions Code 300, whether or not the child has been removed from the child's home by the juvenile court pursuant to Welfare and Institutions Code 319 or 361.
2. A child who is the subject of a petition filed pursuant to Welfare and Institutions Code 602, whether or not the child has been removed from the child's home
3. 3. A child who is the subject of a petition filed pursuant to Welfare and Institutions Code 602, has been removed from the child's home by the juvenile court pursuant to Welfare and Institutions Code 727, and is in foster care as defined by Welfare and Institutions Code 727.4(d).
3. 4. A nonminor who is under the transition jurisdiction of a juvenile court, as described in Welfare and Institutions Code 450, and satisfies the criteria specified in Education Code 42238.01.
5. A child who has been removed from the youth's home pursuant to Welfare and Institutions Code 309
4. 6. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court pursuant to the court's jurisdiction in accordance with the tribe's law
5. 7. A child who is the subject of a voluntary placement agreement, as defined in Welfare and Institutions Code 11400(p)

CSBA NOTE: In instances where the rights of the parent/guardian have been limited, the court may appoint an educational representative on a temporary or long-term basis to make educational decisions for the student.

Person holding the right to make educational decisions means a responsible adult appointed by a court pursuant to Welfare and Institutions Code 361 or 726.

School of origin means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the foster youth was last enrolled, or if there is another school that the foster youth attended ~~within the preceding 15 months and with~~

which the foster youth is connected and that the foster youth attended within the preceding 15 months, the district liaison for foster youth shall determine, in the best interests of the foster youth, which school shall be deemed the school of origin. This determination shall be made in consultation with, and with the agreement of, the foster youth and the person holding the right to make educational decisions for the foster youth: shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin. (Education Code 48853.5)

CSBA NOTE: Education Code 48850 expresses the legislative intent that the "best interests" of a foster youth include educational stability as well as placement in the least restrictive educational program setting necessary to achieve academic progress, as provided below.

In addition, pursuant to 20 USC 6311, determination of a student's "best interest" requires consideration of all factors relating to the student's best interest, including the appropriateness of the current educational setting and the proximity to the school in which the student is enrolled at the time of placement.

Best interests of a foster youth means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the proximity to the school at the time of placement, appropriateness of the educational setting, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853; 20 USC 6311)

District Liaison

CSBA NOTE: Pursuant to Education Code 48853.5, districts are required to designate a staff person as the educational liaison for foster youth. The person may be the same individual designated as the liaison for homeless students as required by 42 USC 11432; see AR 6173 - Education for Homeless Children. In addition, Education Code 48853.5 requires that, for districts operating a foster youth services program, the liaison be affiliated with that program. The duties of the liaison are as specified below.

The Superintendent designates the following position as the district's liaison for foster youth: (Education Code 48853.5)

Disctriect Social Worker
(position or title)
445 Montezuma Street, Rio Vista, CA 94571
(address)
(707) 374-1700
(phone number)
Socialworker@rdusd.org
(email)

The liaison for foster youth shall:

1. 1. Ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of students in foster care (Education Code 48853.5)

CSBA NOTE: Education Code 48645.5 requires districts to accept for credit full or partial coursework completed in a public school or nonpublic nonsectarian school or agency in addition to a juvenile court school; see the section below entitled "Transfer of Coursework and Credits."

2. 2. Ensure proper transfer of credits, records, and grades when students in foster care transfer from one school to another or from one district to another (Education Code 48645.5, 48853.5)

When a student in foster care is enrolling in a district school, the liaison shall contact, within two business days of the student's request for enrollment, the school last attended by the student to obtain, ~~within two business days~~, all academic and other records. When a foster youth is transferring to a new school, the liaison shall provide the student's records to the new school within two business days of receiving the new school's request. (Education Code 48853.5)

CSBA NOTE: Pursuant to Education Code 48853.5, ~~48911, 48915.5, and 48918.1~~, the district liaison is required to invite or notify as amended by AB 740 (Ch. 400, Statutes of 2022), a foster youth's youth's educational rights holder, attorney, and the appropriate official of the county child welfare agency in certain circumstances when social worker have the same rights as a parent/guardian to receive a suspension notice, expulsion- notice, manifestation determination notice, involuntary transfer notice, and other documents and related proceedings are pending against the foster youth. For specific situations requiring such invitation or notice, see information. See AR 5144.1 - Suspension and Expulsion/Due Process, AR 5144.2 - Suspension/Expulsion (Students with Disabilities), and BP/AR 6184 - Continuation Education.

3. 3. Notify a foster youth's educational rights holder, attorney, and ~~the representative of the appropriate county child welfare agency,~~ social worker when required by law for a foster youth ~~who~~ is undergoing any expulsion or other disciplinary proceeding including a manifestation determination for a foster youth who is a student with a disability, prior to a change in the foster youth's placement. (Education Code 48853.5, 48911, 48915.5, 48918.1)

CSBA NOTE: Optional item ~~Item~~ Item #7 establishes the responsibility of the district liaison to collaborate with other local agencies to coordinate services for foster youth.

Pursuant to Education Code 42920.5-42921 ~~establish~~, the Foster Youth Services Coordinating

Program and provide ~~provide~~ **provides** funding for a county office of education or consortium of county offices of education to coordinate educational support for foster youth among the districts within their jurisdiction. As part of the program, such county offices must develop and implement a coordinating plan for purposes of establishing guiding principles and protocols to provide supports for foster care students. To the extent possible, such a plan must include, but is not limited to, a description of how the program will establish ongoing collaboration among local educational agencies, county child welfare agencies, and county probation departments to determine the proper educational placement of foster youth. In addition, pursuant to Education Code 42921, if a district annually certifies in writing that it is unable, using any other state, federal, local, or private funds, to provide tutoring, mentoring, and counseling for foster youth, it may enter into a temporary agreement with the foster youth services coordinating program to provide those services, if the program has established such services.

7. **7.** Collaborate with the county office of education, county placing agency, county child welfare agency, county probation department, juvenile court, and other appropriate agencies to help coordinate instruction, counseling, tutoring, mentoring vocational training, and other related services for the district's foster youth

Enrollment

A student placed in a licensed children's institution or foster family home within the district shall attend programs operated by the district unless one of the following circumstances applies: (Education Code 48853, 48853.5)

1. **1.** The student has an individualized education program requiring placement in a nonpublic, nonsectarian school or agency or in another local educational agency.

CSBA NOTE: Pursuant to Education Code 48853, a district is required to educate foster youth in the least restrictive environment necessary for their educational achievement. However, a district may be discharged from this obligation when the parent/guardian or other person holding the right to make educational decisions for the foster youth unilaterally decides to place the foster youth in another educational program and provides the district a written statement as specified in item #2 below.

2. **2.** The parent/guardian or other person holding the right to make educational decisions for the student determines that it is in the best interests of the student to be placed in another education program and submits a written statement to the district indicating that determination and an awareness of the following:

- a. a. The student has a right to attend a regular public school in the least restrictive environment.
- b. b. The alternate education program is a special education program, if applicable.
- c. c. The decision to unilaterally remove the student from the district school and to place the student in an alternate education program may not be financed by the district.
- d. d. Any attempt to seek reimbursement for the alternate education program may be at the expense of the parent/guardian or other person holding the right to make educational decisions for the student.

CSBA NOTE: Pursuant to Education Code 48853.5, the education of a foster youth may continue in the school of origin under the circumstances stated below. Elementary and high school districts should delete any ~~item~~ item (#3b or c) that is not applicable to the grade levels served by the district.

- 3. 3. At the initial placement or any subsequent change in placement, the student exercises the right to continue in the school of origin, as defined above. In any such circumstance, the following shall apply:
 - a. a. The student may continue in the school of origin for the duration of the court's jurisdiction.
 - b. b. If the court's jurisdiction over a grade K-8 student is terminated prior to the end of a school year, the student may continue in the school of origin for the remainder of the school year.
 - c. c. If the court's jurisdiction is terminated while the student is in high school, the student may continue in the school of origin through graduation.
 - d. d. If the student is transitioning between school grade levels, the student shall be allowed to continue in the district in the same attendance area to provide the student the benefit of matriculating with the student's peers in accordance with the established feeder patterns of school in the district. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The role of the liaison shall be advisory with respect to placement decisions and determination of the school of origin. (Education Code 48853.5)

The district liaison may, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the foster youth, recommend that the foster youth's right to attend the school of origin be waived and the foster youth be enrolled in any school that students living in the attendance area in which the foster youth resides are eligible to attend. All decisions shall be made in accordance with the foster youth's best interests. (Education Code 48853.5)

Prior to making any recommendation to move a foster youth from the school of origin, the liaison shall provide the foster youth and the person holding the right to make educational decisions for the youth with a written explanation of the basis for the recommendation and how the recommendation serves the youth's best interests. (Education Code 48853.5)

CSBA NOTE: Pursuant to Education Code 48853.5, a district is required to immediately enroll any foster youth transferring into the district even when the foster youth has outstanding fees or fines, textbooks, or other moneys due to the last school attended or the district has not received the foster youth's academic and/or medical records, as listed in Items #1-3 below. However, pursuant to Health and Safety Code 120341, if a district does not receive a foster youth's immunization records prior to enrollment, the district must take steps, after the foster youth is enrolled, to obtain the immunization records or ensure that the foster youth is properly immunized. See BP/AR 5141.31 - Immunizations.

If the liaison, in consultation with the foster youth and the person holding the right to make educational decisions for the foster youth, agrees that the best interests of the foster youth would be served by a transfer to a school other than the school of origin, the principal or designee of the new school shall immediately enroll the foster youth, regardless of whether the foster youth: (Education Code 48853.5)

1. 1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended
2. 2. Does not have clothing normally required by the school, such as school uniforms
3. 3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and medical records, including, but not limited to, immunization records or other documentation

CSBA NOTE: Education Code 48853 and 48853.5 specify that, if a dispute arises regarding school placement, then the district shall use an existing dispute resolution process available to any district student. The following paragraph should be modified to reflect district practice.

If the foster youth or a person holding the right to make educational decisions for the foster youth disagrees with the liaison's enrollment recommendation, an appeal may be filed with the Superintendent. The Superintendent shall make a determination within 30 calendar days of receipt of the appeal. Within 30 calendar days of receipt of the Superintendent's decision, the foster youth or the person holding the right to make educational decisions for the foster youth may appeal that decision to the Board. The Board shall consider the issue at its next regularly scheduled meeting. The Board's decision shall be final.

If any dispute arises regarding the request of a foster youth to remain in the school of origin, the foster youth has the right to remain in the school of origin pending resolution of the dispute. (Education Code 48853.5)

Transportation

CSBA NOTE: Pursuant to Education Code 48853.5, a district may, but is not required to, provide transportation to enable a foster youth to attend a school or school district of origin, except when it is otherwise required by federal law or pursuant to the individualized education program of a student with a disability. In accordance with 20 USC 6312, districts are mandated to collaborate with the local child welfare agency to develop clear written procedures governing how transportation will be provided, arranged, and funded to enable foster youth to attend their school of origin, when it is in their best interest to do so. The local child welfare agency may reimburse the district for any additional costs of such transportation, or the district may agree to pay for or

share the costs with the child welfare agency. The following section may be revised to reflect the procedures established in collaboration with the child welfare agency, or such procedures may be incorporated into a memorandum of understanding or other document.

The Superintendent or designee shall collaborate with the local child welfare agency to determine how transportation will be provided, arranged, and funded in a cost-effective manner to enable a foster youth to remain in the school of origin, for the duration of the time spent in foster care, when it is in the foster youth's best interest to do so. Such transportation costs may be paid by either the child welfare agency or the district, or shared by both. (20 USC 6312)

CSBA NOTE: Pursuant to Education Code 39807.5, as amended by AB 181, districts that provide home-to-school transportation and other transportation as expressly provided by law, and charge fees for such transportation, are required to waive transportation fees for foster youth. See BP 3250 – Transportation Fees and AR 3260 – Fees and Charges.

Any fees that the district charges for home-to-school transportation and other transportation as expressly provided by law shall be waived for foster youth. (Education Code 39807.5)

Effect of Absences on Grades

The grades of a student in foster care shall not be lowered for any absence from school that is due to either of the following circumstances: (Education Code 49069.5)

1. 1. A decision by a court or placement agency to change the student's placement, in which case the grades shall be calculated as of the date the student left school
2. 2. A verified court appearance or related court-ordered activity

Transfer of Coursework and Credits

CSBA NOTE: The following section is for use by districts maintaining high schools. Education Code 51225.2, as amended by SB 532 (Ch. 918, Statutes of 2022), addresses the transferability of coursework and credits completed by foster youth, as provided below.

Education Code 51225.2, as amended by SB 532, requires the transferring school to include in the foster youth's educational record a determination of days of enrollment and/or seat time and an official transcript with full and partial credits and grades earned, or any measure of full or partial coursework being satisfactorily completed.

When a foster youth transfers into a district school, the district will receive an official transcript from the transferring school or district which reflects full and partial credits and grades earned by the foster youth and includes: (Education Code 51225.2)

1. A determination of the days of enrollment and/or seat time, if applicable for all full and partial credits earned based on any measure of full or partial coursework being satisfactorily completed

Partial coursework satisfactorily completed includes any portion of an individual course, even if the student did not complete the entire course

2. Separate listings for credits and grades earned at each school and local educational agency so it is clear where credits and grades were earned

3. A complete record of the student's seat time, including both period attendance and days of enrollment

The district shall transfer the credits and grades from the transferring school's transcript onto an official district transcript in the same manner as described in Item #2, above. (Education Code 51225.2)

If the Principal or designee has knowledge that the transcript from the transferring school may not include certain credits or grades, the Principal or designee shall contact the prior school within two business days to request that the full or partial credits be issued, which shall then be issued and provided by the prior school within two business days of the request. (Education Code 51225.2)

The district shall accept and issue full or partial credit for any coursework that the foster youth has satisfactorily completed while attending another public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school or agency and. (Education Code 51225.2)

CSBA NOTE: Pursuant to Education Code 51225.2, districts are not authorized to require a foster youth who has completed an entire course to retake the course.

If the entire course was completed, the district shall not require the foster youth to retake the course. (Education Code 51225.2)

If the entire course was not completed at the previous school, the foster youth shall be issued partial credit for the coursework completed and shall be required to take the uncompleted portion of the course. However, the district may require the foster youth to retake the portion of the course completed if, in consultation with the holder of educational rights for the foster youth, the district finds that the foster youth is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a foster youth in any particular course, the foster youth shall be enrolled in the same or equivalent course, if applicable, to enable the completion of the entire course. (Education Code 51225.2)

CSBA NOTE: Although Education Code 51225.2 requires districts to award partial credits to foster youth who transfer from school to school, there is no uniform system for calculating and awarding partial credits. To ensure consistency in the treatment of foster youth, the California Child Welfare Council (CCWC), in its, "Partial Credit Model Policy and Practice Recommendations," available on its web site, recommends the approach specified in the following optional paragraph, which may be revised to reflect district practice.

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject. Partial credits and grades earned by a student shall be included on the student's official transcript within two business days of the district's notification of the student's transfer, as required under Education Code 49069.5.

In no event shall the district prevent a foster youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

Applicability of Graduation Requirements

CSBA NOTE: The following section is for use by districts maintaining high schools. Also see BP 6146.1 - High School Graduation Requirements.

To obtain a high school diploma, a foster youth shall complete all courses required by Education Code 51225.3 and fulfill any additional graduation requirements prescribed by the Board.

However, when a foster youth who has completed the second year of high school transfers into the district from another school district or transfers between high schools within the district, the foster youth shall be exempted from all district-~~adopted~~established coursework and other district-established graduation requirements, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of the fourth year of high school. Within 30 calendar days of the foster youth's transfer, the Superintendent or designee shall notify the foster youth, the person holding the right to make educational decisions for the foster youth, and the foster youth's social worker of the availability of the exemption and whether the foster youth qualifies for it. If the Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the student is no longer a foster youth. (Education Code 51225.1)

CSBA NOTE: Pursuant to Education Code 51225.1, as amended by SB 532, to determine whether a foster youth with significant gaps in school attendance is in the third or fourth year of high school, the student's age as compared to the average age of students in the third or fourth year of high school may be used.

To determine whether a foster youth is in the third or fourth year of high school, the district shall use either the number of credits the foster youth has earned as of the date of the transfer ~~or~~, the length of school enrollment, or for a foster youth with significant gaps in school attendance, the foster youth's age as compared to the average age of students in the third or fourth year of high school, whichever qualifies the foster youth for the exemption. (Education Code 51225.1)

~~The Superintendent or designee shall notify any foster youth who is granted an exemption and~~

CSBA NOTE: Education Code 51225.1, as amended by SB 532, requires the district to exempt a foster youth who qualifies for an exemption from district-established graduation requirements, under the circumstances described below.

If a foster youth was not properly notified of an exemption, declined the exemption, or was not previously exempted, the foster youth or the person holding the right to make educational decisions for the foster youth may request the exemption and the Superintendent or designee shall exempt the foster youth within 30 days of the request. A student who at one time qualified for the exemption may request the exemption even if the student is no longer eligible. (Education Code 51225.1)

CSBA NOTE: Pursuant to Education Code 51225.1, as amended by SB 532, the district is required to reevaluate a foster youth's eligibility for an exemption from district-established graduation requirements, as described below.

When the Superintendent or designee determines that a foster youth who transferred into a district school is reasonably able to complete district-established graduation requirements by the end of the foster youth's fourth year of high school, the foster youth shall not be exempted from those requirements. Within 30 calendar days of the following academic year, the foster youth shall be reevaluated based on the foster youth's course completion status at the time, to determine if the student continues to be reasonably able to complete the district-established graduation

requirements in time to graduate by the end of the foster youth's fourth year of high school. Written notice as to whether the foster youth then qualifies for the exemption shall be provided to the foster youth, the person holding the right to make educational decisions for the foster youth, and if applicable, to the foster youth's social worker or probation officer. (Education Code 51225.1)

If, upon reevaluation, it is determined that the foster youth is not reasonably able to complete the district-established graduation requirements in time to graduate from high school by the end of the foster youth's fourth year of high school, the Superintendent or designee shall provide the foster youth with the option to receive an exemption from district-established graduation requirements or stay in school for a fifth year to complete the district-established graduation requirements upon agreement with the foster youth, or if under 18 years of age, the person holding the right to make educational decisions for the foster youth, and provide notifications in accordance with Education Code 51225.1. (Education Code 51225.1)

CSBA NOTE: Pursuant to Education Code 51225.1, as amended by SB 532, the district is required to consult with a foster youth who is granted an exemption from district-established graduation requirements and the person holding the right to make educational decisions for the foster youth, as described below.

When a foster youth is exempted from district-established graduation requirements, the Superintendent or designee shall consult with the foster youth and the person holding the right to make educational decisions for the foster youth about the following: (Education Code 51225.1.)

1. Discussion of how any requirements that are waived will may affect the foster youth's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution
2. Discussion and shall provide information about other options available to the student, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges- (Education Code 51225.1)

Consideration of the foster youth's academic data and any other information relevant to making an informed decision on whether to accept the exemption

The district shall not require or request a foster youth to transfer schools in order to qualify for an exemption and shall not grant any request made by a foster youth or any person acting on behalf of a foster youth for a transfer solely to qualify the foster youth for an exemption. (Education Code 51225.1)

CSBA NOTE: Education Code 51225.1 prohibits the district from requiring a foster youth who is eligible for an exemption from district-established graduation requirements from accepting the exemption or being denied enrollment, as described below.

The Superintendent or designee shall not require a foster youth who is eligible for an exemption from district-established graduation requirements, and would otherwise be entitled to remain in attendance at the school, to accept the exemption or be denied enrollment in, or the ability to complete, courses for which the foster youth is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether such courses are required for statewide graduation requirements. (Education Code 51225.1)

CSBA NOTE: Education Code 51225.1 prohibits the district from revoking a foster youth's exemption from district-established graduation requirements.

If a foster youth is exempted from local ~~local~~ district-established graduation requirements the exemption shall not be revoked. Additionally, the exemption shall continue to apply after the termination of the court's jurisdiction over the student while still enrolled in school or if the foster youth transfers to another school or school district. (~~Education Code 51225.1~~)

Upon making a finding that a foster youth is reasonably able to complete district graduation requirements within the fifth year of high school, the Superintendent or designee shall: (~~Education Code 51225.1~~) (Education Code 51225.1)

CSBA NOTE: Pursuant to Education Code 51225.1, the district may not require or request a foster youth who is exempted from district-established graduation requirements and completes statewide coursework requirements before the end of the foster youth's fourth year of high school to graduate early, as described below.

The Superintendent or designee shall not require or request a foster youth who is exempted from district-established graduation requirements and who completes the statewide coursework requirements before the end of the fourth year of high school, and would otherwise be entitled to remain in school, to graduate before the end of the foster youth's fourth year of high school. (Education Code 51225.1)

CSBA NOTE: Pursuant to Education Code 51225.1, as amended by SB 532, if the district determines that a foster youth who is eligible for the exemption from district-established graduation requirements is reasonably able to complete those requirements in time to graduate from high school by the end of the foster youth's fifth year, the district is required to provide the following.

Upon making a finding that a foster youth is reasonably able to complete district-established graduation requirements within the fifth year of high school, the Superintendent or designee shall: (Education Code 51225.1)

1. 1. Inform ~~Inform~~ Consult with the foster youth and the person holding the right to make educational decisions for the foster youth of the option to remain in school for a fifth year to complete the ~~district's~~ district-established graduation requirements and how that will affect the foster youth's ability to gain admission to a postsecondary educational institution
2. Provide ~~2. Provide~~ Consult with and provide information to the foster youth about transfer opportunities available through the California Community Colleges
3. 3. Upon agreement with the foster youth or, if under 18 years of age, the person holding the right to make educational decisions for the foster youth, permit the foster youth to stay in school for a fifth year to complete the ~~district's~~ district-established graduation requirements
4. Consult with the foster youth and the person holding the right to make educational decisions for the foster youth of the option to remain in the foster youth's school of origin

CSBA NOTE: Pursuant to Education Code 51225.1, as amended by SB 532, until January 1, 2028, when a foster youth who has completed the second year of high school transfers into the district from another school district or transfers between high schools within the district, and is not reasonably able to complete the district-established graduation requirements, but is reasonably able to complete the statewide coursework requirements within the foster youth's fifth year of

high school, the district is required to exempt the foster youth from the district-established graduation requirements and provide the foster youth with the option to remain in school for a fifth year to complete the statewide requirements. In such situations, consultation with the foster youth and the person holding the right to make educational decisions for the foster youth is required, as provided below.

When a foster youth who has completed the second year of high school transfers into the district from another school district or transfers between high schools within the district, and is not reasonably able to complete the district-established graduation requirements within the foster youth's fifth year of high school but is reasonably able to complete the statewide coursework requirements within the fifth year of high school, the foster youth shall be exempted from all district-established graduation requirements and provided with the option to remain in school for a fifth year to complete the statewide requirements. In such situations, the Superintendent or designee shall consult with the foster youth and the person holding the right to make educational decisions for the foster youth, regarding the following: (Education Code 51225.1)

1. The foster youth's option to remain in school for a fifth year to complete statewide coursework requirements
2. The effect of waiving the district-established requirements and remaining in school for a fifth year on the foster youth's postsecondary education or vocation plans, including the ability to gain admission to an institution of higher education
3. Other options available to the foster youth, including but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges
4. The foster youth's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements

Eligibility for Extracurricular Activities

CSBA NOTE: Education Code 48850 provides that, when a foster youth's residence changes pursuant to a court order or decision of a child welfare worker, the student shall be immediately deemed to meet all residency requirements for participation in extracurricular activities and interscholastic sports. For additional information about eligibility requirements, see BP 6145 - Extracurricular and Cocurricular Activities.

A foster youth whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities. (Education Code 48850)

Notification and Complaints

CSBA NOTE: Education Code 48853, 49069.5, 51225.1, and 51225.2 require that the district's annual uniform complaint procedures notification include specified information regarding the educational rights of foster youth. See AR 1312.3 - Uniform Complaint Procedures for further information regarding this notification. Pursuant to Education Code 48853.5 requires, the California Department of Education (CDE), in consultation with the California Foster Youth Education Task Force, to develop ~~developed~~ a standardized notice of the educational rights of foster youth and to post that notice, available on its CDE's web site.

Information regarding the educational rights of foster youth shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

CSBA NOTE: Education Code 48853, 48853.5, 49069.5, 51225.1, and 51225.2 provide that complaints of noncompliance with specified requirements related to the education of foster youth may be filed in accordance with the uniform complaint procedures specified in 5 CCR 4600-4670. As with other complaints covered under the uniform complaint procedures, a complainant may appeal the district's decision to CDE and, if the district or CDE finds any merit in the complaint, the district must provide a remedy to the affected student. See BP/AR 1312.3 - Uniform Complaint Procedures.

Any complaint alleging that the district has not complied with requirements regarding the education of foster youth may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures. If the district finds merit in a complaint, the district shall provide a remedy to the affected student. A complainant not satisfied with the district's decision may appeal the decision to the California Department of Education (CDE) and shall receive a written decision regarding the appeal within 60 days of CDE's receipt of the appeal. If CDE finds merit in an appeal, the district shall provide a remedy to the affected student. (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

Policy Reference UPDATE Service

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Policy Reference Disclaimer:

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

State	Description
5 CCR 4600-4670	Uniform complaint procedures
Ed. Code 32228-32228.5	Student safety and violence prevention
Ed. Code 42238.01-42238.07	Local control funding formula
Ed. Code 42920-42925	Foster children educational services
Ed. Code 48645-48646	Juvenile court schools
Ed. Code 48850-48859	Education of foster youth and homeless students
Ed. Code 48915.5	Recommended expulsion; homeless student with disabilities
Ed. Code 48918.1	Notice of recommended expulsion
Ed. Code 49061	Definitions; directory information
Ed. Code 49069.5	Students in foster care; grades and credits
Ed. Code 49076	Access to student records
Ed. Code 51225.1	Exemption from district graduation requirements

Ed. Code 51225.2	Course credits
Ed. Code 51225.3	High school graduation requirements
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 56055	Rights of foster parents pertaining to foster child's education
H&S Code 120341	Foster youth; school placement and immunization records
H&S Code 1522.41	Training and certification of group home administrators
H&S Code 1529.2	Training of licensed foster parents
W&I Code 16000-16014	Foster care placement
W&I Code 300	Minors subject to jurisdiction
W&I Code 309	Investigation and release of child
W&I Code 317	Appointment of legal counsel
W&I Code 361	Limitations on parental control
W&I Code 366.27	Educational decision by relative providing living arrangements
W&I Code 602	Minors violating law; ward of court
W&I Code 726	Limitations on parental control
W&I Code 727	Order of care; ward of court
Federal	Description
20 USC 1415	Procedural safeguards
20 USC 6311	State plan
29 USC 794	Rehabilitation Act of 1973; Section 504
42 USC 11431-11435	McKinney-Vento Homeless Assistance Act
42 USC 670-679b	Federal assistance for foster care programs
Management Resources	Description
Alliance for Children's Rights Publication	Foster Youth Education Toolkit, December 2016
California Child Welfare Council Publication	Partial Credit Model Policy and Practice Recommendations
Cities, Counties and Schools Partnership Pub.	Our Children: Emancipating Foster Youth, A Community Action Guide
CSBA Publication	Our Foster Youth: What School Boards Can Do, May 2016
CSBA Publication	Foster Youth: Supports for Success, Governance Brief, May 2016
U.S. Department of Education Publication	Ensuring Educational Stability for Children in Foster Care, Non-Regulatory Guidance, June 2016
Website	CSBA District and County Office of Education Legal Services
Website	Alliance for Children's Rights

Website	Foster Ed
Website	National Center for Youth Law
Website	California Department of Education, Foster Youth Services
Website	California Department of Social Services, Foster Youth Ombudsman Office
Website	California Foster Youth Education Task Force
Website	California Youth Connection
Website	Cities Counties and Schools Partnership
Website	CSBA
Website	California Child Welfare Council

Cross References

Code	Description
0200	Goals For The School District
0410	Nondiscrimination In District Programs And Activities
0415	Equity
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0470	COVID-19 Mitigation Plan
0500	Accountability
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1400	Relations Between Other Governmental Agencies And The Schools
3100	Budget
3100	Budget
3260	Fees And Charges
3260	Fees And Charges
3515.4	Recovery For Property Loss Or Damage
3515.4	Recovery For Property Loss Or Damage

3540	Transportation
3541	Transportation Routes And Services
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
4131	Staff Development
4231	Staff Development
4331	Staff Development
5111	Admission
5111	Admission
5111.1	District Residency
5111.1	District Residency
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5113.11	Attendance Supervision
5116.1	Intradistrict Open Enrollment
5116.1	Intradistrict Open Enrollment
5117	Interdistrict Attendance
5117	Interdistrict Attendance
5121	Grades/Evaluation Of Student Achievement
5121	Grades/Evaluation Of Student Achievement
5123	Promotion/Acceleration/Retention
5123	Promotion/Acceleration/Retention
5125	Student Records
5125	Student Records
5125.2	Withholding Grades, Diploma Or Transcripts
5131	Conduct
5131.2	Bullying
5131.2	Bullying
5131.6	Alcohol And Other Drugs
5131.6	Alcohol And Other Drugs
5132	Dress And Grooming
5132	Dress And Grooming
5137	Positive School Climate

5138	Conflict Resolution/Peer Mediation
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.26	Tuberculosis Testing
5141.31	Immunizations
5141.31	Immunizations
5141.32	Health Screening For School Entry
5141.6	School Health Services
5141.6	School Health Services
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5145.9	Hate-Motivated Behavior
5147	Dropout Prevention
5148.2	Before/After School Programs
5148.2	Before/After School Programs
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6000	Concepts And Roles
6011	Academic Standards
6020	Parent Involvement
6020	Parent Involvement
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6145.2	Athletic Competition
6145.2	Athletic Competition
6146.1	High School Graduation Requirements
6146.3	Reciprocity Of Academic Credit

6146.3	Reciprocity Of Academic Credit
6159	Individualized Education Program
6159	Individualized Education Program
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
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
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6164.2	Guidance/Counseling Services
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.6	Identification And Education Under Section 504
6164.6	Identification And Education Under Section 504
6172	Gifted And Talented Student Program
6172	Gifted And Talented Student Program
6173	Education For Homeless Children
6173	Education For Homeless Children
6173-E(1)	Education For Homeless Children
6173-E(2)	Education For Homeless Children
6174	Education For English Learners
6174	Education For English Learners
6177	Summer Learning Programs
6179	Supplemental Instruction
6190	Evaluation Of The Instructional Program
9320	Meetings And Notices

Policy 6177: Summer Learning Programs

Status: ADOPTED

Original Adopted Date: 04/01/2013 | Last Revised Date: ~~123~~/01/2015~~2023~~ | Last Reviewed Date: ~~123~~/01/2015~~2023~~

CSBA NOTE: Education Code 46120, as amended by AB 181 (Ch. 52, Statutes of 2022) and AB 185 (Ch. 571, Statutes of 2022), provides for the Expanded Learning Opportunities (ELO) Program, which includes expanded learning opportunities beyond the regular school day, including summer, vacation, and/or intersessional programs for students in grades transitional kindergarten (TK)-6.

Pursuant to Education Code 46120, on non-school days, intersessional programs of specified lengths of time must include in-person before or after school programs as described in BP/AR 5148.2 – Before/After School Programs.

A district may not opt out of an ELO program; however, student participation in an ELO program is optional. For additional requirements about ELO programs see BP/AR 5148.2 – Before/After School Programs.

The following optional policy may be revised to reflect district practice.

The Governing Board recognizes that an extended break from the instructional program may result in significant learning loss, especially among disadvantaged and low-achieving students, and desires to provide opportunities during the summer for students to practice essential skills ~~and~~, make academic progress, and develop social, emotional, and physical needs and interests through hands-on engaging learning experiences.

CSBA NOTE: Education Code 52060-52077, as added by AB 97 (Ch. 47, Statutes of 2013), require districts to develop a local control and accountability plan (LCAP) which includes goals aligned with state and local priorities, specific actions aligned to meet those goals, and a budget aligned to fund those specific actions; see BP/AR 0460 - Local Control and Accountability Plan. The purposes and content of the district's summer programs should be aligned with the priorities and goals as outlined in the LCAP and other applicable district and school plans.

Summer programs offered by the district shall be aligned with the district's local control and accountability plan (LCAP), other applicable district and school plans, and the educational program provided during the school year. When feasible, summer programs shall blend high-quality academic instruction in core curricular and/or elective subjects with recreation, nutrition programs, social and emotional development, and support services that encourage attendance, student engagement in learning, and student wellness.

Summer School

CSBA NOTE: Summer school programs may be funded through a variety of sources that include, but are not limited to, Title I funding (20 USC 6311-6322), After School Education and Safety Program supplemental funds (Education Code 8482-8484.6), ~~and~~ 21st Century Community

Learning Center supplemental funds (Education Code 8484.7-8484.9; 20 USC 7171-7176), and ELO programs (Education Code 46120); see BP/AR 5148.2 – Before/After School Programs.

Pursuant to Education Code 46120, as amended by AB 181 and AB 185, ELO programs must include at least nine hours of in-person expanded learning opportunities per day for at least 30 non-school days, inclusive of extended school year days provided pursuant Education Code 56345.

In addition, Education Code 54444.3 requires agencies receiving Title I Migrant Education funding to conduct summer school for eligible migrant students in grades K-12; see BP/AR 6175 - Migrant Education Program.

Option 1 is for districts that are not required to offer summer school. Option 2 is for districts that are required to offer ELO programs on at least 30 non-school days pursuant to Education Code 46120.

The Superintendent or designee, with Board approval, may establish summer school day and/or evening classes.

The district's summer school program may be used to provide supplemental instruction to students needing remediation and/or enrichment in core academic subjects.

CSBA NOTE: The following optional list establishes enrollment priorities for the provision of summer school instruction and may be revised to reflect district practice. Item #1 should be deleted by districts that do not maintain high schools.

As appropriate, priority for enrollment in summer school programs shall be given to district students who:

1. Need course credits in order to graduate from high school before the beginning of the next school year
2. Have been retained or are at risk of being retained at their grade level
- ~~3.~~ 3. Demonstrate academic deficiencies in core curriculum areas

CSBA NOTE: Optional ~~item~~Item #4 establishes priority for summer school enrollment to at-risk student groups identified in the district's LCAP. Pursuant to Education Code 52060, the LCAP must include annual goals to be achieved for all students and for each numerically significant subgroup as defined in Education Code 52052. Pursuant to Education Code 52052, as amended by AB 104 (Ch. 13, Statutes of 2015), numerically significant subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students experiencing homelessness if there are at least 30 students in the subgroup (or at least 15 foster youth or homeless students experiencing homelessness) in the school or district. For schools or districts with 11-99 students, numerically significant student subgroups are defined by the Superintendent of Public Instruction with approval by the State Board of Education.

- 3.4. Are in targeted student groups identified in the district's LCAP as needing increased or improved services to succeed in the educational program

CSBA NOTE: For the 2022-23 school year, districts receiving ELO funds are required to offer access to ELO programs to all unduplicated students in grades TK-6 and to provide access to such programs to at least 50 percent of enrolled unduplicated students.

Commencing with the 2023-24 school year, districts with a prior fiscal year local control funding formula (LCFF) unduplicated pupil percentage (UPP) of at least 75 percent are required to offer access to ELO programs to all classroom-based students in grades TK-6 inclusive, and to ensure that access is provided to any student whose parent/guardian requests placement in an ELO program. Districts with a prior fiscal year LCFF UPP of less than 75 percent are required to offer access to ELO programs to all unduplicated students in grades TK-6, inclusive, and ensure that access is provided to any unduplicated student whose parent/guardian requests placement in an ELO program.

5. Are in grades transitional kindergarten (TK)-6 and are required to be offered or provided access to Expanded Learning Opportunities Programs pursuant to Education Code 46120 and BP/AR 5184.2 – Before/After School Programs

CSBA NOTE: Option 1 below is for districts that permit remaining students to enroll in summer school on a first-come first-served basis. Option 2 is for districts that utilize a lottery to select remaining students to enroll in summer school.

The remaining openings shall be offered to other district students on a first-come first-served basis.

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

Because summer courses cover extensive instructional content in a relatively short time period, students who have more than three excused absences or one unexcused absence may not receive credit for summer session class(es) unless they make-up missed work in accordance with law, Board policy, and administrative regulation.

CSBA NOTE: State funding is not available for transportation to summer school. To accommodate students and parents/guardians who need to provide their own transportation, some districts rotate the sites at which summer sessions are offered, as provided in the following optional paragraph.

Sites for summer school programs may be rotated in an effort to make summer school programs more accessible to all students, regardless of residence or regular attendance area, and to accommodate the maintenance needs of district schools.

CSBA NOTE: The following optional paragraph should be revised to reflect indicators for program evaluation that have been agreed upon by the Board and Superintendent, as well as a timeline for reports to the Board.

The Superintendent or designee shall annually report to the Board on summer school enrollment in the current year and previous year for the program as a whole and disaggregated by grade level, school that the students attend during the regular school year, and student population. In addition, ~~he/she~~ the Superintendent or designee may report on the extent to which students successfully achieved the outcomes established for the program.

Additional Summer Learning Opportunities

CSBA NOTE: The following optional section may be revised to reflect district practice and may be adapted for use during intercessions other than summer break. For further information about summer learning opportunities, see [BP/AR 5148.2 – Before/After School Programs and](#) CSBA's Summer Learning and Wellness Resource Guide.

Districts are prohibited from charging a fee for summer school programs. However, it is permissible for third parties that offer a summer school program to charge a fee for such program. CDE's, "Fiscal Management Advisory 22-01, Summer School, Third Parties, and Tuition Fees," provides that if a third party that is affiliated with a district charges tuition for a summer program, the district should make an individualized inquiry as to the relationship between the district and the third party to determine whether the educational activities are being offered by the district. In making this determination, districts may consider factors listed in Fiscal Management Advisory 22-01. Districts with questions as to whether a fee may be charged for summer school should consult CSBA's District and County Office of Education Legal Services or district legal counsel. See also BP/AR 3260 – Fees and Charges.

The Superintendent or designee may collaborate with parents/guardians, city and county agencies, community organizations, child care providers, and/or other interested persons to develop, implement, and build awareness of organized activities that support summer learning.

Strategies to support summer learning may include, but are not limited to:

1. Providing information to students and parents/guardians about summer reading programs scheduled to be conducted by public libraries or community organizations
2. Collaborating with the local parks and recreation agency and/or community organizations to provide day camps, sports programs, or other opportunities for physical education and activity
3. Collaborating with workforce development agencies, businesses, and community organizations to provide summer job training opportunities that include an academic component
4. Encouraging reading in the home, such as providing lists of recommended reading to students and parents/guardians, establishing a target number of books or pages, and providing prizes for achievement of reading goals
5. Assigning summer vacation homework in core curricular subject(s) for extra credit
6. Conducting occasional, interactive "fun days" during the summer to provide activities related to art, music, science, technology, mathematics, environmental science, multicultural education, debate, or other subject
7. Arranging opportunities for community service

Policy Reference UPDATE Service

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Policy Reference Disclaimer:

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

State	Description
5 CCR 11470-11472	Summer school
5 CCR 3043	Extended school year; special education students
Ed. Code 37252-37254.1	Supplemental instruction
Ed. Code 39837	Transportation to summer employment program
Ed. Code 41505-41508	Pupil Retention Block Grant
Ed. Code 41976.5	Summer school programs; substantially disabled persons or graduating high school seniors
Ed. Code 42238.01-42238.07	Local control funding formula
<u>Ed. Code 46120</u>	<u>Expanded Learning Opportunities</u>
Ed. Code 48070-48070.5	Promotion and retention
Ed. Code 51210	Course of study for grades 1-6
Ed. Code 51220	Course of study for grades 7-12

Ed. Code 51730-51732	Powers of governing boards (authorization for elementary summer school classes); admissions of adults and minors Elementary school special day and evening classes; summer school
Ed. Code 52052	Accountability; numerically significant student subgroups
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 54444.3	Summer program for migrant students
Ed. Code 56345	Individualized education program contents
Ed. Code 58700-58702	Credit towards summer school apportionments for tutoring and homework assistance
Ed. Code 58806	Summer school apportionments
Ed. Code 8482-8484.6	After School Education and Safety Program
Ed. Code 8484.7-8484.9	21st Century Community Learning Centers
Federal	Description
20 USC 6311-6322	Improving basic programs for disadvantaged students
20 USC 7171-7176	21st Century Community Learning Centers
Management Resources	Description
CSBA Publication	School's Out, Now What? How Summer Programs Are Improving Student Learning and Wellness, Policy Brief, April 2013
CSBA Publication	Summer Learning and Wellness Resource Guide
California Department of Education Publication	Summer School, Third Parties, and Tuition Fees, Fiscal Management Advisory 22-01, September 2022
National Summer Learning Association Publication	New Vision for Summer School, 2010
National Summer Learning Association Publication	Healthy Summers for Kids: Turning Risk into Opportunity, May 2012
Rand Corporation Publication	Making Summer Count: How Summer Programs Can Boost Children's Learning, 2011
Website	CSBA District and County Office of Education Legal Services
Website	National Summer Learning Association
Website	RAND Corporation
Website	Summer Matters
Website	Partnership for Children and Youth
Website	California Department of Education

Cross References

Code	Description
0200	Goals For The School District
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
1330.1	Joint Use Agreements
1400	Relations Between Other Governmental Agencies And The Schools
1700	Relations Between Private Industry And The Schools
3260	Fees And Charges
3260	Fees And Charges
3552	Summer Meal Program
3552	Summer Meal Program
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
5030	Student Wellness
5113	Absences And Excuses
5113	Absences And Excuses
5113.2	Work Permits
5113.2	Work Permits
5123	Promotion/Acceleration/Retention
5123	Promotion/Acceleration/Retention
5141.6	School Health Services
5141.6	School Health Services
5147	Dropout Prevention
5148.2	Before/After School Programs
5148.2	Before/After School Programs
6000	Concepts And Roles
6011	Academic Standards
6020	Parent Involvement

6020	Parent Involvement
6111	School Calendar
6142.4	Service Learning/Community Service Classes
6142.7	Physical Education And Activity
6142.7	Physical Education And Activity
6142.91	Reading/Language Arts Instruction
6143	Courses Of Study
6143	Courses Of Study
6146.1	High School Graduation Requirements
6154	Homework/Makeup Work
6159	Individualized Education Program
6159	Individualized Education Program
6164.5	Student Success Teams
6164.5	Student Success Teams
6171	Title I Programs
6171	Title I Programs
6173	Education For Homeless Children
6173	Education For Homeless Children
6173-E(1)	Education For Homeless Children
6173-E(2)	Education For Homeless Children
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6175	Migrant Education Program
6175	Migrant Education Program
6176	Weekend/Saturday Classes
6178.1	Work-Based Learning
6178.1	Work-Based Learning
6179	Supplemental Instruction

Regulation 6184: Continuation Education

Status: ADOPTED

Original Adopted Date: 06/01/1989 | Last Revised Date: 0403/01/20142023 | Last Reviewed Date: 0403/01/20142023

Program Components

The district's continuation education program shall include the following components:

1. 1. Curriculum that prepares students to meet the course requirements for graduation prescribed in Education Code 51224-51225.3 (5 CCR 11004)
2. 2. A plan to coordinate instruction and training in the continuation education program with students' parents/guardians the student's home, employment, and other agencies (5 CCR 11003)
3. 3. Instruction based on individual student needs as determined by counseling and coordination services (5 CCR 11002)
4. 4. Personal guidance in matters affecting students' personal, social, and educational adjustment (5 CCR 11001)
5. 5. Occupational guidance to prepare students for future employment opportunities (5 CCR 11001)
6. 6. Placement in suitable employment whenever students can benefit from such employment, and follow-up visitations at places of employment to determine the effectiveness of the guidance and placement services (5 CCR 11001)
7. 7. Regular home contacts and parent conferences when students are not succeeding in the continuation program (5 CCR 11001)
8. 8. Regular contacts with students enrolled for only four hours per week and all students suspended from continuation education, with the intent of eventually returning them to the full-time continuation education program (5 CCR 11001)

Involuntary Transfer

CSBA NOTE: Districts that assign students to continuation schools are mandated by Education Code 48432.5 to adopt rules and regulations governing procedures for involuntary transfer. Pursuant to Education Code 48432.5, districts may only involuntarily transfer students who meet one of the conditions specified in ~~items~~ Items #1-2 below and may not establish additional criteria for involuntary transfers. However, districts are not required to involuntarily transfer such students, and may delete ~~item~~ Item #1 or 2 below to reflect district practice.

A decision to transfer a student involuntarily into continuation education classes shall be based on a finding that the student ~~meets either of the following conditions:~~ (Education Code 48432.5)

1. ~~The student committed~~ 1. Committed an act enumerated in Education Code 48900.
2. ~~The student has~~ 2. Has been habitually truant or irregular in attendance from instruction ~~he/she~~ the student is lawfully required to attend.

CSBA NOTE: Education Code 48432.5 requires that involuntary transfer to a continuation school be made only when other means fail to bring about student improvement, as provided below. In *Nathan G. v. Clovis Unified School District*, the court of appeals ~~court~~ upheld the district's decision to transfer a high school student to continuation school for an act enumerated in Education Code 48900, rejecting the student's argument that the district was first required to exhaust all other means of correction to bring about student improvement and concluding that an involuntary transfer to continuation school does not substantially affect a student's fundamental right to an education.

Involuntary transfer to a continuation school shall be made only when other means fail to bring about student improvement. However, a student may be involuntarily transferred the first time ~~he/she commits~~ an act enumerated in Education Code 48900 is committed if the principal determines that the student's presence causes a danger to persons or property or threatens to disrupt the instructional process. (Education Code 48432.5)

CSBA NOTE: Education Code 48432.5, as amended by AB 740 (Ch. 400, Statutes of 2022), mandates that the district's rules and regulations pertaining to involuntary transfer of students to continuation schools ~~contain the following provision regarding notice to the student and parent/guardian.~~ provide written notice to the student and the student's parent/guardian, or, if the

student is a foster youth, to the foster youth's educational rights holder, attorney, and social worker, or, if the student is an Indian child, the Indian child's tribal social worker, and if applicable, county social worker, of the opportunity to request a meeting with the Superintendent or designee, as provided below.

Prior to an involuntary transfer, the student and the student's parent/guardian, or a foster youth's educational rights holder, attorney and social worker, or an Indian child's tribal social worker, and if applicable, county social worker, shall be given written notice that ~~they may request~~ a meeting may be requested with the Superintendent or designee. (Education Code 48432.5)

CSBA NOTE: Pursuant to Education Code 48432.5, as amended by AB 740, a foster youth's educational right's holder, attorney, and county social worker, and an Indian child's tribal social worker, and, if applicable, a county social worker, have the same rights as a parent at the meeting with the Superintendent or designee.

At the meeting, the student ~~or~~ and 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, or, if applicable, county social worker, shall be informed of the specific facts and reasons for the proposed transfer: ~~The student or parent/guardian shall,~~ and have the opportunity to inspect all documents relied upon, question any evidence and witnesses presented, and present evidence on the student's behalf. The student may designate one or more representatives and witnesses to be present with ~~him/her~~ the student at the meeting. (Education Code 48432.5)

A written decision to transfer, stating the facts and reasons for the decision, shall be sent to the student and ~~parent/guardian.~~ 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, or, if applicable, county social worker. It shall indicate whether the decision is subject to periodic review and the procedure for such review. (Education Code 48432.5)

The persons making the final decision for involuntary transfer shall not be members of the staff of the school in which the student is enrolled at the time. (Education Code 48432.5)

CSBA NOTE: Pursuant to Education Code 48432.5, involuntary transfers cannot extend beyond the end of the semester following the semester in which the acts leading to the transfer occurred, unless the district adopts a procedure for conducting yearly review at the ~~student's or~~ request of the student, the student's parent/guardian's request-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, or, if applicable, county social worker. The following paragraph may be revised to reflect district practice.

No involuntary transfer to a continuation school shall extend beyond the end of the semester following the semester when the acts leading to the involuntary transfer occurred. (Education Code 48432.5)

Voluntary Enrollment

CSBA NOTE: The following section is for use by districts that allow students to voluntarily enroll in continuation education classes; see the accompanying Board policy- [for more information regarding voluntary enrollment](#). Pursuant to Education Code 48432.3, as added by AB 570 (Ch. 365, Statutes of 2013), such districts are mandated to adopt policy and procedures [containing specified provisions and](#) governing the identification, placement, and intake procedures for

students who voluntarily enroll. The ~~district should revise~~ the following section should be revised to reflect district practice.

As space permits, students who meet the eligibility criteria specified in Board policy may voluntarily enroll in a continuation school. A student may be considered for placement in the continuation school whenever ~~his/her~~ the student's parent/guardian submits a written request to the Superintendent or designee or the student is referred by a counselor or school administrator.

Approval of a student's voluntary transfer shall be based on a finding that the placement will promote the educational interests of the student. (Education Code 48432.3)

CSBA NOTE: Education Code 48432.3, as added by AB 570 (Ch. 365, Statutes of 2013), mandates that the district's procedures ensure all of the conditions specified in ~~items~~ Items #1-6 and 4-7, below.

Voluntary enrollment shall be subject to the following conditions: (Education Code 48432.3, 48432.5)

1. 1. A student's voluntary placement in continuation education shall not be used as an alternative to expulsion unless alternative means of correction have been attempted pursuant to Education Code 48900.5.

2. 2. The district shall strive to ensure that no specific group of students, including a group based on race, ethnicity, language status, or special needs, is disproportionately enrolled in continuation education within the district.

CSBA NOTE: The following optional paragraph implements the above requirement and may be revised to reflect district practice.

3. A copy of this administrative regulation and accompanying Board policy shall be provided to a student whose voluntary transfer to a continuation school is under consideration and to ~~his/her~~ the student's parent/guardian.

4. 4. Before a student is transferred and upon request by ~~his/her~~ the student's parent/guardian, the parent/guardian may meet with a counselor, principal, or administrator from ~~both the school that the student is currently attending and the~~ continuation school to determine if transferring is the best option for the student.

5. _____
5. To the extent possible, voluntary transfer to a continuation school shall occur within the first four weeks of each semester.

6. _____

6. The transfer is voluntary, and the student has a right to return to the student's previous school.

7. 7. A student who is voluntarily enrolled in continuation education may return to the regular high school at the beginning of the following school year, or at any other time with the consent of the Superintendent or designee.

Intake and Orientation

CSBA NOTE: Pursuant to Education Code 48432.3, as added by AB 570 (Ch. 365, Statutes of 2013), districts that allow students to voluntarily enroll in continuation education are mandated to adopt intake procedures for such students. The following section addresses intake and orientation for all students enrolled in continuation education and may be revised to reflect district practice.

Upon voluntary or involuntary transfer to a continuation education program, an intake meeting shall be conducted with each student and ~~his/her~~ the student's parent/guardian. At this meeting, the principal or counselor shall provide information about each course and the number of credits that the student needs to complete in order to graduate and shall develop an individualized academic plan for the student. The student, and ~~his/her~~ the student's parent/guardian as appropriate, shall sign a contract indicating their commitment to these objectives.

In addition, at the beginning of each school year, the district coordinator for continuation education, school counselor(s), or other designee(s) shall provide an orientation session for all incoming students and their parents/guardians in order to ~~help them understand~~ explain the credit recovery process and establish expectations for student conduct and participation. As appropriate, extended orientation sessions may be provided to assist students in developing academic, social, communication, anger management, or other skills necessary to success in school.

Minimum Attendance Requirement

CSBA NOTE: Pursuant to Education Code 46170, the minimum school day for continuation high schools and classes is 180 minutes and no student will be credited with more than 15 hours of attendance per school week for apportionment purposes. However, the California Department of Education's web site reports that many continuation high schools provide full-day programs that exceed the minimum daily requirement. The following section may be revised to reflect district practice.

In continuation high schools and classes, a day of attendance shall be at least 180 minutes. (Education Code 46170)

Each student shall attend classes for not less than 15 hours per week. However, if a student gives satisfactory proof of regular employment, ~~he/she~~ the student may attend classes for not less than four hours per week for the regular school term. These requirements may be met by any combination of attendance in a continuation education class and/or regional occupational center or program. (Education Code 46170, 48402, 48400)

Leaves of Absence

CSBA NOTE: Pursuant to Education Code 48416, students age 16-18 years may take leaves of absence in accordance with law provided that the Board has adopted policy allowing such leaves of absence; see BP/AR 5112.3 - Student Leave of Absence. The following optional section is for use by districts that allow such leaves of absence for students in compulsory continuation education classes.

A student enrolled in compulsory continuation education classes may take a leave of absence for up to two semesters for the purpose of supervised travel, study, training, or work in accordance with law, Board policy, and administrative regulation. (Education Code 48416)

Reenrollment

Any person age 16 or 17 years who terminated his/her enrollment in continuation school after obtaining a certificate of proficiency may reenroll in the district once without prejudice. If the student leaves a second time, the Superintendent or designee may deny reenrollment until the beginning of the next semester. (Education Code 48414)

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Policy Reference Disclaimer:

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State	Description
5 CCR 11000-11010	Continuation education
Ed. Code 46170	Continuation schools; minimum day
Ed. Code 48400	Weekly minimum attendance requirement
Ed. Code 48400-48454	Compulsory continuation education
Ed. Code 48402	Enrollment in continuation education; minors not regularly employed
Ed. Code 48410-48416	Compulsory continuation education; exempt students
Ed. Code 48430-48438	Continuation classes
Ed. Code 48450-48454	Violation Violations
Ed. Code 48900	Grounds for suspension or expulsion
Ed. Code 48900.5	Suspension, limitation on imposition; exception
Ed. Code 48903	Limitations on days of suspension
Ed. Code 51224-51225.3 51220-51230	Courses of study; graduation requirements
Fam. Code 7000-7002	Emancipation of minors law
Fam. Code 7050	Purposes for which emancipated minor considered an adult
Management Resources	Description
Court Decision	Nathan G. v. Clovis Unified School District (2014) 224 Cal.App.5th (No. F065485) 1393
John W. Gardner Center Publication	Raising the Bar, Building Capacity: Driving Improvement in California's Continuation High Schools, May 2012

John W. Gardner Center Publication	Intake Processes at Continuation High Schools: Shaping School Climate Through Selection and Enrollment Strategies, February 2011
Website	CSBA District and County Office of Education Legal Services
Website	John W. Gardner Center for Youth and Their Communities, Stanford School of Education
Website	California Continuation Education Association
Website	California Department of Education

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
0420.4	Charter School Authorization
0420.4	Charter School Authorization
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0470	COVID-19 Mitigation Plan
0500	Accountability
1240	Volunteer Assistance
1240	Volunteer Assistance
1400	Relations Between Other Governmental Agencies And The Schools
3515	Campus Security
3515	Campus Security
3515.3	District Police/Security Department
3515.3	District Police/Security Department
4131	Staff Development
5030	Student Wellness
5112.1	Exemptions From Attendance
5112.1	Exemptions From Attendance
5112.3	Student Leave Of Absence
5112.3	Student Leave Of Absence
5113	Absences And Excuses

5113	Absences And Excuses
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5113.11	Attendance Supervision
5113.2	Work Permits
5113.2	Work Permits
5121	Grades/Evaluation Of Student Achievement
5121	Grades/Evaluation Of Student Achievement
5126	Awards For Achievement
5126	Awards For Achievement
5131	Conduct
5131.2	Bullying
5131.2	Bullying
5131.4	Student Disturbances
5131.4	Student Disturbances
5131.6	Alcohol And Other Drugs
5131.6	Alcohol And Other Drugs
5131.7	Weapons And Dangerous Instruments
5131.7	Weapons And Dangerous Instruments
5136	Gangs
5136	Gangs
5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5141.6	School Health Services
5141.6	School Health Services
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)
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications

5146	Married/Pregnant/Parenting Students
5147	Dropout Prevention
5148	Child Care And Development
5148	Child Care And Development
6000	Concepts And Roles
6011	Academic Standards
6020	Parent Involvement
6020	Parent Involvement
6111	School Calendar
6112	School Day
6112	School Day
6143	Courses Of Study
6143	Courses Of Study
6146.1	High School Graduation Requirements
6146.11	Alternative Credits Toward Graduation
6146.11	Alternative Credits Toward Graduation
6146.2	Certificate Of Proficiency/High School Equivalency
6146.2	Certificate Of Proficiency/High School Equivalency
6146.2-E(1)	Certificate Of Proficiency/High School Equivalency
6152	Class Assignment
6158	Independent Study
6158	Independent Study
6159	Individualized Education Program
6159	Individualized Education Program
6162.5	Student Assessment
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
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
<u>6173.1</u>	<u>Education for Foster Youth</u>

6176	Weekend/Saturday 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
6181	Alternative Schools/Programs Of Choice
6181	Alternative Schools/Programs Of Choice
6183	Home And Hospital Instruction
6185	Community Day School
6185	Community Day School
6190	Evaluation Of The Instructional Program
6200	Adult Education
6200	Adult Education

Bylaw 9270: Conflict Of Interest

Status: ADOPTED

Original Adopted Date: 07/01/2010 | Last Revised Date: 05/03/01/2016/2023 | Last Reviewed Date: 05/03/01/2016/2023

CSBA NOTE: The determination as to whether a conflict of interest exists must be analyzed under two separate sets of statutes: (1) the conflict of interest provisions of the Political Reform Act (PRA) (Government Code 87100-87505), detailed in the section below entitled "Conflict of Interest under the Political Reform Act," and (2) Government Code 1090-1098, detailed in the section below entitled "Conflict of Interest under Government Code 1090 - Financial Interest in a Contract." Even when a conflict does not exist pursuant to those statutes, a violation might still occur under the common law doctrine against conflict of interest; see the section below entitled "Common Law Doctrine Against Conflict of Interest."

Because the law and definitions are quite complex, it is strongly recommended that districts consult with [CSBA's District and County Office of Education Legal Services or district legal counsel](#), and staff from the Fair Political Practices Commission (FPPC), as soon as a potential conflict is presented.

The Governing Board desires to maintain the highest ethical standards and help ensure that decisions are made in the best interest of the district and the public. Accordingly, no Board member, district employee, or other person in a designated position shall participate in the making of any decision for the district when the decision will or may be affected by [his/her/the Board member's, district employee's, or other designated persons](#) financial, family, or other personal interest or consideration.

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

CSBA NOTE: The following paragraph reflects the common law definition of "relative within the third degree."

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

CSBA NOTE: The Governing Board is required to adopt a conflict of interest code in compliance with Government Code 87300-87313. Board members and employees designated in the district's conflict of interest code are required by Government Code 87500 to annually file a Statement of Economic Interest/Form 700 to disclose any assets and income which may be materially affected

by official actions. Under the PRA, there are two separate categories of Form 700 disclosure requirements. For the first category pursuant to Government Code 87302, which is applicable to most school districts, the disclosure requirements are determined by the district and set forth in the district's conflict of interest code. The second category, pursuant to Government Code 87200, is only applicable to Board members and designated employees who "manage public investments"; see section below entitled "Additional Requirements for Boards that Manage Public Investments." Those Board members and designated employees, referred to by the FPPC as Government Code 87200/Article 2 filers, must file broader disclosure statements pursuant to the disclosure requirements specified in law and FPPC regulation.

Pursuant to Government Code 87303, the district's conflict of interest code must be approved by the appropriate code reviewing body. For districts located entirely in one county, the code reviewing body is the board of supervisors of the county in which the district is located. The FPPC is the code reviewing body for those school districts located in more than one county.

Pursuant to 2 CCR 18730, the requirements of the Government Code are satisfied if a district adopts a conflict of interest code that incorporates 2 CCR 18730 by reference, along with a list of designated positions and disclosure categories. The accompanying exhibit (E 9270) contains a sample resolution that includes an appendix with designated positions and disclosure categories which, once adopted by the Board, will comprise the terms of the district's conflict of interest code that should be submitted to the code reviewing body.

The Board shall adopt for the district a conflict of interest code that incorporates the provisions of 2 CCR 18730 by reference, specifies the district's designated positions, and provides the disclosure categories required for each position. The conflict of interest code shall be submitted to the district's code reviewing body for approval, in accordance with Government Code 87303 and within the deadline for submission established by the code reviewing body. (Government Code 87303)

Upon direction by the code reviewing body, the Board shall review the district's conflict of interest code and submit any changes to the code reviewing body or, if no change is required, the Board shall submit a written statement to that effect. (Government Code 87306.5)

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

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

Board members and designated employees shall annually file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories specified in the district's conflict of interest code. A Board member who leaves office or a designated employee who leaves district employment shall, within 30 days, file a revised statement covering the period of time between the closing date of the last required statement and the date of leaving office or district employment. (Government Code 87302, 87302.6)

Conflict of Interest under the Political Reform Act

CSBA NOTE: The FPPC has adopted an eight-step analysis, detailed in Government Code 87100-87500, 2 CCR 18700-18755, and interpretive opinions, to determine whether a conflict of interest exists under the PRA. When such a conflict exists, the affected ~~Board member~~district official must disclose the interest and ~~disqualify himself/herself from participating~~not participate in the decision, as specified below. Because Family Code 297.5 grants a registered domestic partner the same rights, protections, and benefits as a spouse under state law, analysis of a conflict of interest with regards to a Board member's spouse is also applicable to a registered domestic partner.

A district official, including a Board member, designated employee, or other person in a designated position shall not make, participate in making, or in any way use or attempt to use ~~his/her~~an official position to influence a governmental decision in which ~~he/she~~the district official knows or has reason to know that ~~he/she has~~there is a disqualifying conflict of interest. A disqualifying conflict of interest exists if the decision will have a "reasonably foreseeable material financial effect," which is distinguishable from the effect on the public generally, on the ~~Board member, designated employee, or other person in a designated position,~~ district official, the district official's immediate family, or any financial interest described in 2 CCR 18700. (Government Code 87100, 87101, 87103; 2 CCR 18700-18707)

A ~~Board member, designated employee, or other person in a designated position~~district official makes a governmental decision when ~~he/she, acting,~~ within the authority of ~~his/her~~the office or position, the district official authorizes or directs any action on a matter, votes or provides information or opinion on it, contacts or appears before ~~a~~another district official for the purpose of affecting the decision, or takes any other action specified in 2 CCR 18704.

CSBA NOTE: 2 CCR 18705 permits a Board member who is financially interested in a contract to participate in making a decision on the contract if (1) ~~he/she~~the Board member discloses the existence of the conflict and describes with particularity the nature of ~~his/her~~economicthe financial interest in the contract; (2) gives a summary description of the circumstances under which ~~he/she~~the Board member believes the conflict may arise; and (3) either ~~he/she~~the Board member, another Board member, or a district employee discloses the legal basis for concluding that no alternative source of decision exists for the district. In general, this rule will permit a district to acquire an essential supply or service. CSBA strongly recommends that CSBA's District and County Office of Education Legal Services or district legal counsel be consulted when situations arise involving the rule of necessity, as strict compliance is required.

However, a ~~Board member~~district official shall participate in the making of a contract in which ~~he/she~~the district official has a financial interest if ~~his/her~~such participation is required by the rule of necessity or legally required participation pursuant to Government Code 87101 and 2 CCR 18705.

Conflict of Interest from Campaign Contributions

CSBA NOTE: Pursuant to Government Code 84308, as amended by SB 1439 (Ch. 848, Statutes of 2022), elected district officers, such as Board members, and "agency heads", which likely include Superintendents, are prohibited from participating in decisions involving parties who have

provided campaign contributions of more than \$250 in the prior 12 months to the officer's campaign committee. Such officers are also prohibited from accepting, soliciting, or directing campaign contributions of more than \$250 from a party or participant who has a financial interest in a Board decision, to any campaign committee while the decision is pending and for 12 months after the decision is made. These provisions do not apply to labor contracts, competitively bid contracts, and personal employment contracts.

To avoid improper influence over the Board's decision-making involving the issuance of a license, permit, or other entitlements for use, including a contract, district officers, which includes Board members or agency heads, shall comply with Government Code 84308, including the following: (Government Code 84308)

1. A district officer is prohibited from accepting, soliciting, or directing a contribution of more than \$250 from any party or participant to a proceeding involving a license, permit, or other entitlement for use, including a contract, or from that person's agent, while the proceeding is pending before the Board and for 12 months following the date a final decision is rendered in the proceeding, if the Board member knows or has reason to know that the party or participant has a financial interest in the Board's decision.
2. Any district officer who received a contribution of more than \$250 from a party or participant in the preceding 12 months shall disclose that fact on the record of the proceeding prior to the Board rendering a decision in the proceeding. If the district officer willfully or knowingly received the contribution and knows or has reason to know that the participant has a financial interest in the Board's decision, the district officer shall not make, participate in making, or in any way attempt to use the official position to influence the Board's decision.
3. A district officer who receives a contribution that would otherwise require disqualification as described in Item #2 above may participate in the proceeding if the contribution is returned within 30 days from the time the district officer knows or should have known about the contribution and the proceeding.
4. A district officer who unknowingly accepts, solicits, or directs a contribution of more than \$250 during the 12 months after the date of the Board's final decision on the proceeding may cure the violation by returning the contribution, or the portion exceeding \$250, within 14 days of accepting, soliciting, or directing the contribution, provided the district officer did not knowingly or willfully accept, solicit, or direct the prohibited contribution. The district officer shall maintain records of curing the violation.

The provisions in Government Code 84308 as specified above do not apply to labor contracts, competitively bid contracts, and personal employment contracts. (Government Code 84308)

Additional Requirements for Boards that Manage Public Investments

CSBA NOTE: The following optional section is for use only by districts in which the Board and/or designated employees are considered to be "officials who manage public investments" and who are required to file a full financial disclosure statement in accordance with Government Code 87200. It should be deleted by all other districts. See the accompanying exhibit for further information.

According to the FPPC, officials who manage public investments are boards or designated employees who manage the investment of district surplus or special reserve funds in permitted

securities and investments pursuant to Education Code 41015. Those boards that direct the investment of these funds, formulate or approve policies for the investment of these funds, even if they delegate day-to-day investment decisions to staff, or approve investment transactions involving these funds are considered officials who manage public investments.

The Board does not manage public investments when the district does not have any surplus or special reserve funds to invest and merely deposits all funds it receives (1) in the county treasury pursuant to Education Code 41001-41002.5 or (2) in a fund where a Tax and Revenue Anticipation Note (TRANS) is issued. Board members and superintendents in these types of situations are not considered to have discretion regarding the investment of the district's money and are therefore not officials who manage public investments.

Any Board member who manages public investments pursuant to Government Code 87200 and who has a financial interest in a decision shall, upon identifying a conflict or potential conflict of interest and immediately prior to the consideration of the matter, do all of the following: (Government Code 87105; 2 CCR 18707)

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

However, the Board member may speak on the issue during the time that the general public speaks on it and may leave the dais to speak from the same area as members of the public. ~~He/she~~ The Board member may listen to the public discussion and deliberations of the matter with members of the public.

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

If the item is on the consent calendar, the Board member ~~must recuse himself/herself~~ shall either make a motion to remove the item from the consent calendar or the Board member shall abstain from voting on the consent calendar. In any event, the Board member shall refrain from discussing or voting on ~~that matter, but~~ the item. However, the Board member is not required to leave the room during consideration of the consent calendar.

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

Conflict of Interest under Government Code 1090 - Financial Interest in a Contract

CSBA NOTE: Pursuant to Government Code 1090, if a Board member has a financial interest in a contract, it is an absolute bar for that district to enter into the contract. The Attorney General has opined in 69 Ops.Cal.Atty.Gen. 255 (1986) that, unlike the PRA, the prohibitions in Government Code 1090 cannot be resolved by having the financially interested Board member abstain from participating in the matter. However, there are two categories of exceptions. If a financial interest meets the definition of a "noninterest" as specified in Government Code 1091.5, then the restrictions in Government Code 1090 do not apply and the district can enter into the contract. Secondly, if a Board member's interest is deemed a "remote interest" pursuant Government Code 1091, then the district can enter into the contract as long as certain conditions are satisfied, as specified below.

While the prohibitions in the PRA only apply to designated employees, the prohibitions in Government Code 1090 apply to all district employees and consultants. California appellate courts have ruled in *McGee v. Balfour Beatty Construction LLC* and *Davis v. Fresno Unified School District* that Government Code 1090 applies to consultants, including corporate consultants, who fill the roles and positions of officers, employees, and agents of the district. However, the Attorney General has opined in 63 Ops.Cal.Atty.Gen. 868 (1980) that an employee's financial interest would not prohibit the district from entering into a contract as long as the employee has not participated in the making of the contract, such as in discussions and planning, as detailed below.

Government Code 1090 does not define financial interest, but courts have held that, for the purposes of this statute, the definition of "financial interest" is not the same as the definition in the PRA which requires a "material financial effect" in order for a conflict to exist. Because the determination of whether a financial interest exists involves a review of statutes, court decisions, and Attorney General opinions as they apply to the particular facts at issue, the analysis can be complex and [CSBA's District and County Office of Education Legal Services or district](#) legal counsel should be consulted as appropriate.

Board members, employees, or district consultants shall not be financially interested in any contract made by the Board on behalf of the district, including in the development, preliminary discussions, negotiations, compromises, planning, reasoning, and specifications and solicitations for bids. If a Board member has such a financial interest in a contract made by the Board, the contract is void. (Government Code 1090)

CSBA NOTE: The district may enter into a contract when a Board ~~member's~~member's interest is a "remote interest" as defined in Government Code 1091. Generally, this issue arises when the district wishes to enter into a contract with the Board ~~member's~~member's employer. When the conditions specified in Government Code 1091 are satisfied (e.g., Board member is an employee of a nonprofit organization, the employer has at least 10 employees, and the Board member has been employed more than three years), then the district may enter into the contract as long as the affected Board member discloses the remote interest and abstains from the matter.

Board members who willfully fail to disclose a remote interest in a contract may be subject to a fine or imprisonment pursuant to Government Code 1097.

A Board member shall not be considered to be financially interested in a contract in which ~~he/she~~ has there is only a "remote interest," as specified in Government Code 1091, if the interest is disclosed during a Board meeting and noted in the official Board minutes. The affected Board

member shall not vote or debate on the matter or attempt to influence any other Board member or district official to enter into the contract. (Government Code 1091)

CSBA NOTE: Pursuant to Government Code 1091.5, certain financial interests are defined as "noninterests," meaning a conflict of interest does not exist and the district can enter into the contract. One of the noninterests listed in Government Code 1091.5 is when a Board member's spouse has been employed by the district for at least one year prior to the Board member's election or appointment. If the spouse has not been employed by the district for at least one year prior to the Board member's election or appointment, the exception does not apply and Government Code 1090 prohibits the district from entering into a new contract to hire the spouse. (80 Ops.Cal.Atty.Gen. 320 (1997))

Attorney General opinions and case law have further clarified the application of this noninterest exception when a previously employed spouse changes to a different position during the Board member's term. Generally, these opinions have held that a lateral transfer or change of classification that does not require Board approval (e.g., second year probationary teacher automatically achieving permanent status, step increase) is the same employment not requiring a new contract and thus constitutes a noninterest. (92 Ops.Cal.Atty.Gen. 26 (2009), 87 Ops.Cal.Atty.Gen. 23 (2004)) However, when a new contract is involved (e.g., promotion from classroom teacher to principal, substitute employee becoming a probationary employee), the exception in Government Code 1091.5 does not apply and the action would be prohibited under Government Code 1090 because Board approval of the contract is required. (*Thorpe v. Long Beach Community College District*, 69 Ops.Cal.Atty.Gen. 255 (1986))

Because this area of law is complex, it is strongly recommended that [CSBA's District and County Office of Education Legal Services](#) or district legal counsel be consulted if a Board member's spouse is an employee of the district or when analyzing whether an interest is a noninterest or remote interest.

In addition, a Board member shall not be considered to be financially interested in a contract in which ~~his/her~~^{the} interest is a "noninterest" as defined in Government Code 1091.5. Noninterest includes a Board member's interest in being reimbursed for ~~his/her~~ actual and necessary expenses incurred in the performance of ~~his/her~~ official duties, in the employment of ~~his/her~~^a spouse/registered domestic partner who has been a district employee for at least one year prior to the Board member's election or appointment, or in any other applicable circumstance specified in Government Code 1091.5.

Common Law Doctrine Against Conflict of Interest

CSBA NOTE: Even when there is not a conflict pursuant to the PRA (Government Code 87100-87505) or Government Code 1090, the Attorney General has found that special situations may still exist under the common law doctrine against conflict of interest which, unlike the statutes, extends to noneconomic interests. In 92 Ops.Cal.Atty.Gen. 19 (2009), the Attorney General opined that a redevelopment board member should abstain from voting on a loan agreement where the recipient of the loan was a corporation owned by the board member's adult son. Although the board member was not financially interested in the contract under the PRA or Government Code 1090, the Attorney General determined that abstention was necessary in order to avoid a conflict between the member's official and personal interests and to avoid the appearance of impropriety.

Districts are encouraged to consult [CSBA's District and County Office of Education Legal Services](#) or legal counsel if situations arise that raise the question as to whether such a conflict exists.

A Board member shall abstain from any official action in which ~~his/her~~[the Board member's](#) private or personal interest may conflict with ~~his/her~~ official duties.

Incompatible Offices and Activities

CSBA NOTE: Government Code 1099 and 1126 prohibit Board members and employees from engaging in any employment or activity which is inconsistent, incompatible, in conflict with, or inimical to their duties with the district. Government Code 1126 mandates the district to adopt procedures regarding this prohibition. See BP 4136/4236/4336 - Nonschool Employment for language implementing this mandate relative to employees.

Attorney General opinions have indicated that it would be incompatible for Board members to serve on other elected or appointed boards, councils, or commissions that have interests which may conflict with the interests of the district ([105 Ops.Cal.Atty.Gen. 69 \(2022\)](#), 85 Ops.Cal.Atty.Gen. 60 (2002); 68 Ops.Cal.Atty.Gen. 171 (1985); 65 Ops.Cal.Atty.Gen. 606 (1982)). If a Board member is sworn into an incompatible office, then ~~his/her~~[the Board member's](#) position in the prior office is automatically terminated.

Pursuant to Education Code 35107, an employee of a school district may not be sworn into office as an elected or appointed member of that district's Board unless ~~he/she~~[the Board member](#) resigns as an employee. If the employee does not resign, the employment automatically terminates when ~~he/she~~ is sworn into office. See BB 9220 - Governing Board Elections.

The determination as to whether an activity or office is incompatible is complex and requires a case-by-case analysis of the particular activities or duties of the office; therefore, it is recommended that [CSBA's District and County Office of Education Legal Services](#) or district legal counsel be consulted as appropriate.

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

Gifts

CSBA NOTE: Pursuant to 2 CCR 18730, the gift limitation is currently ~~\$460~~[\\$590](#). This amount is adjusted in odd-numbered years by the FPPC. Pursuant to Government Code 89503, Board members and candidates are subject to gift limitation for gifts from all sources except when exempted by law or regulation. For those Board members who file a Form 700 based on the disclosure categories specified in the ~~district's~~[district's](#) conflict of interest code pursuant to Government Code 87302 (see the accompanying exhibit), the gift limit is only applicable as to those individuals and entities that are disclosed on the Form 700.

Several exceptions exist within the Government ~~Code's~~[Code's](#) definitions of gifts, income, interest in real property, and investment; see Government Code 82028, 82030, 82033, and 82034. If questions arise as to such exceptions, the district may seek clarification from the FPPC through

email to advice@fppc.ca.gov or consult [CSBA's District and County Office of Education Legal Services or district](#) legal counsel.

Board members and designated employees may accept gifts only under the conditions and limitations specified in Government Code 89503 and 2 CCR 18730.

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

In addition, the limitation on gifts does not apply to informational materials such as books, reports, pamphlets, calendars, and periodicals. (Government Code 82028)

CSBA NOTE: Board members and designated employees may, in the circumstances described in Government Code 89506, receive payments, advances, or reimbursements for travel and related lodging and subsistence, which will not be subject to the gift limit set in Government Code 89503.

Gifts of travel and related lodging and subsistence shall be subject to the current gift limitation, except when: (Government Code 89506)

1. 1. The travel is in connection with a speech given by a Board member or designated employee, provided the lodging and subsistence expenses are limited to the day immediately preceding, the day of, and the day immediately following the speech and the travel is within the United States.
2. 2. The travel is provided by a person or agency specified in Government Code 89506, including a government, governmental agency or authority, bona fide public or private educational institution, as defined in Revenue and Taxation Code 203, or nonprofit organization exempt from taxation under section 501(c)(3) of the Internal Revenue Code.

Gifts of travel exempted from the gift limitation, as described in ~~items~~Items #1 and 2 above, shall nevertheless be reportable on the recipient's Statement of Economic Interest/Form 700 as required by law.

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

Honoraria

Board members and designated employees shall not accept any honorarium, which is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private conference, convention, meeting, social event, meal, or like gathering. (Government Code 89501, 89502)

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

1. 1. Earned income for personal services customarily provided in connection with a bona fide business, trade, or profession, unless the sole or predominant activity of the business, trade, or profession is making speeches

2. 2. Any honorarium which is not used and, within 30 days after receipt, is either returned to the donor or delivered to the district for donation into the general fund without being claimed as a deduction from income for tax purposes

Policy Reference UPDATE Service

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Policy Reference Disclaimer:

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

State	Description
2 CCR 18110-18997	Regulations of the Fair Political Practices Commission
2 CCR 18700-18760	Conflicts of Interest
2 CCR 18722-18740	Disclosure of interests
2 CCR 18753-18756	Conflict of interest codes
<u>2 CCR 18438.1-18438.8</u>	<u>Campaign contribution-based conflicts of interest</u>
Ed. Code 1006	Prohibition against school district employees serving on county board of education
Ed. Code 35107	School district employees
Ed. Code 35230-35240	Corrupt practices
Ed. Code 35233	Prohibitions applicable to members of governing boards
Ed. Code 41000-41003	Moneys received by school districts
Ed. Code 41015	Investments
Fam. Code 297.5	Rights, protections, and benefits of registered domestic partners
Gov. Code 1090-1099	Prohibitions applicable to specified officers
<u>Gov. Code 52334-53235.2</u>	<u>Ethics training</u>
Gov. Code 1125-1129	Incompatible activities
Gov. Code 81000-91014	Political Reform Act of 1974
Gov. Code 82011	Code reviewing body
Gov. Code 82019	Definition; designated employee
Gov. Code 82028	Definition; gift
Gov. Code 82030	Definition; income
Gov. Code 82033	Definition; interest in real property

Gov. Code 82034	Definition; investment
Gov. Code 84308	Campaign disclosure
Gov. Code 87100-87103.6	General prohibitions
Gov. Code 87200-87210	Disclosure
Gov. Code 87300-87313	Conflict of interest code
Gov. Code 87500	Statement of economic interests
Gov. Code 89501-89503	Honoraria and gifts
Gov. Code 89506	Ethics; travel
Gov. Code 91000-91014	Enforcement
Public Contract Code 6102	Awarding of contracts
Pen. Code 85-88	Bribes
Rev. & Tax Code 203	Taxable and exempt property -; colleges
Management Resources	Description
Attorney General Opinion	63 Ops.Cal.Atty.Gen. 868 (1980)
Attorney General Opinion	65 Ops.Cal.Atty.Gen. 606 (1982)
Attorney General Opinion	68 Ops.Cal.Atty.Gen. 171 (1985)
Attorney General Opinion	69 Ops.Cal.Atty.Gen. 255 (1986)
Attorney General Opinion	80 Ops.Cal.Atty.Gen. 320 (1997)
Attorney General Opinion	81 Ops.Cal.Atty.Gen. 327 (1998)
Attorney General Opinion	82 Ops.Cal.Atty.Gen. 83 (1999)
Attorney General Opinion	85 Ops.Cal.Atty.Gen. 60 (2002)
Attorney General Opinion	86 Ops.Cal.Atty.Gen. 138 (2003)
Attorney General Opinion	89 Ops.Cal.Atty.Gen. 217 (2006)
Attorney General Opinion	92 Ops.Cal.Atty.Gen. 19 (2009)
Attorney General Opinion	92 Ops.Cal.Atty.Gen. 26 (2009)
Attorney General Opinion	105 Ops.Cal.Atty.Gen.69 (2022)
Court Decision	Davis v. Fresno Unified School District (2015) 237 Cal.App.4th 261
Court Decision	Klistoff v. Superior Court; (2007) 157 Cal.App.4th 469
Court Decision	Kunec v. Brea Redevelopment Agency; (1997) 55 Cal.App.4th 511

Court Decision	McGee v. Balfour Beatty Construction, LLC, et al. (2016) 247 Cal. App. 4th 235
Court Decision	Thorpe v. Long Beach Community College District, (2000) 83 Cal.App.4th 655
CSBA Publication	Conflict of Interest: Overview of Key Issues for Governing Board Members, Fact Sheet, July 2010
Fair Political Practices Commission Publication	Can I Vote? A Basic Overview of Public Officials' Obligations Under the Conflict-of-Interest Rules, 2005
Institute For Local Government Publication	Understanding the Basics of Public Service Ethics: Personal Financial Gain Laws, 2009
Institute for Local Government Publication	Understanding the Basics of Public Service Ethics: Transparency Laws, 2009
Website	CSBA District and County Office of Education Legal Services
Website	Institute for Local Government
Website	Fair Political Practices Commission
Website	CSBA

Cross References

Code	Description
1340	Access To District Records
1340	Access To District Records
1700	Relations Between Private Industry And The Schools
3230	Federal Grant Funds
3230	Federal Grant Funds
3300	Expenditures And Purchases
3311	Bids
3311	Bids
3430	Investing
3430	Investing
3470	Debt Issuance And Management
3600	Consultants
4112.8	Employment Of Relatives
4117.2	Resignation

4136	Nonschool Employment
4212.8	Employment Of Relatives
4217.2	Resignation
4236	Nonschool Employment
4312.8	Employment Of Relatives
4317.2	Resignation
4336	Nonschool Employment
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
7140	Architectural And Engineering Services
7140	Architectural And Engineering Services
7214	General Obligation Bonds
7214	General Obligation Bonds
9000	Role Of The Board
9005	Governance Standards
9140	Board Representatives
9200	Limits Of Board Member Authority
9220	Governing Board Elections
9222	Resignation
9230	Orientation
9320	Meetings And Notices
9321	Closed Session
9321-E(1)	Closed Session
9321-E(2)	Closed Session
9323	Meeting Conduct

Bylaw 9320: Meetings And Notices

Status: ADOPTED

Original Adopted Date: 03/01/2008 | Last Revised Date: ~~123~~/01/2021-2023 | Last Reviewed Date: ~~123~~/01/2021-2023

Meetings of the Governing Board are conducted for the purpose of accomplishing district business. In accordance with state open meeting laws (Brown Act), the Board shall hold its meetings in public and shall conduct closed sessions during such meetings only as authorized by law. To encourage community involvement in the schools, Board meetings shall provide opportunities for questions and comments by members of the public. All meetings shall be conducted in accordance with law and the Board's bylaws, policies, and administrative regulations.

A Board meeting exists whenever a majority of Board members gather at the same time and location, including teleconference location as permitted by Government Code 54953, to hear, discuss, deliberate, or take action upon any item within the subject matter jurisdiction of the Board or district. (Government Code 54952.2)

CSBA NOTE: The Brown Act prohibits serial meetings, defined under Government Code 54952.2 as a series of communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item of district business.

This prohibition against serial meetings also applies to communications via technology. Email exchanges, ~~text~~/chat room threads, or comments posted on a blog or social media account that result in a majority of the Governing Board "discussing among themselves" an item within the subject matter jurisdiction of the Board could result in a Brown Act violation. Pursuant to Government Code 54952.2, as amended by AB 992 (Ch. 89, Statutes of 2020), Board members may engage in separate conversations or communications with members of the public on an Internet-based social media platform that is open and accessible to the public as long as a majority of the Board does not use the platform to discuss among themselves business within the subject matter jurisdiction of the Board and members do not comment on or use digital icons (e.g., "likes" or emojis) to express reactions to communications made by other Board members. Consequently, a Board member is prohibited from responding directly to any communication from other members of the Board on a social media platform regarding matters that are within the subject matter jurisdiction of the Board. See BB 9012 - Board Member Electronic Communications.

In 84 Ops.Cal.Atty.Gen. 30 (2001), the Attorney General opined that Government Code 54952.2 prohibits a majority of the Board from sending emails to each other to develop a collective concurrence as to action to be taken by the Board even if the emails are (1) sent to the secretary and chairperson, (2) posted on the district's web site, and (3) distributed (in a printed version) at the next meeting. Although the Attorney General recognized that those three conditions would allow the deliberations to be conducted, to some extent, "in public," the emails were prohibited by the Brown Act because all debate would be completed before the meeting and members of the public who did not have Internet access would be excluded from the debate.

A majority of the Board shall not, outside of an authorized meeting, use a series of communications of any kind, directly or through intermediaries, including social media and other electronic

communications, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board. (Government Code 54952.2)

CSBA NOTE: Government Code 54952.2 specifies that briefings between staff and Board members are permissible in order to answer questions or to provide information, as long as the briefing is not used to communicate the comments or position of any other Board member.

However, an employee or district official may engage in separate conversations or communications with Board members in order to answer questions or provide information regarding an item within the subject matter jurisdiction of the Board, as long as that employee or district official does not communicate the comments or position of any Board members to other Board members. (Government Code 54952.2)

CSBA NOTE: Government Code 54953.2 requires that all Board meetings meet the protections of the Americans with Disabilities Act (ADA) (42 USC 12132) and implementing regulations (28 CFR 35.160, 36.303). Such protections require the district to ensure that the meeting is accessible to persons with disabilities and, upon request, to provide disability-related accommodations, such as auxiliary aids and services. Auxiliary aids and services may include accommodations at the actual meeting, such as a sign-language interpreter, or accommodations to the supporting documentation, such as Braille translation of the agenda packet. Government Code 54954.2 requires that the agenda specify how, when, and to whom a request for accommodation should be made; see BB 9322 - Agenda/Meeting Materials.

Government Code 54953, as amended by AB 2449 (Ch. 285, Statutes of 2022), requires boards to maintain and implement a procedure for receiving and swiftly resolving requests for reasonable accommodation for individuals with disabilities, consistent with the ADA, and to resolve any doubt in favor of accessibility.

In order to help ensure the participation of individuals with disabilities at Board meetings, the Superintendent or designee shall provide appropriate disability-related accommodations or modifications upon request in accordance with the Americans with Disabilities Act. Any doubt about a request for accommodation shall be resolved in favor of accessibility. (Government Code 54953, 54953.2, 54954.1, 54954.2)

Notice of the procedure for receiving and resolving requests for accommodation described above shall be given in each instance in which notice of the time of a meeting is otherwise given or the agenda for the meeting is otherwise posted. (Government Code 54953)

Regular Meetings

CSBA NOTE: Education Code 35140 and Government Code 54954 mandate the Board to fix the time and place for its regular meetings by rule and regulation.

The Board shall hold at least one regular meeting each month, with the exception of July. Regular meetings shall be held at 5:30p.m. on the second Tuesday of each month unless noted otherwise on the Board Approved meeting schedule and held at various sites throughout the District.

CSBA NOTE: Pursuant to Government Code 54954.2, the agenda for a regular meeting must be posted at least 72 hours prior to the meeting, at a location that is freely accessible to the public. Government Code 54954.2 also requires that the agenda be posted on the district's web site, if it has one. Any district that does not have a web site should delete the reference to it in the following paragraph.

The Attorney General has determined in 78 Ops.Cal.Atty.Gen. 327 (1995) that weekend hours may be counted as part of the 72-hour period for posting of the agenda prior to a regular meeting. In the same opinion, the Attorney General found that the term "freely accessible" requires that the agenda be posted in a location where it can be read by the public at any time during the 72 hours immediately preceding the meeting. For example, if a building where the agenda is posted is closed during the evening hours, the agenda must also be posted in a location accessible during evening hours, such as a lighted display case outside of the building. The Attorney General also opined in 88 Ops.Cal.Atty.Gen. 218 (2005) that the agenda may be posted on a touch screen electronic kiosk, in lieu of a paper copy on a bulletin board, as long as the kiosk is accessible without charge to the public 24 hours a day, seven days a week.

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public and on the district's web site. (Government Code 54954.2)

CSBA NOTE: Pursuant to Government Code 54957.5, the agenda must list ~~any~~the address where the public can inspect agenda materials that are distributed to Board members less than 72 hours before a regular meeting. Pursuant to Government Code 54957.5, as amended by AB 2647 (Ch. 971, Statutes of 2022), when agenda materials are distributed to all or a majority of the Board less than 72 hours before a regular meeting and outside of regular business hours, the materials may be posted on the district's web site in satisfaction of the Brown Act if specified requirements are met. Districts with questions regarding this exception are encouraged to consult CSBA's District and County Office of Education Legal Services or district legal counsel. Also see BB 9322 - Agenda/Meeting Materials.

In addition, pursuant to the California Public Records Act (Government Code ~~6252-6270~~7920.000 - 7930.170), agenda materials related to an open session of a Board's regular meeting are "public records" and are subject to the inspection of any member of the public. For a list of documents subject to disclosure by the district, see BP/AR 1340 - Access to District Records.

Whenever agenda materials relating to an open session of a regular meeting are distributed to the Board less than 72 hours before the meeting, the Superintendent or designee shall make the materials available for public inspection at a public office or location designated for that purpose or on the district web site, consistent with Government Code 54957.5, at the time the materials are distributed to all or a majority of the Board. (Government Code 54957.5)

Special Meetings

CSBA NOTE: Education Code 35144 and Government Code 54956 allow the Board to hold special meetings to address any matter that requires timely action. For example, the Board may hold a special meeting to discuss the need for an emergency state apportionment when the district is in financial distress; see BP 3460 - Financial Reports and Accountability. However, pursuant to Government Code 54956, certain specified matters, as described below, may not be addressed in a special meeting.

Special meetings of the Board may be called at any time by the presiding officer or a majority of the Board members. However, a special meeting shall not be called regarding the salary, salary schedule, or other compensation of the Superintendent, assistant superintendent, or other management employee as described in Government Code 3511.1. (Government Code 54956)

CSBA NOTE: Pursuant to Government Code 54956, written notice of a special meeting may be delivered personally or by other means, including email or fax. Government Code 54956 requires any district that has its own web site to also post the notice on its web site. Any district that does not have its own web site should delete reference to it in the following paragraph.

Written notice of special meetings shall be delivered personally or by any other means to all Board members and the local media who have requested such notice in writing. The notice also shall be posted on the district's web site. The notice shall be received at least 24 hours before the time of the meeting. The notice shall also be posted at least 24 hours before the meeting in a location freely accessible to the public. The notice shall specify the time and location of the meeting and the business to be transacted or discussed. No other business shall be considered at this meeting. (Education Code 35144; Government Code 54956)

Any Board member may waive the 24-hour written notice requirement prior to the time of the meeting by filing a written waiver of notice with the clerk or secretary of the Board or by being present at the meeting at the time it convenes. (Education Code 35144; Government Code 54956)

Every notice of a special meeting shall provide an opportunity for members of the public to directly address the Board concerning any item that has been described in the meeting notice, before or during the item's consideration. (Government Code 54954.3)

Emergency Meetings

CSBA NOTE: Government Code 54956.5 authorizes a closed session during emergency meetings, as long as two-thirds of the members present at the meeting agree on the need for the closed session or, if less than two-thirds of the members are present, by unanimous vote of the members present. See BB 9321 - Closed Session and E(1) 9323.2 - Actions by the Board.

In the case of an emergency situation for which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency meeting without complying with the 24-hour notice and/or 24-hour posting requirement for special meetings pursuant to Government Code 54956. The Board shall comply with all other requirements for special meetings during an emergency meeting. (Government Code 54956.5)

An emergency situation means either of the following: (Government Code 54956.5)

1. 1. An emergency, which shall be defined as a work stoppage, crippling activity, or other activity that severely impairs public health and/or safety as determined by a majority of the members of the Board
2. 2. A dire emergency, which shall be defined as a crippling disaster, mass destruction, terrorist act, or threatened terrorist activity that poses peril so immediate and significant that requiring the Board to provide one-hour notice before holding an emergency meeting may endanger the public health and/or safety as determined by a majority of the members of the Board

Except in the case of a dire emergency, the Board president or designee shall give notice of the emergency meeting by telephone at least one hour before the meeting to the local media that have requested notice of special meetings. All telephone numbers provided by the media in the most recent request for notification ~~must~~shall be exhausted. If telephone services are not functioning,

the notice requirement of one hour is waived and, as soon after the meeting as possible, the Board shall notify those media representatives of the meeting and shall describe the purpose of the meeting and any action taken by the Board. In the case of a dire emergency, the Board president or designee shall give such notice at or near the time notification is given to the other members of the Board about the meeting. (Government Code 54956.5)

The minutes of the meeting, a list of persons the Board president or designee notified or attempted to notify, a copy of the roll call vote, and any actions taken at the meeting shall be posted for at least 10 days in a public place as soon after the meeting as possible. (Government Code 54956.5)

Adjourned/Continued Meetings

The Board may adjourn/continue any regular or special meeting to a later time and location that shall be specified in the order of adjournment. Less than a quorum of the Board may adjourn such a meeting. If no Board members are present, the secretary or the clerk may declare the meeting adjourned to a later time and place and shall give notice in the same manner required for special meetings. (Government Code 54955)

Within 24 hours after the time of adjournment, a copy of the order or notice of adjournment/continuance shall be conspicuously posted on or near the door of the place where the meeting was held. (Government Code 54955)

Study Sessions, Retreats, Public Forums, and Discussion Meetings

CSBA NOTE: The following section is optional and may be revised to reflect district practice. Pursuant to Government Code 54954.2, the Board must still comply with the public notice requirements when holding a study session, retreat, public forum or other such meeting.

The Board may occasionally convene a study session or public forum to study an issue in more detail or to receive information from staff or feedback from members of the public.

The Board may also convene a retreat or discussion meeting to discuss Board roles and relationships.

Public notice shall be given in accordance with law when a quorum of the Board is attending a study session, retreat, public forum, or discussion meeting. All such meetings shall comply with the Brown Act and shall be held in open session and within district boundaries. Action items shall not be included on the agenda for these meetings.

Other Gatherings

Attendance by a majority of Board members at any of the following events is not subject to the Brown Act provided that a majority of the Board members do not discuss specific district business among themselves other than as part of the scheduled program: (Government Code 54952.2)

1. 1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to school board members

2. 2. An open, publicized meeting organized by a person or organization other than the district to address a topic of local community concern
3. 3. An open and noticed meeting of another body of the district
4. 4. An open and noticed meeting of a legislative body of another local agency
5. 5. A purely social or ceremonial occasion
6. 6. An open and noticed meeting of a standing committee of the Board, provided that the Board members who are not members of the standing committee attend only as observers

Individual contacts or conversations between a Board member and any other person are not subject to the Brown Act. (Government Code 54952.2)

Location of Meetings

Meetings shall not be held in a facility that prohibits the admittance of any person on the basis of ancestry or any characteristic listed in Government Code 11135. In addition, meetings shall not be held in a facility which is inaccessible to individuals with disabilities or where members of the public must make a payment or purchase in order to be admitted. (Government Code 54961)

Meetings shall be held within district boundaries, except to do any of the following: (Government Code 54954)

1. 1. Comply with state or federal law or court order or attend a judicial or administrative proceeding to which the district is a party
2. 2. Inspect real or personal property which cannot conveniently be brought into the district, provided that the topic of the meeting is limited to items directly related to the property
3. 3. Participate in meetings or discussions of multiagency significance, provided these meetings are held within one of the other agencies' boundaries, with all participating agencies giving the notice required by law
4. 4. Meet in the closest meeting facility if the district has no meeting facility within its boundaries or if its principal office is located outside the district
5. 5. Meet with elected or appointed state or federal officials when a local meeting would be impractical, solely to discuss legislative or regulatory issues affecting the district over

which the state or federal officials have jurisdiction

6. 6. Meet in or near a facility owned by the district but located outside the district, provided the meeting agenda is limited to items directly related to that facility
7. 7. Visit the office of the district's legal counsel for a closed session on pending litigation, when doing so would reduce legal fees or costs
8. 8. Attend conferences on nonadversarial collective bargaining techniques
9. 9. Interview residents of another district regarding the Board's potential employment of an applicant for Superintendent of the district
10. 10. Interview a potential employee from another district

Meetings exempted from the boundary requirements, as specified in ~~items~~Items #1-10 above, shall still be subject to the notice and open meeting requirements for regular and special meetings when a quorum of the Board attends the meeting.

If a fire, flood, earthquake, or other emergency renders the regular meeting place unsafe, meetings shall be held for the duration of the emergency at a location designated by the Board president or designee, who shall so inform all news media who have requested notice of special meetings by the most rapid available means of communication. (Government Code 54954)

Traditional Teleconferencing

A teleconference is a meeting of the Board in which Board members are in different locations, connected by electronic means through audio and/or video. (Government Code 54953)

All teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board. (Government Code 54953)

The Board may use teleconferences for all purposes in connection with any meeting within the Board's subject matter jurisdiction.

All votes taken during a teleconference meeting shall be by roll call. (Government Code 54953)

During the teleconference, at least a quorum of the members of the Board shall participate from locations within district boundaries. (Government Code 54953)

Agendas

Unless a Board member participates by teleconference pursuant to the provisions described in the sections "Teleconferencing During a Personal Emergency," "Teleconferencing For 'Just Cause'" or

“Teleconferencing During a Proclaimed State of Emergency” below, agendas shall be posted at all teleconference locations and shall list all teleconference locations whenever they are posted elsewhere.

All teleconference locations shall be accessible to the public and the public shall have the right to address the Board directly at each teleconference location. Additional teleconference locations may be provided to the public. (Government Code 54953)

Teleconferencing During a Personal Emergency

CSBA NOTE: Government Code 54953, as amended by AB 2449, authorizes a Board member, from January 1, 2023 until January 1, 2026, to attend meetings by teleconference due to emergency circumstances, as described below.

Until January 1, 2026, with approval from the majority of the Board, a Board member may be permitted to participate in a meeting remotely when a physical or family medical emergency prevents the Board member from attending in person. The Board member requesting to appear remotely shall notify the Board of the emergency situation as soon as possible, and provide a concise general description of the circumstances relating to the Board member’s need to appear remotely. The Board member shall not be required to disclose any disability, medical diagnosis, or personal medical information exempt under existing law. (Government Code 54953)

A Board member may not appear remotely under emergency circumstances for more than 20 percent of the Board’s regular meetings or for more than three consecutive months. If the Board meets less than 10 times in a calendar year, a Board member may not appear remotely under emergency circumstances for more than two meetings. (Government Code 54953)

When a Board member is approved to participate remotely due to emergency circumstances, the Board member is not required to participate from a location which is accessible to the public and the location does not need to be identified on the agenda. (Government Code 54953)

If permitted to participate remotely, the Board member shall utilize both audio and visual technology and publicly disclose, before any action is taken, whether any other individuals 18 years or older are present in the remote location with the Board member, and the general nature of the member’s relationship with such individuals. (Government Code 54953)

The district shall also provide public access to the meeting via a two-way audiovisual platform or a two-way audio service and a live webcast, with public comment being allowed via the remote platform as well as in person and the public shall be able to offer comments in real time. The agenda shall include information describing how members of the public can access the platform. (Government Code 54953)

If a disruption prevents broadcasting the meeting to members of the public using the call-in option or internet-based service option, or a disruption that is within the Board’s control prevents members of the public from offering public comments using the call-in option or internet-based service option, the Board shall not take action on agenda items until public access to the meeting is restored. (Government Code 54953)

Teleconferencing for “Just Cause”

CSBA NOTE: Government Code 54953, as amended by AB 2449, authorizes a Board member, from January 1, 2023 until January 1, 2026, to attend meetings by teleconference for just cause, as described below.

A Board member may be permitted to appear remotely, pursuant to the provisions below, for just cause for no more than two meetings per calendar year. A Board member appearing for just cause shall notify the Board at the earliest possible opportunity of the need to participate in the meeting remotely, including at the start of a regular meeting. (Government Code 54953)

Just Cause may exist for any of the following: (Government Code 54953)

1. A childcare or caregiving need of a child, parent, grandparent, grandchild, sibling, spouse, or domestic partner that requires a Board member to participate remotely
2. A contagious illness prevents a Board member from attending in person
3. A Board member has a need related to a physical or mental disability not otherwise reasonably accommodated
4. A Board member is traveling while on official business of the Board or another state or local agency

When a Board member participates remotely for just cause, the Board member is not required to participate from a location which is accessible to the public and the location does not need to be identified on the agenda. (Government Code 54953)

If the Board member participates remotely, the Board member shall utilize both audio and visual technology and publicly disclose, before any action is taken, whether any other individuals 18 years or older are present in the remote location with the Board member, and the general nature of the member's relationship with such individuals. (Government Code 54953)

The district shall also provide public access to the meeting via a two-way audiovisual platform or a two-way audio service and a live webcast, with public comment being allowed via the remote platform as well as in person and the public shall be able to offer comments in real time. The agenda shall include information describing how members of the public can access the platform. (Government Code 54953)

If a disruption prevents broadcasting the meeting to members of the public using the call-in option or internet-based service option, or a disruption that is within the Board's control prevents members of the public from offering public comments using the call-in option or internet-based service option, the Board shall not take action on agenda items until public access to the meeting is restored. (Government Code 54953)

Teleconferencing During a Proclaimed State of Emergency

CSBA NOTE: In 84 Ops.Cal.Atty.Gen. 181 (2001), the Attorney General opined that a city is not required under the ADA to provide, as an accommodation for city council member with disabilities who was unable to attend a regularly scheduled meeting, a teleconference connection to the member's house where the public would not be permitted to be present. According to the

Attorney General, Government Code 54953 requires that members of the public be permitted to be present at any teleconference location. CSBA NOTE: Pursuant to Government Code 54953, boards are authorized, until January 1, 2024, to conduct board meetings by teleconference as specified below when holding a board meeting during a proclaimed state of emergency pursuant to Government Code 8625-8629 when any of the following circumstance exist: (1) state or local officials have imposed or recommended measures to promote social distancing; (2) to determine whether, as a result of an emergency, meeting in person would present imminent risks to the health or safety of attendees; or (3) when it has been determined, as a result of an emergency, that meeting in person would impose such risks.

California's COVID-19 State of Emergency ended on February 28, 2023. However, a Board may continue to conduct Board meetings by teleconference until January 1, 2024 if there is a proclaimed state of emergency (e.g. a natural disaster) and it meets all of the necessary requirements of Government Code 54953.

While a resolution is not required by law to make findings required by Government Code 54953, CSBA offers sample resolutions available on its web site for (1) recognizing a state of emergency and authorizing teleconferenced meetings and (2) recognizing a state of emergency and re-authorizing teleconferenced meetings. CSBA recommends that if resolutions are not utilized, the motion and findings to authorize or reauthorize emergency teleconferenced meetings are included in the meeting minutes.

All teleconference locations shall be accessible to the public. All teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board, including the right of the public to address the Board directly at each teleconference location.

Teleconferencing During a Proclaimed State of Emergency

CSBA NOTE: Pursuant to Government Code 54953, as amended by AB 361 (Ch. 165, Statutes of 2021), boards are authorized, until January 1, 2024, to conduct board meetings by teleconference as specified below when holding a board meeting during a proclaimed state of emergency pursuant to Government Code 8625-8629 when any of the following circumstance exist: (1) state or local officials have imposed or recommended measures to promote social distancing; (2) to determine whether, as a result of an emergency, meeting in person would present imminent risks to the health or safety of attendees; or (3) when it has been determined, as a result of an emergency, that meeting in person would impose such risks.

While a resolution is not required by law to make findings required by Government Code 54953, as amended by AB 361, CSBA offers sample resolutions available on its web site for (1) recognizing a state of emergency and authorizing teleconferenced meetings and (2) recognizing a state of emergency and re-authorizing teleconferenced meetings. CSBA recommends that if resolutions are not utilized, the motion and findings to authorize or reauthorize emergency teleconferenced meetings are included in the meeting minutes.

The Until January 1, 2024, the Board may conduct Board meetings by teleconference without posting agendas at all teleconference locations, identifying teleconference locations in meeting notices and agendas, allowing public access to each teleconference location, providing an opportunity for members of the public to address the Board directly at each teleconference location, and ensuring that at least a quorum of the Board participate from locations within district

boundaries, during a proclaimed state of emergency pursuant to Government Code 8625-8629 in any of the following circumstances: (Government Code 54953)

1. 1. State or local officials have imposed or recommended measures to promote social distancing
2. 2. For the purpose of determining, by majority vote, whether as the result of the emergency meeting in person would present imminent risks to the health or safety of attendees
3. 3. When it has been determined, by majority vote as described in Item #2 above, that as a result of the emergency meeting in person would present imminent risks to the health or safety of attendees

To conduct a teleconference meeting for these purposes the following requirements shall be satisfied: (Government Code 54953)

1. 1. The notice and agenda shall be given and posted as otherwise required by the Brown Act
2. 2. The notice and agenda of the meeting shall specify the means by which members of the public may access the meeting and offer public comments, including via a call-in or internet-based service option

Members of the public may be required to register to log in to a meeting when making public comments through an internet web site or other online platform that is operated by a third-party and not under the control of the Board.

3. 3. Members of the public shall be allowed to access the meeting, and the agenda shall provide an opportunity for members of the public to address the Board directly pursuant to Government Code 54954.3
4. 4. Members of the public shall not be required to submit public comments in advance of a Board meeting and shall be provided an opportunity to address the Board and offer comments in real time
5. 5. Public comment periods shall not be closed until the timed public comment period, if such is offered by the Board, has elapsed or, if not timed, until a reasonable amount of time per agenda item has been allowed
6. 6. If during a Board meeting a disruption occurs which prevents the district from broadcasting the meeting to members of the public using the call-in option or for internet-based service option, or in the event of a disruption within the district's control that prevents members of the public to offer from offering public comments, the Board shall take

no further action on any agenda item until public access via the call-in or internet-based service option to the meeting is restored

The district may, in its discretion, provide a physical location from which the public may attend or comment. (Government Code 54953)

The Board may continue to conduct meetings by teleconference, as specified above for teleconferencing during proclaimed states of emergency, by a majority vote finding within 30 days after teleconferencing for the first time, and every 30 days thereafter, that either: (Government Code 54953)

1. 1. The state of emergency continues to directly impact the ability of the Board to meet safely in person
2. 2. State or local officials continue to impose or recommend measures to promote social distancing

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 35140	Time and place of meetings
Ed. Code 35143	Annual organizational meetings; date and notice
Ed. Code 35144	Special meeting
Ed. Code 35145	Public meetings
Ed. Code 35145.5	Agenda; public participation and regulations
Ed. Code 35146	Closed sessions; student matters
Ed. Code 35147	Open meeting laws exceptions
Gov. Code 11135	Prohibition of discrimination
Gov. Code 3511.1	Local agency executives
Gov. Code 54950-54963	The Ralph M. Brown Act
Gov. Code 54953	Oral summary of recommended salary and benefits of superintendent <u>Meetings to be open and public; teleconferencing</u>
Gov. Code 54954	Time and place of regular meetings
Gov. Code 54954.2	Agenda posting requirements; board actions

Gov. Code 54956	Special Meetings
Gov. Code 54956.5	Emergency meetings
Gov. Code 6252-6270	California Public Records Act
Gov. Code 7920.000 - 7930.170	California Public Records Act
Gov. Code 8625-8629	California Emergency Services Act
Federal	Description
28 CFR 35.160	Effective communications for individuals with disabilities
28 CFR 36.303	Nondiscrimination on the basis of disability; ¹ public accommodations; ² auxiliary aids and services
42 USC 12101-12213	Americans with Disabilities Act
Management Resources	Description
Attorney General Opinion	78 Ops.Cal.Atty.Gen. 327 (1995)
Attorney General Opinion	79 Ops.Cal.Atty.Gen. 69 (1996)
Attorney General Opinion	84 Ops.Cal.Atty.Gen. 181 (2001)
Attorney General Opinion	84 Ops.Cal.Atty.Gen. 30 (2001)
Attorney General Opinion	88 Ops.Cal.Atty.Gen. 218 (2005)
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
Court Decision	Wolfe v. City of Fremont, (2006) 144 Cal.App. 4th 533
CSBA Publication	The Brown Act: School Boards and Open Meeting Laws, rev. 2019
Institute for Local Government Publication	The ABCs of Open Government Laws, 2015
League of California Cities Publication	Open and Public V: A Guide to the Ralph M. Brown Act, 2016
Website	CSBA District and County Office of Education Legal Services
Website	CSBA, GAMUT Meetings
Website	Institute for Local Government
Website	League of California Cities
Website	California Attorney General's Office
Website	CSBA

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
0420.4	Charter School Authorization
0420.4	Charter School Authorization
0420.43	Charter School Revocation
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
1113	District And School Web Sites
1113	District And School Web Sites
1113-E(1)	District And School Web Sites
1160	Political Processes
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1330	Use Of School Facilities
1330	Use Of School Facilities
1330-E(1)	Use Of School Facilities
1340	Access To District Records
1340	Access To District Records
1431	Waivers
2000	Concepts And Roles
2111	Superintendent Governance Standards
2121	Superintendent's Contract
2210	Administrative Discretion Regarding Board Policy
3100	Budget
3100	Budget
3280	Sale Or Lease Of District-Owned Real Property
3280	Sale Or Lease Of District-Owned Real Property
3311	Bids
3311	Bids

3312	Contracts
3314	Payment For Goods And Services
3314	Payment For Goods And Services
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
4117.14	Postretirement Employment
4141.6	Concerted Action/Work Stoppage
4141.6	Concerted Action/Work Stoppage
4241.6	Concerted Action/Work Stoppage
4241.6	Concerted Action/Work Stoppage
4312.1	Contracts
4317.14	Postretirement Employment
6112	School Day
6112	School Day
6117	Year-Round Schedules
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
7150	Site Selection And Development
7150	Site Selection And Development
7214	General Obligation Bonds
7214	General Obligation Bonds
7310	Naming Of Facility
9000	Role Of The Board
9005	Governance Standards
9012	Board Member Electronic Communications
9100	Organization
9121	President
9130	Board Committees
9140	Board Representatives
9220	Governing Board Elections
9230	Orientation

9270	Conflict Of Interest
9270-E(1)	Conflict Of Interest
9310	Board Policies
9321	Closed Session
9321-E(1)	Closed Session
9321-E(2)	Closed Session
9322	Agenda/Meeting Materials
9323	Meeting Conduct
9323.2	Actions By The Board
9323.2-E(1)	Actions By The Board
9323.2-E(2)	Actions By The Board
9324	Minutes And Recordings
9400	Board Self-Evaluation

BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 13, 2023

Attachments: X

From: Ken Gaston, Director of MOT

Item Number: 12.

Type of item: (Action, Consent Action or Information Only): Action

SUBJECT:

Request to Approve the Purchase of a 2018 Ford Transit Connect Passenger Van to Replace the Failing Delivery Driver's Van

BACKGROUND:

The District needs to replace a 2000 Ford E350 with an odometer reading over 138,000+ miles. This vehicle is currently used daily by the Delivery Clerk to deliver district mail, breakfast, lunch, supplies and other items district wide. This vehicle has exceeded its life expectancy with 23 years of service. The delivery van receives low miles per gallon and the cost of repairs is more than its value.

STATUS:

Michael Mimiaga, Supervisor of Transportation found a 2018 Ford Transit Connect with low mileage of 65,389 miles. This vehicle is currently located at Abel Chevrolet-Buick, Rio Vista, CA. Michael Mimiaga, Supervisor of Transportation, compared this vehicle with other similar vehicles in other dealers. The 2018 Ford Transit Connect at Abel Chevrolet-Buick has the best price compared to similar vehicles. The 2018 Ford Transit Connect is fuel economy.

PRESENTER:

Ken Gaston, Director of Maintenance, Operations and Transportation

OTHER PEOPLE WHO MIGHT BE PRESENT:

Michael Mimiaga, Supervisor of Transportation

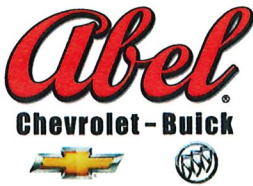
COST AND FUNDING SOURCES:

\$30,647.93 plus applicable fees - Transportation Funds

RECOMMENDATION:

That the Board approves the purchase of 2018 Ford Transit Connect for \$30,647.93 plus applicable fees.

Time allocated: 2 minutes



SERVING THE DELTA SINCE 1935

280 North Front St
Rio Vista, California 94571
(707) 374-6317 | (800) 669-1329
Fax (707) 374-6184
www.DriveAbel.com

Service Hours:
Monday thru Friday
7:00am to 5:30pm
Sales Hours:
Monday thru Friday
7:30am to 6:00pm
Saturday 9:00am to 5:00pm

Stock # 2535P

VIN NM0LE7E75J1341349

Deal # 0000000

May 1, 2023

2018 FORD TRANSIT CONNECT
RIVER DELTA SCHOOL DISTRICT

Phone:
Email:
Salesperson: RUDY SORIA

Sale Information

Table with 2 columns: Item, Price. Rows include Retail price (\$0.00), Selling price (\$27,828.00), Accessories (\$0.00), Service Contract (\$0.00), Gap Insurance (\$0.00), Rebates (\$0.00), Net trade (\$0.00), Fees (\$552.00), Sales tax (\$2,267.93), Balance due of (\$30,647.93).

Cash Option

Balance due of \$30,647.93

Finance Option

Initial investment

Lease Option

Initial investment

Trade Information

Table with 2 columns: Item, Price. Rows include Trade allowance (\$0.00), Trade payoff (\$0.00), Net trade (\$0.00).

Balloon Option

Initial investment

Please submit this worksheet to management for its review. I understand 1) This worksheet is neither an offer nor a contract and is not binding on the customer or the dealership. 2) No offer to purchase any vehicle is binding until accepted in writing by an authorized sales manager and 3) Sales consultants cannot obligate or bind the customer or the dealership.

I hereby authorize the dealership to conduct an investigation of my credit and employment history and release such information to banks, lenders and credit agencies.

Customer signature:

Dealership approval:

PRE-OWNED 2018 FORD TRANSIT CONNECT VAN
XL

NET COST \$27,829

VIN NM0LE7E75J1341349 STOCK NUMBER 2535P



SPECIFICATIONS

Stock Number	2535P
Miles	65,389
Drive Wheels	FWD
Engine	2.5L L4
Transmission	Automatic
VIN	NM0LE7E75J1341349



FUEL ECONOMY*
20 CITY / 27 HWY



MILEAGE
65,389 MILES



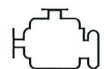
TRANSMISSION
6-SPEED A/T



EXTERIOR COLOR
N/A



INTERIOR COLOR
N/A



ENGINE DATA
2.5L L4

All Vehicles Prices do not include government fees and taxes, any finance charges, any dealer document processing charge, any electronic filing charge and any emission testing charge.

All Vehicles MPG estimates on this website are EPA estimates; your actual mileage may vary. For used vehicles, MPG estimates are EPA estimates for the vehicle when it was new. The EPA periodically modifies its MPG calculation methodology; all MPG estimates are based on the methodology in effect when the vehicles were new (please see the Fuel Economy portion of the EPA's website for details, including a MPG recalculation tool).

The features and options listed are for the new 2018 Ford Transit Connect Van and may not apply to this specific vehicle.

BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 13, 2023

Attachments: X_____

From: Ken Gaston, Director of MOT

Item Number: 13_____

Type of item: (Action, Consent Action or Information Only): Action_____

SUBJECT:

Request to Approve the Purchase of a New Kubota RTV-X900G-A 4WD Utility Vehicle to Replace a 2000 F150 Chevrolet Pickup Truck, at a cost not to exceed \$16,766.38.

BACKGROUND:

The maintenance department needs to replace an old 2000 Ford F150 vehicle used by the lead custodian at Rio Vista High and Riverview Middle Schools. The custodian travels between sites daily to supervise site custodians and deliver supplies. The 2000 Ford F150 has a high mileage of 195,000+ miles. This vehicle has exceeded its life expectancy with 23 years of service. The truck receives low miles per gallon. The 2000 Ford F150 will only be used on the RVHS campus to haul equipment, as it is not safe to drive on the roadways.

STATUS:

The new Kubota RTV-X900G-A 4WD Utility Vehicle is located at Dolk Tractor Company. The purchase of the new Kubota Utility Vehicle needs Board approval.

PRESENTER:

Ken Gaston, Director of Maintenance, Operations and Transportation

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

\$16,766.18 plus applicable fees – Maintenance and Operation Funds

RECOMMENDATION:

That the Board approves the purchase of the new Kubota RTV-X900G-A 4WD Utility Vehicle.

Time allocated: 2 minutes



242 N Front Street
 Rio Vista, CA 94571
 (707) 374-6438

Quote Sheet

DATE: 4/18/2023

MAKE	DESCRIPTION	PRICE
Kubota	(NEW) RTV-X900G-A 4WD Utility Vehicle	\$16,000
	"General" Model with NO grill guard or hydraulic dump bed	
	LESS GOVERNMENT/SCHOOL DISOUNT	<\$500>
	California Tire Tax	\$7
	8.125% Sales Tax	\$1259.38
	TOTAL	\$16,766.38

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 13, 2023

Attachments: X

From: Ken Gaston, Director of MOT

Item Number: 14

Type of item: (Action, Consent Action or Information Only): Action

SUBJECT:

Request the Authorization for the Superintendent or Designee to Approve the Purchase of a Ten Passenger Van to Provide To and From School Transportation to District Students, a cost of \$50,000

BACKGROUND:

As we start planning for next school year 2023-2024, during the Special Education Transportation meeting, the Transportation Department, Special Education Department and Tammy Busch, Assistant Superintendent of Business Service, it was projected an increase of students requiring mandated transportation. Currently, the District vans designated for Special Education transportation are being used and are at capacity. With the increase in students with mandated transportation for the upcoming years it's necessary for the Transportation Department to purchase a van to accommodate the needs of SPED students.

STATUS:

Several vehicles have been found that fit the criteria; however, they have been sold prior to receiving Board approval. The Transportation Department is requesting that the Superintendent or designee have the authorization to approve the purchase of a vehicle when one becomes available.

PRESENTER:

Ken Gaston, Director of Maintenance, Operations and Transportation

OTHER PEOPLE WHO MIGHT BE PRESENT:

Michael Mimiaga, Supervisor of Transportation

COST AND FUNDING SOURCES:

\$50,000 – Transportation Funds

RECOMMENDATION:

That the Board gives Authorization to the Superintendent or Designee to Approve the Purchase of a Ten Passenger Van at a cost up to \$50,000

Time allocated: 2 minutes

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: June 13, 2023

Attachments: X

From: Tammy Busch, Asst. Supt. of Business Services

Item Number: 15

Type of item: (Action, Consent Action or Information Only): Action

SUBJECT:

Request to Approve the Parker and Covert LLP Legal Services Agreement for 2023-2025.

BACKGROUND:

The District utilizes Parker and Covert, LLP for a variety of legal matters. The Board President, Superintendent or designees are designated at the District's representatives in requesting legal services.

STATUS:

Exhibit A of the agreement lists the rates for 2023-24 and 2024-2025.

PRESENTER:

Tammy Busch, Asst. Supt. of Business Services

OTHER PEOPLE WHO MIGHT BE PRESENT: N/A

COST AND FUNDING SOURCES:

General or Bond Funds

RECOMMENDATION:

That the Board approves Parker and Covert LLP Legal Services Agreement for 2023-25

Time allocated: 5 minutes



Sacramento

TUSTIN
17862 East Seventeenth Street
Suite 204 • East Building
Tustin, CA 92780-2164

(714) 578-0900 Tel
(714) 578-0998 Fax

SACRAMENTO
2520 Venture Oaks Way
Suite 190
Sacramento, CA 95833-4228

(916) 245-8677 Tel
(916) 333-1115 Fax

www.parkercovert.com

*A Professional Corporation

Ref Our File No.:
RVRDELUSD 99

May 3, 2023

VIA U.S. MAIL ONLY

River Delta Unified School District
445 Montezuma Street
Rio Vista, CA 94571

Attention: Katherine Wright

Re: Parker & Covert LLP
Legal Services Agreement, Fiscal Year 2023-2025

Dear Ms. Wright,

Enclosed please find two originals of our updated proposed Legal Services Agreement for fiscal year 2023-2025. The Legal Services Agreement would be effective once approved by the River Delta Unified School District.

Even with the modest fee increase contained in the attached agreement, we believe our rates are very competitive when compared to the rates of similar law firms representing educational agencies.

Please return a signed copy of the Legal Services Agreement to our office following approval by the Board.

It continues to be a pleasure to represent the interests of the River Delta Unified School District.

PARKER & COVERT LLP

May 3, 2023

Page 2

Very truly yours,

A handwritten signature in black ink, appearing to read "P. Addison Covert". The signature is written in a cursive, flowing style.

P. Addison Covert

PAC/rb

Enclosures

LEGAL SERVICES AGREEMENT

THIS AGREEMENT is made and entered into effective this 1st day of July, 2023, by and between the RIVER DELTA UNIFIED SCHOOL DISTRICT, referred to as the "DISTRICT," and PARKER & COVERT LLP, hereinafter referred to as "Attorneys."

W I T N E S S E T H

WHEREAS, the DISTRICT desires to obtain from Attorneys certain legal services to be rendered at the request and direction of the Governing Board of the DISTRICT pursuant to Education Code section 35041.5; and

WHEREAS, the DISTRICT has determined that it is in the best interest of the DISTRICT to appoint Attorneys to represent DISTRICT in the matters that are hereinafter specified;

NOW THEREFORE, in consideration of the mutual promises herein contained, the parties hereto agree as follows:

1. DISTRICT retains Attorneys for the purpose of providing specific legal services. For the purpose of requesting specific legal services, the Board President, the Superintendent or the Superintendent's designee is hereby designated as the DISTRICT's representatives in selecting the legal services to be rendered.

2. DISTRICT shall pay Attorneys for the services herein performed at the rates set forth in Exhibit "A" which is attached hereto and by this reference incorporated herein. These rates will be in effect from July 1, 2023 – June 30, 2025.

3. Attorneys shall perform the services herein provided at the rates set forth in said Exhibit.

4. DISTRICT shall also pay and reimburse Attorneys for any actual and necessary costs and expenses incurred in the course of handling such services. Actual and necessary costs and expenses include those charges that Attorneys directly incur including, but not limited to, filing fees,

1 reproduction of documents, toll telephone charges, messenger and delivery services, travel expenses
2 other than mileage costs, and court reporting costs.

3 5. Attorneys shall present statements for the services rendered pursuant hereto during the
4 preceding month, and DISTRICT shall pay the same within a reasonable time thereafter, which is
5 agreed to be within 45 days of receipt of attorneys' statement.

6 6. Attorneys shall serve under the terms of the Agreement at the pleasure of the
7 DISTRICT and the DISTRICT hereby reserves the right to terminate Attorneys upon written notice to
8 Attorneys.
9

10 7. Attorneys shall maintain at all times a policy of professional liability insurance
11 while representing and advising DISTRICT.

12 8. Upon DISTRICT's written request Parker & Covert LLP will, whether or not all
13 fees owing under this Agreement have been paid, make DISTRICT's file (with the exception
14 of Parker & Covert LLP's work product) available for pickup by the DISTRICT at Parker &
15 Covert LLP's office. Parker & Covert LLP may at any time request in writing that the
16 DISTRICT take possession of all or a portion of DISTRICT's files. If the DISTRICT does
17 not take possession within ninety (90) days after mailing of such request, Parker & Covert
18 LLP may thereafter destroy the files. In any case, Parker & Covert LLP is authorized to
19 destroy the files without notice five (5) years after termination of the matter or Parker & Covert
20 LLP's employment.
21
22

23 9. Attorneys reserve the right in their discretion to terminate this Agreement at any
24 time Attorneys deem necessary or advisable upon thirty (30) days written notice to DISTRICT.
25
26

27 In witness whereof, this Legal Services Agreement was duly approved by the RIVER
28

1 DELTA UNIFIED SCHOOL DISTRICT.

2 RIVER DELTA UNIFIED SCHOOL DISTRICT

3
4 Date: _____, 20__

By: _____

5 Title: _____

6
7
8 PARKER & COVERT LLP

9 *Parker & Covert*

10 Date: July 1, 2023

11 By: _____
Partner

EXHIBIT "A"

Rates 7/1/2023 to 6/30/2024

PARTNERS	\$260 per hour
ASSOCIATES	\$240 per hour
LAW CLERKS/PARALEGALS	\$155 per hour

Rates 7/1/2024 to 6/30/2025

PARTNERS	\$265 per hour
ASSOCIATES	\$250 per hour
LAW CLERKS/PARALEGALS	\$160 per hour

BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: June 13, 2023

Attachments: X

From: Katherine Wright, Superintendent

Item Number: 16.

Type of item: (Action, Consent Action or Information Only): Action

SUBJECT:

Request to Approve Memorandum of Understanding (MOU) between the California School Employees Association and its River Delta Chapter #319 (CSEA) and the River Delta Unified School District Regarding the State Preschool Teacher and Corresponding Job Description

BACKGROUND:

River Delta Unified School District's negotiation team has worked closely with California Schools Employee Association (CSEA) Delta Chapter #319 to revise the job description, placement on the salary schedule, and contract language stating the number of days and hours for the position of the California State Preschool Teacher. This position will be a 244-day contract and eight (8) hour a day position at Range 16 of the Classified Salary Schedule

STATUS:

Change in job descriptions, salary schedule placement and contracted hours are required to be Board approved.

PRESENTER:

Kathy Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Staff

COST AND FUNDING SOURCES:

RECOMMENDATION:

That the Board approves the MOU between the California School Employees Association and its River Delta Chapter #319 (CSEA) and the River Delta Unified School District Regarding the State Preschool Teacher

Time allocated: 4 minutes

Memorandum of Understanding (“MOU”)
Between the
California School Employees Association
and its River Delta Chapter 319 (“CSEA” collectively)
And the
River Delta Unified School District (“District”)


March 27, 2023

This MOU is entered by the District and CSEA. The parties agree that the State Preschool Teacher will be a 244-day contract and 8 hour a day position at range 16 of the classified salary schedule. CSEA and the District also agree to the revised job description for State Preschool Teacher as attached.

CALIFORNIA SCHOOL EMPLOYEES
ASSOCIATION, DELTA CHAPTER #319

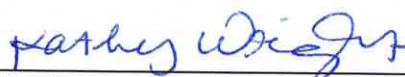
Dated: 3/27/23

By: 
Carol Black, CSEA Field Rep

By: 
Patty DuBois, Delta Chapter 319 President

RIVER DELTA UNIFIED SCHOOL
DISTRICT

Dated: 3/28/23

By: 
Kathy Wright, Superintendent

**RIVER DELTA UNIFIED SCHOOL DISTRICT
RDUSD STATE PRESCHOOL TEACHER**

DEFINITION

In accordance with California State Regulations, provides supervision, care, and instruction to preschool-age children in a classroom environment. Prepare instructional materials and the development and implementation of lesson plans in an effective learning, safe, and creative environment. Act as Site Supervisor at assigned preschool site, during the absence of the Site Supervisor.

SUPERVISION RECEIVED AND EXERCISED

Receives direction from the Site Supervisor, and Director/School Administrator

DUTIES:

Essential Functions:

1. Provide an age-appropriate learning environment; promote and encourage a positive and nurturing learning environment using the Early Childhood Environment Rating Scale (ECERs).
2. Establish and maintain a welcoming, clean, safe, and functional classroom.
3. Provide a quality and welcoming learning environment for children, parents, and families.
4. Provide a comfortable environment for children to ask questions, explore, experiment, discover, and fully engage in the world around them.
5. Create, organize, and maintain instructional supplies, materials, and equipment.
6. Plan and prepare lessons focusing on addressing the domains aligned by California State Preschool Learning Foundations: social-emotional, language and literacy, physical development, numeracy, and art; also focusing on facilitating the transition to Kindergarten.
7. Identify and select instructional support material; provide instruction to students.
8. Provide site supervision to assigned preschool site and staff.
9. Establish standards of student performance which can be quantitatively and qualitative evaluated.
10. Prepare, administer, and record assessments and comprehensive screenings, monitor student progress.
11. Prepare progress reports and perform at least two (2) parent-teacher conference meetings each year.
12. Communicate with students and parents regarding the educational and social progress of students; identify areas of improvement and suggest strategies that will help support learning and growth.
13. Assist in identification, assessment, and resolution of special needs of children.
14. Complete developmental assessments (DRDP) on all children within 60 days of enrollment.
15. Maintain children's records and compliance with designated CSPP evaluation plan activities, including assessment using the Desired Results Developmental Profile (DRDP).
16. Assess, test and assessment results; identify student needs and provide appropriate instructional activities.

17. Develop goals, prepare and implement specific objectives for students based on the Preschool Learning Foundations and according to Board and District Policy and to facilitate the transition to Kindergarten for the student.
18. Participate and assist in arranging screenings by partner agencies for preschool students in conjunction with the CSPP team.
19. Supervise students.
20. Follow and support all CSPP requirements and California Community Care Licensing guidelines for supervision, children's personal rights, and health safety.
21. Follow and support all District School rules, regulations, policies and procedures; recommend behavior plans and disciplinary actions, as necessary.
22. Attend and participate in professional development meetings and staff meetings.
23. Assist the CSPP team with phone calls and, if necessary, home visits with the CSPP Supervisor, Teacher, or Principal to collaborate with the parent/guardian about strategies for addressing a student's physical, behavioral or academic needs.
24. Refer children and families to any CSPP programs, First 5 programs or other agencies as needed.
25. Assist in community and school outreach activities.
26. Attend in-services, faculty meetings and required staff development trainings.
27. Collaborates with other preschool teachers and kindergarten teachers.
28. Performs other activities as required for a successful preschool program.

POSITION REQUIREMENTS

Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Credentials/Licenses

BA Degree in Early Childhood Education, Child Development or related field plus 24 Early Childhood Education units (including core), and hold or qualify for (within 90 days of employment) a master teacher permit or higher from the Commission on Teacher Credentialing Knowledge of Community Care Licensing requirements.

Submit and pass health screening, criminal record and tuberculosis test.

Current CPR/First Aid Certification or the ability to obtain within six (6) months from the date of hire.

Valid California Driver's License

20 hours of professional growth annually at a minimum.

Experience/Training Preferred:

Previous preschool teaching experience

Bilingual in Spanish preferred

Strong teamwork and customer service skills

Initiative, problem-solving, and time management skills

Excellent positive behavior management skills

Excellent written and verbal communication skills

Excellent organizational skills

Demonstrate experience in administrative and managerial ability, particularly in the areas of operations, supervision, finance and marketing

Must be computer literate

The ability to work with a diverse population

The ability to bend, stoop, and lift children up to 100 pounds. Reasonable accommodations will be made for qualified candidates who cannot meet this requirement

The ability to work well around children

WORKING CONDITIONS

Environmental Conditions:

Indoors and outdoors; work closely with others; moderate noise level; high activity level

Physical Conditions:

Essential and marginal functions may require maintaining physical conditions necessary for sitting and standing for prolonged periods of time. Seeing to read, prepare and proofread documents, seeing and hearing to supervise children at all times by both sight and sound; dexterity of hands and fingers to operate tools and equipment; kneeling, bending at the waist, and reaching overhead above the shoulders and horizontally to retrieve and store files and supplies, lifting light objects and children up to forty (40) pounds.

JOB PROFILE:

Annual contract: 244 days

Classified Salary Schedule: 16

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: June 13, 2023

Attachments: X_____

From: Katherine Wright, Superintendent

Item Number: 17._____

Type of item: (Action, Consent Action or Information Only): _____ Action _____

SUBJECT:

Request to Approve the Memorandum of Understanding between the California School Employees Association and its River Delta Chapter #319 (CSEA) and the River Delta Unified School District Regarding the State Preschool Associate Teacher and Corresponding Job Description.

BACKGROUND:

River Delta Unified School District's negotiation team has worked closely with California Schools Employee Association (CSEA) Delta Chapter #319 to revise the job description, placement on the salary schedule, and contract language stating the number of days and hours for the position of the California State Preschool Associate Teacher. This position will be a 244-day contract and eight (8) hour a day position at Range 14 of the Classified Salary Schedule

STATUS:

Change in job descriptions, salary schedule placement and contracted hours are required to be Board approved.

PRESENTER:

Kathy Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Staff

COST AND FUNDING SOURCES:

RECOMMENDATION:

That the Board approves the MOU between the California School Employees Association and its River Delta Chapter #319 (CSEA) and the River Delta Unified School District Regarding the California State Preschool Associate Teacher

Time allocated: 4 minutes

Memorandum of Understanding ("MOU")
Between the
California School Employees Association
and its River Delta Chapter 319 ("CSEA" collectively)
And the
River Delta Unified School District ("District")


March 27, 2023

This MOU is entered by the District and CSEA. The parties agree that the State Preschool Associate Teacher will be a 244-day contract and 8 hour a day position at range 14 of the classified salary schedule. CSEA and the District also agree to the revised job description for State Preschool Associate Teacher as attached.

CALIFORNIA SCHOOL EMPLOYEES
ASSOCIATION, DELTA CHAPTER #319


Dated: 3/27/23

By: 
Carol Black, CSEA Field Rep

By: 
Patty DuBois, CSEA Chapter #319 President

RIVER DELTA UNIFIED SCHOOL
DISTRICT

Dated: 3/28/23

By: 
Kathy Wright, Superintendent

**RIVER DELTA UNIFIED SCHOOL DISTRICT
STATE PRESCHOOL ASSOCIATE TEACHER**

DEFINITION

To assist the Preschool Teacher in the supervision, instruction, and guidance of individual group of children by performing a variety of instructional support activities related to an effective learning, safe, and creative environment.

SUPERVISION RECEIVED AND EXERCISED

Receives direction from the CCSP Site Supervisor, Preschool Teacher and the Director/School Administrator.

DUTIES:

Essential Functions:

1. Assist the preschool teacher with instruction in the classroom environment.
2. Supervise children to maintain an effective, creative and safe learning environment.
3. Organize the classroom environment.
4. Arrange materials for daily lessons; obtain appropriate resource materials to support lessons.
5. Observe children's progress through daily contact, and record progress through maintenance of accurate records.
6. Assist in administering comprehensive screenings on children.
7. Assist in the process and completion of developmental assessments (DRDP) on all children within 60 days of enrollment.
8. Administer and record academic assessments.
9. Maintain information and informational records, attendance records, lunch counts and permission slips, if necessary.
10. Implement all activities that address domains aligned by California State Preschool Learning Foundations: social-emotional, language, literacy, physical development, numeracy and art.
11. Encourages a hands-on, culturally appropriate and creative learning environment for all children.
12. Establish and maintain a positive relationship with the children, parents and the community.
13. Support a quality and welcoming learning environment for children, parents and families.
14. Encourage children to ask questions, explore, experiment, discover, and fully engage in the world around them.
15. Implement schoolwide behavior policies.
16. Encourage and model positive behavior.
17. Perform clerical duties specifically related to preschool instruction as assigned.
18. Attend professional development meetings, staff meetings, and parent-teacher conferences.
19. Performs other duties similar to the above as assigned.

POSITION REQUIREMENTS:

Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Credentials/Licenses

Hold or qualify for (within 90 days of employment) a California Development Associate (CDA) credential, minimum of 12 units of ECE/CD including core courses (child/human development, child/family/community or child/family relations, and programs/curriculum)

Current CPR/First Aid Certification or the ability to obtain with six (6) months from the date of hire.

20 hours of professional growth annually at minimum

Submit and pass health screening, criminal record and tuberculosis test

Previous experience working in a licensed childcare facility or center.

Experience /Training Preferred

Bilingual in Spanish preferred

Excellent written and verbal communication skills

Demonstrate experience working with children in some capacity

Must be computer literate

The ability to observe, hear, and respond to childrens' needs, emergencies and or conflicts that may occur

The ability to with diverse population

The ability to bend, stoop and lift children up to 100 pounds. Reasonable accommodations will be made for qualified candidates who cannot meet this requirement

The ability to problem solve and provide classroom management

The ability to work well with others including adults and children

WORKING CONDITIONS

Environmental Conditions:

Indoors and outdoors; work closely with others; moderate noise level; high activity level

Physical Conditions:

Essential and marginal functions may require maintaining physical conditions necessary for sitting and standing for prolonged periods of time. Seeing to read, prepare and proofread documents, seeing and hearing to supervise children at all times by both sight and sound; dexterity of hands and fingers to operate tools and equipment; kneeling, bending at the waist, and reaching overhead above the shoulders and horizontally to retrieve and store files and supplies, lifting light objects and children up to forty (40) pounds.

JOB PROFILE:

Annual contract: 244 days

Classified Salary Schedule: 14

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 13, 2023

Attachments: X

From: Tracy Barbieri, Director of Special Education

Item Number: 18

Type of item: (Action, Consent Action or Information Only): Consent Action

SUBJECT:

Request to Approve the Student Placement Agreement with California State University, Sacramento for Allied Health - Speech Language Pathologist Assistants (SLPA) Interns for the 2023-2024 School Year

BACKGROUND:

The California State University, Sacramento's Speech Language Pathology Assistant (SLPA) program prepares students with the tools and knowledge needed for clinical practice as Speech Language Pathology Assistants. SLPA students are required to meet certain recommendations and guidelines which includes experience in the field. California State University, Sacramento partners with districts for the mutual benefit of both the district and the SLPA student.

STATUS:

California State University, Sacramento will provide students from their SLPA program to assist the River Delta Unified School District's Speech Language Pathologist and provide SLPA services for our district students.

PRESENTER: Tracy Barbieri, Director of Special Education

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES: No cost to the District.

RECOMMENDATION:

That the Board approve the Student Placement Agreement with California State University, Sacramento for Speech Language Pathologist Assistants (SLPA) Interns for the 2023-2024 School Year

Time allocated: 2 minutes

California State University, Sacramento

**Procurement and Contract Services
6000 J Street, MS 6008 Sacramento, Ca 95819**

**STUDENT PLACEMENT AGREEMENT
FOR EDUCATIONAL AND/OR CLINICAL EXPERIENCE
IN A NURSING, ALLIED HEALTH OR SOCIAL WORK PROGRAM**

This Agreement is made and entered into by and between River Delta Unified School District hereinafter referred to as the “Facility” and California State University, Sacramento, on behalf of its Nursing, Allied Health and Social Work programs, hereinafter referred to as “University”.

WITNESSETH:

WHEREAS, this Agreement shall replace and supersede any existing agreement between the parties for student placement and similar activities under Nursing, Allied Health or Social Work programs; and

WHEREAS, University operates fully accredited health sciences programs offering degrees in a variety of allied health professions and health program fields and the University’s Nursing, Allied Health and Social Work programs require their students have clinical experience and the use of clinical facilities; and

WHEREAS, the Facility is willing to permit the use of its clinical or public health facilities and services for the education of said students, under the circumstances herein defined: and;

WHEREAS, it is to the mutual benefit of the parties hereto that students of the University’s Nursing, Allied Health and/or Social Work programs use the facilities of the Facility for their clinical experience

Facility is aware of and informed about the hazards currently known to be associated with the novel coronavirus referred to as “COVID-19”. Facility is familiar with and informed about the Centers for Disease Control and Prevention (CDC) current guidelines regarding COVID-19 as well as applicable federal, state and local governmental directives regarding COVID-19. Facility, to the best of its knowledge and belief, is in compliance with those current CDC guidelines and applicable governmental directives. If the current CDC guidelines or applicable government directives are modified, changed or updated, Facility will take steps to comply with the modified, changed or updated guidelines or directives. If at any time Facility becomes aware that it is not in compliance with CDC guidelines or an applicable governmental directive, it will notify California State University, Sacramento of that fact.

NOW, THEREFORE, in consideration of the covenants, conditions, and stipulations hereinafter expressed and in consideration of the mutual benefits to be derived from, the parties hereto agree as follows:

I. INFORMATION ABOUT THE PROGRAM

- A. The maximum number of University students who may participate in the Program during each training period shall be mutually agreed by the parties at least 30 days before the training period begins.
- B. The starting date and length of each Program training period shall be determined by mutual agreement.

- C. Student placement for educational and/or clinical experience to be afforded under this agreement shall include the University Nursing, Allied Health and/or Social Work programs as agreed upon between Facility and each specific Program.
- D. Facility is not obligated to accept students from more than one Program but may do so if desired.

II. FACILITY'S RESPONSIBILITIES

- A. Clinical Experience. Facility shall accept from University the mutually agreed upon number of students enrolled in the Program and shall provide the students with supervised clinical experience.
- B. Facility Designee. Facility shall designate a member of its staff to participate with University's designee in planning, implementing, and coordinating the Program.
- C. Orientation Program for University Instructors. Facility shall provide an orientation for University instructors who will oversee students in the Program, and shall include all information and materials that University instructors are to provide during the student orientation required in paragraphs III.D and III.F.6.
- D. Access to Facilities. Facility shall permit students enrolled in the Program access to Facility facilities as appropriate and necessary for their Program, provided that the students' presence shall not interfere with Facility's activities.
- E. Records and Evaluations. Facility shall maintain complete records and reports on each student's performance and provide an evaluation to University on forms the University shall provide.
- F. Withdrawal of Students. Facility may request that University withdraw from the placement any student who Facility determines is not performing satisfactorily, refuses to follow Facility's administrative policies, procedures, rules and regulations, or violates any federal or state laws. Such requests must be in writing and must include a statement as to the reason or reasons for Facility's request. University shall comply with the written request within five (5) days after actually receiving it.
- G. Emergency Health Care/First Aid. Facility shall, on any day when a student is receiving training at its facilities, provide to that student necessary emergency health care or first aid for accidents occurring in its facilities. Except as provided in this paragraph, Facility shall have no obligation to furnish medical or surgical care to any student.
- H. Student Supervision. Facility shall permit students to perform services for patients only when under the supervision of a registered, licensed, or certified clinician/professional on Facility's staff. Such clinicians or professionals are to be certified or licensed in the discipline in which supervision is provided. Students shall work, perform assignments, and participate in ward rounds, clinics, staff meetings, and in-service educational programs at the discretion of their Facility-designated supervisors. Students are to be regarded as trainees, not employees, and are not to replace Facility's staff.
- I. Facility's Confidentiality Policies. As trainees, students shall be considered members of Facility's "workforce," as that term is defined by the HIPAA regulations at 45 C.F.R. § 160.103, and shall be subject to Facility's policies respecting confidentiality of medical

information. In order to ensure that students comply with such policies, Facility shall provide students with substantially the same training that it provides to its regular employees.

III. UNIVERSITY'S RESPONSIBILITIES

- A. Student Profiles. University shall advise each student enrolled in the Program to complete and send to Facility a student profile on a form to be agreed by the parties, which shall include the student's name, address, and telephone number. Each student shall be responsible for submitting his or her student profile before the Program training period begins. Facility shall regard this information as confidential and shall use the information only to identify each student.
- B. Schedule of Assignments: University shall notify Facility's Program supervisor of student assignments, including the name of the student, level of academic preparation, and length and dates of proposed clinical experience.
- C. Program Coordinator. University shall designate a faculty member to coordinate with Facility's designee in planning the Program to be provided to students.
- D. Orientation Program. University instructors shall attend an orientation provided by Facility, and shall provide a similar orientation to students at the beginning of their enrollment in the Program.
- E. Records. University shall maintain all personnel records for its staff and all academic records for its students.
- F. Student Responsibilities. University shall notify students in the Program that they are responsible for:
 - 1) Complying with Facility's clinical and administrative policies, procedures, rules and regulations;
 - 2) Submitting to health and background screenings as required by the Facility and assuming responsibility for their personal illnesses, necessary immunizations, tuberculin tests, and annual health examinations. Students are responsible to meet all clinical requirements as outlined in the associated program for which they are enrolled including but not limited to an undergraduate student handbook.
 - 3) Provide evidence of personal health insurance, at student's own expense.
 - 4) Maintaining the confidentiality of patient information.
 - a) No student shall have access to or have the right to receive any medical record, except when necessary in the regular course of the clinical experience. The discussion, transmission, or narration in any form by students of any individually identifiable patient information, medical or otherwise, obtained in the course of the Program is forbidden except as a necessary part of the practical experience.

- b) Neither University nor its employees or agents shall be granted access to individually identifiable information unless the patient has first given consent using a form approved by Facility that complies with applicable state and federal law, including the Health Insurance Portability and Accountability Act (“HIPAA”) and its implementing regulations.
 - c) Facility shall reasonably assist University in obtaining patient consent in appropriate circumstances. In the absence of consent, students shall use de-identified information only in any discussions about the clinical experience with University, its employees, or agents.
 - d) Nursing Students only are responsible for annual regulatory training including HIPAA training by completing all required HealthStream modules prior to entering clinical and are responsible for completing Child Abuse and California Mandated Reported Training by the second week of clinical.
- 5) Complying with Facility’s dress code and wearing name badges identifying themselves as students;
 - 6) Attending an orientation to be provided by their University instructors;
 - 7) Notifying Facility immediately of any violation of state or federal laws by any student; and
 - 8) Providing services to Facility’s patients only under the direct supervision of Facility’s professional staff.
 - 9) For Nursing Program Students Only, the following shall also apply:
 - a) Paramedic Students are responsible to meet all clinical requirements as outlined in the School of Paramedics Student Handbook including immunization requirements, professional liability insurance, criminal background check, drug and alcohol screening, CPR certification, personal health insurance, and automobile insurance;
 - b) Paramedic Students are responsible for annual regulatory training including HIPAA training by completing all required HealthStream modules prior to entering clinical.
 - c) Paramedic Students are responsible for completing child abuse and California Mandated Reported Training by the second week of clinical.
- G. Students are not employees or agents of the University and shall receive no compensation for their participation in the Program from the University. For purposes of this agreement, however, students are trainees and shall be considered members of Facility’s “workforce” as that term is defined by the HIPAA regulations at 45 C.F.R. § 160.103.

IV. GENERAL PROVISIONS

A. Non-Discrimination

- 1) The Parties agree that Student(s) participating in Internship Program(s) at a Facility pursuant to this Agreement shall be selected without unlawful discrimination on account of Age, Disability (physical or mental), Gender (or sex), Gender Identity (including transgender), Gender Expression, Genetic Information, Marital Status, Medical Condition, Nationality, Race or Ethnicity (including color or ancestry), Religion (or Religious Creed), Sexual Orientation, sex stereotype, and Veteran or Military Status (“Protected Characteristics”).
- 2) The parties further agree that all Students receiving training pursuant to this Agreement will not be subject to or engage in discrimination or harassment on account of any Protected Characteristics and/or retaliation based on either making a complaint or participating in an investigation of alleged discrimination or harassment. Facility acknowledges that the University reviews any campus community complaints of discrimination, harassment, sexual misconduct, dating violence, and stalking based on a Protected Characteristic and retaliation under the terms of California State University’s Anti-Discrimination Policy (which can be found at <https://www.calstate.edu/csu-system/administration/systemwide-human-resources/your-rights/Pages/discrimination-harassment-and-retaliation.aspx>). If the Facility receives a complaint from a student at the Facility alleging discrimination, harassment or retaliation and/or otherwise becomes aware of potential discrimination, harassment or retaliation by or against a student, the Facility will promptly notify the Sacramento State Office for Equal Opportunity (<http://www.csus.edu/hr/departments/equal-opportunity/>) so that appropriate action may be taken. This report will be made even if the Facility has its own policies and/or procedure for addressing harassment and discrimination concerns.

B. Status of University and Facility

The parties expressly understand and agree that the students enrolled in the Program are in attendance for educational purposes, and such students are not considered employees of either Facility or University for any purpose, including, but not limited to, compensation for services, welfare and pension benefits, or workers’ compensation insurance. Students are, however, considered members of Facility’s “workforce” for purposes of HIPAA compliance.

C. Insurance

1. Student Insurance. All students performing field work, clinical placements, or similar activities who are registered in for-credit courses for which the placements are required are covered with general and/or professional liability insurance through the California State University Risk Management Authority (CSURMA) Student Professional Liability Insurance Program (SPLIP). A certificate of insurance can be obtained upon request for Student Professional Liability.
2. Facility Insurance. Facility shall procure and maintain in force during the term of this Agreement, at its sole cost and expense, insurance in amounts that are reasonably necessary to protect it against liability arising from any and all negligent acts or incidents caused by its employees. Coverage under such professional and commercial general liability insurance shall be not less than one million dollars (\$1,000,000) for each occurrence and three million dollars (\$3,000,000) in the aggregate. Such coverage is to be obtained from a carrier rated A or better by AM Best or a qualified program of self-insurance. Facility shall also maintain and provide evidence of workers’ compensation and disability coverage for its employees as required by law. Facility shall promptly

notify University of any cancellation, reduction, or other material change in the amount or scope of any coverage required hereunder.

3. University Insurance. It is understood and agreed that the California State University is a self-insured public agency of the State of California. The University maintains self-insurance programs to fund its respective liabilities.

D. Indemnification

1. University agrees to indemnify, defend and hold harmless Facility and its affiliates, directors, trustees, officers, agents, and employees, against all claims, demands, damages, costs, expenses of whatever nature, including court costs and reasonable attorney fees, arising out of or resulting from University's negligence, or in proportion to the University's comparative fault.
2. Facility agrees to indemnify, defend, and hold harmless University and its affiliates, directors, trustees, officers, agents, and employees, against all claims, demands, damages, costs, expenses of whatever nature, including court costs and reasonable attorney fees, arising out of or resulting from Facility's negligence, or in proportion to the Facility's comparative fault.

E. Term and Termination

1. Term. This Agreement shall become effective as of the date of final execution and shall remain in effect for 5 years.
2. Termination. This Agreement may be terminated at any time by the written agreement or upon 30 days' advance written notice by one party to the other, PROVIDED, HOWEVER, that in no event shall termination take effect with respect to currently enrolled students, who shall be permitted to complete their training for any semester in which termination would otherwise occur.

F. Amendments

In order to ensure compliance with HIPAA, the following provisions of this Agreement shall not be subject to amendment by any means during the term of this Agreement or any extensions: Section II, Paragraphs H and I; Section III, Paragraph F, subdivisions 4.a), 4.b), and 4.c); Section III, Paragraph G, to the extent it provides that students are members of Facility's "workforce" for purposes of HIPAA; and Section V. This Agreement may otherwise be amended at any time by mutual agreement of the parties without additional consideration, provided that before any amendment shall take effect, it shall be reduced to writing and signed by the parties.

G. Assignment

Neither party shall voluntarily or by operation of law, assign or otherwise transfer this Agreement without the other party's prior written consent. Any purported assignment in violation of this paragraph shall be void.

H. Captions

Captions and headings in this Agreement are solely for the convenience of the parties, are not a part of this Agreement, and shall not be used to interpret or determine the validity of this Agreement or any of its provisions.

I. Counterparts

This Agreement may be executed in any number of counterparts, each of whom shall be deemed an original, but all such counterparts together shall constitute one and the same instrument. Original copies of the Agreement sent by facsimile or electronic delivery (.pdf) shall be treated as originals.

J. Governing Law.

The validity, interpretation, and performance of this Agreement shall be governed by and construed in accordance with the laws of the State of California.

K. Notices

Any written notice given under this agreement shall be sent to California State University, Sacramento, Procurement and Contract Services, 6000 J Street, Mail Stop 6008, Sacramento, CA 95819.

L. Entire Agreement

This Agreement is the entire agreement between the parties. No other agreements, oral or written, have been entered into with respect to the subject matter of this Agreement.

V. EXECUTION

IN WITNESS WHEREOF by signing below, each of the following represent that they have authority to execute this Agreement and to bind the party on whose behalf their signature is made.

California State University, Sacramento

River Delta Unified School District

By: _____

By: _____

(signature)

Leah J. Davis
Contract Specialist II

Name: _____

Title: _____

Date: _____

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: June 13, 2023

Attachments: X

From: Codi Agan, Director of Personnel

Item Number: 19

Type of item: (Action, Consent Action or Information Only) Action

SUBJECT:

Request for Approval of the “Declaration of Need for Fully Qualified Educators” for the 2023-24 School Year

BACKGROUND:

The Commission on Teacher Credentialing (CTC) requires that school districts have on file a declaration, adopted by the school board, certifying the areas of anticipated need for fully qualified educators.

STATUS:

School Districts across the state and nation are currently facing a teacher shortage. At this time, the District has the need to hire many educators to fill open positions. The District is requesting the Board approves the “Declaration of Need for Fully Qualified Educators” for the 2023-2024 school year to be able to hire intern teachers in the event that fully credential teachers are not available.

PRESENTER:

Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

RECOMMENDATION:

That the Board approves the “Declaration of Need” for fully qualified educators for the 2023-24 school year.

Time allocated: 2 minutes

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: June 13, 2023

Attachments: X

From: Codi Agan, Director of Personnel

Item Number: 20

Type of item: (Action, Consent Action or Information Only): Consent Action

SUBJECT:

Request to Approve the Provisional Internship Permit as authorized by the Commission on Teacher Credentialing for 2023-2024 school year.

BACKGROUND:

Due to the unavailability of fully qualified and acceptable teaching candidates to teach for the 2023-2024 school year, RDUSD has had to assign teachers under the provision of a Provisional Internship Permit as authorized by the Commission on Teacher Credentialing.

STATUS:

Public posting, attached, was posted June 9, 2023 – June 13, 2023. Applicants have been prepared and are ready to be submitted to the commission on Teacher Credentialing for Kelly Theroux, D.H. White Elementary.

PRESENTER:

Codi Agan, Director of Personnel

OTHER PEOPLE WHO MIGHT BE PRESENT:

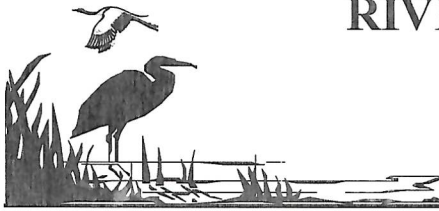
Staff

COST AND FUNDING SOURCES:

RECOMMENDATION:

That the Board approves the Provisional Internship Permit Request for Kelly Theroux.

Time allocated: 2 minutes



RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 94571-1651
(707) 374-1700 Fax (707) 374-2995
<http://riverdelta.org>

PUBLIC NOTICE

INTENT TO REQUEST A PROVISIONAL INTERNSHIP PERMIT (PIP) FROM THE COMMISSION ON TEACHER CREDENTIALING

I, Katherine Wright, Superintendent for River Delta Unified School District do hereby declare that a need has been shown that the district is currently unable to recruit fully qualified and acceptable teaching candidates. Therefore, it is my intent to employ the following people under the provisions of a Provisional Internship Permit as authorized by the California Commission on Teacher Credentialing.

Kelly Theroux

D.H. White Elementary School

Multiple Subject Credential

As required by law, this notice will be posted in a public place for a minimum of Seventy-two (72) hours. The period of this posting shall commence on Friday, June 9, 2023, at 5:00 p.m. and will end on Tuesday, June 13, 2023, at 5:00 p.m.

Any person having an objection to the use of a Provisional Internship Permit for the filing of the above-mentioned teaching positions shall submit such objection in writing to Superintendent, Katherine Wright, 445 Montezuma Street, Rio Vista, CA 94571.

NOTE: The Board of Trustees encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, contact the Superintendent's Office at (707) 374-1711 at least 48 hours before the scheduled meeting so that we may make every reasonable effort to accommodate you. [Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. §12132).]

6/2/23
Dated


Katherine Wright
Superintendent

PLEASE POST

Creating Excellence To Ensure That All Students Learn

Bates School
Clarksburg Middle

Isleton School
Riverview Middle

Walnut Grove School
D. H. White Elementary
River Delta High/Elementary School
Delta Elementary Charter School

Delta High School
Rio Vista High School
River Delta Community Day School

Wind River School
Mokelumne High School



RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street

Rio Vista, California 94571-1651

(707) 374-1700

Fax (707) 374-2995

<http://riverdelta.org>

AVISO PUBLICO

INTENCION DE SOLICITAR UN PERMISO DE PASANTIA PROVISIONAL (PIP) DE LA COMISION DE CREDENCIALIZACION DE MAESTROS

Yo, Katherine Wright, Superintendente del Distrito Escolar Unificado River Delta, declaro por lo presente que se ha demostrado la necesidad de que el distrito actualmente no puede reclutar candidatos docentes aceptables y completamente calificados. Por lo tanto, tengo la intención de emplear a las siguientes personas bajo las disposiciones de un Permiso de Pasantía Provisional según lo autoriza la Comisión de Acreditación de Maestros de California.

Kelly Theroux

Escuela Primaria D.H. White

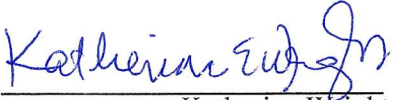
Credencial de Materia Múltiple

Según lo exige la ley, este aviso se publicará en un lugar público por un mínimo de setenta y dos (72) horas. El periodo de esta publicación comenzara el viernes, 9 de junio del 2023, a las 5:00 p.m. y finalizara el martes, 13 de junio del 2023, a las 5:00 p.m.

Cualquier persona que tenga una objeción al uso de un Permiso de Pasantía Provisional para la presentación de los puestos docentes mencionados anteriormente deberá presentar dicha objeción por escrito a la Superintendente, Katherine Wright, 445 Montezuma Street, Rio Vista, CA 94571.

NOTA: La Junta Directiva anima a las personas con discapacidades a que participen plenamente en el proceso de la reunión pública. Si necesita una modificación o adaptación relacionada con una discapacidad, incluidos servicios o ayudas auxiliares, para participar en la reunión pública, comuníquese con la Oficina de la Superintendente al (707) 374-1711 por lo menos 48 horas anterior a la reunión programada para hacer los esfuerzos razonables para complacerle. [Código de Gobierno § 54954.2; Ley de Estadounidenses con Discapacidades de 1990, § 202 (42 U.S.C. § 12132).]

6/2/23
Fecha


Katherine Wright
Superintendente

POR FAVOR PUBLICAR

Creating Excellence To Ensure That All Students Learn

Bates School	Isleton School	Walnut Grove School	Delta High School	Wind River School
Clarksburg Middle	Riverview Middle	D. H. White Elementary	Rio Vista High School	Mokelumne High School
	River Delta High/Elementary School	River Delta Community Day School		
		Delta Elementary Charter School		

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 13, 2023

Attachments: 2_____

From: Tammy Busch, Asst. Superintendent of Business Services

Item Number: 21_____

Type of item: (Action, Consent Action or Information Only): Action

SUBJECT:

Request to Approve Change Order #1 to Vanden Bos Electric and Approval of Notice of Completion for the Walnut Grove Fire Alarm Project

BACKGROUND:

On December 13, 2023, the Board awarded a contract to Vanden Bos Electric to install a new fire alarm system at Walnut Grove Elementary School.

STATUS:

The contract included an allowance of \$25,000 for miscellaneous unforeseen items that may be discovered during the course of the project. Only \$11,477.18 of the allowance was used. The attached Change Order #1 credits back the remaining allowance of \$13,522.82 to the District. In addition, none of the other project contingencies totaling \$77,500 in the approved master budget were utilized.

The work is complete, has been inspected, tested, and found to be satisfactory by the project inspector, architect, and electrical engineer. The attached Notice of Completion has been prepared for signature and recording with the Sacramento County Recorder's Office.

PRESENTER:

Tammy Busch, Assistant Superintendent of Business Services and Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Marlin Jones, Maria Denney and/or Ralph Caputo, RGM Kramer

COST AND FUNDING SOURCES:

Measure K - \$13,522.82

RECOMMENDATION: Staff recommends:

1. The Board approves the attached deductive Change Order #1 to Vanden Bos Electric in the amount of (\$13,552.82).
2. The Board accepts the Walnut Grove Fire Alarm project as complete and approves the execution and recording of the attached Notice of Completion.

Time allocated: 5 minutes

CHANGE ORDER

Date: June 13, 2023

CO# 01

Project:
Walnut Grove Elementary School
Fire Alarm Upgrades

Architect:
HKIT Architects
538 Ninth Street, Suite 240
Oakland, CA 94607

Owner:
River Delta Unified School District
445 Montezuma St
Rio Vista, CA 94571

Contractor:
Vanden Bos Electric, Inc.
502 Glusseppe Ct, Suite 5
Roseville, CA 95678

Pursuant to the Contract Documents, you are hereby authorized to make the following changes to the project. Execution of this change order represents full and final costs of all direct, indirect, and delay costs for the scope of services identified herein unless otherwise noted.

<u>Item #</u>	<u>Description</u>		<u>Amount</u>
1	PCO #001R2 Install Access Hatch	\$	1,079.71
2	PCO #002 Devices adds and removals	\$	10,397.47
3	Credit Project Allowance	\$	(25,000.00)
TOTAL THIS CHANGE ORDER \$			(13,522.82)

Original contract sum:	\$	302,800.00
Previous change orders:	\$	-
Original contract amount plus/minus previous change orders	\$	302,800.00
Total amount of this change order	\$	(13,522.82)
Adjusted contract amount including this change order will be:	\$	289,277.18

The contract time will be adjusted by the following number of days: 0 days

Owner:
River Delta Unified School District
445 Montezuma St
Rio Vista, CA 94571

Contractor:
Vanden Bos Electric, Inc.
502 Glusseppe Ct, Suite 5
Roseville, CA 95678

By: _____

By: _____

Architect:
HKIT Architects
538 Ninth Street, Suite 240
Oakland, CA 94607

By:  _____

5-8-23

Change Request

To: River Delta Unified School Dis
 445 Montezuma Street
 Rio Vista, CA 94571

Number: 1R2
Date: 3/2/2023
Job: 22-065 Walnut Grove ES FA
Phone:

Description: Provide and Install Access Hatch

We are pleased to offer the following specifications and pricing to make the following changes:

This CR is to provide and install one ceiling access hatch not shown on contract drawings. This hatch is required for FA device maintenance.

The total direct cost to perform this work is				\$917.28
(Please refer to attached sheet for details.)				
	O & P	\$917.28	15.00%	\$137.59
	Tax	\$182.54	7.75%	\$14.15
	Bond	\$1,069.02	1.00%	\$10.69
			Total:	\$1,079.71

If you have any questions, please contact me at (916)773-1500.

PCO #001R2 is approved for \$1,079.71. Please apply to project allowance.
Dave Adams RGMK 3/21/23

Submitted by: Todd Williams
 Vanden Bos Electric, Inc.

Approved by: _____
 Date: _____

Change Request 1R2 Price Breakdown
Continuation Sheet

Description: Provide and Install Access Hatch

Description	Quantity	Unit	Unit Price	Price
Labor				
Install Access Hatch & Touch-up	7.00	Hrs.	97.82	684.74
Go-For Labor	1.00	Hrs.	50.00	50.00
			Labor Subtotal:	\$734.74
Material				
Lumber	1.00	lot	48.24	48.24
Metal Supports & Nails	1.00	lot	24.35	24.35
Paint	1.00	lot	18.45	18.45
Access Hatch	1.00	ea	91.50	91.50
			Material Subtotal:	\$182.54
			Subtotal:	\$917.28

INVOICE



GLENDON COMPANY

Building Specialty Products

23677 Foley Street
Hayward, Ca 94545
Phone (510) 887-8000
Fax (510) 887-8025

Invoice Number: 0520015-IN

Invoice Date: 2/23/2023

Order Number: 0927765

Order Date: 2/14/2023

Salesperson: JL

Customer Number: 00-0091564

Sold To:
VANDEN BOS ELECTRIC, INC
502 GIUSEPPE COURT
SUITE 5
ROSEVILLE, CA 95678

Ship To:
VANDEN BOS ELECTRIC, INC
502 GIUSEPPE COURT
SUITE 5
ROSEVILLE, CA 95678

Confirm To: EDWARD
Phone: 916-773-1500 Fax:

TRACKING NUMBERS: 1Z2T018T0352707247;

Customer P.O.	Ship VIA	Freight	Terms	Ship Date		
WALNUT GROVE	UPS	YES	NET 30 DAYS	2/14/2023		
Item Number	Unit	Ordered	Shipped	Back Ordered	Price	Amount
K188MS 18 X 18 DSC214M W/SDL	EA	1	1	0 WHSE: 001	62.50	62.50

* * * THANK YOU FOR YOUR ORDER * * *

Net Invoice:	62.50
Freight:	29.00
Surcharge:	0.00
697 - Sales Tax	4.84
Invoice Total	96.34

Change Request

To: River Delta Unified School Dis
 445 Montezuma Street
 Rio Vista, CA 94571

Number: 2
Date: 4/4/2023
Job: 22-065 Walnut Grove ES FA
Phone:

Description: Device Adds & Removes

We are pleased to offer the following specifications and pricing to make the following changes:
 This CR is for labor and material to add and remove devices as described in the RFI's. See attached spreadsheet summary.

The total direct cost to perform this work is				\$9,339.57
(Please refer to attached sheet for details.)				
	O&P	\$1,861.40	10.00%	\$186.14
	Subcontractor Markup	\$7,478.17	10.00%	\$747.82
	Tax	\$394.10	7.75%	\$30.54
	Bond	\$9,339.57	1.00%	\$93.40
			Total:	\$10,397.47

If you have any questions, please contact me at (916)773-1500.

**PCO #022 is approved for \$10,397.47. Please apply to project allowance.
 Dave Adams RGMK 4/10/23**

Submitted by: Todd Williams
 Vanden Bos Electric, Inc.

Approved by: _____
 Date: _____

Change Request 2 Price Breakdown
 Continuation Sheet

Description: Device Adds & Removes

Description	Quantity	Unit	Unit Price	Price
Labor				
INSTALLATION LABOR	15.00	Hrs.	97.82	1,467.30
			Labor Subtotal:	\$1,467.30
Material				
FA Cable	0.67	M	234.45	157.08
J-HOOKS	16.00	ea	6.35	101.60
3/4" EMT	0.70	C	90.92	63.64
3/4" EMT COUP	0.10	C	58.80	5.88
3/4" EMT CONN	0.10	C	127.00	12.70
4SQ BOX W/RING	8.00	ea	6.65	53.20
			Material Subtotal:	\$394.10
Subcontract				
SecureCom Pricing	1.00	lot	7,478.17	7,478.17
			Subcontract Subtotal:	\$7,478.17
			Subtotal:	\$9,339.57

WALNUT GROVE ES CHANGE SUMMARY

RFI #	DEVICE ADD/REMOVE	FA WIRE	J-HOOK	3/4 CONDUIT	4SQ BOX W/RING	WM BOX	WIREMOLD	MAN HOURS	SECURECOM COSTS
2	Add Smoke Detector	20	6					1	\$ 303.43
3	Delete (6) Attic Heats	-80	-10		-6			-6	\$ (239.88)
4	Add (8) Attic Heats	100	12		8			8	\$ 702.68
5	Delete (8) Attic Heats	-100	-12		-8			-8	\$ (827.77)
6	Add (1) Smoke Det (1) Speaker/Strobe	30	4		2			2	\$ 557.60
8	Add (2) Smoke Det	40	4		2			2	\$ 451.88
9	Add (1) Smoke Det (1) Strobe	40	4		2			2	\$ 412.25
10	Delete (2) Strobe	-20	-4		-2			-2	\$ 56.22
11	Add (1) Speaker/Strobe	20	4		1			1	\$ 310.71
13	Add (1) Smoke Det (1) Speaker/Strobe	200	6	10	2			4	\$ 478.69
14	Add Relay for Duct Det	200		20	4			4	\$ 790.23
16	Add Relay for Door Release	20	2		1			1	\$ 354.96
17	Add (1) Smoke Det	150		20		2	15	4	\$ 393.13
18	Add SLC Card in Panel							0	\$ 2,897.18
19	Add Modules for Beam Det	50		20	2			2	\$ 836.86

TOTALS

670	16	70	8	2	15	15	7478.17
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SecureCom, Inc.

4822 Golden Foothill Pkwy, Unit 5
El Dorado Hills, CA 95762-9332
(916) 638-2855
(916) 638-2955 Fax

CA C10 Lic. #848665 – ACO #6931

Prepared For:
7162 - Fire Alarm Upgrades At Walnut Grove ES
14181 Grove Street

Date: March 23, 2023

To: Todd Williams
Vanden Bos Electric

From: Anthony Buendia
SecureCom Inc

We propose to furnish all material and perform all the labor necessary to furnish work for the 7162 - Fire Alarm Upgrades At Walnut Grove ES

All of the work for CO#1 - RFI 2 shall be completed in a substantial and workman like manner for the sum of **\$303.43**

DESCRIPTION OF CHANGE WORK:

1.) Add (1) Smoke Detector per RFI #2

	<u>Change Cost</u>
Material Subtotal <i>(see below for line item detail)</i>	\$110.53
Labor Subtotal <i>(see below for line item detail)</i>	\$136.00
Sales Tax	\$ 8.57
Freight & Material Handling	\$ 8.75
15% OH&P	\$ 39.58
TOTAL CHANGE COST MODIFICATION	\$303.43

INCLUSIONS/EXCLUSIONS PER BASE CONTRACT

SCHEDULE IMPACT: Yes



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Supporting Detail:

Labor from CO#1 - RFI 2

Class	Rate	Hours	Total
CAD	\$68.00	1.00	\$68.00
Engineering	\$136.00	0.50	\$68.00
Totals		1.50	\$136.00

Line Item Detail for CO#1 - RFI 2

Description	Quantity	Net Price	U	Total Mat.	Labor	U	Total Hrs.
SK-PHOTO PHOTO DETECTOR	1.00	\$110.53	E	\$110.53	0.00	E	0.00
Labor: CAD-Update/Modify Shop Dwgs	1.00	\$0.00	Q	\$0.00	1.00	E	1.00
Labor: Engineering	0.50	\$0.00	Q	\$0.00	1.00	E	0.50
Totals	2.50			110.53			1.50

Service and Finance Charges are applicable on past due accounts at the rate of 1.75 percent per month on amounts thirty (30) days past due, which is equal to an annual percentage rate of 21 percent. Such charges are shown as “service charge”. There is no service charge if accounts are paid within thirty days of the end of the month in which purchases are made.

Any alteration or deviation from the above specifications involving extra cost of material and/or labor will only be executed upon written orders for same, and will become an extra charge over the sum mentioned in this contract. All agreements must be made in writing.

Note: This proposal may be withdrawn by us if not accepted within thirty days of proposal date.



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Prepared For:

**7162 - Fire Alarm Upgrades At Walnut Grove ES
14181 Grove Street**

Date: March 23, 2023

To: Todd Williams
Vanden Bos Electric

From: Anthony Buendia
SecureCom Inc

We propose to furnish all material and perform all the labor necessary to furnish work for the 7162 - Fire Alarm Upgrades At Walnut Grove ES

All of the work for CO#2 - RFI 3 shall be completed in a substantial and workman like manner for the sum of **(\$239.88)**

DESCRIPTION OF CHANGE WORK:

1.) Delete above ceiling heat detection per RFI 3

	<u>Change Cost</u>
Material Subtotal <i>(see below for line item detail)</i>	(-\$470.10)
Labor Subtotal <i>(see below for line item detail)</i>	\$ 238.00
Sales Tax	Already Paid
Freight & Material Handling - Return	\$ 23.51
15% OH&P	(-\$31.29)
TOTAL CHANGE COST MODIFICATION	(-\$239.88)

INCLUSIONS/EXCLUSIONS PER BASE CONTRACT

SCHEDULE IMPACT: Yes



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Supporting Detail:

Labor from CO#2 - RFI 3_

Class	Rate	Hours	Total
Engineering	\$136.00	0.75	\$102.00
CAD	\$68.00	2.00	\$136.00
Totals		2.75	\$238.00

Line Item Detail for CO#2 - RFI 3

Description	Quantity	Net Price	U	Total Mat.	Labor	U	Total Hrs.
SK-MONITOR INPUT MONITOR MODULE	-4.00	\$89.40	E	(\$357.60)	0.00	E	0.00
5604 194 FXD TMP 1 CIRCUIT HEAT DET	-6.00	\$18.75	E	(\$112.50)	0.00	E	0.00
Labor: CAD-Update/Modify Shop Dwgs	2.00	\$0.00	Q	\$0.00	1.00	E	2.00
Labor: Engineering	0.75	\$0.00	Q	\$0.00	1.00	E	0.75
Totals				-470.10			2.75



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Prepared For:
7162 - Fire Alarm Upgrades At Walnut Grove ES
14181 Grove Street

Date: March 23, 2023

To: Todd Williams
Vanden Bos Electric

From: Anthony Buendia
SecureCom Inc

We propose to furnish all material and perform all the labor necessary to furnish work for the 7162 - Fire Alarm Upgrades At Walnut Grove ES

All of the work for CO#3 - RFI 4 shall be completed in a substantial and workman like manner for the sum of **\$702.68**

DESCRIPTION OF CHANGE WORK:

1.) Add heat detection to MP Room B130 per RFI 4

	<u>Change Cost</u>
Material Subtotal <i>(see below for line item detail)</i>	\$328.80
Labor Subtotal <i>(see below for line item detail)</i>	\$238.00
Sales Tax	\$ 25.48
Freight & Material Handling	\$ 18.75
15% OH&P	\$91.65
TOTAL CHANGE COST MODIFICATION	\$702.68

INCLUSIONS/EXCLUSIONS PER BASE CONTRACT

SCHEDULE IMPACT: Yes

Supporting Detail:



SecureCom, Inc.

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Labor from CO#3 - RFI 4

Class	Rate	Hours	Total
CAD	\$68.00	2.00	\$136.00
Engineering	\$136.00	0.75	\$102.00
Totals		2.75	\$238.00

Line Item Detail for CO#3 - RFI 4

Description	Quantity	Net Price	U	Total Mat.	Labor	U	Total Hrs.
SK-MONITOR INPUT MONITOR MODULE	2.00	\$89.40	E	\$178.80	0.00	E	0.00
5604 194 FXD TMP 1 CIRCUIT HEAT DET	8.00	\$18.75	E	\$150.00	0.00	E	0.00
Labor: CAD-Update/Modify Shop Dwgs	2.00	\$0.00	Q	\$0.00	1.00	E	2.00
Labor: Engineering	0.75	\$0.00	Q	\$0.00	1.00	E	0.75
Totals				328.80			2.75



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Prepared For:
7162 - Fire Alarm Upgrades At Walnut Grove ES
14181 Grove Street

Date: March 23, 2023

To: Todd Williams
Vanden Bos Electric

From: Anthony Buendia
SecureCom Inc

We propose to furnish all material and perform all the labor necessary to furnish work for the 7162 - Fire Alarm Upgrades At Walnut Grove ES

All of the work for CO#4 - RFI 5 shall be completed in a substantial and workman like manner for the sum of **(\$827.77)**

DESCRIPTION OF CHANGE WORK:

1.) Revise locker room heat detection per RFI 5

	<u>Change Cost</u>
Material Subtotal <i>(see below for line item detail)</i>	(-\$1,044.00)
Labor Subtotal <i>(see below for line item detail)</i>	\$ 272.00
Sales Tax	Already Paid
Freight & Material Handling	\$ 52.20
15% OH&P	(-\$ 107.97)
TOTAL CHANGE COST MODIFICATION	(-\$ 827.77)

INCLUSIONS/EXCLUSIONS PER BASE CONTRACT

SCHEDULE IMPACT: Yes



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Supporting Detail:

Labor from CO#4 - RFI 5

Class	Rate	Hours	Total
Engineering	\$136.00	1.00	\$136.00
CAD	\$68.00	2.00	\$136.00
Totals		3.00	\$272.00

Line Item Detail for CO#4 - RFI 5

Description	Quantity	Net Price	U	Total Mat.	Labor	U	Total Hrs.
SK-MONITOR INPUT MONITOR MODULE	-10.00	\$89.40	E	(\$894.00)	0.00	E	0.00
5604 194 FXD TMP 1 CIRCUIT HEAT DET	-8.00	\$18.75	E	(\$150.00)	0.00	E	0.00
Labor: CAD-Update/Modify Shop Dwgs	2.00	\$0.00	Q	\$0.00	1.00	E	2.00
Labor: Engineering	1.00	\$0.00	Q	\$0.00	1.00	E	1.00
Totals				-1044.00			3.00



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Prepared For:

**7162 - Fire Alarm Upgrades At Walnut Grove ES
14181 Grove Street**



Date: March 23, 2023

To: Todd Williams
Vanden Bos Electric

From: Anthony Buendia
SecureCom Inc

We propose to furnish all material and perform all the labor necessary to furnish work for the 7162 - Fire Alarm Upgrades At Walnut Grove ES

All of the work for CO#5 - RFI 6 shall be completed in a substantial and workman like manner for the sum of **\$557.60**

DESCRIPTION OF CHANGE WORK:

- 1.) Reconcile bid plans room configuration per RFI 6.
- 2.) Remove 2 conventional heat detectors
- 3.) Add 1 smoke detector
- 4.) Add 1 speaker/strobe

	<u>Change Cost</u>
Material Subtotal (see below for line item detail)	\$180.16
Labor Subtotal (see below for line item detail)	\$272.00
Sales Tax	\$ 13.96
Freight & Material Handling	\$ 18.75
15% OH&P	\$ 72.73
TOTAL CHANGE COST MODIFICATION	\$557.60

INCLUSIONS/EXCLUSIONS PER BASE CONTRACT



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SCHEDULE IMPACT: Yes

Supporting Detail:

Labor from CO#5 - RFI 6

Class	Rate	Hours	Total
CAD	\$68.00	2.00	\$136.00
Engineering	\$136.00	1.00	\$136.00
Totals		3.00	\$272.00

Line Item Detail for CO#5 - RFI 6

Description	Quantity	Net Price	U	Total Mat.	Labor	U	Total Hrs.
SK-PHOTO PHOTO DETECTOR (BASE INCLU	1.00	\$110.53	E	\$110.53	0.00	E	0.00
SPSCL SPEAKER STROBE RED CEILING	1.00	\$107.13	E	\$107.13	0.00	E	0.00
5604 194 FXD TMP 1 CIRCUIT HEAT DET	-2.00	\$18.75	E	(\$37.50)	0.00	E	0.00
Labor: CAD-Update/Modify Shop Dwgs	2.00	\$0.00	Q	\$0.00	1.00	E	2.00
Labor: Engineering	1.00	\$0.00	Q	\$0.00	1.00	E	1.00
Totals				180.16			3.00



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Prepared For:
7162 - Fire Alarm Upgrades At Walnut Grove ES
14181 Grove Street

Date: March 23, 2023

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Vanden Bos Electric

From: Anthony Buendia
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We propose to furnish all material and perform all the labor necessary to furnish work for the 7162 - Fire Alarm Upgrades At Walnut Grove ES

All of the work for CO#6 - RFI 8 shall be completed in a substantial and workman like manner for the sum of **\$451.88**

DESCRIPTION OF CHANGE WORK:

1.) Add smoke detection to storage rooms per RFI 8

	<u>Change Cost</u>
Material Subtotal <i>(see below for line item detail)</i>	\$221.06
Labor Subtotal <i>(see below for line item detail)</i>	\$136.00
Sales Tax	\$ 17.13
Freight & Material Handling	\$ 18.75
15% OH&P	\$ 58.94
TOTAL CHANGE COST MODIFICATION	\$451.88

INCLUSIONS/EXCLUSIONS PER BASE CONTRACT

SCHEDULE IMPACT: Yes



SecureCom, Inc.

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CA C10 Lic. #848665 – ACO #6931

Supporting Detail:

Labor from CO#6 - RFI 8

Class	Rate	Hours	Total
Engineering	\$136.00	0.50	\$68.00
CAD	\$68.00	1.00	\$68.00
Totals		1.50	\$136.00

Line Item Detail for CO#6 - RFI 8

Description	Quantity	Net Price	U	Total Mat.	Labor	U	Total Hrs.
SK-PHOTO PHOTO DETECTOR (BASE INCLU	2.00	\$110.53	E	\$221.06	0.00	E	0.00
Labor: CAD-Update/Modify Shop Dwgs	1.00	\$0.00	Q	\$0.00	1.00	E	1.00
Labor: Engineering	0.50	\$0.00	Q	\$0.00	1.00	E	0.50
Totals				221.06			1.50



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Prepared For:
7162 - Fire Alarm Upgrades At Walnut Grove ES
14181 Grove Street

Date: March 23, 2023

To: Todd Williams
Vanden Bos Electric

From: Anthony Buendia
SecureCom Inc

We propose to furnish all material and perform all the labor necessary to furnish work for the 7162 - Fire Alarm Upgrades At Walnut Grove ES

All of the work for CO#7 - RFI 9 shall be completed in a substantial and workman like manner for the sum of **\$412.25**

DESCRIPTION OF CHANGE WORK:

1.) Add smoke detector and strobe to Nurse / Isolation RR per RFI 9.

	<u>Change Cost</u>
Material Subtotal <i>(see below for line item detail)</i>	\$189.08
Labor Subtotal <i>(see below for line item detail)</i>	\$136.00
Sales Tax	\$ 14.65
Freight & Material Handling	\$ 18.75
15% OH&P	\$ 53.77
TOTAL CHANGE COST MODIFICATION	\$412.25

INCLUSIONS/EXCLUSIONS PER BASE CONTRACT

SCHEDULE IMPACT: Yes



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CA C10 Lic. #848665 – ACO #6931

Supporting Detail:

Labor from CO#7 - RFI 9

Class	Rate	Hours	Total
CAD	\$68.00	1.00	\$68.00
Engineering	\$136.00	0.50	\$68.00
Totals		1.50	\$136.00

Line Item Detail for CO#7 - RFI 9

Description	Quantity	Net Price	U	Total Mat.	Labor	U	Total Hrs.
SK-PHOTO PHOTO DETECTOR (BASE INCLU	1.00	\$110.53	E	\$110.53	0.00	E	0.00
SCRL Ceiling Strobe	1.00	\$78.55	E	\$78.55	0.00	E	0.00
Labor: CAD-Update/Modify Shop Dwgs	1.00	\$0.00	Q	\$0.00	1.00	E	1.00
Labor: Engineering	0.50	\$0.00	Q	\$0.00	1.00	E	0.50
Totals				189.08			1.50



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CA C10 Lic. #848665 – ACO #6931

Prepared For:

2541

**7162 - Fire Alarm Upgrades At Walnut Grove ES
14181 Grove Street**

Date: March 23, 2023

To: Todd Williams
Vanden Bos Electric

From: Anthony Buendia
SecureCom Inc

We propose to furnish all material and perform all the labor necessary to furnish work for the 7162 - Fire Alarm Upgrades At Walnut Grove ES

All of the work for CO#8 - RFI 10 shall be completed in a substantial and workman like manner for the sum of **\$56.22**

DESCRIPTION OF CHANGE WORK:

1.) Remove 2 wall strobes in Assembly Stage area per RFI 10

	<u>Change Cost</u>
Material Subtotal (see below for line item detail)	(-\$105.86)
Labor Subtotal (see below for line item detail)	\$136.00
Sales Tax	Already Paid
Freight & Material Handling	\$ 18.75
15% OH&P	\$ 7.33
TOTAL CHANGE COST MODIFICATION	\$ 56.22

INCLUSIONS/EXCLUSIONS PER BASE CONTRACT

SCHEDULE IMPACT: Yes



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Supporting Detail:

Labor from CO#8 - RFI 10

Class	Rate	Hours	Total
Engineering	\$136.00	0.50	\$68.00
CAD	\$68.00	1.00	\$68.00
Totals		1.50	\$136.00

Line Item Detail for CO#8 - RFI 10

Description	Quantity	Net Price	U	Total Mat.	Labor	U	Total Hrs.
SRL STROBE RED WALL	-2.00	\$52.93	E	(\$105.86)	0.00	E	0.00
Labor: CAD-Update/Modify Shop Dwgs	1.00	\$0.00	Q	\$0.00	1.00	E	1.00
Labor: Engineering	0.50	\$0.00	Q	\$0.00	1.00	E	0.50
Totals				-105.86			1.50



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Prepared For:
7162 - Fire Alarm Upgrades At Walnut Grove ES
14181 Grove Street

Date: March 23, 2023

To: Todd Williams
Vanden Bos Electric

From: Anthony Buendia
SecureCom Inc

We propose to furnish all material and perform all the labor necessary to furnish work for the 7162 - Fire Alarm Upgrades At Walnut Grove ES

All of the work for CO#9 - RFI 11 shall be completed in a substantial and workman like manner for the sum of **\$310.71**

DESCRIPTION OF CHANGE WORK:

1.) Revise fire alarm equipment in A116, A116.1, A117, A117.1 per RFI 11. Net addition of 1 speaker/strobe.

	<u>Change Cost</u>
Material Subtotal <i>(see below for line item detail)</i>	\$107.13
Labor Subtotal <i>(see below for line item detail)</i>	\$136.00
Sales Tax	\$ 8.30
Freight & Material Handling	\$ 18.75
15% OH&P	\$ 40.53
TOTAL CHANGE COST MODIFICATION	\$310.71

INCLUSIONS/EXCLUSIONS PER BASE CONTRACT

SCHEDULE IMPACT: Yes



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Supporting Detail:

Labor from CO#9 - RFI 11

Class	Rate	Hours	Total
CAD	\$68.00	1.00	\$68.00
Engineering	\$136.00	0.50	\$68.00
Totals		1.50	\$136.00

Line Item Detail for CO#9 - RFI 11

Description	Quantity	Net Price	U	Total Mat.	Labor	U	Total Hrs.
SPSCRL SPEAKER STROBE RED CEILING	1.00	\$107.13	E	\$107.13	0.00	E	0.00
Labor: CAD-Update/Modify Shop Dwgs	1.00	\$0.00	Q	\$0.00	1.00	E	1.00
Labor: Engineering	0.50	\$0.00	Q	\$0.00	1.00	E	0.50
Totals				107.13			1.50



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Prepared For:
7162 - Fire Alarm Upgrades At Walnut Grove ES
14181 Grove Street

Date: March 23, 2023

To: Todd Williams
Vanden Bos Electric

From: Anthony Buendia
SecureCom Inc

We propose to furnish all material and perform all the labor necessary to furnish work for the 7162 - Fire Alarm Upgrades At Walnut Grove ES

All of the work for CO#10 - RFI 13 shall be completed in a substantial and workman like manner for the sum of **\$478.69**

DESCRIPTION OF CHANGE WORK:

- 1.) Add fire alarm equipment to restroom not shown in contract documents per RFI 13**
- 2.) Add 1 smoke detector**
- 3.) Add 1 speaker/strobe**

	<u>Change Cost</u>
Material Subtotal (see below for line item detail)	\$217.63
Labor Subtotal (see below for line item detail)	\$136.00
Sales Tax	\$ 16.87
Freight & Material Handling	\$ 18.75
15% OH&P	\$ 62.44
TOTAL CHANGE COST MODIFICATION	\$478.69

INCLUSIONS/EXCLUSIONS PER BASE CONTRACT

SCHEDULE IMPACT: Yes



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Supporting Detail:

Labor from CO#10 - RFI 13

Class	Rate	Hours	Total
Engineering	\$136.00	0.50	\$68.00
CAD	\$68.00	1.00	\$68.00
Totals		1.50	\$136.00

Line Item Detail for CO#10 - RFI 13_

Description	Quantity	Net Price	U	Total Mat.	Labor	U	Total Hrs.
SK-PHOTO PHOTO DETECTOR (BASE INCLU	1.00	\$110.53	E	\$110.53	0.00	E	0.00
SPSCRL SPEAKER STROBE RED CEILING	1.00	\$107.10	E	\$107.10	0.00	E	0.00
Labor: CAD-Update/Modify Shop Dwgs	1.00	\$0.00	Q	\$0.00	1.00	E	1.00
Labor: Engineering	0.50	\$0.00	Q	\$0.00	1.00	E	0.50
Totals				217.63			1.50



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Prepared For:
7162 - Fire Alarm Upgrades At Walnut Grove ES
14181 Grove Street

Date: March 23, 2023

To: Todd Williams
Vanden Bos Electric

From: Anthony Buendia
SecureCom Inc

We propose to furnish all material and perform all the labor necessary to furnish work for the 7162 - Fire Alarm Upgrades At Walnut Grove ES

All of the work for CO#11 - RFI 14 shall be completed in a substantial and workman like manner for the sum of **\$790.23**

DESCRIPTION OF CHANGE WORK:

1.) Add relays to duct detector locations per RFI 14

	<u>Change Cost</u>
Material Subtotal <i>(see below for line item detail)</i>	\$428.52
Labor Subtotal <i>(see below for line item detail)</i>	\$204.00
Sales Tax	\$ 33.21
Freight & Material Handling	\$ 21.43
15% OH&P	\$103.07
TOTAL CHANGE COST MODIFICATION	\$790.23

INCLUSIONS/EXCLUSIONS PER BASE CONTRACT

SCHEDULE IMPACT: Yes



SecureCom, Inc.

4822 Golden Foothill Pkwy, Unit 5
 El Dorado Hills, CA 95762-9332
 (916) 638-2855
 (916) 638-2955 Fax

CA C10 Lic. #848665 – ACO #6931

Supporting Detail:

Labor from CO#11 - RFI 14

Class	Rate	Hours	Total
CAD	\$68.00	1.00	\$68.00
Engineering	\$136.00	1.00	\$136.00
Totals		2.00	\$204.00

Line Item Detail for CO#11 - RFI 14

Description	Quantity	Net Price	U	Total Mat.	Labor	U	Total Hrs.
SK-RELAY RELAY MODULE	3.00	\$142.84	E	\$428.52	0.00	E	0.00
Labor: CAD-Update/Modify Shop Dwgs	1.00	\$0.00	Q	\$0.00	1.00	E	1.00
Labor: Engineering	1.00	\$0.00	Q	\$0.00	1.00	E	1.00
Totals				428.52			2.00



SecureCom, Inc.

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El Dorado Hills, CA 95762-9332
(916) 638-2855
(916) 638-2955 Fax

CA C10 Lic. #848665 – ACO #6931

Prepared For:
7162 - Fire Alarm Upgrades At Walnut Grove ES
14181 Grove Street

Date: March 23, 2023

To: Todd Williams
Vanden Bos Electric

From: Anthony Buendia
SecureCom Inc

We propose to furnish all material and perform all the labor necessary to furnish work for the 7162 - Fire Alarm Upgrades At Walnut Grove ES

All of the work for CO#13 - RFI 16 shall be completed in a substantial and workman like manner for the sum of **\$354.96**

DESCRIPTION OF CHANGE WORK:

1.) Add 1 relay for smoke door release at Music Stage B128

	<u>Change Cost</u>
Material Subtotal <i>(see below for line item detail)</i>	\$142.84
Labor Subtotal <i>(see below for line item detail)</i>	\$136.00
Sales Tax	\$ 11.07
Freight & Material Handling	\$ 18.75
15% OH&P	\$ 46.30
TOTAL CHANGE COST MODIFICATION	\$354.96

INCLUSIONS/EXCLUSIONS PER BASE CONTRACT

SCHEDULE IMPACT: Yes



SecureCom, Inc.

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 El Dorado Hills, CA 95762-9332
 (916) 638-2855
 (916) 638-2955 Fax

CA C10 Lic. #848665 – ACO #6931

Supporting Detail:

Labor from CO#13 - RFI 16

Class	Rate	Hours	Total
CAD	\$68.00	1.00	\$68.00
Engineering	\$136.00	0.50	\$68.00
Totals		1.50	\$136.00

Line Item Detail for CO#13 - RFI 16

Description	Quantity	Net Price	U	Total Mat.	Labor	U	Total Hrs.
SK-RELAY RELAY MODULE	1.00	\$142.84	E	\$142.84	0.00	E	0.00
Labor: CAD-Update/Modify Shop Dwgs	1.00	\$0.00	Q	\$0.00	1.00	E	1.00
Labor: Engineering	0.50	\$0.00	Q	\$0.00	1.00	E	0.50
Totals				142.84			1.50



SecureCom, Inc.

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CA C10 Lic. #848665 – ACO #6931

Prepared For:
7162 - Fire Alarm Upgrades At Walnut Grove ES
14181 Grove Street

Date: March 23, 2023

To: Todd Williams
Vanden Bos Electric

From: Anthony Buendia
SecureCom Inc

We propose to furnish all material and perform all the labor necessary to furnish work for the 7162 - Fire Alarm Upgrades At Walnut Grove ES

All of the work for CO#14 - RFI 17 shall be completed in a substantial and workman like manner for the sum of **\$393.13**

DESCRIPTION OF CHANGE WORK:

1.) Add 1 smoke detector in MP B130 per RFI 17

	<u>Change Cost</u>
Material Subtotal <i>(see below for line item detail)</i>	\$110.53
Labor Subtotal <i>(see below for line item detail)</i>	\$204.00
Sales Tax	\$ 8.57
Freight & Material Handling	\$ 18.75
15% OH&P	\$ 51.28
TOTAL CHANGE COST MODIFICATION	\$393.13

INCLUSIONS/EXCLUSIONS PER BASE CONTRACT

SCHEDULE IMPACT: Yes



SecureCom, Inc.

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 El Dorado Hills, CA 95762-9332
 (916) 638-2855
 (916) 638-2955 Fax

CA C10 Lic. #848665 – ACO #6931

Supporting Detail:

Labor from CO#14 - RFI 17

Class	Rate	Hours	Total
CAD	\$68.00	1.00	\$68.00
Engineering	\$136.00	1.00	\$136.00
Totals		2.00	\$204.00

Line Item Detail for CO#14 - RFI 17

Description	Quantity	Net Price	U	Total Mat.	Labor	U	Total Hrs.
SK-PHOTO-W Smoke DET; WT	1.00	\$110.53	E	\$110.53	0.00	E	0.00
Labor: CAD-Update/Modify Shop Dwgs	1.00	\$0.00	Q	\$0.00	1.00	E	1.00
Labor: Engineering	1.00	\$0.00	Q	\$0.00	1.00	E	1.00
Totals				110.53			2.00



22 Golden Foothill Pkwy, Unit 5

SecureCom, Inc.

El Dorado Hills, CA 95762-9332

(916) 638-2855

(916) 638-2955 Fax

CA C10 Lic. #848665 – ACO #6931

Prepared For:
7162 - Fire Alarm Upgrades At Walnut Grove ES
14181 Grove Street

Date: March 23, 2023

To: Todd Williams
Vanden Bos Electric

From: Anthony Buendia
SecureCom Inc

We propose to furnish all material and perform all the labor necessary to furnish work for the 7162 - Fire Alarm Upgrades At Walnut Grove ES

All of the work for CO#15 - RFI 18 shall be completed in a substantial and workman like manner for the sum of **\$2,897.18**

DESCRIPTION OF CHANGE WORK:

1.) Add SLC expansion card per RFI 18, reprogram addresses accordingly

	<u>Change Cost</u>
Material Subtotal <i>(see below for line item detail)</i>	\$ 674.99
Labor Subtotal <i>(see below for line item detail)</i>	\$1,758.24
Sales Tax	\$ 52.31
Freight & Material Handling	\$ 33.75
15% OH&P	\$ 377.89
TOTAL CHANGE COST MODIFICATION	\$2,897.18

INCLUSIONS/EXCLUSIONS PER BASE CONTRACT

SCHEDULE IMPACT: Yes



22 Golden Foothill Pkwy, Unit 5

SecureCom, Inc.

El Dorado Hills, CA 95762-9332

(916) 638-2855

(916) 638-2955 Fax

CA C10 Lic. #848665 – ACO #6931

Supporting Detail:

Labor from CO#15 - RFI 18

Class	Rate	Hours	Total
CAD	\$68.00	3.00	\$204.00
Engineering	\$136.00	2.00	\$272.00
23 - Foreman	\$160.28	8.00	\$1,282.24
Totals		13.00	\$1,758.24

Line Item Detail for CO#15 - RFI 18

Description	Quantity	Net Price	U	Total Mat.	Labor	U	Total Hrs.
6815 SBUS Expander	1.00	\$674.99	E	\$674.99	8.00	E	8.00
Labor: CAD-Update/Modify Shop Dwgs	3.00	\$0.00	Q	\$0.00	1.00	E	3.00
Labor: Engineering	2.00	\$0.00	Q	\$0.00	1.00	E	2.00
Totals				674.99			13.00



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CA C10 Lic. #848665 – ACO #6931

Prepared For:
7162 - Fire Alarm Upgrades At Walnut Grove ES
14181 Grove Street

Date: March 23, 2023

To: Todd Williams
Vanden Bos Electric

From: Anthony Buendia
SecureCom Inc

We propose to furnish all material and perform all the labor necessary to furnish work for the 7162 - Fire Alarm Upgrades At Walnut Grove ES

All of the work for CO#16 - RFI 19 shall be completed in a substantial and workman like manner for the sum of **\$836.86**

DESCRIPTION OF CHANGE WORK:

1.) Add modules for interface with specified conventional beam detectors. RFI 19 supercedes RFI 15 which previously directed revision to addressable beam detector. CO 12 for RFI 15 is void.

	<u>Change Cost</u>
Material Subtotal (see below for line item detail)	\$464.48
Labor Subtotal (see below for line item detail)	\$204.00
Sales Tax	\$ 36.00
Freight & Material Handling	\$ 23.22
15% OH&P	\$109.16
TOTAL CHANGE COST MODIFICATION	\$836.86

INCLUSIONS/EXCLUSIONS PER BASE CONTRACT

SCHEDULE IMPACT: Yes



SecureCom, Inc.

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 El Dorado Hills, CA 95762-9332
 (916) 638-2855
 (916) 638-2955 Fax

CA C10 Lic. #848665 – ACO #6931

Supporting Detail:

Labor from CO#16 - RFI 19

Class	Rate	Hours	Total
CAD	\$68.00	1.00	\$68.00
Engineering	\$136.00	1.00	\$136.00
Totals		2.00	\$204.00

Line Item Detail for CO#16 - RFI 19

Description	Quantity	Net Price	U	Total Mat.	Labor	U	Total Hrs.
SK-MONITOR INPUT MONITOR MODULE	2.00	\$89.40	E	\$178.80	0.00	E	0.00
SK-RELAY RELAY MODULE	2.00	\$142.84	E	\$285.68	0.00	E	0.00
Labor: CAD-Update/Modify Shop Dwgs	1.00	\$0.00	Q	\$0.00	1.00	E	1.00
Labor: Engineering	1.00	\$0.00	Q	\$0.00	1.00	E	1.00
Totals				464.48			2.00

Recording Requested By:

When Recorded Mail To:

Name

Street
Address

City &
State

SPACE ABOVE THIS LINE FOR RECORDERS USE

Exempt Recording Fee 6103

NOTICE OF COMPLETION

(CA Civil Code §§ 8180-8190, 8100-8118, 9200-9208)

NOTICE IS HEREBY GIVEN THAT:

1. The undersigned is an owner of an interest of estate in the hereinafter described real property, the nature of which interest or estate is: _____ (e.g. fee, leasehold, joint tenancy, etc.)
2. The full name and address of the undersigned owner or reputed owner and of all co-owners or reputed co-owners are:
Name _____ Street and No. _____ City _____ State _____
3. The name and address of the direct contractor for the work of improvement as a whole is: _____
4. This notice is given for (check one):
 Completion of the work of improvement as a whole.
 Completion of a contract for a particular portion of the work of improvement (per CA Civ. Code § 8186).
5. If this notice is given only of completion of a contract for a particular portion of the work of improvement (as provided in CA Civ. Code § 8186), the name and address of the direct contractor under that contract is: _____
6. The name and address of the construction lender, if any, is: _____
7. On the _____ day of _____, 20____, there was completed upon the herein described property a work of improvement as a whole (or a particular portion of the work of improvement as provided in CA Civ. Code § 8186) a general description of the work provided: _____
8. The real property herein referred to is situated in the City of _____, County of _____ State of California, and is described as follows: _____
9. The street address of said property is: _____
10. If this Notice of Completion is signed by the owner's successor in interest, the name and address of the successor's transferor is: _____

I certify (or declare) under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date: _____

By: _____

Signature of Owner of Owner's Authorized Agent

Print Name

VERIFICATION

I, _____, state: I am the _____ ("Owner", "President", "Authorized Agent", "Partner", etc.) of the Owner identified in the foregoing Notice of Completion. I have read said Notice of Completion and know the contents thereof; the same is true of my own knowledge.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Executed on _____, _____. (date), at _____ (city), California.

Signature of Owner or Owner's Authorized Agent

PROOF OF SERVICE DECLARATION

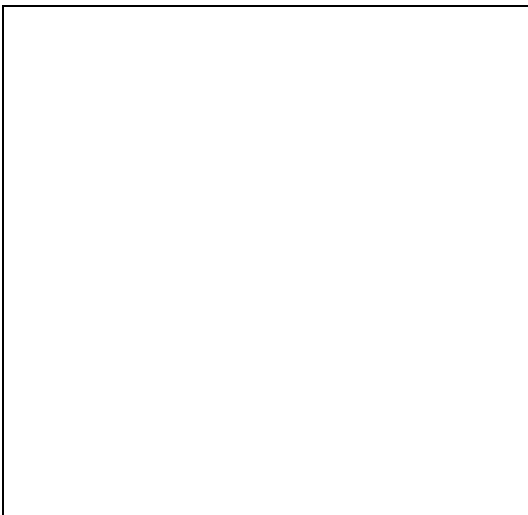
I, _____, declare that I served copies of the above **NOTICE OF COMPLETION**, (check appropriate box):

- a. By personally delivering copies to _____ (name(s) and title(s) of person served) at _____ (address), on _____, _____ (date), at _____, _____m. (time)
- b. By Registered or Certified Mail, Express Mail or Overnight Delivery by an express service carrier, addressed to each of the parties at the address shown above on _____, _____ (date).
- c. By leaving the notice and mailing a copy in the manner provided in § 415.20 of the California Code of Civil Procedure for service of Summons and Complaint in a Civil Action.

I declare under penalty of perjury that the foregoing is true and correct.

Signed at _____ (city), California, on _____, _____ (date).

(Signature of Person Making Service)



**STATE OF CALIFORNIA
COUNTY OF _____**

On _____, _____ (date), before me, _____, Notary Public (name and title of officer) personally appeared _____ who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PURJURY under the laws of the State of California that the foregoing paragraph is true and correct.

Witness my hand and official seal.

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 13, 2023

Attachments: 1_____

From: Tammy Busch, Asst. Superintendent of Business Services

Item Number: 22_____

Type of item: (Action, Consent Action or Information Only): Action

SUBJECT:

Request to Approve the Proposal for Purchase and Installation of Replacement Speakers at Rio Vista High School

BACKGROUND:

There have been ongoing issues with the speaker system at Rio Vista High School. The campus has a mixture of newer digital speakers and older digital and non-digital speakers. The older speakers are outdated and no longer supported by the manufacturer.

STATUS:

RGM Kramer and technology vendor AMS.Net surveyed the campus and identified 37 clock speakers and 13 speakers that are of the old type and no longer supported. AMS.Net has provided the attached proposal to replace these speakers and clock speakers including new cabling. The new speakers are powered by the network and upgraded cabling is required for them.

The proposal is based on the Merced County FOCUS Contract which is a competitively bid procurement vehicle authorized by CA Government Code that allows public entities including school districts to purchase for their technology needs without further competitive bidding.

PRESENTER:

Tammy Busch, Assistant Superintendent of Business Services and Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Marlin Jones, Maria Denney and/or Ralph Caputo, RGM Kramer

COST AND FUNDING SOURCES:

Measure J not to exceed \$87,151.05

RECOMMENDATION:

That the Board approves for the purchase of speakers and associated cabling from AMS.Net in the amount of \$87,151.05 for Rio Vista High School

Time allocated: 5 minutes



AMS.NET
Technology Solution Provider

Technology Solution Proposal



Executive Summary

Introduction

The AMS.NET team is pleased to have the opportunity to present the following proposal to River Delta Unified School District. Our proposal details the products, technologies, and services offered by our organization. The solutions proposed are based on our discussions with River Delta Unified School District and our extensive experience delivering business outcomes to similar organizations for more than 25 years. Our industry expertise, technology vision and people enable us to deliver a unique customer experience and successful implementation.

AMS.NET, Inc. is able to provide a full line of products, services and support for the following technologies:

- Collaboration/Video
- Paging/Messaging
- Wireless/Mobility
- Network Infrastructure/Storage
- Data Center/Virtualization
- Network Security/Content Security/Cyber Threat
- Physical Security/Video Surveillance
- Structured Wiring
- Maintenance/Managed Services

Please refer to our customer price quote that is included in this proposal for specific manufacturers, parts, pricing and professional services proposed as a part of this solution.

Thank you for the opportunity to be of service.

Best Regards,



Jared Bayless
AMS.NET, Inc.



Project Cost Summary – RDUSD – RVHS – IP Speaker and Cabling

Project Information

River Delta Unified School District - RVHS - IP
 Speakers and Cabling - 99711
 Project # 99711
 May 12, 2023

Account Manager

Jared Bayless
 jbayless@ams.net
 (925) 245-6186

AMS Quote #	Description	Subtotal	Taxes	Total
Q-00071136	Rio Vista HS - IP Speaker Cabling Merced County FOCUS Contract #2021092	\$14,988.80	\$201.76	\$15,190.56
Q-00070829	RVHS - IP Speakers Upgrade - 99711 Merced County FOCUS Contract #2021092	\$67,786.60	\$4,173.89	\$71,960.49

Project Summary

Project Total	\$82,775.40
Estimated Total Taxes	\$4,375.65
Grand Total	\$87,151.05

Vendor: AMS.NET
 Address: 502 Commerce Way, Livermore, CA 94551
 Phone: 925-245-6100
 SPIN: 143005880



Customer Quotations

Customer

River Delta Unified School District
 445 Montezuma St Rio Vista, CA 94571-1651
 ATTN: Tammy Busch

Merced County FOCUS Contract #2021092

Project Name	River Delta Unified School District - RVHS - IP Speakers and Cabling - 99711
Project #	99711
Expiration Date	
Account Mgr.	Jared Bayless
AM Phone	(925) 245-6186
AM Email	jbayless@ams.net
Inside Account Mgr.	Teri Edwards
IAM Phone	(925) 245-6149
IAM Email	tedwards@ams.net

Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
Quote # Q-00071136, Rio Vista HS - IP Speaker Cabling					
1	NK688M1W NETKEY CAT6 JACK IW	Panduit	12.00	\$6.86	\$82.32
2	7133800 UTP 23/4PR CAT6 GS6 PVC Blue General Cable Copper Cabling Boxed (Reel) Cable - Copper	General Cable	2.00	\$235.71	\$471.42
3	NK2BX1WA 2-PORT SURFACE MNT BOX	Panduit	6.00	\$3.57	\$21.42
4	86B6SL-3-6 PATCH CORD CAT6 BLU 3FT ea, w/boots slimline	Arrow Wire & Cable	12.00	\$3.57	\$42.84
5	RAF101WX DUCT RT ANGL FTG	Panduit	8.00	\$1.62	\$12.96
6	OCFC10IW-X LD10 outside corner - IW Panduit Surface Raceway Wire Management	Panduit	4.00	\$1.62	\$6.48
7	LD101W10A RACEWAY P/FT	Panduit	200.00	\$3.25	\$650.00
8	ICF10IW-X LD10 inside corner - IW Panduit Surface Raceway Wire Management	Panduit	4.00	\$1.62	\$6.48
9	DCF101WX DROP CEILING FTG	Panduit	2.00	\$2.07	\$4.14

10	JB11WA 1-PIECE JUNCTION BOX	Panduit	4.00	\$5.85	\$23.40
11	65970 3/4" EMT 10' Pipe (Per 10ft Pricing)	Platt Electric	15.00	\$16.57	\$248.55
12	641064 3/4" EMT Connector	Platt Electric	4.00	\$2.91	\$11.64
13	641068 3/4" EMT Coupler	Platt Electric	15.00	\$3.03	\$45.45
14	158452 3/4" Universal Strut Strap	Platt Electric	90.00	\$2.64	\$237.60
15	AMS-CP-HARDWARE Cabling: Mounting Hardware	Cabling	3.00	\$50.00	\$150.00
16	CAT16HP4Z34 1IN JHOOK TO 4Z34 TO WIRE-ROD-FLANGE	Erico	30.00	\$3.47	\$104.10
17	AMS-CP-CONSUMABLES Cabling Consumables: Tape,String, Labels, Lube	Cabling	1.00	\$50.00	\$50.00
18	AMS-CP-HARDWARE Cabling: Mounting Hardware	Cabling	6.00	\$50.00	\$300.00
19	AMS-FREIGHT Freight and Handling	None	1.00	\$80.00	\$80.00
20	AMS-CI-CT-PW AMS.NET will install (1) CAT6 cable between the existing MDF/IDF location and the (6) IP Clock/Speaker-Outdoor Speaker locations identified during the site walk with the customer. Main building: - One outside the main office exterior for walkway area between buildings Gym building: - Boys Locker Room - Girls Locker Room - One inside of the Gym - One inside of the Workout room - One outside of the Gym south side AMS.NET will remove the (3) existing speakers in the Main hallway as per customer request	AMS.NET	33.00	\$160.00	\$5,280.00
21	AMS-CI-SPEAKER-MOUNT Clock/Speaker-Outdoor Speaker back box Installation	AMS.NET	6.00	\$160.00	\$960.00
22	AMS-CI-CT-PW AMS.NET will install raceway and or conduit to support the new IP clock speaker cabling	AMS.NET	35.00	\$160.00	\$5,600.00



23	AMS-CI-PM-FOC Labor: Project Manager - Cabling	AMS.NET	3.00	\$200.00	\$600.00
				Subtotal:	\$14,988.80
				Estimated Tax:	\$ 201.76
				Quote Total:	\$15,190.56

Line	Item Description	Manufacturer	Qty	Unit Price	Extended Price
Quote # Q-00070829, RVHS - IP Speakers Upgrade - 99711					
1	IP-SDMF 8" In-Wall PoE+ IP Loudspeaker Endpoint with Microphone, LCD Display, and Flashers	Atlas Sound	37.00	\$991.24	\$36,675.88
2	IP-SEA-SD Surface Mount Slanted Enclosure for IP-8SCM, IP-SDM, IP-SDMF, IP-SDH , IP-SDM, IP-SDMFLED	Atlas Sound	37.00	\$75.39	\$2,789.43
3	IP-HVP High Output Horn Indoor / Outdoor PoE+ Vandal and Weather Resistant IP Endpoint	Atlas Sound	13.00	\$757.89	\$9,852.57
4	IP-SEST-HVP Surface Mount Straight Enclosure for IP-HVP Only, Stainless Steel, White	Atlas Sound	13.00	\$157.94	\$2,053.22
5	IPTA-IC-1 InformaCast Advanced Notification Perpetual Endpoint Licensing	Informacast	50.00	\$48.28	\$2,414.00
6	IPTA-M%YR-B InformaCast Advanced Notification Maintenance Term May 19, 2023 - February 18, 2024	Informacast	50.00	\$6.03	\$301.50
7	AMS-NI-PAG-SPEAKER Labor: IP Speaker Installation	AMS.NET	50.00	\$250.00	\$12,500.00
8	AMS-NI-PM-FOC Labor: Project Manager	AMS.NET	6.00	\$200.00	\$1,200.00
9	AMS-FREIGHT Freight and Handling	None	1.00	\$0.00	\$0.00
				Subtotal:	\$67,786.60
				Estimated Tax:	\$4,173.89
				Quote Total:	\$71,960.49

Order Summary

Project Total	\$82,775.40
Estimated Total Taxes	\$4,375.65
Grand Total	\$87,151.05

Terms and Conditions

1. AMS.NET will require a Purchase Order referencing this Quote # or if a Purchase order is not provided, an authorized representative must sign this quote.

2. Payment terms are Net 30. Payment made beyond 30 days are subject to a finance charge of 1.5% per month. Customer agrees to pay all collections costs and attorney fees for late payments if applicable. Customer agrees to accept multiple invoices for projects that cover multiple sales. In the event that a site's readiness is delayed by the customer, customer agrees to accept and pay invoices that reflect equipment and services already received.

3. Items sold by AMS.NET, Inc. and shipped to destinations in California are subject to sales tax. If an item is subject to sales tax in the state to which the order is shipped, tax is generally calculated on the total selling price of each individual item. In accordance with state tax laws, the total selling price of an order will generally include shipping and handling charges and item-level discounts. The amount of tax charged on your order will depend upon many factors including, but not limited to, the type of item(s) purchased, and the source and destination of the shipment. Factors can change between the time you place an order and the time an invoice is sent, which could affect the calculation of sales taxes. The amount appearing on your proposal as 'Estimated Sales Tax' may differ from the sales taxes ultimately charged. Shipping charges and sales tax will be added to this order when invoiced and the customer agrees to pay these charges.

4. All companies with tax exemption must present a valid Tax Exempt form. If Customer is tax exempt or if tax exempt form is not provided then customer agrees to pay all applicable taxes.

5. All shipments are FOB Origin or Pre-paid and shipped to Dock. Any Special shipping requirements must be clearly stated on all PO's (i.e. inside delivery). If inside Delivery or Lift-gate is required it must be specified and additional fees will incur. Shipping charges that appear on this quote are an estimate, AMS.NET will invoice and the customer will pay the actual shipping charge when identified.

6. Upon delivery of equipment, customer agrees to open all shipments and visually inspect equipment for physical damages. All damages must be reported to AMS.NET within 24 hours of delivery.

7. Returns will be accepted at AMS.NET discretion and are subject to manufacturer returns policies as well. For returns to be approved all merchandise must be in an unopened box and the customer agrees to pay a restocking fee of 15% of the purchase price. Returns must be made within 15 Days of receipt. All shipments must have a valid RMA number from AMS.NET before returning. For RMA requests please contact our Customer Service Department at (800) 893-3660 Ext. 6111. Email RMA requests should be directed to service@ams.net. A copy of AMS.NET's full RMA policy is available for review online at www.ams.net/services/procurement-and-financing/.

8. The laws of the State of California will apply to this sale.

9. The term "installation date" means the first business day on which installation of the system is complete. Minor omissions or variances in performance of the System that do not materially or adversely affect the operation of the system, shall not be deemed to have postponed the Installation Date. Seller shall use its best efforts to make timely delivery and installation. However, all stated delivery and installation dates are approximate and except as expressly provided in this agreement, Seller shall, under no circumstance, be deemed to be in default hereunder or be liable for consequential, incidental or special damages or commercial loss resulting from delays in delivery or installation.

10. Warranties. AMS warrants to Customer that it has good title to the equipment being sold to Customer under this Agreement, and the right to sell such equipment to Customer free of liens or encumbrances. AMS further warrants to Customer that the equipment being sold to Customer hereunder shall be free from defects in workmanship for a warranty period of thirty (30) days commencing on the later date the equipment is delivered to Customer or the date upon which AMS completes performance of the services to be performed under this agreement (this warranty being hereinafter referred to as an "Installation Warranty"). Except as expressly set forth in this paragraph, AMS does not make, and hereby disclaims, any and all representations or warranties, express or implied, with respect to the equipment or services being provided under this agreement, including but not limited to any implied warranties of merchantability, fitness for a particular purpose, satisfactory quality, against infringement, or arising from a course of dealing, usage or trade practice. AMS shall reasonably cooperate and assist Customer in enforcing any manufacturer warranties with respect to the equipment being sold to Customer under this Agreement. AMS hereby advises Customer, and Customer acknowledges that in the event Customer desires to procure from AMS any warranty protection beyond the warranty of title and the Installation Warranty provided under this Paragraph, Customer may do so by entering into a separate Service Agreement with AMS.

Manufacturer's warranty that is guaranteed is whatever is published by the manufacturer at the time of purchase.

11. Cisco Cloud services purchased from AMS.NET requires customer to accept Cisco's Universal Cloud agreement located on Cisco Systems' Website. This Universal Cloud Agreement describes the rights and responsibilities related to the Cloud Service(s) you purchase from Cisco or an Approved Source and is between you and Cisco. The Universal Cloud Agreement includes the applicable Offer Description(s) located at www.cisco.com/go/cloudterms (collectively "Agreement"). By clicking 'accept,' or using the Cloud Service, you agree to the terms of this Agreement. If you do not have authority to enter into this Agreement, or if you do not agree with its terms, do not click 'accept' and do not use the Cloud Service. If you determine that you cannot comply with the terms of this Agreement after you have paid for the Cloud Service, you may terminate your



AMS.NET, Inc.
502 Commerce Way, Livermore, CA 94551
925-245-6100 • 925-245-6150 Fax
www.ams.net

access to the Cloud Service for a full refund provided you do so within thirty (30) days of your purchase.

AMS.NET Tax ID: 94-3291626

C7 License: 763508

12. The final price of all labor in this quote is contingent upon the customer providing AMS.NET full site access, with keys or a dedicated escort, for a period of at least nine consecutive hours per working day. Any existing pathway being pulled through is assumed to be easily discoverable, and meeting BICSI standards, such as the fill ratio, lack of non-cabling material in the conduit, and appropriate number of LBs. Additionally, any interior wall penetrations are assumed to be drywall or a like material unless otherwise noted in the labor scope for this project. Any deviation from these assumptions may result in additional costs to the customer based on the time added to the project.

Please fax signed Quotation or Purchase Order to your AMS.NET account manager or to 925.245.6150. Full terms and conditions can be viewed on our website at www.ams.net/services/procurement-and-financing/

Authorized Signature: _____ Date: _____

Print Name: _____ Print Title: _____

Standard Invoicing Procedures

Materials, Equipment, Hardware

All cabling and engineering material, equipment, and hardware are invoiced and billed upon receipt at any one of our AMS.NET warehouses. Per our standard EDL; “We will have the equipment delivered directly to AMS.NET and stored in our warehouse for your convenience until you are ready for installation. Per request, AMS.NET will provide a report of proof of delivery to AMS.NET and serial number documentation. AMS.NET will at time of delivery to our warehouse, submit invoices reflecting the hardware portion of the project and you can at that time release payment for the full amount of the hardware within 30 days of receipt”

Premium Flex Time (pFLEX)

pFLEX is invoiced in full upon the start of the project. pFLEX hours are utilized on progress/time and materials bases as we move through the project deliverables or as Service Requests are opened through our TAC department. Utilization reports can be requested at any time and may be shared with the customer within 48 hours of the request. All remaining pFLEX time left at the end of an installation project is converted to TAC support hours upon project close out.

Standard Progress Labor Billing Definitions

AMS.NET executes progress billing for all non-pFLEX engagements. AMS.NET will at time of completion of each progress phase, submit invoices reflecting the current phase of the project and you can at that time release payment for the full amount of the invoice within 30 days of receipt.

Switching, Wireless, UPS, Firewalls, Paging, Phones, IPVS

- 10% for mobilization
- 25% for technical planning and start of design
- 50% for equipment prep/configuration
- 75% for Installation of equipment
- 90% for equipment cutover
- 100% upon completion of punch list and sign off on the line item

Data Center (Non-pFLEX) Upgrades, Migrations, ISE, AMP, Umbrella, 365, Etc...

- 10% mobilization
- 25% discovery – 25%
- 50% base deployment, activation, start migration of servers
- Up to 90% policy configuration, migration of servers
- 100% punchlist

Structured Cabling – Fiber, Copper, and Racks

- 10% mobilization
- 11-90% according to completion level of the line item
- 100% upon delivery of test results

Company Facts

General Info

Legal Name: AMS.NET Inc.
 Type: Delaware Corporation
 Tax ID: 94-3291626
 Principal Owner: Robert Tocci
 Years in Business: 33 Years
 Number of Employees: 115
 Website: www.ams.net
 Email: sales@ams.net
 Phone: 800-893-3660/925-245-6100
 Fax: 925-245-6150

Locations:

Headquarters: 502 Commerce Way, Livermore, CA 94551-7812
 Sacramento Regional Office: 5008 Donovan Drive
 Carmichael, CA 95608, Phone 800-893-3660
 Central Valley Regional Office: 1155 East North Avenue, Suite 106
 Fresno, CA 93725, Phone 559-733-1641
 Southern California Regional Offices: 12405 East Slauson Ave., Unit K
 Whittier, CA 90606, Phone 800-893-3660

License and Procurement

DIR#: 1000001046 Expires 6/30/25

FCC RN: 0012300554

Contractor License C-7: 763508
 Expires 4/30/2024

DUNS#: 556116234

Microsoft MCSE's: 1673446, 2056976

Procurement: E-Rate SPIN: 143005880

Merced County FOCUS Contract: #2021092

SPURR Master Contract/PEPPM Contract

SLP Agreement- Zoom, Rubrik

NASPO Contracts- Cisco, HPE, Ruckus,
 Pure Storage, Palo Alto Networks

Cisco GSA Contract: GS-35F-0349S, Expires 4/4/26

CMAS Contracts-

APC

Arecont Vision

Aruba/HPE

Avigilon

Bosch

Samsung

Hanwha Techwin

Cisco

Cohesity

Eaton

EMC

Extron

Fortinet

HP

Nimble Storage

Palo Alto Networks

Rubrik

Ruckus Wireless

TrippLite

Veeam

Verkada

VMware

Berk-Tek

Chatsworth

Corning

General Cable

Hitachi

Leviton

Ortronics

Panduit

Superior Essex

Labor

Certifications and Specializations

Partial Manufacturer List:

Cisco Gold Certified Partner/Cisco Meraki Partner

Cisco Specializations:

- Advanced Data Center Architecture
- Advanced Collaboration Architecture
- Advanced Security Architecture
- Advanced Enterprise Network Architecture
- Collaboration SaaS Authorization
- Customer Satisfaction Excellence
- Customer Experience Specialized

Aruba HPE Platinum Partner, HPE Partner, Ruckus Elite Partner,
 Palo Alto Networks, Fortinet, Barracuda, Aerohive, Pure Storage,
 Nimble Storage, Cohesity, DDN, Rubrik, Veeam Silver Pro Partner,
 Datrium, VMware Partner, Singlewire, FrontRow, Class Connection,
 AtlasIED, Extron, Advanced Network Devices, Avigilon, Verkada,
 OnSSI, Milestone, Arecont Vision, Hikvision, exacqVision, Milestone,
 Tripplite, APC, Panduit, General Cable, Damac, Leviton, Berk-Tek,
 Ortronics, Hoffman, Cooper B-Line, Chatsworth, & Superior Essex



AMS.NET

Technology Solution Provider

MERCED COUNTY FOCUS CONTRACT

Merced County FOCUS Contract Procurement Instructions

The Merced County FOCUS Contract assists schools and governments to procure competitively bid technology and eliminate much of the cost and time associated with the bid process. Organizations can quickly purchase technology brands they prefer at great prices.

Merced County FOCUS Contract #2021092

Manufacturers Represented:	Eaton	Microsoft	TrippLite
Advanced Network Devices	Exacq Vision	Mist Systems	Valcom
APC	Extreme/Aerohive	N1C	VBrick
Arecont	Extron	Nimble Storage	Veeam
Arista	Fortinet	Palo Alto Networks	Verkada
AtlasLED	FrontRow	Polycom	VMware
Avigilon	Halo	Pure Storage	Zoom
Baicells	HP	Qognify	Structured Wiring
Barracuda	HPE/Aruba	Rubrik	AMS.NET Maintenance/
Brocade/Ruckus	IBM	Singlewire	Professional Services
Cisco Systems	Lightspeed	SynApps	
Cohesity	Meraki	Tintri	

Electronic Catalog/Pricing:

To determine the price of products and professional services offered by AMS.NET as a part of the FOCUS contract, please refer to both the manufacturer's current list price and the published Exhibit 1 – Category of Services document. Exhibit 1 includes the manufacturers that AMS.NET is authorized to resell, implement, and provide ongoing support services along with the discount off the manufacturers current list price. AMS.NET can assist you in obtaining the manufacturers current list price.

To Order:

1. Complete a joint powers agreement with Merced County.
(Agreements are accomplished by referencing AMS.NET's FOCUS contract number #2021092 on the purchase order, forwarding original to AMS.NET and providing an information copy to the Merced County Department of Commerce, Aviation & Economic Development via U.S. Mail, facsimile, or email.)
2. Issue a Purchase Order to AMS.NET with the FOCUS contract number #2021092 clearly stated.
3. Forward the original Purchase Order to AMS.NET
4. Mail a copy of the Purchase Order to:
Merced County Department of Commerce, Aviation & Economic Development- FOCUS Contract
2507 Heritage Drive, Atwater, CA 95301
5. Send AMS.NET Confirmation of the copy being mailed to Merced County Department of Commerce, Aviation & Economic Development.
6. The order is processed.



AMS.NET
Technology Solution Provider

MERCED COUNTY FOCUS CONTRACT

Contract Description

For Public Entities: The Fast Open Contracts Utilization Services (FOCUS) program established over a decade ago, and under State of California procurement guidelines (Gov. Code 25330-25338), is a competitively bid procurement vehicle for counties, cities, schools, special districts as well as Federal and State governments to use in the direct purchase of their technology needs through established public entity (County) contracts. The multiple award FOCUS program is offered throughout California and nationally. The purpose of this FOCUS RFJVP is to provide the means for counties, cities, schools, special districts and other government entities in California and nationally to purchase their needed technology solutions through a formally bid contractual relationship. FOCUS also provides the means for governments to reduce their costs of procurement while leveraging their dollars with other governments to achieve greater buying power.



Rules/Regulations

Shipping Costs- Shipping charges are paid by AMS.NET.

For More Information

AMS.NET Contract Contact Phone: 925-245-6128
Thomas Vasconi, Director of Sales Email: tvasconi@ams.net

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 13, 2023

Attachments: 2

From: Tammy Busch, Asst. Superintendent of Business Services

Item Number: 23.

Type of item: (Action, Consent Action or Information Only): Action

SUBJECT:

Request to Approve the proposals from Warren E. Gomes Excavating, Inc. for Removal of Storm Debris at Bates Elementary School and Delta High School

BACKGROUND:

Winter storms caused trees to be uprooted and blown down at Bates Elementary School and Delta High School leaving much debris to be removed.

STATUS:

Warren E. Gomes Excavating has provided the attached proposals to load, off-haul and dispose of the debris including the excavation and removal of stumps as required. This work is being funded by the Federal Emergency Management Agency, FEMA, and must be completed by July 14, 2023, to be eligible for reimbursement from FEMA.

PRESENTER:

Tammy Busch, Assistant Superintendent of Business Services and Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Marlin Jones, Maria Denney and/or Ralph Caputo, RGM Kramer

COST AND FUNDING SOURCES:

FEMA not to exceed \$19,345

RECOMMENDATION: Staff recommends

1. The Board accepts the attached proposal from Warren E. Gomes Excavating, Inc. in the amount of \$6,930.00 for removal of storm debris at Bates Elementary School.
2. The Board accepts the attached proposal from Warren E. Gomes Excavating, Inc. in the amount of \$12,415.00 to dispose of storm debris at Delta High School.

Time allocated: 3 minutes

**Proposal for:
Storm Debris Off Haul From Bates Elementary School**

Bid Date: 5/30/2023
Time: 12:00PM

from
WARREN E. GOMES EXCAVATING, INC.
P.O. BOX 369, RIO VISTA, CA 94571
(707) 374-2881
License: 279646 Type: A/HAZ



Quote Number: 23018

River Delta Unified School District
445 Montezuma Street
Rio Vista, CA 94571

Load, offhaul and dispose of tree debris at Bates Elementary School. Remove and dispose of tree stump and fill hole.

Item	Description	Quantity	Unit	Unit Price	Total Price
01	Mobilization/Demobilization	1.00	JOB	1,750.0000	1,750.00
02	Load, Offhaul and Dispose of Debris	1.00	LS	4,330.0000	4,330.00
03	Excavate Tree Stump	1.00	EA	850.0000	850.00
				Total:	<u>6,930.00</u>

Proposal for:
Storm Debris Off Haul From Delta High School

Bid Date: 5/30/2023
Time: 12:00PM

from
WARREN E. GOMES EXCAVATING, INC.
P.O. BOX 369, RIO VISTA, CA 94571
(707) 374-2881
License: 279646 Type: A/HAZ



Quote Number: 23017

River Delta Unified School District
445 Montezuma Street
Rio Vista, CA 94571

Load, offhaul and dispose of tree debris stockpiled adjacent to the football field at Delta High School.

Item	Description	Quantity	Unit	Unit Price	Total Price
01	Mobilization/Demobilization	1.00	JOB	3,315.0000	3,315.00
02	Load, Offhaul and Dispose of Debris	1.00	LS	9,100.0000	9,100.00
				Total:	<u>12,415.00</u>

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 13,2023

Attachments: 1_____

From: Tammy Busch, Asst. Superintendent of Business Services

Item Number: 24.

Type of item: (Action, Consent Action or Information Only): Action

SUBJECT:

Request to Approve and Award Contract to Warren E. Gomes Excavating, Inc. for Storm Damage Slide Repair at Rio Vista High School.

BACKGROUND:

Winter rains caused erosion of the hillside between the baseball fields and football field at Rio Vista High School. Mud from the slide extended onto the track causing damage to it and making a portion of it unusable.

STATUS:

The District engaged a geotechnical engineer, Wallace Kuhl & Associates to investigate the slide and make recommendations on how to repair it. A notice to bidders was issued on May 8, 2023, to all appropriately licensed contractors on the District's CUPCAA list. Bid documents incorporating the geotechnical report recommendations were issued to contractors that requested them. A pre-bid conference was held on May 27, 2023. Two contractors attended. Bids were received on May 25, 2023. Two bids were received. The low bid was submitted by Warren E. Gomes Excavating, Inc. of Rio Vista. This work is being funded by the Federal Emergency Management Agency, FEMA, and must be completed by July 14, 2023, to be eligible for reimbursement from FEMA.

PRESENTER:

Tammy Busch, Assistant Superintendent of Business Services and Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Marlin Jones, Maria Denney and/or Ralph Caputo, RGM Kramer

COST AND FUNDING SOURCES:

FEMA not to exceed \$81,900.

RECOMMENDATION:

Staff recommends the Board award a contract for \$81,900 to Warren E. Gomes Excavating, Inc. for the Slide Repair at Rio Vista High School.

Time allocated: 3 minutes

PROJECT NAME:

Rio Vista High School Slide Repair

BIDS DUE:

Thursday, May 25, 2023 2:00pm

AT:

**River Delta Unified School District
445 Montezuma Street
Rio Vista, CA 94571**

CONTRACTOR	ADDENDA	ATTACHMENTS	BASE BID																				
Warren E Gomes Excavating, Inc. 551 Airport Rd Rio Vista, CA 94571	1 <u> X </u>	<table border="1"> <tr><td>X</td><td>Bid Form</td></tr> <tr><td>X</td><td>Non- Collusion Declaration</td></tr> <tr><td>X</td><td>Site Visit Certification</td></tr> <tr><td>X</td><td>Designation of Subcontractors</td></tr> <tr><td>X</td><td>Bid Bond or Cashier's Check</td></tr> <tr><td>X</td><td>Information Required of Bidder</td></tr> <tr><td>X</td><td>Certification of Contractor & Subcontractor DIR Registration</td></tr> <tr><td>X</td><td>Bidders Acknowledgement of Project Schedule</td></tr> <tr><td>X</td><td>Storm Water Pollution Prevention Certification</td></tr> <tr><td>X</td><td>CUPCAA</td></tr> </table>	X	Bid Form	X	Non- Collusion Declaration	X	Site Visit Certification	X	Designation of Subcontractors	X	Bid Bond or Cashier's Check	X	Information Required of Bidder	X	Certification of Contractor & Subcontractor DIR Registration	X	Bidders Acknowledgement of Project Schedule	X	Storm Water Pollution Prevention Certification	X	CUPCAA	Total Base Bid: \$81,900.00
X	Bid Form																						
X	Non- Collusion Declaration																						
X	Site Visit Certification																						
X	Designation of Subcontractors																						
X	Bid Bond or Cashier's Check																						
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X	Certification of Contractor & Subcontractor DIR Registration																						
X	Bidders Acknowledgement of Project Schedule																						
X	Storm Water Pollution Prevention Certification																						
X	CUPCAA																						
Pacific Coast General Engineering, Inc 12 Industry Rd Pittsburg, CA 94565	1 <u> X </u>	<table border="1"> <tr><td>X</td><td>Bid Form</td></tr> <tr><td>X</td><td>Non- Collusion Declaration</td></tr> <tr><td>X</td><td>Site Visit Certification</td></tr> <tr><td>X</td><td>Designation of Subcontractors</td></tr> <tr><td>X</td><td>Bid Bond or Cashier's Check</td></tr> <tr><td>X</td><td>Information Required of Bidder</td></tr> <tr><td>X</td><td>Certification of Contractor & Subcontractor DIR Registration</td></tr> <tr><td>X</td><td>Bidders Acknowledgement of Project Schedule</td></tr> <tr><td>X</td><td>Storm Water Pollution Prevention Certification</td></tr> <tr><td>X</td><td>CUPCAA</td></tr> </table>	X	Bid Form	X	Non- Collusion Declaration	X	Site Visit Certification	X	Designation of Subcontractors	X	Bid Bond or Cashier's Check	X	Information Required of Bidder	X	Certification of Contractor & Subcontractor DIR Registration	X	Bidders Acknowledgement of Project Schedule	X	Storm Water Pollution Prevention Certification	X	CUPCAA	Total Base Bid: \$148,762.00
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X	Non- Collusion Declaration																						
X	Site Visit Certification																						
X	Designation of Subcontractors																						
X	Bid Bond or Cashier's Check																						
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X	CUPCAA																						
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	Non- Collusion Declaration																						
	Site Visit Certification																						
	Designation of Subcontractors																						
	Bid Bond or Cashier's Check																						
	Information Required of Bidder																						
	Certification of Contractor & Subcontractor DIR Registration																						
	Bidders Acknowledgement of Project Schedule																						
	Storm Water Pollution Prevention Certification																						

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 13, 2023

Attachments: 3

From: Tammy Busch, Asst. Superintendent of Business Services

Item Number: 25

Type of item: (Action, Consent Action or Information Only): Action

SUBJECT:

Request to Award the Contract for Delta High School / Clarksburg Middle School Cafeteria Modernization to Bobo Construction and Approval of the Final Master Budget

BACKGROUND: On February 15, 2022, the Board approved the Master Plan for the Measure J and K Facilities Bond Programs. Included in the Master Plan was modernization of the Cafeteria at Delta High School. On May 10, 2022, the Board approved proceeding with design for the project. Plans were submitted to DSA and approved by DSA on March 10, 2023. An advertisement requesting bids was placed in the Sacramento Bee on March 24, 2023, and plans were posted in multiple plan rooms. A pre-bid conference was held on April 5, 2023. Eight contractors attended. Bids were opened on April 20, 2023, two bids were received. The apparent low bid was submitted by Bobo Construction, Inc. of Elk Grove, CA.

STATUS: CA Building Code (Title 24) and DSA regulations include provisions that should the modernization cost of a building exceed 50% of the building's replacement cost, the scope must be reduced to bring the cost below 50% or a seismic upgrade of the entire building is required which would be time consuming and costly. The low bid as submitted exceeds the 50% cost threshold. However, there are certain items that can be excluded from the cost for the purposes of calculating the modernization costs.

RGM Kramer has worked with Bobo Construction and identified \$918,000 in costs that are allowed to be excluded for the purposes of determining whether the cost exceeds the 50% cost threshold. In addition, \$97,300 in value engineering items have been identified to reduce the cost of the project. These two items will bring the total building modernization cost below the 50% threshold.

Even after the above reductions, the cost is significantly over the preliminary master budget. There are several factors that have contributed to this. Most importantly, recently we have seen a significant increase in construction costs. Over the past three years, annual increases in the Engineering News Record Construction Cost Index have averaged over 10% per year. Prior to this, we were experiencing annual increases in the 3-4% range. The index increased by 6% just between April and May. There is a lot of work both in progress and in the pipeline. Contractors are busy and generating contractor interest has been a challenge. There is uncertainty in what future cost increases might be, so contractors are being conservative when pricing projects.

RGM Kramer has also updated the attached Master Budget for the project incorporating the actual bid amount (less value engineering) and other actual contract amounts.

The options available are as follows.

1. Award the project to Bobo Construction for the reduced amount of \$3,973,300.
2. Reject all bids and re-bid the project. This would take approximately 30-45 days. Advertising and associated costs would be approximately \$5,000. There is no assurance that the bids might not come in even higher.
3. Reject all bids, redesign the project to reduce the scope and re-bid. Additional design costs would be incurred, take an additional 3-4 months, and require DSA review and approval.
4. Abandon the project.

PRESENTER:

Tammy Busch, Assistant Superintendent of Business Services and Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Marlin Jones, Maria Denney and/or Ralph Caputo, RGM Kramer

COST AND FUNDING SOURCES:

\$3,973,300 Measure K

RECOMMENDATION: Staff recommends:

1. The Board approves proceeding with Option 1 above and award the project to Bobo Construction in the amount of \$3,973,300.
2. The Board approves the final master budget.
3. The Board authorizes the Superintendent or its designee to approve additional miscellaneous expenditures for services and change orders that may be necessary to complete the project, subject to the approved Master Budget and existing Board policy.

Time allocated: 5 minutes

PROJECT NAME:

Delta High School & Clarksburg Middle School Cafeteria Modernization

BIDS DUE:

Thursday, April 20, 2023, at 2:00PM

AT:

River Delta Unified School District
445 Montezuma Street
Rio Vista, CA 94571

CONTRACTOR	ADDENDA	ATTACHMENTS	BASE BID
Bobo CONSTRUCTION	1_X✓	<input checked="" type="checkbox"/> Bid Form <input checked="" type="checkbox"/> Non-Collusion Declaration <input checked="" type="checkbox"/> Site Visit Certification <input checked="" type="checkbox"/> Designation of Subcontractors <input checked="" type="checkbox"/> Bid Bond <input checked="" type="checkbox"/> Information Required of Bidder <input checked="" type="checkbox"/> Certification of Contractor & Subcontractor DIR Registration <input checked="" type="checkbox"/> Bidder's Acknowledgement of Project Schedule <input checked="" type="checkbox"/> Storm Water Pollution Prevention Certification	Total Bid: 3,992,000 Allowance \$75,000.00 Total Base Bid: 4,067,000 ALT #1: 486,000
Saboo INC	1_X✓	<input checked="" type="checkbox"/> Bid Form <input checked="" type="checkbox"/> Non-Collusion Declaration <input checked="" type="checkbox"/> Site Visit Certification <input checked="" type="checkbox"/> Designation of Subcontractors <input checked="" type="checkbox"/> Bid Bond <input checked="" type="checkbox"/> Information Required of Bidder <input checked="" type="checkbox"/> Certification of Contractor & Subcontractor DIR Registration <input checked="" type="checkbox"/> Bidder's Acknowledgement of Project Schedule <input checked="" type="checkbox"/> Storm Water Pollution Prevention Certification	Total Bid: 4,480,000 Allowance \$75,000.00 Total Base Bid: 4,555,000 ALT #590,000
	1_X	<input type="checkbox"/> Bid Form <input type="checkbox"/> Non-Collusion Declaration <input type="checkbox"/> Site Visit Certification <input type="checkbox"/> Designation of Subcontractors <input type="checkbox"/> Bid Bond <input type="checkbox"/> Information Required of Bidder <input type="checkbox"/> Certification of Contractor & Subcontractor DIR Registration <input type="checkbox"/> Bidder's Acknowledgement of Project Schedule <input type="checkbox"/> Storm Water Pollution Prevention Certification	Total Bid: Allowance \$75,000.00 Total Base Bid:
	1_X	<input type="checkbox"/> Bid Form <input type="checkbox"/> Non-Collusion Declaration <input type="checkbox"/> Site Visit Certification <input type="checkbox"/> Designation of Subcontractors <input type="checkbox"/> Bid Bond <input type="checkbox"/> Information Required of Bidder <input type="checkbox"/> Certification of Contractor & Subcontractor DIR Registration <input type="checkbox"/> Bidder's Acknowledgement of Project Schedule <input type="checkbox"/> Storm Water Pollution Prevention Certification	Total Bid: Allowance \$75,000.00 Total Base Bid:

**Delta High School Cafeteria Modernization
Award Calculation after Value Engineering**

Bid as submitted	\$	4,067,000
 Less Value Engineering:		
Alternate Epoxy Floor. Use CrownPro 7072SC Aliphatic Polyaspartic in lieu of specified product.	\$	14,000
Alternate Shelving - Use standard Metro (Super Erecta) in lieu of Q Max Shelving	\$	2,500
Alternate Dishwasher - Install Jackson (DISHSTAR HT-E) in lieu of Hobart (LXER-2)	\$	3,800
Delete job site trailers from general conditions requirements. Utilize space in building for field office for contractor, CM and Inspector	\$	9,000
Delete final cleaning from scope of work. By District.	\$	10,000
Delete tempower for job site trailers. Not required.	\$	8,000
Reduce AB Section to 12" at walkways	\$	25,000
Alternate Floor Sinks - Provide standard cast iron floor sinks in lieu of stainless steel.	\$	1,400
PVC Vent and Waste Piping in lieu of Cast Iron		Rejected
Alternate Hot Water Heater - Install AO Smith Water Heater in lieu of specified product.	\$	8,000
Alternate Grease Interceptor - Install Jensen Grease Interceptor in lieu of specified product.	\$	2,000
Builders Insurance Risk by Owner (Coverage is included in District's policy)	\$	10,000
 Value Engineering Total	 \$	 93,700
Award Amount	\$	3,973,300

**Delta High School Cafeteria Modernization
Cost Analysis & Value Engineering Items**

Description	Total Bid	Excluded \$	Net Bldg \$
Total Bid	\$ 4,067,000		
Less Allowance	\$ (75,000)		
Misc VE	\$ (93,700)	See list below	
Bid Less Allowances & VE	\$ 3,898,300		

Excluded Items:

Site Improvements		\$ 350,000	
VE (Reduce AB Section)		\$ (25,000)	
VE (Grease Trap)		\$ (2,000)	
Survey		\$ 20,000	
SWPPS		\$ 20,000	
Railings		\$ 25,000	
Fence		\$ 40,000	
Conc Pads		\$ 35,000	
Site Plumbing		\$ 25,000	
Site Electric		\$ 300,000	
HVAC		\$ 100,000	
Insulation		\$ 30,000	
Totals	\$ 3,898,300	\$ 918,000	\$ 2,980,300

10% CO Contingency	\$ 389,830	\$ 91,800	\$ 298,030	Includes allowance
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Total Estimated Const. Cost	\$ 4,288,130	\$ 1,009,800	\$ 3,278,330
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50% of Replacement Cost Estimate	\$ 3,279,943
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(Over)/Under	\$ 1,613
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VE Detail

Alternate Epoxy Floor	\$ 14,000		
Alternate Shelving	\$ 2,500		
Alternate Dishwasher	\$ 3,800		
No Jobsite Trailer	\$ 9,000		
Final Clean by Owner	\$ 10,000		
Jobsite Elec. By Owner	\$ 8,000		
Reduce AB Section*	\$ 25,000	\$ 25,000	
Alternate Floor Sinks	\$ 1,400		
PVC Vent Piping			
Alternate HWH	\$ 8,000		
Alternate Grease Interceptor*	\$ 2,000	\$ 2,000	
Builders Risk by Owner	\$ 10,000		
	\$ 93,700	\$ 27,000	\$ 66,700

*Sitework Item

Description: Cafeteria Modernization
Buildings: 1
Square Feet: 8,650

<input type="checkbox"/>	Preliminary
<input type="checkbox"/>	Pre Final
<input checked="" type="checkbox"/>	Final

Description	Preliminary Budget 9/13/2022	Proposed Final Budget 6/13/2023	Comments
A. SITE			
1 SITE ACQUISITION/APPRAISAL/TITLE	\$ -		
2 SURVEY	\$ 10,000	\$ 6,500	Actual Cost
3 SITE SUPPORT - BOND FEES	\$ -		
4 LEGAL FEES - Allowances	\$ 10,000	\$ 10,000	Allowance
5 OTHER (EIR/Negative Declaration)	\$ -		
6 OTHER	\$ -		
SITE SUBTOTAL	\$ 20,000	16,500	
B. PLANS			
1 ARCHITECT'S FEE FOR PLANS	\$ 384,436	384,436	Per Contract
2 DSA FEES	\$ 28,345	\$ 41,376	Per DSA fee schedule
DSA HOURLY FEES ALLOWANCE	\$ -		
4 HEALTH DEPARTMENT	\$ 5,000	5,000	Allowance
5 ENERGY ANALYSIS FEES	\$ -		
6 DEPARTMENT OF EDUCATION - PLAN CHECK FEE	\$ -		
7 PRELIMINARY TESTS	\$ -		
A. SOILS	\$ -		
B. OPSC & YRE CONSULTANTS	\$ 2,500	2,500	Allowance
C. BIDDING AND ADVERTISING	\$ 5,000	5,000	Allowance
D. ENGINEERING/CONSULTING	\$ -		
E. HAZARDOUS MATERIAL SURVEY/SPECS	\$ -	\$ 4,325	Per Contract
8 ADMINISTRATIVE COSTS	\$ -		
PLANS SUBTOTAL	\$ 425,281	442,637	
C. CONSTRUCTION			
1 A. UTILITY SERVICE FEES	\$ -		
B. UTILITY SERVICE IMPROVEMENTS	\$ 422,000		In site Improvements
2 OFF-SITE DEVELOPMENT	\$ -		
3 SERVICE SITE DEVELOPMENT	\$ -		
4 SITE IMPROVEMENTS	\$ -	\$ 918,000	Per Bid Less Scope Reductions
5 MODERNIZATION	\$ 2,000,000	\$ 2,980,300	Per Bid Less Scope Reductions
6 DEMOLITION / INTERIM HOUSING	\$ -	\$ 125,000	Temporary Kitchen
7 NEW CONSTRUCTON	\$ -		
8 A. UNCONVENTIONAL ENERGY SOURCES	\$ -		
B. SPECIAL ACCESS COMPLIANCE	\$ -		
C. TECHNOLOGY ALLOWANCE	\$ -		
9 ENVIRONMENTAL ABATEMENT	\$ 20,000		In Construction Cost
10 AIR MONITOR CLEARANCE	\$ 7,500	\$ 13,950	Per Contract
11 PROJECT MANAGEMENT (incl. Reimb. Allow)	\$ 174,320	\$ 174,320	Per Contract
12 OTHER (ITEMIZE)	\$ -	\$ 75,000	Construction Contract Allowance
A. Labor Compliance	\$ -	\$ -	
B. MOVING/STORAGE (District Expense)	\$ -	\$ 15,000	Allowance
C. UNDERGROUND UTILITY SEARCH	\$ 2,500		In Survey Cost
CONSTRUCTION SUBTOTAL	\$ 2,626,320	4,301,570	
D. TESTS (CONSTRUCTION LAB)	\$ 20,000	\$ 33,792	Per Proposal
E. INSPECTION (IOR)	\$ 56,250	\$ 121,680	Per Proposal
F. FURNITURE AND EQUIPMENT	\$ 100,000	\$ 100,000	Allowance
G. CONTINGENCIES	\$ 344,982	\$ 315,280	
TOTAL ESTIMATED COSTS (ITEMS A THROUGH G)	\$ 3,592,833	5,331,459	

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 13, 2023

Attachments: 2

From: Tammy Busch, Asst. Superintendent of Business of Services

Item Number: 26

Type of item: (Action, Consent Action or Information Only): Action

SUBJECT:

Request to Award the Contract for Rio Vista High School New Science and Culinary Classrooms to Diede Construction, Inc. and Approval of the Final Master Budget.

BACKGROUND:

On February 15, 2022, the Board approved the Master Plan for the Measure J and K Facilities Bond Programs. Included in the Master Plan was construction of a new Science and Culinary Classroom Building at Rio Vista High School. On May 10, 2022, the Board approved proceeding with design for the project. Plans were submitted to DSA and approved by DSA on March 27, 2023. An advertisement requesting bids was placed in the Sacramento Bee on April 21, 2023, and plans were posted in multiple plan rooms. A pre-bid conference was held on May 3, 2023. Six contractors attended. Bids were opened on May 23, 2023, two bids were received. The apparent low bid was submitted by Diede Construction, Inc. of Woodbridge, CA.

STATUS:

The cost is significantly over the preliminary master budget. There are several factors that have contributed to this. The first is that the scope was increased from the original plan to include student and staff restrooms because the travel distance to existing restrooms exceeded the allowable distance.

Secondly, we have recently seen a significant increase in construction costs. Over the past three years, annual increases in the Engineering News Record Construction Cost Index have averaged over 10% per year. Prior to this, we were experiencing annual increases in the 3-4% range. The index increased by 6% just between April and May. There is a lot of work both in progress and in the pipeline. Contractors are busy and generating contractor interest has been a challenge. There is uncertainty in what future cost increases might be, so contractors are being conservative when pricing projects.

To help mitigate the cost increases, three deductive alternates were identified during the bidding process which, if accepted, will reduce the cost by \$33,000.

RGM Kramer has also updated the attached Master Budget for the project incorporating the actual bid amount (assuming acceptance of the alternates) and other actual contract amounts.

The options available are as follows.

1. Award the project to Diede Construction for the amount of their bid less any alternates the District chooses to accept.
2. Reject all bids and re-bid the project. This would take approximately 30-45 days. Advertising and associated costs would be approximately \$5,000. There is no assurance that the bids might not come in even higher.
3. Reject all bids, redesign the project to reduce the scope and re-bid. Additional design costs would be incurred, take an additional 3-4 months, and require DSA review and approval.
4. Abandon the project.

PRESENTER:

Tammy Busch, Assistant Superintendent of Business Services and Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Marlin Jones, Maria Denney and/or Ralph Caputo, RGM Kramer

COST AND FUNDING SOURCES:

\$4,866,000 Measure J Bond Funds

RECOMMENDATION: Staff recommends:

1. The Board approves proceeding with Option 1 above, accepts all deductive alternates and awards the project to Diede Construction, Inc. in the amount of \$4,866,000.
2. The Board approves the final master budget.
3. The Board authorizes the Superintendent or its designee to approve additional miscellaneous expenditures for services and change orders that may be necessary to complete the project, subject to the approved Master Budget and existing Board policy.

Time allocated: 10 minutes

PROJECT NAME:

Rio Vista High School Science & Culinary Classroom

BIDS DUE:

Tuesday, May 23, 2023, at 2:00PM

AT:

**River Delta Unified School District
445 Montezuma Street
Rio Vista, CA 94571**

CONTRACTOR	ADDENDA	ATTACHMENTS		BASE BID	
Diède Construction, Inc. P.O. Box 1007 Woodbridge, CA 95258	1 <u> X </u> 2 <u> X </u>	X	Bid Form	Total Bid:	\$4,824,000.00
		X	Non-Collusion Declaration		
		X	Site Visit Certification	Allowance	\$75,000.00
		X	Designation of Subcontractors		
		X	Bid Bond	Total Base Bid:	\$4,899,000.00
		X	Information Required of Bidder		
		X	Certification of Contractor & Subcontractor DIR Registration	Alternate 1 (fume hood)	<\$10,000.00>
		X	Bidder's Acknowledgement of Project Schedule		
		X	Storm Water Pollution Prevention Certification	Alternate 2 (Convection Oven)	<\$4,000.00>
		X	DVBE Participation Goal Compliance		
Bobo Construction, Inc. 9722 Kent Street Elk Grove, CA 95624	1 <u> X </u> 2 <u> X </u>	X	Bid Form	Total Bid:	\$4,838,400.00
		X	Non-Collusion Declaration		
		X	Site Visit Certification	Allowance	\$75,000.00
		X	Designation of Subcontractors		
		X	Bid Bond	Total Base Bid:	\$4,913,400.00
		X	Information Required of Bidder		
		X	Certification of Contractor & Subcontractor DIR Registration	Alternate 1 (fume hood)	<\$25,000.00>
		X	Bidder's Acknowledgement of Project Schedule		
		X	Storm Water Pollution Prevention Certification	Alternate 2 (Convection Oven)	<\$3,000.00>
		X	DVBE Participation Goal Compliance		
	1 _____ 2 _____		Bid Form	Total Bid:	\$
			Non-Collusion Declaration		
			Site Visit Certification	Allowance	\$75,000.00
			Designation of Subcontractors		
			Bid Bond	Total Base Bid:	\$
			Information Required of Bidder		
			Certification of Contractor & Subcontractor DIR Registration	Alternate 1 (fume hood)	\$
			Bidder's Acknowledgement of Project Schedule		
			Storm Water Pollution Prevention Certification	Alternate 2 (Convection Oven)	\$
			DVBE Participation Goal Compliance		

Description: New Science & Culinary Classrooms
Buildings: 1
Square Feet: 3,530

Preliminary
 Pre Final
 Final

Description	Preliminary Budget 9/13/2022	Proposed Final Budget 6/13/2023	Comments
A. SITE			
1 SITE ACQUISITION/APPRaisal/TITLE	\$ -		
2 SURVEY	\$ 15,000	\$ 10,000	Actual Cost
3 SITE SUPPORT - BOND FEES	\$ -		
4 LEGAL FEES - Allowances	\$ 10,000	\$ 10,000	Allowance
5 OTHER (EIR/Negative Declaration)	\$ 2,500	\$ 2,500	Allowance
6 OTHER	\$ -		
SITE SUBTOTAL	\$ 27,500	\$ 22,500	
B. PLANS			
1 ARCHITECT'S FEE FOR PLANS	\$ 326,455	\$ 326,455	Per Contract
2 DSA FEES	\$ 29,000	\$ 48,874	Per DSA fee schedule
DSA HOURLY FEES ALLOWANCE	\$ -		
4 HEALTH DEPARTMENT	\$ -		
5 ENERGY ANALYSIS FEES	\$ -		
6 DEPARTMENT OF EDUCATION - PLAN CHECK FEE	\$ 1,750	\$ 1,750	Allowance
7 PRELIMINARY TESTS	\$ -		
A. SOILS	\$ 15,000	\$ 3,500	Actual Cost
B. OPSC & YRE CONSULTANTS	\$ 2,500	\$ 2,500	Allowance
C. BIDDING AND ADVERTISING	\$ 5,000	\$ 5,000	Allowance
D. ENGINEERING/CONSULTING	\$ -		
E. HAZARDOUS MATERIAL SURVEY/SPECS	\$ -		
8 ADMINISTRATIVE COSTS	\$ -		
PLANS SUBTOTAL	\$ 379,705	\$ 388,079	
C. CONSTRUCTION			
1 A. UTILITY SERVICE FEES	\$ -		
B. UTILITY SERVICE IMPROVEMENTS	\$ -		
2 OFF-SITE DEVELOPMENT	\$ -		
3 SERVICE SITE DEVELOPMENT	\$ -		
4 GENERAL SERVICE SITE DEVELOPMENT	\$ -		
5 MODERNIZATION	\$ -		
6 DEMOLITION / INTERIM HOUSING*	\$ -		
7 NEW CONSTRUCTION	\$ 2,500,000	\$ 4,866,000	Base Bid Less Deductive Alternates
8 A. UNCONVENTIONAL ENERGY SOURCES	\$ -		
B. SPECIAL ACCESS COMPLIANCE	\$ -		
C. TECHNOLOGY ALLOWANCE	\$ -		
9 ENVIRONMENTAL ABATEMENT	\$ -		
10 AIR MONITOR CLEARANCE	\$ -		
11 PROJECT MANAGEMENT	\$ 177,500	\$ 177,500	Per Contract
12 OTHER (ITEMIZE)	\$ -		
A. Labor Compliance	\$ -		
B. MOVING/STORAGE (District Expense)	\$ -		
C. UNDERGROUND UTILITY SEARCH	\$ -		
CONSTRUCTION SUBTOTAL	\$ 2,677,500	\$ 5,043,500	
D. TESTS (CONSTRUCTION LAB)	\$ 37,500	\$ 40,970	Per Proposal
E. INSPECTION (IOR)	\$ 97,500	\$ 180,000	Per Proposal
F. FURNITURE AND EQUIPMENT	\$ 75,000	\$ 75,000	Allowance
G. CONTINGENCIES	\$ 375,000	\$ 364,951	7-1/2% of Constructon Cost
TOTAL ESTIMATED COSTS (ITEMS A THROUGH G)	\$ 3,669,705	\$ 6,115,000	



**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 13, 2023

Attachments: 2

From: Tammy Busch, Asst. Superintendent of Business Services

Item Number: 27

Type of item: (Action, Consent Action or Information Only): Action

SUBJECT:

Request to Approve the Contracts for Project Inspector and Special Inspections Services for the New Science and Culinary Classroom Building at Rio Vista High School

BACKGROUND:

On February 15, 2022, the Board approved the Master Plan for the Measure J and K Facilities Bond Programs. Included in the Master Plan was construction of a new Science and Culinary Classroom Building at Rio Vista High School. Bids were received on May 23, 2023, and a recommendation to award the construction contract is being presented as a separate agenda item.

DSA requires the District contract with a DSA approved inspector to provide on-going inspections while construction is underway. DSA also requires the District contract with a DSA approved laboratory to provide special inspections for certain portions of the work. The required special inspections for this project include geotechnical, concrete, structural steel and other miscellaneous testing and inspection.

STATUS:

RGM Kramer has obtained a proposal from CAS Inspections, Inc. to perform project inspection services and Universal Engineering Services (previously Wallace Kuhl Associate), for special inspections and laboratory of record services. Both have previously performed similar services for the District.

PRESENTER:

Tammy Busch, Assistant Superintendent of Business Services and Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Marlin Jones, Maria Denney and/or Ralph Caputo, RGM Kramer

COST AND FUNDING SOURCES: Measure J not to exceed \$220,970.

RECOMMENDATION: Staff recommends:

1. Approve the attached proposal and contract from CAS Inspections, Inc. not to exceed \$180,000.
2. Approve the attached proposal from Universal Engineering Services not to exceed \$40,970.

Time allocated: 5 minutes

RIVER DELTA UNIFIED SCHOOL DISTRICT

AGREEMENT FOR CONSTRUCTION CONTRACT INSPECTION SERVICES

This Agreement for Construction Contract Inspection Services (“Agreement”) is made and entered effective this **13th day of June, 2023**, by and between the **River Delta Unified School District (District)** and **CAS Inspections, Inc. (Inspector)**, with respect to the following recitals:

1. District is a public school district organized and existing under the laws of the State of California. District will be engaged in the construction of the **New Science and Culinary Classrooms Project at Rio Vista High School, as set forth in Exhibit A** (Project), which requires ongoing inspection.

2. Inspector is an independent contractor competent to perform the construction contract inspection services contemplated by this Agreement. Inspector represents and covenants that Inspector is familiar with all requirements of law to serve as a project inspector and has or can obtain the approval of the Department of the State Architect to perform the construction contract inspection services contemplated by this Agreement prior to commencing services under this Agreement.

3. District desires to retain Inspector and Inspector desires to perform work for District on the terms and conditions set forth in this Agreement.

NOW, THEREFORE, the parties agree as follows:

1. Recitals. The recitals set forth above are true.

2. Inspection Services. Inspector agrees to provide the services described in this Agreement in a professional and competent manner and in accordance with the terms of this Agreement and in accordance with the generally-accepted standards of the Inspector’s profession and shall be liable for its own negligence and the negligent acts of its employees, agents, contractors and subcontractors. The District shall have no right of control over the manner in which the work is to be done but only as to its outcome, and shall not be charged with the responsibility of preventing risk to Inspector or its employees, agents, contractors or subcontractors. The inspector for this project shall be Neil Brodhead. Should the inspector need or wish to employ assistants, said assistants shall be subject to the prior approval in writing by the District and DSA.

3. Term of Agreement and Payment. The term of this Agreement shall be approximately nine months or until completion of the Project. Payment of Inspector shall be as set forth in Exhibit A. Inspector shall record all hours worked in a weekly activity report which shall be submitted to the Project Manager on a weekly basis. Inspector shall

submit invoices on the last working day of each month to the District. The invoices must show the number of hours worked, the contract number, the project name and location and must contain the Inspector's original signature on all copies. Inspector's failure to maintain required records or to properly submit invoices may result in non-payment to Inspector.

4. DSA Approval. Inspector acknowledges that District is required to obtain the approval of the Division of the State Architect (DSA) prior to using Inspector's services on the Project. Inspector agrees to do all acts necessary to timely obtain DSA approval.

5. Duties and Conduct of the Inspector. The Inspector shall provide competent, adequate, and continuous inspection of the Project during all stages of construction to ensure that the contractors, all agents, employees, subcontractors, material-men and suppliers of the contractors and all persons performing work on the Project are performing the work in accordance with the plans, specifications and other contract documents pertinent to the Project (the "Contract Documents"). The Inspector shall keep the general contractor (the "Contractor") and Project Manager informed during the work of the results of Inspector's inspections and shall safeguard the interest of the District in the construction of the Project. The Inspector shall perform the following duties:

- a. Be familiar with the Contract Documents and the Contractor's operations during all phases of the Project.
- b. Observe project for compliance with the Contract Documents and technical instructions from the Architect.
- c. Maintain a daily diary describing the general work performed by the Contractor, noting problems, rejections of materials or work and unusual events. The diary should be succinct and factual; with copies provided to the Project Manager on a weekly basis. The diary should reflect the Contractor's activities each day.
- d. Supervise on-site testing and ensure that all required tests are performed by a competent testing laboratory, Contractor or engineer as specified in the Contract Documents. Inspector shall check and report to District Project Manager and the Architect laboratory tests indicating defective materials or other problems. Inspector shall check billings from testing laboratories to see that billings reflect only tests actually requested and performed.
- e. Make sure that the required record drawings are accurately marked up as required prior to approval of progress payments.
- f. Report to the District Project Manager and the Architect verbally and in writing: (1) poor performance by the Contractor; (2) acts prejudicial to the

District's interest; and, (3) work performed or materials used which are not in conformance with the Contract Documents.

g. Develop initial punch lists with Architect and Contractor and assist the District Project Manager and the Architect in the final inspection and project acceptance phase.

h. Perform all duties within Inspector's expertise requested to be performed by District.

i. Upon request, provide the District with a written report regarding Contractor's performance on the Project.

j. Maintain effective working relationships with the Contractor, Project Manager, District personnel and Architect.

k. Be tactful, firm and fair in Inspector's insistence that Contractor adhere to the Contract Documents and in all professional matters.

l. Attempt to foresee methods or materials which will not be acceptable and immediately bring these facts to the Contractor's attention in order to avoid removal of work already in place.

m. Attempt to anticipate the Contractor's problems and review with the Project Manager anticipated schedules and work involved prior to the commencement of a new trade on the job.

n. Attempt to foresee the need for all required tests and inspections.

o. Timely arrange for all tests and inspections which are required by the Contract Documents, arrange for prompt notification of the Architect of the results of the tests and inspections, and record Architect's approval or rejection.

p. Refuse to allow any related work to be installed until shop drawings have received final approval from the Architect.

q. Ensure that Architect's verbal instructions to the Inspector during field inspections are written in the Inspector's Daily Report for that day or in the Field Instruction Sheet.

r. Be responsible for scheduling the testing lab for the following special testing and inspection activities: slump tests and for taking concrete test cylinders for each concrete pour and marking them for identification. The Inspector shall oversee the testing lab's arrangements for transportation and storage of test materials.

s. Exert extreme care to ensure that none of Inspector's communications to the Contractor or Contractor's agents are misinterpreted as changes in the scope of the work.

t. Provide the District with photographs, a minimum of one per month, which reflect the major stages of construction.

6. Restrictions on the Inspector's Authority. In the performance of the duties required by this Agreement, the Inspector exercises limited authority as defined in this Agreement. The Inspector will not:

a. Authorize deviations from the Contract Documents;

b. Avoid conducting any required tests;

c. Enter the area of responsibility of the Contractor's field superintendent;

d. Expedite the job for the Contractor;

e. Advise on, or issue directions relative to, any aspect of the building technique or sequence unless a specific technique or sequence is called for in the specifications;

f. Approve shop drawings or samples;

g. Authorize or advise the District to occupy the Project, in the whole or in part, prior to final acceptance of the Project;

h. Interfere in Contractor/Subcontractor relationships.

7. Independent Contractor Status. Inspector and any and all agents and employees of Inspector shall perform the services required pursuant to this Agreement as an independent contractor, not as officers, employees, or agents of the District. In providing the Inspection services contemplated by this Agreement, the Inspector shall maintain a professional and working relationship with the District, Project Manager, all contractors, and the Architect. Nothing contained in this Agreement shall be deemed to create any contractual relationship between the Inspector and the Architect or the Contractor for the Project, nor shall anything contained in this Agreement be deemed to give any third party any claim or right of action against the District, the Architect or the Inspector which does not otherwise exist.

8. Indemnity. Inspector shall indemnify, defend, and hold harmless the District, its officers, officials, agents, and employees from and against any and all claims, damages, demands, liability, costs, losses and expenses, including without limitation court costs and reasonable attorneys' fees arising out of or in connection with Inspector's negligent performance of work hereunder or its negligent failure to comply with any of its

obligations contained in the Contract Documents, except such loss or damage which was caused by the sole negligence, or willful misconduct of the District.

9. Taxes. Inspector shall be liable and solely responsible for paying all required taxes including, but not limited to, federal and state income taxes and social security taxes. Inspector agrees to indemnify, defend and hold the District harmless from any liability, which Inspector may incur to the Federal or State governments as a consequence of this Agreement. All payments to the Inspector shall be reported to the Internal Revenue Service.

10. Insurance. Inspector shall not commence any work before obtaining, and shall maintain in force at all times during the duration and performance of this Agreement the policies of insurance specified in this Section. Such insurance must have the approval of the District as to limit, form, and amount, and shall be placed with insurers with a current A.M. Best's rating of no less than A:VII.

a. Prior to execution of this agreement and prior to commencement of any work, Inspector shall furnish the District with original endorsements effecting coverage for all policies required by the Agreement. The endorsements shall be signed by a person authorized by the insurer to bind coverage on its behalf. Inspector's insurer shall, subject to the approval of the District, provide complete, certified copies of all required insurance policies, including endorsements effecting the coverage required by this Section. Inspector agrees to furnish one copy of each required policy to the District, and additional copies as requested in writing, certified by an authorized representative of the insurer. Approval of the insurance by the District shall not relieve or decrease any liability of Inspector.

b. In addition to any remedy the District may have, if Inspector fails to maintain the insurance coverage as required in this Section, the District may obtain such insurance coverage as is not being maintained, in form and amount substantially the same as is required herein, and the District may deduct the cost of such insurance from any amounts due or which may become due Inspector under this Agreement.

c. Each insurance policy required by this Agreement shall be endorsed to state that coverage shall not be suspended, voided, canceled, terminated by either party, reduced in coverage or in limits except after thirty (30) days' prior written notice by certified mail, return receipt requested, has been given to the District.

d. Any deductibles must be declared to, and approved by, the District.

e. The requirement as to types, limits, and the District's approval of insurance coverage to be maintained by Inspector are not intended to, and shall not in any manner, limit or qualify the liabilities and obligations assumed by Inspector under the Agreement.

f. The Inspector and its contractors and subcontractors shall, at their expense, maintain in effect at all times during the performance or work under the

Agreement not less than the following coverage and limits of insurance, which shall be maintained with insurers and under forms of policy satisfactory to the District. The maintenance by Inspector and its contractors and subcontractors of the following coverage and limits of insurance is a material element of this Agreement. The failure of Inspector or of any of its contractors or subcontractors to maintain or renew coverage or to provide evidence of renewal may be treated by the District as a material breach of this Agreement.

11. Worker's Compensation and Employer's Liability Insurance.

a. Worker's Compensation - Insurance to protect the Inspector, its contractors and subcontractors from all claims under Worker's Compensation and Employer's Liability Acts, including Longshoremen's and Harbor Worker's Act ("Acts"), if applicable. Such coverage shall be maintained, in type and amount, in strict compliance with all applicable state and Federal statutes and regulations. The Inspector shall execute a certificate in compliance with Labor Code Section 1861, on the form provided in the Contract Documents.

b. Claims Against District - If an injury occurs to any employee of the Inspector for which the employee or his/her dependents, in the event of his death, may be entitled to compensation from the District under the provisions of said Acts, for which compensation is claimed from the District, there will be retained out of the sums due the Inspector under this Agreement, an amount sufficient to cover such compensation as fixed by said Acts, until such compensation is paid or it is determined that no compensation is due. If the District is required to pay such compensation, the amount so paid will be deducted and retained from such sums due, or to become due to the Inspector.

c. Exception to requirement for workers' compensation - Notwithstanding the foregoing provisions of this paragraph, Contractor shall not be required to provide evidence of workers' compensation insurance in the event that Contractor has no employees.

12. Comprehensive General and Automobile Liability Insurance.

The insurance shall include, but shall not be limited to, protection against claims arising from death, bodily or personal injury, or damage to property resulting from actions, failures to act, or operations of the insured, or by its employees or agents, or by anyone directly or indirectly employed by the insured. The amount of insurance coverage shall not be less than \$1,000,000.00 per occurrence.

The comprehensive general and automobile liability insurance coverage shall also include, or be endorsed to include, the following:

a. Provision or endorsement naming the District and each of its officers, employees, and agents, as additional insureds in regards to: liability arising out of the performance of any work under the Agreement; liability arising out of activities performed by or on behalf of the Inspector; premises owned, occupied or used by the Inspector; or automobiles owned, leased, hired or borrowed by the Inspector. The coverage shall contain no special limitations on the scope of protection afforded to the District, its officers, officials, employees or volunteers.

b. Provision or endorsement stating that for any claims related to this project, the Inspector's insurance coverage shall be primary insurance as respects the District, its officers, officials, employees and volunteers to the extent the District is an additional insured. Any insurance or self-insurance maintained by the District, its officers, officials, employees or volunteers shall be in excess of the Inspector's insurance and shall not contribute with it.

c. Provision or endorsement stating that any failure to comply with reporting or other provisions of the policies including breaches of representations shall not affect coverage provided to the District, its officers, officials, employees, or volunteers.

d. Provision or endorsement stating that the Inspector's insurance shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of the insurer's liability.

e. Provision or endorsement stating that such insurance, subject to all of its other terms and conditions, applies to the liability assumed by the Inspector under the Agreement, including, without limitation, that set forth in Section 8, Indemnity.

13. Termination of Agreement.

a. District may unilaterally terminate this Agreement for any reason, in its absolute discretion, by giving Inspector seven (7) days written notice of termination.

b. This Agreement may also be terminated by either party upon seven (7) days written notice should the other party fail substantially to perform their duties under this Agreement.

c. In the event of early termination, the Inspector shall be compensated for all services satisfactorily performed to the termination date.

d. Inspector may terminate this Agreement with thirty (30) days written notice.

14. Successors and Assigns. The District and the Inspector, respectively, bind themselves, their successors, assigns, and representatives to the other party to this Agreement, and to the partners, successors, assigns, and legal representatives of such other party with respect to all terms of this Agreement. Neither District nor the Inspector

shall assign or transfer any interest in this Agreement without the written consent of the other.

15. Notices. All payments and any notices or communications under this Agreement shall be in writing and shall be deemed to be duly given if served personally on the party to whom it is directed or shall be deemed served forty-eight (48) hours after the same has been deposited in the United States Mail, certified or registered mail, return receipt requested, postage prepaid, and address in the case of:

District:

Katherine Wright
Superintendent
River Delta Unified School District
Rio Vista, CA 94571

Inspector:

Neil Brodhead
CAS Inspections, Inc.
373 Pebble Beach Drive
Rio Vista, CA 94571

16. Governing Law. This Agreement shall be governed by the laws of the State of California and venue shall be in the appropriate Superior Court in Contra Costa County, California.

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

18. Amendment. This Agreement cannot be changed or supplemented orally and may be modified or superseded only by written instrument executed by all parties. While there has been verbal communication before composition of this Agreement, all understandings, verbal or otherwise are herein incorporated. No agreements other than this written Agreement exist.

19. Compliance with Law. While performing the services contemplated by this Agreement, Inspector agrees to comply with all applicable laws and regulations.

20. Requests. Inspector agrees to timely and properly complete all reports requested by the District or the Architect or the Project Manager or as required by law. In addition, Inspector agrees that all reports and other records created or maintained by Inspector shall be the District's sole property.

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

22. Interpretation. The language of all parts of this Agreement shall, in all cases, be construed as a whole, according to its fair meaning, and not strictly for or against either party.

23. Work Records. All documents, photographs, daily logs, and any other written work product generated by Inspector shall be deemed to the sole and exclusive property of District.

24. Entire Agreement. This Agreement constitutes the entire Agreement between the parties and supersedes all prior negotiations, representations, or agreements, either written or oral. This Agreement may be amended only by written instruction signed by both the District and Inspector.

The parties have executed this Agreement in Solano County, California.

INSPECTOR:

Dated: 5/24/2023

By: 

Neil Brodhead
CAS Inspections, Inc.

RIVER DELTA UNIFIED SCHOOL DISTRICT:

Dated: _____

By: _____

Katherine Wright., Superintendent
River Delta Unified School District

EXHIBIT A
TO AGREEMENT FOR
CONSTRUCTION CONTRACT INSPECTION SERVICES
Between
River Delta Unified School District
And

Project Description and Fee Budget:

Project:

Estimated Fees:

New Science and Culinary Classroom Building
at Rio Vista High School

\$180,000.00

Payments:

Inspector shall be compensated as follows:

\$20,000 per calendar month (up to 8 hours per day or 40 hours per week),

Any additional services approved by the District shall be at the rate of \$125 per hour.

All additional services must be pre-authorized in writing by the District.

The total payments under this Agreement will not exceed the amount stated above unless authorized in writing by the District.

Attachments:

Proposal dated 5/23/2023 from CAS Inspections, Inc.

Proposal

CAS Inspections Inc.

373 Pebble Beach Drive

Rio Vista, CA. 94571

(925)584-1930

CASp.Inc@gmail.com141

Proposal created for: River Delta USD		Job Name: Rio Vista High School	
Address:		Job Address:	
City, State, Zip:		City, State, Zip:	
Phone:	Date Submitted:	Architect: HKIT Architects	Date of Plans:
Inspection Service DSA File #34-49 DSA App. #02-120635			
Inspection Service based on a nine (9) month schedule according to RGM & Associates.			
We hereby propose to furnish Inspection Service in accordance to the above specifications, for the sum of: \$ 180,000.00			
Payment to be made as follows:			
Within Thirty (30) days of Invoice Date			
CAS Inspections Inc. Neil Brodhead, Owner DSA cert.#4734		Authorized Signature:  5/23/23	
Acceptance of Proposal: The above Specifications, prices and conditions are acceptable. I hereby authorize all work as specified. Payment to be remitted as outlined above.		Proposal valid for 30 Days	
Date Authorized: _____		Authorized Owner or Agent: _____	



May 4, 2023

DSA File No. 34-H6
DSA App. No. 02-120635
LEA No. 227

In Care Of: Marlin Jones
Tammy Busch
River Delta Unified School District
445 Montezuma Street
Rio Vista, California 94571
marlinj@rgkramer.com

Cost Proposal - Testing and Inspection Services

RIO VISTA HIGH SCHOOL SCIENCE AND CULINARY ARTS BUILDING

410 South Fourth Street
Rio Vista, CA 94571

Universal Engineering Sciences (UES) is pleased to submit this budget estimate to provide earthwork and construction materials testing and inspection services for the subject project.

Our budget estimate is based on review of the construction documents and discussions with project personnel. We understand our scope of work would include inspection and testing of earthwork; foundation concrete and rebar; structural steel and concrete anchors as required by the project documents, as well as preparation of the DSA required documentation.

Based on our experience, we estimate that our fee for the special inspection and testing services required for this project would be approximately \$40,970.00. Billing would be only for work performed and determined based on the attached 2023P Schedule of Fees. Please be aware that we bill for our hourly services on a portal-to-portal basis from our nearest office. Also, the construction schedule and the contractor's efficiency affect the number of site visits - and the cost - required for our services. Our representatives would work with the Project Inspector to perform our work in a timely and efficient manner.

In order to provide the most efficient and responsive service, scheduling for inspections must be made at least 24 hours in advance of the work. In addition, it is considered essential that the contractor be notified well in advance of your intention to have special inspection and testing performed, so that they are prepared for the required inspections. Please notify us immediately if the inspection is canceled so that you do not incur a trip charge.



To assure that all parties fully understand the limitations of our role in your project, we emphasize that our representatives will not act as supervisor of construction, nor will they direct construction operations. The various sub-contractors should be informed that neither the presence of our representatives nor the testing by our firm shall excuse them from defects discovered in their work. Job and site safety of the contractor's personnel will be the sole responsibility of the contractor.

Our agreement for this work is attached to this proposal. If this proposal is acceptable, please sign the agreement and return it to us as our written authorization to proceed. We will return a fully executed copy of the agreement to you for your files.

Please contact me if you have any questions or require further information.

Universal Engineering Sciences (UES)

A handwritten signature in blue ink, appearing to read "Karlton Windhorst", is written over a horizontal line.

Karlton Windhorst
Project Manager

Attachments: Budget Estimate
Construction Testing Services Agreement
2023P Schedule of Fees



	Unit	Cost (\$) Per Unit	Estimated Days	Estimated Quantity	Total
SOILS TESTING AND INSPECTION					
Grading Inspection/Testing	hour	\$ 135.00	5	4	\$ 2,700.00
Soil Treatment Testing/Observation	hour	\$ 135.00	2	8	\$ 2,160.00
Building Pad Special Inspection/Testing	hour	\$ 135.00	1	4	\$ 540.00
Shallow Foundation Inspection	hour	\$ 135.00	2	4	\$ 1,080.00
Utility Trench Backfill Testing	hour	\$ 135.00	10	4	\$ 5,400.00
Flatwork Aggregate Base Inspection/Testing	hour	\$ 135.00	5	4	\$ 2,700.00
Pavement Aggregate Base Inspection/Testing	hour	\$ 135.00	3	4	\$ 1,620.00
Asphalt Concrete Inspection/Testing	hour	\$ 135.00	1	8	\$ 1,080.00
Structure Backfill Inspection/Testing	hour	\$ 135.00	2	4	\$ 1,080.00
Laboratory Testing					
ASTM D1557 Curve	each	\$ 295.00	N/A	4	\$ 1,180.00
PROJECT ADMINISTRATION, REVIEW & REPORTS					
Supervising Technician	hour	\$ 135.00	4	1	\$ 540.00
Senior Engineer	hour	\$ 225.00	N/A	4	\$ 900.00
Mileage	Mile	\$ 0.80	31	50	\$ 1,240.00
SOILS TOTAL					\$ 22,220.00
CONCRETE TESTING AND INSPECTION					
Concrete Mix Design Review by Senior Engineer	hour	\$ 225.00	1	1	\$ 225.00
Reinforcing Steel Sampling and Tagging	hour	\$ 130.00	4	4	\$ 2,080.00
Batch Plant Inspection	hour	\$ 125.00	5	1	\$ 625.00
Concrete Placement T&I					
Continuous and Spread Footings	hour	\$ 125.00	1	6	\$ 750.00
Slab-on-Grade	hour	\$ 125.00	1	6	\$ 750.00
Housekeeping Pad	hour	\$ 125.00	1	3	\$ 375.00
Miscellaneous	hour	\$ 125.00	2	4	\$ 1,000.00
Retrieve Test Samples	hour	\$ 125.00	5	1	\$ 625.00
Laboratory Testing					
Concrete Test Cylinders - 7 sets of 5	each	\$ 32.00	N/A	35	\$ 1,120.00
Reinforcing Steel Tensile Testing	each	\$ 100.00	N/A	6	\$ 600.00
Reinforcing Steel Bend Testing	each	\$ 55.00	N/A	6	\$ 330.00
CONCRETE TOTAL					\$ 8,480.00



	Unit	Cost (\$) Per Unit	Estimated Days	Estimated Quantity	Total
POST-INSTALLED CONCRETE ANCHORS TESTING AND INSPECTION					
Concrete Anchor Installation Inspection	hour	\$ 130.00	4	4	\$ 2,080.00
Concrete Anchor Proof Load Testing	hour	\$ 150.00	2	4	\$ 1,200.00
Concrete Anchor Torque Testing	hour	\$ 130.00	2	4	\$ 1,040.00
ANCHOR TOTAL					\$ 4,320.00
STRUCTURAL STEEL TESTING AND INSPECTION					
Shop Welding Inspection - assuming local fabricator	hour	\$ 130.00	4	4	\$ 2,080.00
High Strength Bolting T&I	hour	\$ 150.00	2	4	\$ 1,200.00
Laboratory Testing					
High Strength Bolt Testing - 2 sets	set	\$ 450.00	N/A	2	\$ 900.00
STRUCTURAL STEEL TOTAL					\$ 4,180.00
PROJECT ADMINISTRATION, REVIEW & REPORTS					
Project Administration	hour	\$ 130.00	4	1	\$ 520.00
Senior Engineer - Report Review / DSA Documentation	hour	\$ 225.00	2	1	\$ 450.00
Mileage	Mile	\$ 0.80	20	50	\$ 800.00
PROJECT ADMINISTRATION TOTAL					\$ 1,770.00
PROJECT TOTAL					\$ 40,970.00

BUDGET ASSUMPTIONS:



AGREEMENT FOR CONSTRUCTION TESTING SERVICES

THIS AGREEMENT, effective as of May 4, 2023, is by and between **River Delta Unified School District** (“Client”) and **River City Geoprosessionals, Inc., dba Universal Engineering Sciences** (“UES”).

THE PROJECT: **RIO VISTA HIGH SCHOOL SCIENCE AND CULINARY ARTS BUILDING**

THE PROJECT is generally described as:

Construction of one (1) new culinary and science classroom building.

THIS AGREEMENT consists of the following documents which are incorporated herein by reference:

- General Conditions for Construction Testing Services;
- UES’s Scope of Services Letter and,
- UES’s Schedule of Fees (Exhibit A).

UES agrees to perform the Services set forth in this Agreement and in accordance with its terms, including all attachments incorporated herein by reference. This Agreement may not be modified or altered, except in writing as specifically described in this Agreement.

CLIENT:

UES:

Signature: _____

Print Name: _____

Karlton Windhorst

Title: _____

Project Manager

Company: River Delta Unified School District

River City Geoprosessionals, Inc., dba
Universal Engineering Sciences

Address: 445 Montezuma Street

3410 W. Hammer Lane, Suite F

Rio Vista, California 94571

Stockton, CA 95219

Date: _____

GENERAL CONDITIONS FOR CONSTRUCTION TESTING SERVICES

1. DEFINITIONS

1.1. Contract Documents. Plans, specifications, and agreements between Client and Contractors, including addenda, amendments, supplementary instructions, and change orders.

1.2. Contractor. The contractor or contractors retained to construct the Project for which **Universal Engineering Sciences (UES)** is providing Services under this Agreement.

1.3. Day(s). Calendar day(s) unless otherwise stated.

1.4. Hazardous Materials. The term Hazardous Materials means any toxic substances, chemicals, radioactivity, pollutants or other materials, in whatever form or state, known or suspected to impair the environment in any way whatsoever. Hazardous Materials include, but are not limited to, those substances defined, designated or listed in any federal, state or local law, regulation or ordinance concerning hazardous wastes, toxic substances or pollution.

1.5. Services. The Services provided by **UES** as set forth in this Agreement, the SCOPE OF SERVICES and any written amendment to this Agreement.

1.6. Work. The labor, materials, equipment and services required to complete the work described in the Contract Documents.

2. SCOPE OF SERVICES

UES will perform the Services set forth in the attached SCOPE OF SERVICES.

2.1. Changes in Scope. If **UES** provides Client with a writing confirming a change in the SCOPE OF SERVICES, it will become an amendment to this Agreement unless Client objects in writing within 5 business days after receipt. All Services performed by **UES** on the Project are subject to the terms and limitations of this Agreement. If Services are performed, but the parties do not reach agreement concerning modifications to the SCOPE OF SERVICES or compensation, then the terms and limitations of this Agreement apply to such Services, except for the payment terms. The parties agree to resolve disputes concerning modifications to scope or compensation pursuant to Section 19, "Disputes."

2.2. Licenses. **UES** will procure and maintain business and professional licenses and registrations necessary to provide its Services.

2.3. Excluded Services. **UES's** Services under this Agreement include only those Services specified in the SCOPE OF SERVICES.

2.3.1. General. Client expressly waives any claim against **UES** resulting from its failure to perform recommended additional Services that Client has not authorized **UES** to perform, and any claim that **UES** failed to perform services that Client instructs **UES** not to perform.

2.3.2. Biological Pollutants. **UES's** SCOPE OF SERVICES specifically excludes the investigation, detection, prevention or assessment of the presence of Biological Pollutants. The term "Biological Pollutants" includes, but is not limited to, molds, fungi, spores, bacteria, viruses, and/or any of their byproducts. **UES's** SCOPE OF SERVICES will not include any interpretations, recommendations, findings, or conclusions pertaining to Biological Pollutants. Client agrees that **UES** has no liability for any claims alleging a failure to investigate, detect, prevent, assess, or make recommendations for preventing, controlling, or abating Biological Pollutants. Furthermore, Client agrees to defend, indemnify, and hold harmless **UES** from all claims by any third party concerning Biological Pollutants, except for damages caused by **UES's** sole negligence.

3. PAYMENTS TO UES

3.1. Basic Services. **UES** will perform all Services set forth in the attached SCOPE OF SERVICES AND SCHEDULE OF FEES for the amount(s) set forth therein.

3.2. Additional Services. Any Services performed under this Agreement, except those Services expressly identified in the attached SCOPE OF SERVICES, will be provided on a time and materials basis unless otherwise specifically agreed to in writing by both parties.

3.3. Estimate of Fees. **UES** will, to the best of its ability, perform the Services and accomplish the objectives defined in this Agreement within any written cost estimate provided by **UES**. Client recognizes that changes in scope and schedule, and unforeseen circumstances can all influence the successful completion of Services within the estimated cost. The use of an estimate of fees or of a "not to exceed" limitation is not a guarantee that the Services will be completed for that amount; rather, it indicates that **UES** shall not incur fees and expenses in excess of the estimate or limitation amount without obtaining Client's agreement to do so.

3.4. Rates. Client will pay **UES** at the rates set forth in the attached SCHEDULE OF FEES.

3.4.1. Changes to Rates. Client and **UES** agree that the SCHEDULE OF FEES is subject to periodic review and amendment, as appropriate to reflect **UES's** then-current fee structure. **UES** will give Client at least 30 days advance notice of any changes. Unless Client objects in writing to the proposed amended fee

structure within 30 days of notification, the amended fee structure will be incorporated into this Agreement and will then supersede any prior fee structure. If Client timely objects to the amended fee structure, and UES and Client cannot agree upon a new fee structure within 30 days after notice, UES may terminate this Agreement and be compensated as set forth under Section 18, "Termination."

3.4.2. Prevailing Wages. Unless Client specifically informs UES in writing that prevailing wage regulations cover the Project and the SCOPE OF SERVICES identifies it as covered by such regulations, Client will reimburse, defend, indemnify and hold harmless UES from and against any liability resulting from a subsequent determination that prevailing wage regulations cover the Project, including all costs, fines and attorneys' fees.

3.5. Payment Timing; Late Charge. All invoices are due upon receipt. All amounts unpaid 30 days after the invoice date will include a late payment charge from the date of the invoice, at the rate of 1-1/2% per month or the highest rate permitted by law. If the Client is an LLC or LLP, the person signing this agreement shall be personally responsible for payment of all invoices and late fees.

4. STANDARD OF PERFORMANCE; DISCLAIMER OF WARRANTIES

4.1. Level of Service. UES offers different levels of Geotechnical Engineering Services to suit the desires and needs of different clients. Although the possibility of error can never be eliminated, more detailed and extensive Services yield more information and reduce the probability of error, but at increased cost. Client must determine the level of Services adequate for its purposes. Client has reviewed the SCOPE OF SERVICES and has determined that it does not need or want a greater level of Services than that being provided.

4.2. Standard of Care. Subject to the limitations inherent in the agreed SCOPE OF SERVICES as to the degree of care, the amount of time and expenses to be incurred, and subject to any other limitations contained in this Agreement, UES will perform its Services consistent with that level of care and skill ordinarily exercised by other professional engineers practicing in the same locale and under similar circumstances at the time the Services are performed.

4.3. No Warranty. No warranty, either express or implied, is included or intended by this Agreement.

5. ESTIMATE OF CONSTRUCTION COSTS

Client acknowledges that construction and Project development are subject to many influences that are not subject to precise forecasting and are outside of UES's control. Client further acknowledges that actual costs incurred may vary substantially from the estimates prepared by UES and that UES does not warrant or guarantee the accuracy of construction or development cost estimates.

6. CONSTRUCTION PHASE SERVICES

If UES's SCOPE OF SERVICES includes observation and/or testing during the course of construction, UES may:

6.1. Construction Observation.

6.1.1. Site Meetings & Visits. UES will participate in job site meetings as requested by Client or Client's designated representative, and, unless otherwise requested by Client, visit the site at times specified in the SCOPE OF SERVICES or, if not specified in the SCOPE OF SERVICES, at intervals as UES deems appropriate to the various stages of construction to observe the geotechnical conditions encountered by Contractor and the progress and quality of the geotechnical aspects of the Work. Based on information obtained during such visits and on such observations, UES may inform Client of the progress of the geotechnical aspects of the Work. Client understands that UES may not be on site continuously; and, unless expressly agreed otherwise, UES will not observe all of the Work.

6.1.2. Contractor's Performance. UES does not, and cannot, warrant or guarantee that all of the geotechnical Work performed by Contractor meets the requirements of UES's geotechnical recommendations or the plans and specifications for such geotechnical Work; nor can UES be responsible for Contractor's failure to perform the Work in accordance with the plans, specifications or the recommendations of UES.

6.1.3. Contractor's Responsibilities. UES will not supervise, direct or have control over the Work nor will UES have authority over or responsibility for the means, methods, techniques, sequences or procedures of construction selected by Contractor for the geotechnical aspects of the Project; for safety precautions and programs incident to the Work; nor for any failure of Contractor to comply with Laws and Regulations applicable to Contractor furnishing and performing its Work.

6.1.4. Final Report. At the conclusion of Construction Phase Services, UES will provide Client with a written report summarizing the tests and observations, if any, made by UES.

6.2. Review of Contractor's Submittals. If included in the SCOPE OF WORK, UES will review and take appropriate action on the Contractor's submittals, such as shop drawings, product data, samples, and other required submittals. UES will review such submittals solely for general conformance with UES's design, and will not include review for the following, all of which will remain the responsibility of the Contractor: accuracy or completeness of details, quantities or dimensions; construction means, methods, sequences or procedures; coordination among trades; or construction safety.

6.3. Tests. Tests performed by UES on finished Work or Work in progress are taken intermittently and indicate the general acceptability of the Work on a statistical basis. UES's tests and observations of the Work are not a guarantee of the quality of Work and do not relieve other parties from their responsibility to perform their Work in accordance with applicable plans, specifications and requirements.

7. CLIENT'S RESPONSIBILITIES

In addition to payment for the Services performed under this Agreement, Client agrees to:

7.1. Cooperation. Assist and cooperate with **UES** in any manner necessary and within its ability to facilitate **UES's** performance under this Agreement.

7.2. Representative. Designate a representative with authority to receive all notices and information pertaining to this Agreement, communicate Client's policies and decisions, and assist as necessary in matters pertaining to the Project and this Agreement. Client's representative will be subject to change by written notice.

7.3. Rights of Entry. Provide access to and/or obtain permission for **UES** to enter upon all property, whether or not owned by Client, as required to perform and complete the Services. **UES** will operate with reasonable care to minimize damage to the Project Site(s). However, Client recognizes that **UES's** operations and the use of investigative equipment may unavoidably alter conditions or affect the environment at the existing Project Site(s). The cost of repairing such damage will be borne by Client and is not included in the fee unless otherwise stated.

7.4. Relevant Information. Supply **UES** with all information and documents in Client's possession or knowledge which are relevant to **UES's** Services. Client warrants the accuracy of any information supplied by it to **UES** and acknowledges that **UES** is entitled to rely upon such information without verifying its accuracy. Prior to the commencement of any Services in connection with a specific property, Client will notify **UES** of any known potential or possible health or safety hazard existing on or near the Project Site, with particular reference to Hazardous Materials or conditions.

7.5. Subsurface Structures. Correctly designate on plans to be furnished to **UES**, the location of all subsurface structures, such as pipes, tanks, cables and utilities within the property lines of the Project Site(s) and be responsible for any damage inadvertently caused by **UES** to any such structure or utility not so designated. **UES** is not liable to Client for any losses, damages or claims arising from damage to subterranean structures or utilities that were not correctly shown on plans furnished by Client to **UES**.

8. CHANGED CONDITIONS

If **UES** discovers conditions or circumstances that it had not contemplated at the commencement of this Agreement ("Changed Conditions"), **UES** will notify Client in writing of the Changed Conditions. Client and **UES** agree to that they will then renegotiate in good faith the terms and conditions of this Agreement. If **UES** and Client cannot agree upon amended terms and conditions within 30 days after notice, **UES** may terminate this Agreement and be compensated as set forth in Section 18, "Termination."

9. HAZARDOUS MATERIALS

Client understands that **UES's** Services under this Agreement are limited to geotechnical engineering and that **UES** has no responsibility to locate, identify, evaluate, treat or otherwise consider or deal with Hazardous Materials. Client is solely responsible for notifying all appropriate federal, state, municipal or other governmental agencies, including the potentially affected public, of the existence of any Hazardous Materials located on or in the Project site, or located during the performance of this Agreement. The existence or discovery of Hazardous Materials constitutes a Changed Condition under this Agreement.

10. CERTIFICATIONS

Client agrees not to require that **UES** execute any certification with regard to Services performed or Work tested and/or observed under this Agreement unless: 1) **UES** believes that it has performed sufficient Services to provide a sufficient basis to issue the certification; 2) **UES** believes that the Services performed or Work tested and/or observed meet the criteria of the certification; and 3) **UES** has reviewed and approved in writing the exact form of such certification prior to execution of this Agreement. Any certification by **UES** is limited to an expression of professional opinion based upon the Services performed by **UES**, and does not constitute a warranty or guaranty, either express or implied.

11. ALLOCATION OF RISK

11.1. Limitation of Liability. The total cumulative liability of **UES**, its subconsultants and subcontractors, and all of their respective shareholders, directors, officers, employees and agents (collectively "**UES Entities**"), to Client arising from Services under this Agreement, including attorney's fees due under this Agreement, will not exceed the gross compensation received by **UES** under this Agreement or \$50,000, whichever is greater; provided, however, that such liability is further limited as described below. This limitation applies to all lawsuits, claims or actions that allege errors or omissions in **UES's** Services, whether alleged to arise in tort, contract, warranty, or other legal theory. Upon Client's written request, **UES** and Client may agree to increase the limitation to a greater amount in exchange for a negotiated increase in **UES's** fee, provided that they amend this Agreement in writing as provided in Section 20.

11.2. Indemnification.

11.2.1. Indemnification of Client. Subject to the provisions and limitations of this Agreement, **UES** agrees to indemnify and hold harmless Client, its shareholders, officers, directors, and employees from and against any and all claims, suits, liabilities, damages, expenses (including reasonable attorney's fees and costs of defense), or other losses (collectively "Losses") to the extent caused by **UES's** negligent performance of its Services under this Agreement and

proportionate the degree of fault of **UES**. Notwithstanding the foregoing, **UES** has no immediate obligation to provide the defense of any indemnified party for claims, suits, liabilities, damages, expenses alleged to have been caused by the negligent performance of professional services performed by **UES**. **UES** agrees to reimburse indemnified parties their reasonable cost of defense ultimately determined by an arbiter or Court of competent jurisdiction to have been caused by **UES's** negligent performance of professional services and proportionate to **UES's** fault.

11.2.2. Indemnification of UES. Client will indemnify and hold harmless **UES Entities** from and against any and all Losses to the extent caused by the negligence of Client, its employees, agents and contractors. In addition, except to the extent caused by **UES's** sole negligence, Client expressly agrees to defend, indemnify and hold harmless **UES Entities** from and against any and all Losses arising from or related to the existence, disposal, release, discharge, treatment or transportation of Hazardous Materials, or the exposure of any person to Hazardous Materials, or the degradation of the environment due to the presence, discharge, disposal, release of or exposure to Hazardous Material.

11.3. Consequential Damages. Neither Client nor **UES** will be liable to the other for any special, consequential, incidental or penal losses or damages including but not limited to losses, damages or claims related to the unavailability of property or facilities, shutdowns or service interruptions, loss of use, profits, revenue, or inventory, or for use charges, cost of capital, or claims of the other party and/or its customers.

11.4. Continuing Agreement. The indemnity obligations and the limitations of liability established under this Agreement will survive the expiration or termination of this Agreement. If **UES** provides Services to Client that the parties do not confirm through execution of an amendment to this Agreement, the obligations of the parties to indemnify each other and the limitations on liability established under this Agreement apply to such Services as if the parties had executed an amendment.

12. INSURANCE

12.1. UES's Insurance. **UES** will obtain, if reasonably available, the following coverages:

12.1.1. Statutory Workers' Compensation/Employer's Liability Insurance;

12.1.2. Commercial General Liability Insurance with a combined single limit of \$1,000,000 per occurrence and \$2,000,000 annual aggregate;

12.1.3. Automobile Liability Insurance, including liability for all owned, hired and non-owned vehicles with minimum limits of \$1,000,000 for bodily injury per person, \$1,000,000 property damage, and \$1,000,000 combined single limit per occurrence; and,

12.1.4. Professional Liability Insurance in amounts of \$2,000,000 per claim and annual aggregate.

12.2. Contractor's Insurance. Client shall require that all Contractors and subcontractors for the Project name **UES** as an additional insured under their General Liability and Automobile Liability insurance policies. If Client is not the Project owner, Client will require the Project owner to require the owner's Contractor to purchase and maintain General Liability, Builder's Risk, Automobile Liability, Workers' Compensation, and Employer's Liability insurance with limits no less than as set forth above, and to name **UES** and its subcontractors and subconsultants as additional insureds on the General Liability insurance.

12.3. Certificates of Insurance. Upon request, **UES** and Client will each provide the other with certificate(s) of insurance evidencing the existence of the policies required herein. Except for Professional Liability and Workers' Compensation Insurance, all policies required herein shall contain a waiver of subrogation.

13. OWNERSHIP AND USE OF DOCUMENTS

13.1. Client Documents. All documents provided by Client will remain the property of Client. **UES** will return all such documents to Client upon request but may retain file copies of such documents.

13.2. UES's Documents. Unless otherwise agreed in writing, all documents and information prepared by **UES** or obtained by **UES** from any third party in connection with the performance of Services, including, but not limited to, **UES's** reports, boring logs, maps, field data, field notes, drawings and specifications, laboratory test data and other similar documents (collectively "Documents") are the property of **UES**. **UES** has the right, in its sole discretion, to dispose of or retain the Documents.

13.3. Use of Documents. All Documents prepared by **UES** are solely for use by Client and will not be provided by either party to any other person or entity without **UES's** prior written consent.

13.3.1. Use by Client. Client has the right to reuse the Documents for purposes reasonably connected with the Project for which the Services are provided, including without limitation design and licensing requirements of the Project.

13.3.2. Use by UES. **UES** retains the right of ownership with respect to any patentable concepts or copyrightable materials arising from its Services and the right to use the Documents for any purpose.

13.4. Electronic Media. **UES** may agree at Client's request to provide Documents and information in an electronic format. Client recognizes that Documents or other information recorded on or transmitted as electronic media are subject to undetectable alteration due to (among other causes)

transmission, conversion, media degradation, software error, or human alteration. Accordingly, all Documents and information provided by UES in electronic media are for informational purposes only and not as final documentation. Unless otherwise defined in the Scope of Services, UES's electronic Documents and media will conform to UES's standards. UES will provide any requested electronic Documents for a 30-day acceptance period, and UES will correct any defects reported by Client to UES and provide one round of reasonable editorial revisions during this period. UES makes no warranties, either express or implied, regarding the fitness or suitability of any electronic Documents or media.

13.5. Unauthorized Reuse. No party other than Client may rely, and Client will not represent to any other party that it may rely on Documents without UES's express prior written consent and receipt of additional compensation. Client will not permit disclosure, mention, or communication of, or reference to the Documents in any offering circular, securities offering, loan application, real estate sales documentation, or similar promotional material without UES's express prior written consent. Client waives any and all claims against UES resulting in any way from the unauthorized reuse or alteration of Documents by itself or anyone obtaining them through Client. Client will defend, indemnify and hold harmless UES from and against any claim, action or proceeding brought by any party claiming to rely upon information or opinions contained Documents provided to such person or entity, published, disclosed or referred to without UES's prior written consent.

14. SAMPLES AND CUTTINGS

14.1. Sample Retention. If UES provides laboratory testing or analytic Services, UES will preserve such soil, rock, water, or other samples as it deems necessary for the Project, but no longer than 45 days after issuance of any Documents that include the data obtained from these samples. Client will promptly pay and be responsible for the removal and lawful disposal of all contaminated samples, cuttings, Hazardous Materials, and other hazardous substances.

14.2. Monitoring Wells. Client will take custody of all monitoring wells and probes installed during any investigation by UES and will take any and all necessary steps for the proper maintenance, repair or closure of such wells or probes at Client's expense.

15. RELATIONSHIP OF THE PARTIES

UES will perform Services under this Agreement as an independent contractor.

16. ASSIGNMENT AND SUBCONTRACTS

Neither party may assign this Agreement, in whole or in part, without the prior written consent of the other party, except for an assignment of proceeds for financing purposes. UES may subcontract for the services of others without obtaining

Client's consent if UES deems it necessary or desirable for others to perform certain Services.

17. SUSPENSION AND DELAYS

17.1. Procedures. Client may, at any time by 10 days written notice suspend performance of all or any part of the Services by UES. UES may terminate this Agreement if Client suspends UES's Services for more than 60 days and Client will pay UES as set forth under Section 18, "Termination." If Client suspends UES's Services, or if Client or others delay UES's Services, Client and UES agree to equitably adjust: (1) the time for completion of the Services; and (2) UES's compensation in accordance with UES's then current SCHEDULE OF FEES for the additional labor, equipment, and other charges associated with maintaining its workforce for Client's benefit during the delay or suspension, or charges incurred by UES for demobilization and subsequent remobilization.

17.2. Liability. UES is not liable to Client for any failure to perform or delay in performance due to circumstances beyond UES's control, including but not limited to pollution, contamination, or release of hazardous substances, strikes, lockouts, riots, wars, fires, flood, explosion, pandemics, epidemics, adverse weather conditions, acts of government, labor disputes, delays in transportation or inability to obtain material and equipment in the open market.

18. TERMINATION

18.1. Termination for Convenience. UES and Client may terminate this Agreement for convenience upon 30 days written notice delivered or mailed to the other party.

18.2. Termination for Cause. In the event of material breach of this Agreement, the party not breaching the Agreement may terminate it upon 10 days written notice delivered or mailed to the other party. The termination notice shall state the basis for the termination. The Agreement may not be terminated for cause if the breaching party cures the breach within the 10-day period.

18.3. Payment on Termination. Following termination other than for UES's material breach of this Agreement, Client will pay UES for Services performed prior to the termination notice date, and for any necessary Services and expenses incurred in connection with the termination of the Project, including but not limited to, the costs of completing analysis, records and reports necessary to document job status at the time of termination and costs associated with termination of subcontractor contracts in accordance with UES's then current SCHEDULE OF FEES.

19. DISPUTES

19.1. Mediation. All disputes between UES and Client are subject to mediation. Either party may demand mediation by serving a written notice stating the essential nature of the

dispute, amount of time or money claimed, and requiring that the matter be mediated within 45 days of service of notice.

19.2. Precondition to Other Action. No action or suit may be commenced unless the mediation did not occur within 45 days after service of notice; or the mediation occurred but did not resolve the dispute; or a statute of limitation would elapse if suit was not filed prior to 45 days after service of notice.

19.3. Choice of Law; Venue. This Agreement will be construed in accordance with and governed by the laws of the State of California. Unless the parties agree otherwise, any mediation or other legal proceeding will occur in the state and county in which the Project is located.

19.4. Statutes of Limitations. Any applicable statute of limitations will be deemed to commence running on the earlier of the date of substantial completion of UES's Services under this Agreement or the date on which claimant knew, or should have known, of facts giving rise to its claims.

20. MISCELLANEOUS

20.1. Integration and Severability. This Agreement reflects the entire agreement of the parties with respect to its terms

and supersedes all prior agreements, whether written or oral. If any portion of this Agreement is void or voidable, such portion will be deemed stricken and the Agreement reformed to as closely approximate the stricken portions as the law allows.

20.2. Modification of this Agreement. This Agreement may not be modified or altered, except by a written agreement signed by authorized representatives of both parties and referring specifically to this Agreement.

20.3. Notices. Any and all notices, requests, instructions, or other communications given by either party to the other must be in writing and either hand delivered to the recipient or delivered by first-class mail (postage prepaid) or express mail (billed to sender) at the addresses given in this Agreement.

20.4. Headings. The headings used in this Agreement are for convenience only and are not a part of this Agreement.

20.5. Waiver. The waiver of any term, conditions or breach of this Agreement will not operate as a subsequent waiver of the same term, condition, or breach.

End of General Conditions

EXHIBIT A
UES Schedule of Fees



PROFESSIONAL SERVICES

PROFESSIONAL SERVICES

Principal Engineer / Geologist	\$ 225.00	per hour
Senior Engineer / Geologist / Hydrogeologist	\$ 220.00	per hour
Senior Environmental Scientist	\$ 220.00	per hour
Project Engineer / Geologist	\$ 180.00	per hour
Project Environmental Scientist	\$ 180.00	per hour
Senior Staff Engineer / Geologist	\$ 165.00	per hour
Senior Staff Environmental Scientist	\$ 165.00	per hour
Staff Engineer / Geologist	\$ 155.00	per hour
Staff Environmental Scientist	\$ 155.00	per hour
Senior Environmental Technician	\$ 130.00	per hour
Senior / Supervising Technician	\$ 130.00	per hour
Draftsperson / GIS Technician	\$ 125.00	per hour
Administrative Assistant	\$ 95.00	per hour

FIELD INVESTIGATION TESTING

Seismic Refraction Survey	\$ 215.00	per hour
Thermal Resistivity Testing	\$ 215.00	per hour
Electrical Resistivity Survey	\$ 215.00	per hour
Hand Augering/Sampling - Engineer	\$ 190.00	per hour
Photoionization Detector	\$ 220.00	per hour
Rebar Location / GPR	\$ 345.00	per hour

LITIGATION

Data Review/Consultation	\$ 375.00	per hour
Depositions/Expert Witness Testimony	\$ 475.00	per hour

EXPENSES

Vehicle Charges <i>(Subject to periodic adjustment due to fuel cost)</i>	\$ 0.80	per mile
Subsistence	\$ 125.00	per day
Lodging	Cost	plus 20%
Services by Associate Firms and other outside services	Cost	plus 20%
Equipment rental, freight, special materials	Cost	plus 20%
Extra Report Copies		
Black and white versions	\$ 50.00	each
Color photography versions	\$ 65.00	each

PREMIUM CHARGES

Overtime and Saturdays	hourly rate plus 40	percent
Sunday and Holidays, and over 8 hrs on Saturday	hourly rate plus 75	percent

SHIFT DIFFERENTIAL

A 25 percent shift differential surcharge will be added to the hourly rate of personnel involved in scheduled testing work between the hours of 6 P.M. and 5 A.M., as well as a four hour minimum.

CONCRETE & REINFORCING STEEL

Ball Penetration (Kelly Ball)	\$ 150.00 /hr.
Batch Plant Inspection	\$ 125.00 /hr.
CaCl Moisture Emission Test Kit	\$ 45.00 /kit
CaCl Moisture Emission Testing	\$ 125.00 /hr.
CLSM/CDF/Slurry Testing	\$ 125.00 /hr.
Concrete Mix Design Review	\$ 220.00 /hr.
Concrete Placement Obs/Cast Cylinder	\$ 125.00 /hr.
Concrete Rebound Number Testing	\$ 150.00 /hr.
Concrete Trial Batch	\$ 125.00 /hr.
Floor Flatness Testing	\$ 150.00 /hr.
High Strength Grout Sampling / Testing	\$ 125.00 /hr.
Rebar / Post Tension Special Inspection	\$ 130.00 /hr.
Rebar Location / GPR	\$ 340.00 /hr.
Rebar Location / Pachometer	\$ 150.00 /hr.
Rebar Placement Inspection	\$ 130.00 /hr.
Reinforcing Steel Sampling/Tagging	\$ 125.00 /hr.
Relative Humidity Testing	\$ 150.00 /hr.
Shotcrete Special Inspection	\$ 125.00 /hr.
Transport Cylinders / Samples to Lab	\$ 125.00 /hr.

SOILS & ASPHALT CONCRETE

Asphalt Concrete Inspection / Testing	\$ 135.00 /hr.
Asphalt Concrete Materials Sampling	\$ 135.00 /hr.
Building Pad Special Inspection / Testing	\$ 135.00 /hr.
Deep Foundation Inspection	\$ 135.00 /hr.
Flatwork AB Inspection / Testing	\$ 135.00 /hr.
Flatwork Subgrade Inspection / Testing	\$ 135.00 /hr.
Grading Inspection / Testing	\$ 135.00 /hr.
Hand Augering and Sampling	\$ 135.00 /hr.
Pavement AB Inspection / Testing	\$ 135.00 /hr.
Pavement Subgrade Inspection / Testing	\$ 135.00 /hr.
Proof Rolling Observation	\$ 135.00 /hr.
Shallow Foundation Inspection	\$ 135.00 /hr.
Slab Subgrade Soil Moisture Tests	\$ 135.00 /hr.
Soil / Aggregate Sampling	\$ 135.00 /hr.
Soil Treatment Testing / Observation	\$ 135.00 /hr.
Structure Backfill Inspection / Testing	\$ 135.00 /hr.
Subgrade Stabilization Observation	\$ 135.00 /hr.
Utility Trench Backfill Testing	\$ 135.00 /hr.
WKA Drill Rig (including operator)	\$ 260.00 /hr.
WKA Drill Rig (neiper)	\$ 135.00 /hr.

CORING

Coring (Technician + equipment)	\$ 150.00 /hr.
Coring (Technician assistant)	\$ 125.00 /hr.

SPECIALIZED SERVICES

Coefficient of Friction Testing	\$ 165.00 /hr.
Crack Monitoring	
Epoxy / FRP Installation Inspection	\$ 125.00 /hr.
Existing Building Evaluation / Demo	\$ 125.00 /hr.
Existing Building Evaluation / Document	\$ 125.00 /hr.
Existing Building Evaluation / Repair	\$ 125.00 /hr.
Field Investigate Support	\$ 125.00 /hr.
Firestopping Inspection	\$ 140.00 /hr.
GFRC Inspection / Testing	\$ 125.00 /hr.
Glulam / Truss Fabrication Inspection	\$ 140.00 /hr.
Glulam / Truss Inspection Travel	\$ 100.00 /hr.
Meggar Ground Testing	\$ 155.00 /hr.
Prestress Framing Installation	\$ 125.00 /hr.
Proto Wall Inspection / Testing	\$ 125.00 /hr.
Roofing Inspection	\$ 125.00 /hr.
Shear Nailing Inspection	\$ 125.00 /hr.
Soil Elect. Resistivity Testing - Technician	\$ 165.00 /hr.
Thickness Testing - Coating / Steel	\$ 155.00 /hr.
Timber Framing / Hardware Inspection	\$ 125.00 /hr.
Timber-in-Structure Inspection	\$ 155.00 /hr.
Vapor Barrier Inspection	\$ 125.00 /hr.
Vibration Monitoring	**

POST-INSTALLED ANCHORS

Concrete Anchor Installation Inspection	\$ 130.00 /hr.
Concrete Anchor Proof Load Testing	\$ 150.00 /hr.
Concrete Anchor Torque Testing	\$ 130.00 /hr.
Suspended Ceiling Inspection / Testing	\$ 150.00 /hr.

STRUCTURAL STEEL

Fireproofing Special Inspection / Testing	\$ 130.00 /hr.
High Strength Bolt Skidmore Testing	\$ 150.00 /hr.
High Strength Bolt Special Inspection	\$ 130.00 /hr.
Material Identification	\$ 130.00 /hr.
Non-Destructive Testing - UT/MT/PT	\$ 150.00 /hr.
Tower Certified Special Inspector	\$ 150.00 /hr.
Welding Special Inspection - Field	\$ 130.00 /hr.
Welding Special Inspection - Shop	\$ 130.00 /hr.

MASONRY

In-Place Masonry Flatjack Testing	\$ 190.00 /hr.
In-Place Masonry Shear Testing	\$ 150.00 /hr.
Masonry Materials Sampling / Testing	\$ 130.00 /hr.
Masonry Special Inspection	\$ 130.00 /hr.
Masonry Special Inspection DSA Cert.	\$ 135.00 /hr.

GENERAL

Inspection / Testing Cancelled	*
Reinspection / Retesting	*
Stand-by Time	*

* Based on hourly rate of Inspection or Testing scheduled

** Based on Staff Classification

MINIMUM CHARGES

A two hour minimum charge will apply to field technician services with the following exceptions:

- a) Single trip pickup and delivery services, where a one hour minimum will apply.
- b) Saturday, Sunday and holidays, where a four hour minimum charge will apply.

LABORATORY SERVICES

SOIL				
Atterberg Limits (LL/PI) - Wet Method	ASTM D4318	\$ 185.00	each	
CLSM/CDF/Soil Cement Compression Test	ASTM D4832	\$ 70.00	each	
Compaction Characteristics	ASTM D698	\$ 295.00	each	
Compaction Characteristics	ASTM D1557	\$ 295.00	each	
Compaction Characteristics	CTM 216	\$ 295.00	each	
Consolidation (8 loads + 1 rebound)	ASTM D2435	\$ 560.00	each	
Consolidation (additional loads)	ASTM D2435	\$ 90.00	each	
Expansion Index	ASTM D4829	\$ 225.00	each	
Hydraulic Conductivity, Flexible Wall Permeability	ASTM D5084	\$ 470.00	each	
Lime-Treated Unconfined Compression	CTM 373	\$ 895.00	each	
Moisture Content	ASTM D2216	\$ 48.00	each	
Organic Content	ASTM D2974	\$ 115.00	each	
Particle-Size Distribution - Hydrometer	ASTM D7928	\$ 195.00	each	
Resistance "R" Value - Laboratory Lime-Treated	ASTM D2844, CTM 301	\$ 355.00	each	
Resistance "R" Value - Untreated	ASTM D2844, CTM 301	\$ 310.00	each	
Sieve Analysis - Passing No. 200 only	ASTM D1140	\$ 110.00	each	
Sieve Analysis - Sieve only (Coarse or Fine)	ASTM D6913	\$ 125.00	each	
Soil Cement Compression Test	ASTM D1633	\$ 125.00	each	
Specific Gravity of Soils	ASTM D854	\$ 160.00	each	
Thermal Resistivity	ASTM D5334	\$ 90.00	each	
Triaxial Compression Test, 1 point - Remolded	ASTM D4767	\$ 380.00	each	
Triaxial Compression Test, 1 point - Undisturbed	ASTM D4767	\$ 295.00	each	
Triaxial Compression Test, 3 Pt. Staged - Remolded	ASTM D4767	\$ 465.00	each	
Triaxial Compression Test, 3 Pt. Staged - Undisturbed	ASTM D4767	\$ 360.00	each	
Unconfined Compression Test	ASTM D2166	\$ 130.00	each	
Unit Weight/Moisture Content - Tube Sample	ASTM D2937/D2216	\$ 48.00	each	
AGGREGATE				
Aggregate Unit Weight	ASTM C29	\$ 70.00	each	
Clay Lumps and Friable Particles	ASTM C142	\$ 180.00	per size	
Cleanness Value	CTM 227	\$ 195.00	each	
Correction of Unit Weight & Water Content for Oversize Particles	ASTM D4718	\$ 135.00	each	
Durability Index (Coarse or Fine)	CTM 229	\$ 190.00	each	
Flat and Elongated Particles in Coarse Aggregate	ASTM D4791	\$ 140.00	per size	
Fractured/Crushed Particles	ASTM D5821, CTM 205, AASHTO T335	\$ 140.00	per size	
Organic Impurities in Fine Aggregates	ASTM C40	\$ 75.00	each	
Resistance "R" Value - Aggregate	CTM 301	\$ 355.00	each	
Sand Equivalent, 1 point	CTM 217, AASHTO T176	\$ 125.00	each	
Sand Equivalent, 3 points	CTM 217, AASHTO T176	\$ 160.00	each	
Sieve Analysis - Coarse or Fine	ASTM C136, CTM 202, AASHTO T27	\$ 130.00	each	
Sieve Analysis - Passing No. 200 only	ASTM C117, AASHTO T11	\$ 110.00	each	
Sodium Sulfate Soundness	ASTM C88, CTM 214	\$ 190.00	per size	
Specific Gravity and Absorption (Coarse or Fine)	ASTM C127, C128	\$ 145.00	each	
ASPHALT CONCRETE				
Asphalt Content (Ignition Oven)	CTM 382, AASHTO T308	\$ 300.00	each	
Asphalt Content Correction Factor Development	CTM 382, AASHTO T308	\$ 590.00	each	
Hveem Compaction, Unit Weight, and Stability	ASTM D1560/D2726			
	CTM 304/308, AASHTO T166	\$ 385.00	set of 3	
Laboratory Test Maximum Density (LTMD), 5 points	CTM 375	\$ 405.00	each	
Moisture Content of Asphalt Mixtures	CTM 370, AASHTO T329	\$ 90.00	each	
Sieve Analysis of AC Aggregate (Coarse and Fine)	ASTM D5444, CTM 202, AASHTO T30	\$ 200.00	each	

LABORATORY SERVICES

ASPHALT CONCRETE (continued)

Theoretical Maximum Density	ASTM D2041, CTM 309, AASHTO T209	\$ 190.00	each
Thickness of AC Cores	ASTM D3549	\$ 32.00	each
Unit Weight of AC Cores	CTM 308, AASHTO T166/T275	\$ 75.00	each

CONCRETE

Compression Test, Concrete Cylinder	ASTM C39	\$ 32.00	each
Compression Test, Concrete Cylinder - Hold	ASTM C39	\$ 29.00	each
Compression Test, Concrete Core	ASTM C42, C39	\$ 90.00	each
Compression Test, Shotcrete Core	ASTM C42, C39	\$ 120.00	each
Compression Test, High Strength Grout	ASTM C1107/C109	\$ 50.00	each
Concrete Cylinder Mold		\$ 8.00	each
Density / Unit Weight of Concrete	ASTM C567, C642	\$ 120.00	each
Flexural Strength Test, Concrete Beam	ASTM C78	\$ 135.00	each
Laboratory Drying Shrinkage Test, per beam	ASTM C157, AASHTO T160	\$ 300.00	each
Splitting Tensile Test, Concrete Cylinder	ASTM C496	\$ 95.00	each
Compression Test, Lt. Wt. Insulating Concrete	ASTM C495	\$ 100.00	each

MASONRY

Brick			
Compression Test	ASTM C67	\$ 85.00	each
Modulus of Rupture	ASTM C67	\$ 90.00	each
Absorption	ASTM C67	\$ 100.00	each
Concrete Masonry Unit			
Compression Test	ASTM C140	\$ 100.00	each
Absorption & Moisture Content	ASTM C140	\$ 100.00	each
Linear Drying Shrinkage	ASTM C426	\$ 250.00	each
Compression Test, Composite Masonry Prism	ASTM C1314	\$ 170.00	each
Compression Test, Masonry Grout	ASTM C1019	\$ 55.00	each
Compression Test, Mortar	ASTM C780/C109	\$ 50.00	each
Core Shear Test	CBC Section 2105A	\$ 110.00	each

STEEL

Anchor Bolt Tensile Test	ASTM F606	\$ 130.00	each
Fireproofing Density Test	ASTM E605	\$ 115.00	each
High Strength Bolt Assembly Laboratory Testing			
Bolt - Wedge Tension Test	ASTM F606	\$ 100.00	each
Bolt - Proof Load Test	ASTM F606	\$ 100.00	each
Bolt - Hardness Test	ASTM E18	\$ 50.00	each
Nut - Proof Load Test	ASTM F606	\$ 100.00	each
Nut - Hardness Test	ASTM E18	\$ 50.00	each
Washer - Hardness Test	ASTM E18	\$ 50.00	each
Prestressing Steel Strand Tensile Test	ASTM A416/A1061	\$ 420.00	each
Reinforcing Steel (Rebar) Tensile Test			
Up to No. 7	ASTM A615, A706/A370	\$ 100.00	each
From No. 8 through No. 14	ASTM A615, A706/A370	\$ 130.00	each
Reinforcing Steel (Rebar) Bend Test	ASTM A615, A706/A370	\$ 55.00	each
Structural Steel Tensile Test			
Up to 3/4"	ASTM A370	\$ 115.00	each
Sizes Larger Than 3/4"	ASTM A370	\$ 125.00	each
Machining of Test Specimens			cost plus 20%
Structural Steel Hardness Test	ASTM E18	\$ 90.00	each
Weld Assembly, Guided Bend/Macroetch/T-Bend Test	AWS D1.1, ASTM E190	\$ 90.00	per test
Welder Qualification Test Inspection		\$ 110.00	per hour
Welder Qualification Test Record		\$ 105.00	each
Laboratory Technician		\$ 110.00	per hour

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 13, 2023

Attachments: X

From: Tammy Busch, Asst. Supt. of Business Services

Item Number: 28.

Type of item: (Action, Consent Action or Information Only): Action

SUBJECT:

Approve Resolution # 847 Requesting The Board Of Supervisors Of The County Of Sacramento To Establish Tax Rate For Bonds Of The School Facilities Improvement District No. 1 Of The River Delta Unified School District Expected To Be Sold During Fiscal Year 2023-2024

BACKGROUND:

Measure J was successfully approved by voters within School Facilities Improvement District No. 1 at the November 2020 election, authorizing \$45.7 million in bonds to help fund various facilities projects. The District anticipates that the second series of the Measure J general obligation bonds will be issued in March 2024.

STATUS:

The attached resolution authorizes District staff to coordinate with Sacramento County to adopt a tax rate for bonds the District expects to be sold during fiscal year 2023-24, based upon the estimated debt service schedule, and to levy a tax in fiscal year 2023-24 sufficient to pay said debt service.

PRESENTER:

Tammy Busch, Asst. Supt. of Business Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

N/A

RECOMMENDATION:

Board Approve Resolution # 847 Requesting The Board Of Supervisors Of The County Of Sacramento To Establish Tax Rate For Bonds Of The School Facilities Improvement District No. 1 Of The River Delta Unified School District Expected To Be Sold During Fiscal Year 2023-2024

Time allocated: 5 minutes



RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 94571-1651
(707) 374-1700 Fax (707) 374-2995
<http://riverdelta.org>

JUNE 14, 2023

Joyce Renison
Interim Director of Finance
County of Sacramento
Department of Finance
700 H Street, Suite 3650
Sacramento, CA 95814

Re: Request to Levy Tax Rate in 2023-24 for School Facilities Improvement District No. 1 of the River Delta Unified School District – Based on Estimated Debt Service Schedule

Dear Ms. Renison:

The River Delta Unified School District intends to issue the second series of general obligation bonds (the “Series 2023 Bonds”) of School Facilities Improvement District No. 1 of the River Delta Unified School District (“SFID No. 1”) during fiscal year 2023-24. The bonds were approved by voters of SFID No. 1 on November 3, 2020. The Series 2023 Bonds will not be sold in time to permit the Auditor-Controller to include the actual debt service amounts in its calculation of the tax rates.

Pursuant to California Education Code Section 15252, the River Delta Unified School District hereby requests the Sacramento County Board of Supervisors to levy an *ad valorem* property tax rate for fiscal year 2023-24, sufficient to pay the estimated debt service costs of the Series 2023 Bonds of SFID No. 1.

Enclosed is a copy of the schedule of estimated debt service costs for the Series 2023 Bonds of SFID No. 1, as well as a copy of our Resolution. The Series 2023 Bonds are expected to sell on March 6, 2024. You will receive a final debt service schedule shortly thereafter.

If you have any questions, please do not hesitate to call me.

Sincerely,

Tammy Busch
Assistant Superintendent of Business Services

Enclosure

cc: Tax Manager, County of Sacramento
Stacy Toledo, Parker & Covert LLP
Sirikhwan Weaver, Government Financial Services Joint Powers Agency,

Creating Excellence To Ensure That All Students Learn

Bates Elementary School Isleton Elementary School Walnut Grove Elementary School Delta High School Wind River Adult School
Clarksburg Middle School Riverview Middle School D. H. White Elementary School Rio Vista High School Mokelumne High School
River Delta High/Elementary School River Delta Community Day School Delta Elementary Charter School

RESOLUTION NO. 847

**RESOLUTION REQUESTING THE BOARD OF SUPERVISORS
OF THE COUNTY OF SACRAMENTO
TO ESTABLISH TAX RATE FOR BONDS OF
THE SCHOOL FACILITIES IMPROVEMENT DISTRICT NO. 1 OF
THE RIVER DELTA UNIFIED SCHOOL DISTRICT
EXPECTED TO BE SOLD DURING FISCAL YEAR 2023-2024,
AND AUTHORIZING NECESSARY ACTIONS
IN CONNECTION THEREWITH.**

WHEREAS, the Board of Trustees (the “Board”) of the River Delta Unified School District (the “District”), located in a portion of Sacramento County (the “County”), California, as well as portions of Solano and Yolo Counties, California, is authorized to, and intends to, issue a 2023 series of bonds of School Facilities Improvement District No. 1 of the River Delta Unified School District (“SFID No. 1”) for purposes authorized by the voters of SFID No. 1 on November 3, 2020; and

WHEREAS, the Board of Supervisors of the County is required to take action approving a tax rate for payment of indebtedness of the District during Fiscal Year 2023-24, and it is the responsibility of the Auditor-Controller of the County to calculate the several tax rates for the Board of Supervisors’ action thereon; and

WHEREAS, this Board has determined that it is not possible or advisable to sell the bonds of SFID No. 1 in time to permit the Auditor-Controller, or other appropriate County official, of the County to calculate the tax rates necessary to pay debt service on such bonds in order that such tax rates may be reflected on 2023-24 property tax bills of taxpayers in SFID No. 1; and

WHEREAS, the Education Code of the State of California provides that the Board of Supervisors of each county shall annually, at the time of making the levy of taxes for county purposes, estimate the amount of money required to meet the payment of the principal and interest on the bonds authorized by the electors of SFID No. 1 and not sold, and which the Board of Trustees of the District informs the Board of Supervisors in their belief will be sold before the next tax levy, and further provides that said Board of Supervisors shall levy a tax sufficient to pay the principal and interest so estimated; and

WHEREAS, the Board deems it necessary and desirable to issue a series of the SFID No. 1 bonds during Fiscal Year 2023-24, as authorized by the Education Code and the Government Code, and that the County levy a tax for payment on debt service estimated to come due on such bonds during Fiscal Year 2023-24, and believes that said bonds will be sold during Fiscal Year;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE RIVER DELTA UNIFIED SCHOOL DISTRICT:

Section 1. **Recitals.** All of the above recitals are true and correct.

Section 2. **Estimate of Tax Levy.** The Superintendent or the Assistant Superintendent of Business Services of the District or such other officer of the District as either authorized officer

may designate (each, an “Authorized District Representative”), are hereby authorized and directed to prepare, or caused to be prepared, an estimate of all payments of principal and interest which shall become due on a series of bonds of SFID No. 1 expected to be sold prior to the making of the tax levy for Fiscal Year 2023-24, and to cause the debt service schedule so prepared to be provided to the Board of Supervisors of the County and to the officers of the County responsible for preparing the tax levy for bonds of SFID No. 1 and for levying said tax. The District estimates that the sale of the next series of bonds of SFID No. 1 shall be in an estimated amount of \$15.5 million, an amount within the authorized but unissued bond allowance for SFID No. 1, and shall be issued on or about March 20, 2024.

Section 3. Request to County to Levy Tax. The Board of Supervisors of the County is hereby requested, in accordance with Education Code Section 15252-15254, to adopt a tax rate for bonds of SFID No. 1 expected to be sold during Fiscal Year 2023-24, based upon the estimated debt service schedule prepared, or caused to be prepared, by officers of the District, and to levy a tax in Fiscal Year 2023-24 on all taxable property in SFID No. 1 sufficient to pay said estimated debt service. The proceeds of such tax shall be deposited into the debt service fund of SFID No. 1 established pursuant to the Education Code for bonds of the District.

Section 4. Application of Tax Proceeds. In the event that bonds of SFID No. 1 are not sold during Fiscal Year 2023-24, or sold in such amount and on such terms that the proceeds of the tax requested in Section 3 hereof, or any portion thereof, are not required for payment of debt service due on the bonds, or payment of other outstanding bonds of the SFID No. 1 payable from the debt service fund of SFID No. 1, this Board hereby requests that the Auditor-Controller, or other appropriate official of the County cause the remaining proceeds of the tax to be held in debt service fund and applied to debt service on outstanding bonds of SFID No. 1 coming due in Fiscal Year 2024-25.

Section 5. Filing of Resolution. The Secretary of this Board is hereby authorized and directed to file forthwith a certified copy of this Resolution with the Clerk of the Board of Supervisors of the County, and to cause copies of this Resolution to be delivered to the Auditor-Controller and the Treasurer-Tax Collector of the County.

Section 6. Further Authorization. The President of this Board, the Secretary of this Board, or any Authorized District Representative, shall be and they are hereby authorized and directed to take such additional actions consistent with the intent of this Resolution in connection with the sale of bonds of SFID No. 1, which any of them deem necessary and desirable to accomplish the purpose hereof.

Section 7. Effective Date. This resolution shall take effect from and after its adoption.

PASSED AND ADOPTED this 13 day of June, 2023, by the following vote:

AYES _____

NOES _____

ABSENT _____

ABSTAIN _____

RIVER DELTA UNIFIED SCHOOL DISTRICT

By: _____
President of the Board of Trustees

ATTEST:

By: _____
Secretary of the Board of Trustees

SECRETARY’S CERTIFICATE

STATE OF CALIFORNIA)
) ss
SACRAMENTO COUNTY)

I, Katherine Wright, do hereby certify that the foregoing is a true and correct copy of Resolution No. 847, which was duly adopted by the Board of Trustees of the River Delta Unified School District at a meeting thereof, held on the 13 day of June 2023, and that it was so adopted by the following vote:

AYES:

NOES:

ABSENT:

ABSTENTIONS:

By _____
Secretary

**School Facilities Improvement District No. 1 of the
River Delta Unified School District
(Sacramento County and Solano County, California)
General Obligation Bonds, Election of 2020, Series 2024**

**Schedule of Events
As of May 15, 2023**

April 2023							May 2023							June 2023						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1		1	2	3	4	5	6					1	2	3
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	
30																				
April 7: Good Friday							May 29: Memorial Day							June 19: Juneteenth						

July 2023							August 2023							September 2023						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1			1	2	3	4	5						1	2
2	3	4	5	6	7	8	6	7	8	9	10	11	12	3	4	5	6	7	8	9
9	10	11	12	13	14	15	13	14	15	16	17	18	19	10	11	12	13	14	15	16
16	17	18	19	20	21	22	20	21	22	23	24	25	26	17	18	19	20	21	22	23
23	24	25	26	27	28	29	27	28	29	30	31			24	25	26	27	28	29	30
30	31																			
July 4: Independence Day														September 4: Labor Day						

DATE	ITEM	RESPONSIBILITY
In progress	Preliminary work begins on the financing plan, including confirmation of financing team, Board dates and agenda deadlines, etc.	District Staff GFSJPA
Wednesday, April 26, 2023 Completed	District Board Agenda Deadline: Information presentation regarding issuance of the Bonds delivered for District Board agenda packet.	District Staff GFSJPA
Tuesday, May 9, 2023 Completed	District Board Meeting: Information regarding Bond issuance process presented to District Board.	District Staff GFSJPA
Monday, May 15, 2023	2023-24 estimated debt service information, in Sacramento County table format, provided to Parker & Covert.	GFSJPA



DATE	ITEM	RESPONSIBILITY
Monday, May 22, 2023	Initial draft of District resolution authorizing the County to levy 2023-24 property taxes on the basis of an estimated debt service schedule delivered to all interested parties for review.	Parker & Covert
Friday, May 26, 2023	Comments due on estimated debt service resolution.	All Parties
Wednesday, May 31, 2023	District Board Agenda Deadline: Resolution authorizing the County to levy 2023-24 property taxes on the basis of an estimated debt service schedule delivered for District Board agenda packet.	District Staff Parker & Covert GFSJPA
Tuesday, June 13, 2023	District Board Meeting: Resolution authorizing the County to levy 2023-24 property taxes on the basis of an estimated debt service schedule considered for adoption.	District Staff GFSJPA
Friday, June 16, 2023	PDF of signed estimated debt service resolution provided to Parker & Covert.	District Staff
Before Friday, June 30, 2023	Estimated debt service schedule along with signed District resolution delivered to County Department of Finance.	Parker & Covert GFSJPA
Wednesday, November 29, 2023	District Board Agenda Deadline: Information presentation regarding issuance of the Bonds (including information required by Government Code 5852.1) delivered for District Board agenda packet.	District Staff GFSJPA
Monday, December 11, 2023	Initial draft of authorizing District resolution, County resolution, and associated legal documents delivered to all interested parties for review.	Parker & Covert
Tuesday, December 12, 2023	District Board Meeting: Information regarding Bond issuance process (including information required by Government Code 5852.1) presented to District Board.	District Staff GFSJPA
Wednesday, December 13, 2023	Initial draft of preliminary official statement (POS) delivered to all interested parties for review.	Parker & Covert
Monday, December 18, 2023 Through Friday, January 5, 2024	District winter break.	
Wednesday, December 20, 2023	Comments due on resolutions, POS and legal documents.	All Parties
Wednesday, January 3, 2024	Second draft of resolutions, POS and legal documents distributed to all interested parties, if necessary.	Parker & Covert



DATE	ITEM	RESPONSIBILITY
Wednesday, January 10, 2024	Comments due on draft resolutions, POS and legal documents.	All Parties
Tuesday, January 16, 2024 (To be confirmed)	County Board Agenda Deadline: Resolution authorizing the County to serve as Paying Agent on the Bonds delivered for the County Board agenda packet.	County Staff Parker & Covert
Week of January 29, 2024	Rating call coordinated.	GFSJPA
Wednesday, January 31, 2024 (To be confirmed)	District Board Agenda Deadline: Resolution authorizing issuance of the Bonds along with updated draft legal documents and POS delivered to the District.	District Staff GFSJPA
Monday February 5, 2024	Deadline to file notice of planned sale of the Bonds with CDIAC (30 days before sale).	Parker & Covert
Week of February 12, 2024	Rating call conducted.	District Staff Parker & Covert GFSJPA
Tuesday, February 13, 2024 (To be confirmed)	District Board Meeting: Resolution authorizing issuance of the Bonds considered for adoption.	District Staff
Week of February 19, 2024	PDF of signed District Bond resolution provided to Parker & Covert.	District Staff
Week of February 19, 2024	Due Diligence Call: Conference call to confirm information in POS.	District Staff Parker & Covert GFSJPA
Friday, February 23, 2024	Rating received.	District Staff GFSJPA
Wednesday, February 24, 2024	PDF of signed District Bond resolution provided to County staff (ideally 8 days before County Board action).	Parker & Covert
Monday, February 26, 2024	Final comments due on POS.	All Parties
Tuesday, February 27, 2024	1) Substantially final POS distributed to prospective purchasers. 2) CUSIP application submitted.	Parker & Covert GFSJPA
Tuesday, February 27, 2024 (To be confirmed)	County Board Meeting: County Board considers resolution authorizing the County to serve as Paying Agent on the Bonds.	County Staff
Week of March 4, 2024	PDF of signed County resolution provided to Parker & Covert.	County Staff
Wednesday, March 6, 2024	Sale of the Bonds at the office of Government Financial Services, Sacramento.	All Parties
Friday, March 8, 2023 (To be confirmed)	Board Agenda Deadline: Summary of bid results identifying winning underwriter and final costs of issuance pursuant to Education Code 15146 delivered for District Board agenda packet.	District Staff GFSJPA



DATE	ITEM	RESPONSIBILITY
Week of March 11, 2024	Closing documents distributed.	Parker & Covert
Week of March 11, 2024	Compliance Meeting/Call: Review and discussion of closing documents, continuing disclosure obligations, and other administrative responsibilities.	District Staff Parker & Covert GFSJPA
Tuesday, March 12, 2024 (To be confirmed)	District Board Meeting: Summary of bid results identifying winning underwriter and final costs of issuance provided to District Board pursuant to Education Code 15146.	District Staff
Tuesday, March 19, 2024	Pre-closing. All executed documents returned to Parker & Covert LLP.	All Parties
Wednesday, March 20, 2024	Closing: Bond proceeds deposited with the County.	All Parties
Thursday, March 21, 2024	Debt service schedule delivered to County Department of Finance.	GFSJPA
Wednesday, March 27, 2024 (To be confirmed)	District Board Agenda Deadline: Presentation regarding results of sale of the Bonds and financing costs pursuant to Education Code 15146 delivered to the District.	District Staff GFSJPA
Wednesday, March 27, 2024	Deadline to file report of final sale of the Bonds with CDIAC (21 days after sale).	Parker & Covert
Tuesday, April 9, 2024 (To be confirmed)	District Board Meeting: Presentation regarding results of sale of the Bonds and financing costs pursuant to Education Code 15146 provided to District Board.	District Staff GFSJPA
Annually until all Bonds are retired	Continuing Disclosure: Prepare annual report updating certain information provided in the Official Statement and distribute to the Electronic Municipal Market Access (EMMA) repository.	District Staff GFSJPA
Annually until all Bonds are retired	Annual Debt Transparency Report: Prepare annual debt transparency report and file with CDIAC.	District Staff GFSJPA



School Facilities Improvement District No. 1 of the
River Delta Unified School District
(Sacramento County and Solano County, California)
General Obligation Bonds, Election of 2020, Series 2024

Interested Parties
As of May 15, 2023

(* = contacts for distribution of legal documents and official statement)

School District

River Delta Unified School District

445 Montezuma Street
Rio Vista, California 94571

Main Phone (707) 374-1700

*Katherine Wright, Superintendent

kwright@rdusd.org

*Tammy Busch, Assistant Superintendent of Business Services

tbusch@rdusd.org

*Jennifer Gaston, Executive Assistant to the Superintendent

Direct (707) 374-1711
jgaston@rdusd.org

County and Paying Agent

County of Sacramento Department of Finance

700 H Street, Suite 3650
Sacramento, CA 95814

Main Phone (916) 874-6744
Fax (916) 874-8905

Joyce Renison, Interim Director of Finance

*Bernard Santo Domingo, Chief Investment Officer

Direct (916) 874-7320
santodomingob@saccounty.gov

*Dave Matuskey, Investment Officer

Direct (916) 874-4251
matuskeyd@saccounty.gov

*Colin Bettis, County Debt Officer

Direct (916) 874-5239
bettisc@saccounty.gov

*Peter Aw-Yang, Senior Accounting Manager

Direct (916) 874-8252
aw-yangp@saccounty.gov

*Jeffery A. Emslie, Senior Accounting Manager

Direct (916) 874-8262
emsliej@saccounty.gov

*Sia Chang, Accounting Manager

Direct (916) 874-8255
changsia@saccounty.gov



*Menchie Rona-Salzberg, Senior Accountant

Direct (916) 874-7976
ronac@saccounty.gov

Bond Counsel and Disclosure Counsel

Parker & Covert LLP
Attorneys at Law
2520 Venture Oaks Way, Suite 190
Sacramento, CA 95833

Main Phone (916) 245-8677

*P. Addison Covert, Partner

acovert@parkercovert.com

*Stacy Toledo, Partner

stoledo@parkercovert.com

Public Finance Consultant

Government Financial Services Joint Powers Authority
9800 Old Placerville Road, Suite 300
Sacramento, CA 95827

Main Phone (916) 444-5100

*Rich Malone, Chief Operating Officer

rmalone@gfsjpa.org

*Sirikhwan Weaver, Senior Project Manager

sweaver@gfsjpa.org

*Amie Kaewsriprach, Senior Financial Analyst

akaewsriprach@gfsjpa.org

Government Financial Strategies inc.

Jonathan Edwards, Client Services Director

jonathan@gfsi.com

Costs of Issuance Administrator

[to come]

Rating Agency

S&P Global Ratings
Public Finance Ratings
1 California Street, 31st Floor
San Francisco, CA 94111

[to come]

Underwriter

[To Come]

District Auditor

(POS/OS distribution only)

Crowe LLP



400 Capitol Mall, Suite 1400
Sacramento , California 95814

Jen Aras, CPA, Partner

Direct (916) 492-5119

jen.aras@crowe.com

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 13, 2023

Attachments: X

From: Tammy Busch, Asst. Supt. of Business Services

Item Number: 29.

Type of item: (Action, Consent Action or Information Only): Action

SUBJECT:

Approve Resolution # 848 Requesting The Board Of Supervisors Of The County Of Sacramento To Establish Tax Rate For Bonds Of The School Facilities Improvement District No. 2 Of The River Delta Unified School District Expected To Be Sold During Fiscal Year 2023-2024

BACKGROUND:

Measure K was successfully approved by voters within School Facilities Improvement District No. 2 at the November 2020 election, authorizing \$14.6 million in bonds to help fund various facilities projects. The District anticipates that the second series of the Measure K general obligation bonds will be issued in September 2023.

STATUS:

The attached resolution authorizes District staff to coordinate with Sacramento County to adopt a tax rate for bonds the District expects to be sold during fiscal year 2023-24, based upon the estimated debt service schedule, and to levy a tax in fiscal year 2023-24 sufficient to pay said debt service.

PRESENTER:

Tammy Busch, Asst. Supt. of Business Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

N/A

RECOMMENDATION:

Board Approve Resolution # 848 Requesting The Board Of Supervisors Of The County Of Sacramento To Establish Tax Rate For Bonds Of The School Facilities Improvement District No. 2 Of The River Delta Unified School District Expected To Be Sold During Fiscal Year 2023-2024

Time allocated: 5 minutes



RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 94571-1651
(707) 374-1700 Fax (707) 374-2995
<http://riverdelta.org>

JUNE 14, 2023

Joyce Renison
Interim Director of Finance
County of Sacramento
Department of Finance
700 H Street, Suite 3650
Sacramento, CA 95814

Re: Request to Levy Tax Rate in 2023-24 for School Facilities Improvement District No. 2 of the River Delta Unified School District – Based on Estimated Debt Service Schedule

Dear Ms. Renison:

The River Delta Unified School District intends to issue the second series of general obligation bonds (the “Series 2023 Bonds”) of School Facilities Improvement District No. 2 of the River Delta Unified School District (“SFID No. 2”) during fiscal year 2023-24. The bonds were approved by voters of SFID No. 2 on November 3, 2020. The Series 2023 Bonds will not be sold in time to permit the Auditor-Controller to include the actual debt service amounts in its calculation of the tax rates.

Pursuant to California Education Code Section 15252, the River Delta Unified School District hereby requests the Sacramento County Board of Supervisors to levy an ad valorem property tax rate for fiscal year 2023-24, sufficient to pay the estimated debt service costs of the Series 2023 Bonds of SFID No. 2.

Enclosed is a copy of the schedule of estimated debt service costs for the Series 2023 Bonds of SFID No. 2, as well as a copy of our Resolution. The Series 2023 Bonds are expected to sell on August 23, 2023. You will receive a final debt service schedule shortly thereafter.

If you have any questions, please do not hesitate to call me.

Sincerely,

Tammy Busch
Assistant Superintendent of Business Services

Enclosure

cc: Tax Manager, County of Sacramento
Stacy Toledo, Parker & Covert LLP
Sirikhwan Weaver, Government Financial Services Joint Powers Agency,

Creating Excellence To Ensure That All Students Learn

Bates Elementary School Isleton Elementary School Walnut Grove Elementary School Delta High School Wind River Adult School
Clarksburg Middle School Riverview Middle School D. H. White Elementary School Rio Vista High School Mokelumne High School
River Delta High/Elementary School River Delta Community Day School Delta Elementary Charter School

RESOLUTION NO. 848

**RESOLUTION REQUESTING THE BOARD OF SUPERVISORS
OF THE COUNTY OF SACRAMENTO
TO ESTABLISH TAX RATE FOR BONDS OF
THE SCHOOL FACILITIES IMPROVEMENT DISTRICT NO. 2 OF
THE RIVER DELTA UNIFIED SCHOOL DISTRICT
EXPECTED TO BE SOLD DURING FISCAL YEAR 2023-2024,
AND AUTHORIZING NECESSARY ACTIONS
IN CONNECTION THEREWITH.**

WHEREAS, the Board of Trustees (the “Board”) of the River Delta Unified School District (the “District”), located in a portion of Sacramento County (the “County”), California, as well as portions of Solano and Yolo Counties, California, is authorized to, and intends to, issue a 2023 series of bonds of School Facilities Improvement District No. 2 of the River Delta Unified School District (“SFID No. 2”) for purposes authorized by the voters of SFID No. 2 on November 3, 2020; and

WHEREAS, the Board of Supervisors of the County is required to take action approving a tax rate for payment of indebtedness of the District during Fiscal Year 2023-24, and it is the responsibility of the Auditor-Controller of the County to calculate the several tax rates for the Board of Supervisors’ action thereon; and

WHEREAS, this Board has determined that it is not possible or advisable to sell the bonds of SFID No. 2 in time to permit the Auditor-Controller, or other appropriate County official, of the County to calculate the tax rates necessary to pay debt service on such bonds in order that such tax rates may be reflected on 2023-24 property tax bills of taxpayers in SFID No. 2; and

WHEREAS, the Education Code of the State of California provides that the Board of Supervisors of each county shall annually, at the time of making the levy of taxes for county purposes, estimate the amount of money required to meet the payment of the principal and interest on the bonds authorized by the electors of SFID No. 2 and not sold, and which the Board of Trustees of the District informs the Board of Supervisors in their belief will be sold before the next tax levy, and further provides that said Board of Supervisors shall levy a tax sufficient to pay the principal and interest so estimated; and

WHEREAS, the Board deems it necessary and desirable to issue a series of the SFID No. 2 bonds during Fiscal Year 2023-24, as authorized by the Education Code and the Government Code, and that the County levy a tax for payment on debt service estimated to come due on such bonds during Fiscal Year 2023-24, and believes that said bonds will be sold during Fiscal Year;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE RIVER DELTA UNIFIED SCHOOL DISTRICT:

Section 1. **Recitals.** All of the above recitals are true and correct.

Section 2. Estimate of Tax Levy. The Superintendent or the Assistant Superintendent of Business Services of the District or such other officer of the District as either authorized officer may designate (each, an “Authorized District Representative”), are hereby authorized and directed to prepare, or caused to be prepared, an estimate of all payments of principal and interest which shall become due on a series of bonds of SFID No. 2 expected to be sold prior to the making of the tax levy for Fiscal Year 2023-24, and to cause the debt service schedule so prepared to be provided to the Board of Supervisors of the County and to the officers of the County responsible for preparing the tax levy for bonds of SFID No. 2 and for levying said tax. The District estimates that the sale of the next series of bonds of SFID No. 2 shall be in an estimated amount of \$6.8 million, an amount within the authorized but unissued bond allowance for SFID No. 2, and shall be issued on or about September 7, 2023.

Section 3. Request to County to Levy Tax. The Board of Supervisors of the County is hereby requested, in accordance with Education Code Section 15252-15254, to adopt a tax rate for bonds of SFID No. 2 expected to be sold during Fiscal Year 2023-24, based upon the estimated debt service schedule prepared, or caused to be prepared, by officers of the District, and to levy a tax in Fiscal Year 2023-24 on all taxable property in SFID No. 2 sufficient to pay said estimated debt service. The proceeds of such tax shall be deposited into the debt service fund of SFID No. 2 established pursuant to the Education Code for bonds of the District.

Section 4. Application of Tax Proceeds. In the event that bonds of SFID No. 2 are not sold during Fiscal Year 2023-24, or sold in such amount and on such terms that the proceeds of the tax requested in Section 3 hereof, or any portion thereof, are not required for payment of debt service due on the bonds, or payment of other outstanding bonds of the SFID No. 2 payable from the debt service fund of SFID No. 2, this Board hereby requests that the Auditor-Controller, or other appropriate official of the County cause the remaining proceeds of the tax to be held in debt service fund and applied to debt service on outstanding bonds of SFID No. 2 coming due in Fiscal Year 2024-25.

Section 5. Filing of Resolution. The Secretary of this Board is hereby authorized and directed to file forthwith a certified copy of this Resolution with the Clerk of the Board of Supervisors of the County, and to cause copies of this Resolution to be delivered to the Auditor-Controller and the Treasurer-Tax Collector of the County.

Section 6. Further Authorization. The President of this Board, the Secretary of this Board, or any Authorized District Representative, shall be and they are hereby authorized and directed to take such additional actions consistent with the intent of this Resolution in connection with the sale of bonds of SFID No. 2, which any of them deem necessary and desirable to accomplish the purpose hereof.

Section 7. **Effective Date.** This resolution shall take effect from and after its adoption.

PASSED AND ADOPTED this 13 day of June, 2023, by the following vote:

AYES _____

NOES _____

ABSENT _____

ABSTAIN _____

RIVER DELTA UNIFIED SCHOOL DISTRICT

By: _____
President of the Board of Trustees

ATTEST:

By: _____
Secretary of the Board of Trustees

SECRETARY'S CERTIFICATE

STATE OF CALIFORNIA)
) ss
SACRAMENTO COUNTY)

I, Katherine Wright, do hereby certify that the foregoing is a true and correct copy of Resolution No. 848, which was duly adopted by the Board of Trustees of the River Delta Unified School District at a meeting thereof, held on the 13 day of June 2023, and that it was so adopted by the following vote:

AYES:

NOES:

ABSENT:

ABSTENTIONS:

By _____
Secretary

**School Facilities Improvement District No. 2 of the
River Delta Unified School District
(Sacramento, Solano and Yolo Counties, California)
General Obligation Bonds, Election of 2020, Series 2023**

**Schedule of Events
As of May 15, 2023**

April 2023							May 2023							June 2023						
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9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
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9	10	11	12	13	14	15	13	14	15	16	17	18	19	10	11	12	13	14	15	16
16	17	18	19	20	21	22	20	21	22	23	24	25	26	17	18	19	20	21	22	23
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July 4: Independence Day														September 4: Labor Day						

DATE	ITEM	RESPONSIBILITY
In progress	Preliminary work begins on the financing plan, including confirmation of financing team, Board dates and agenda deadlines, etc.	District Staff GFSJPA
Wednesday, April 26, 2023 Completed	District Board Agenda Deadline: Information presentation regarding issuance of the Bonds delivered for District Board agenda packet.	District Staff GFSJPA
Tuesday, May 9, 2023 Completed	District Board Meeting: Information regarding Bond issuance process presented to District Board.	District Staff GFSJPA
Monday, May 15, 2023	2023-24 estimated debt service information, in Sacramento County table format, provided to Parker & Covert.	GFSJPA



DATE	ITEM	RESPONSIBILITY
Monday, May 22, 2023	Initial draft of District resolution authorizing the County to levy 2023-24 property taxes on the basis of an estimated debt service schedule delivered to all interested parties for review.	Parker & Covert
Friday, May 26, 2023	Comments due on estimated debt service resolution.	All Parties
Wednesday, May 31, 2023	District Board Agenda Deadline: Resolution authorizing the County to levy 2023-24 property taxes on the basis of an estimated debt service schedule delivered for District Board agenda packet.	District Staff Parker & Covert GFSJPA
Tuesday, June 13, 2023	District Board Meeting: Resolution authorizing the County to levy 2023-24 property taxes on the basis of an estimated debt service schedule considered for adoption.	District Staff GFSJPA
Friday, June 16, 2023	PDF of signed estimated debt service resolution provided to Parker & Covert.	District Staff
Friday, June 23, 2023	Initial draft of authorizing District resolution, County resolution, and associated legal documents delivered to all interested parties for review.	Parker & Covert
Wednesday, June 28, 2023	Initial draft of preliminary official statement (POS) delivered to all interested parties for review.	Parker & Covert
Before Friday, June 30, 2023	Estimated debt service schedule along with signed District resolution delivered to County Department of Finance.	Parker & Covert GFSJPA
Friday, June 30, 2023	Comments due on resolutions and legal documents.	All Parties
Wednesday, July 5, 2023	Second draft of resolutions and legal documents distributed to all interested parties, if necessary.	Parker & Covert
Monday, July 10, 2023	County Board Agenda Deadline: Resolution authorizing the County to serve as Paying Agent on the Bonds delivered for the County Board agenda packet.	County Staff Parker & Covert
Friday, July 14, 2023	Comments due on draft resolutions, legal documents and POS.	All Parties
Week of July 17, 2023	Rating call coordinated.	GFSJPA
Tuesday, July 18, 2023	Updated drafts of legal documents and POS distributed to all interested parties, if necessary.	Parker & Covert
Monday, July 24, 2023	Comments due on draft District resolution, legal documents and POS.	All Parties



DATE	ITEM	RESPONSIBILITY
Monday, July 24, 2023	Deadline to file notice of planned sale of the Bonds with CDIAC (30 days before sale).	Parker & Covert
Wednesday, July 26, 2023	District Board Agenda Deadline: 1) Information presentation regarding issuance of the Bonds (including information required by Government Code 5852.1) delivered for District Board agenda packet. 2) Resolution authorizing issuance of the Bonds along with updated draft legal documents and POS delivered to the District.	District Staff GFSJPA
Week of July 31, 2023	Rating call conducted.	District Staff Parker & Covert GFSJPA
Week of July 31, 2023	Due Diligence Call: Conference call to confirm information in POS.	District Staff Parker & Covert GFSJPA
Tuesday, August 8, 2023	District Board Meeting: 1) Information regarding Bond issuance process (including information required by Government Code 5852.1) presented to District Board. 2) Resolution authorizing issuance of the Bonds considered for adoption.	District Staff GFSJPA
Thursday, August 10, 2023	Rating received.	GFSJPA
Friday, August 11, 2023	PDF of signed District Bond resolution provided to Parker & Covert.	District Staff
Friday, August 11, 2023	Final comments due on POS.	All Parties
Monday, August 14, 2023	PDF of signed District Bond resolution provided to County staff (8 days before County Board action).	Parker & Covert
Tuesday, August 15, 2023	1) Substantially final POS distributed to prospective purchasers. 2) CUSIP application submitted.	GFSJPA
Tuesday, August 22, 2023	County Board Meeting: County Board considers resolution authorizing the County to serve as Paying Agent on the Bonds.	County Staff
Wednesday, August 23, 2023	PDF of signed County resolution provided to Parker & Covert.	County Staff
Wednesday, August 23, 2023	Sale of the Bonds at the office of Government Financial Services, Sacramento.	All Parties
Week of August 28, 2023	Closing documents distributed.	Parker & Covert



DATE	ITEM	RESPONSIBILITY
Week of August 28, 2023	Compliance Meeting/Call: Review and discussion of closing documents, continuing disclosure obligations, and other administrative responsibilities.	District Staff Parker & Covert GFSJPA
Wednesday, August 30, 2023	District Board Agenda Deadline: Presentation regarding results of sale of the Bonds and financing costs delivered to the District.	District Staff GFSJPA
Wednesday, September 6, 2023	Pre-closing. All executed documents returned to Parker & Covert LLP.	All Parties
Thursday, September 7, 2023	Closing: Bond proceeds deposited with the County.	All Parties
Thursday, September 7, 2023	Debt service schedule delivered to County Department of Finance.	GFSJPA
Tuesday, September 12, 2023	District Board Meeting: Presentation regarding results of sale of the Bonds and financing costs provided to District Board.	District Staff GFSJPA
Wednesday, September 13, 2023	Deadline to file report of final sale of the Bonds with CDIAC (21 days after sale).	Parker & Covert
Annually until all Bonds are retired	Continuing Disclosure: Prepare annual report updating certain information provided in the Official Statement and distribute to the Electronic Municipal Market Access (EMMA) repository.	District Staff GFSJPA
Annually until all Bonds are retired	Annual Debt Transparency Report: Prepare annual debt transparency report and file with CDIAC.	District Staff GFSJPA



School Facilities Improvement District No. 2 of the
River Delta Unified School District
(Sacramento, Solano and Yolo Counties, California)
General Obligation Bonds, Election of 2020, Series 2023

Interested Parties
As of May 15, 2023

(* = contacts for distribution of legal documents and official statement)

School District

River Delta Unified School District

445 Montezuma Street
Rio Vista, California 94571

Main Phone (707) 374-1700

*Katherine Wright, Superintendent

kwright@rdusd.org

*Tammy Busch, Assistant Superintendent of Business Services

tbusch@rdusd.org

*Jennifer Gaston, Executive Assistant to the Superintendent

Direct (707) 374-1711
jgaston@rdusd.org

County and Paying Agent

County of Sacramento Department of Finance

700 H Street, Suite 3650
Sacramento, CA 95814

Main Phone (916) 874-6744
Fax (916) 874-8905

Joyce Renison, Interim Director of Finance

*Bernard Santo Domingo, Chief Investment Officer

Direct (916) 874-7320
santodomingob@saccounty.gov

*Dave Matuskey, Investment Officer

Direct (916) 874-4251
matuskeyd@saccounty.gov

*Colin Bettis, County Debt Officer

Direct (916) 874-5239
bettisc@saccounty.gov

*Peter Aw-Yang, Senior Accounting Manager

Direct (916) 874-8252
aw-yangp@saccounty.gov

*Jeffery A. Emslie, Senior Accounting Manager

Direct (916) 874-8262
emsliej@saccounty.gov

*Sia Chang, Accounting Manager

Direct (916) 874-8255
changsia@saccounty.gov



*Menchie Rona-Salzberg, Senior Accountant

Direct (916) 874-7976
ronac@saccounty.gov

Bond Counsel and Disclosure Counsel

Parker & Covert LLP
Attorneys at Law
2520 Venture Oaks Way, Suite 190
Sacramento, CA 95833

Main Phone (916) 245-8677

*P. Addison Covert, Partner

acovert@parkercovert.com

*Stacy Toledo, Partner

stoledo@parkercovert.com

Public Finance Consultant

Government Financial Services Joint Powers Authority
9800 Old Placerville Road, Suite 300
Sacramento, CA 95827

Main Phone (916) 444-5100

*Rich Malone, Chief Operating Officer

rmalone@gfsjpa.org

*Sirikhwan Weaver, Senior Project Manager

sweaver@gfsjpa.org

*Amie Kaewsriprach, Senior Financial Analyst

akaewsriprach@gfsjpa.org

Government Financial Strategies inc.

Jonathan Edwards, Client Services Director

jonathan@gfsi.com

Costs of Issuance Administrator

[to come]

Rating Agency

S&P Global Ratings
Public Finance Ratings
1 California Street, 31st Floor
San Francisco, CA 94111

[to come]

Underwriter

[To Come]

District Auditor

(POS/OS distribution only)

Crowe LLP



400 Capitol Mall, Suite 1400
Sacramento , California 95814

Jen Aras, CPA, Partner

Direct (916) 492-5119

jen.aras@crowe.com