

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:

February 20, 2024 ♦ General Open Session 6:30pm
Isleton Elementary School • 412 Union Street, Isleton, 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://rdusd.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 to attend 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. **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. 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: 976 7938 8878

Passcode: 625953

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. **Student Presentations and Public Comment**
 - 8.1 Student Presentations – Isleton 6th Grade students Sly Park Presentations, Stacy Wallace, Principal
 - 8.2 Public Comments: ***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.
9. **Special Presentations, Reports, Updates and Information**
 - 9.1 Special Presentation(s)
 - 9.1.1 Syserco Solar and Energy Presentation – Nate Schlegel, Syserco Energy Solutions, Inc.
 - 9.2 Board Member(s) and Superintendent Report(s) and/or Presentation(s) –
 - 9.2.1 Board Members’ Report(s)
 - 9.2.2 Committee Report(s)
 - 9.2.2.1 City of Rio Vista 2 X 2
 - 9.2.2.1.1 Land Development Discussion
 - 9.2.3 Facilities Steering Committee Report(s)
 - 9.2.3.1.1 Purposed Land Exchange with the City of Rio Vista
 - 9.2.4 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
 - 9.3.1 Business Services’ Report – Tammy Busch, Asst. Superintendent of Business Services
 - 9.3.1.1 ADA/Enrollment Report – Tammy Busch, Asst. Superintendent of Business Services
 - 9.3.1.2 Monthly Financial Report – Tammy Busch, Asst. Superintendent of Business Services
 - 9.3.1.3 Governor’s Workshop Update – Tammy Busch, Asst. Superintendent of Business Services
 - 9.3.1.4 Sacramento County Annual Investment Policy for Pooled Investments Fund – Calendar Year 2024 – Tammy Busch, Asst. Superintendent of Business Services
 - 9.4 Education Services’ Reports and/or Presentation(s) - Nancy Vielhauer, Asst. Superintendent of Educational Services
 - 9.4.1 Educational Services Update – Nancy Vielhauer, Asst. Superintendent of Educational Services
 - 9.4.2 Mid-year 2023-2024 LCAP Review and Update – Nancy Vielhauer, Asst. Superintendent of Educational Services
 - 9.4.3 Advanced Placement (AP) Exam and Course Update – Nancy Vielhauer, Asst. Superintendent of Educational Services
 - 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, CSEA President
10. **Consent Calendar**
 - 10.1 Approve Board Minutes
 - Regular Meeting of the Board, January 9, 2024
 - 10.2 Receive and Approve Monthly Personnel Reports
 - As of February 20, 2024
 - 10.3 District’s Monthly Expenditure Report
 - January 2023
 - 10.4 Request to Acknowledge the Seniority Lists for Classified and Certificated Employees as of February 1, 2024 – Codi Agan, Director of Personnel
 - 10.5 Request the Approval for D.H. White Elementary School’s Parent Teacher Club (PTC) to Hold an Off Campus Poker Night Fundraiser – Jennie Gornto, Principal
 - 10.6 Request the Approval to Apply for the Education for Homeless Children and Youth (EHCY) Grant to Support Students Who are Experiencing Homelessness for the 2024-2027 School Years – Nancy Vielhauer, Asst. Superintendent of Educational Services
 - 10.7 Request to Approve the General Agreement for Nonpublic, Nonsectarian School/Agency (Spectrum Center, Inc.) for the 2023-2024 School Year at a cost not to exceed \$46,000 – Special Educational Funds – Tracy Barbieri, Director of Special Education

- 10.8 Request to Approve the 2023-2024 General Agreement for Nonpublic, Nonsectarian School/Agency (Ed Theory, LLC) to Provide Behavior Therapy Services for District Students at a cost not to exceed \$75,000 - Special Education Funds – Tracy Barbieri, Director of Special Education
- 10.9 Request to Approve the Overnight Travel for Rio Vista High School Future Farmers of America Members to Attend the FFA State Leadership Conference on March 21-24, 2024 in Sacramento – Clarence Isadore, Principal
- 10.10 Request to Approve the Unpaid Leave of Absence Made by Employee #002374 at D.H. White Elementary School, from April 18, 2024 through May 3, 2024 – Katherine Wright, Superintendent
- 10.11 Request to Declare as Surplus, River Delta Unified School District Vehicles That Are Non-Operational and Deem Their Value as Listed – Tammy Busch, Asst. Superintendent of Business Services
- 10.12 Request to Approve the Overnight Field Trip for Bates Elementary School 3rd/4th Grade Students to Attend Coloma Outdoor Discovery School from April 9 through April 10, 2024 – MJ Kiwan Gomez, Principal
- 10.13 Request to Approve the School Accountability Report Cards (SARC) for 2022-2023 – Nancy Vielhauer, Asst. Superintendent of Educational Services
- 10.14 Donations or Receive and Acknowledge

Riverview Middle School

Rio Vista Athletics – Complete Volleyball System and Net

Bates Elementary School

Angels of the Field – Books (Approx. value \$3,000)

Flint Construction – Concrete (Approx. value \$5,000)

Olam Food Ingredients – Labor (Approx. value \$1,000)

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 First Reading of the Updated or New Board Policies, Administrative Regulations and Exhibits Due to New Legislation, Mandated Language and/or Citation Revisions as of December 2023 - Katherine Wright, Superintendent

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

- 12. Request to Approve the Amended EL Master Plan Matrix Criteria for Reclassification – MJ Kiwan Gomez, Principal and EL Coordinator and Nancy Vielhauer, Asst. Superintendent of Educational Services

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

- 13. Request to Approve the 2024 Districtwide Comprehensive Safety Plan – Tammy Busch, Asst. Superintendent of Business Services

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

- 14. Request to the Board to Take Whatever Action They Deem Necessary to Respond to the California School Boards Association (CSBA) Delegate Assembly Elections: Official 2024 Delegate Assembly Ballot for Sub-Region 6-B (Postmarked by March 15, 2024; Results to be Released by May 11, 2024) – Katherine Wright, Superintendent

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

- 15. Request to Reject All Bids and Award a Contract to Hometown Construction, Inc. for the Delta High School Gym HVAC Replacement Project - \$622,000, Measure K Bond Funds – Tammy Busch, Asst. Superintendent of Business Services

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

- 16. Request to Approve Change Order #3 to Bobo Construction, Inc. for the Delta HS/Clarksburg MS Cafeteria Modernization Project \$9,643.73 Measure K Bond Funds – Tammy Busch, Asst. Superintendent of Business Services

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

- 17. Request to Approve the Preliminary Budget for the Riverview Modernization Interim Campus Housing, Including the Fee Proposals from Various Consulting and Contracting Services at a cost of \$1,328,863 Measure J Bond Funds – Tammy Busch, Asst. Superintendent of Business Services

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

- 18. Request to Approve a Proposal with Clark Roofing, Inc. for the D.H. White Elementary School Cafeteria Roof Replacement Project, \$35,201.33 RRMA Funds – Tammy Busch, Asst. Superintendent of Business Services

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

19. Request to Approve Project Inspector Proposals From CAS Inspections Inc. and Christopher Gallup for HVAC Projects at Clarksburg Middle School, Rio Vista High School, D.H. White Elementary School and Isleton Elementary School, ESSER Funding \$48,800 – Tammy Busch, Asst. Superintendent of Business Services
 Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____
20. Request to Approve the Proposals from Alta Fence Co. and ICU Technologies for the Isleton Elementary School Fencing and Gate Project, \$19,982 Maintenance Funds – Tammy Busch, Asst. Superintendent of Business Services
 Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____
21. Request to Approve the Rio Vista Gymnasium and Locker Room Restroom Portable Relocation, \$24,357 Measure J Bond Funds – Tammy Busch, Asst. Superintendent of Business Services
 Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____
22. Request to Approve an Agreement with Williams & Associates, Inc. provide services for State School Facility Program (SFP) Funding, at a cost not to exceed \$38,808, Measure J Bond Funds, and \$16,632 Measure K Bond Funds – Tammy Busch, Asst. Superintendent of Business Services
 Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____
23. Request to Approve the GASB 75 Accounting Valuation Report for FY 2022-2023 Provided by Nicolay Consulting Group (NCG) – Tammy Busch, Asst. Superintendent of Business Services
 Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____
24. Request to Approve Resolution #862 Relative to the Reduction or Elimination of Particular Kinds of Classified Services or Final Notice of Layoff Because of Reduction of Particular Kinds of Services for the 2024-25 School Year - Katherine Wright, Superintendent
 Motioned: _____ Second: _____ Roll Call Vote: _____
 Member Stone ___; Member Jelly ___; Member Riley ___; Member Casillas ___; Member Apel ___; Member Mahoney ___; Member Lamera ___ Ayes: _____ Noes: _____ Absent: _____
25. Request to Approve the Short-Term Staff Permit (STSP) as Authorized by the Commission on Teacher Credentialing for 2023-2024 School Year for Brenda Casillas – Katherine Wright, Superintendent
 Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____
26. Request to approve Agreement of Collaboration Between California Department of Education, The Ministry of Education & Vocational Training of Spain, and River Delta Unified School District for California /Spain Visiting Teacher Program 2024-2025 – Katherine Wright, Superintendent
 Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____
27. Request to approve Agreement of Collaboration Between California Department of Education, The Secretary of Public Education of Mexico, and River Delta Unified School District for California /Mexico Visiting Teacher Program 2024-2025 - Katherine Wright, Superintendent
 Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____
28. Request to Approve the Out-of-County Travel for District Administration to Attend the International Interviews with the Exchange Teacher Visitor Program Mexico to Interview Potential Employees Through the Secretary of Public Education of Mexico in Mexico City, MX on March 20 – March 23, 2024 – Katherine Wright, Superintendent
 Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____
29. Request for Future Board Agenda Items from Board Members – Board President Lamera
 Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____
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://rldusd.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, February 16, 2024, 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:

February 20, 2024 ♦ General Open Session 6:30pm
Isleton Elementary School • 412 Union Street, Isleton, 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 5:35 p.m. on February 20, 2024, at Isleton Elementary School, Isleton, 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)]. None

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

4.3 **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)

4.3.1 Public Employee(s) Evaluation:

4.3.1.1 Administrator

4.3.1.2 Certificated

4.3.1.3 Classified

4.3.1.4 Public Employee(s) Searches, Appointment, Employment conditions

4.3.2 Complaint, Discipline, Dismissal, Non-Reelects, & Releases

4.3.2.1 Resolution #859 Release and Non-Reelect of Administrative employees Hired under temporary contracts for the 2023-2024 school year – Katherine Wright, Superintendent

Motioned: _____ Second: _____ Roll Call Vote:

Member Stone ___; Member Jelly ___; Member Riley ___; Member Casillas ___; Member Apel ___; Member Mahoney ___; Member Lamera ___ Ayes: _____ Noes: _____ Absent: _____

4.3.2.2 Resolution #860 Release and Non-Reelect of certificated employees Hired under temporary contracts for the 2023-2024 school year – Katherine Wright, Superintendent

Motioned: _____ Second: _____ Roll Call Vote:

Member Stone ___; Member Jelly ___; Member Riley ___; Member Casillas ___; Member Apel ___; Member Mahoney ___; Member Lamera ___ Ayes: _____ Noes: _____ Absent: _____

4.3.2.3 Resolution #861 non-re-employment for the 2024-2025 school year for Probationary 0, I & II Certificated Staff – Katherine Wright, Superintendent

Motioned: _____ Second: _____ Roll Call Vote:

Member Stone ___; Member Jelly ___; Member Riley ___; Member Casillas ___; Member Apel ___; Member Mahoney ___; Member Lamera ___ Ayes: _____ Noes: _____ Absent: _____

4.4 **Employee/Employer Negotiations** [Government Code Section 3549.1 and 54957.6] Following negotiation meetings any/all units.

4.3.5.1 RDUTA

4.3.5.2 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: _____

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: February 20, 2024

Attachments: X

From: Tammy Busch, Asst. Superintendent of Business Services Item Number: 9.3.1.1

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

SUBJECT: Monthly Enrollment and ADA Report (**JANUARY MONTH 6**)

BACKGROUND:

Each month district staff compiles attendance and enrollment data for all school sites. The attached summary shows enrollment and ADA for 2022-2023 compared to current year 2023-2024.

STATUS:

District-wide enrollment **decreased by 49** students compared to the same month of school year 2022-23, decreasing from 1,758 to 1,709 (does not include Adult Ed).

District-wide enrollment **decreased by 31 students** compared to **last month from 1,740 to 1,709.**
(Does not include Adult Ed)

District-wide attendance **decreased by 65 ADA** compared to the same month of school year, 2022-23, decreasing from 1,610 to 1,545 (does not include Adult Ed).

District-wide attendance **decreased by 11 ADA** compared to **last month, from 1,556 to 1,545**
(Does not include Adult Ed)

PRESENTER:

Tammy Busch, Asst. Superintendent of Business Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

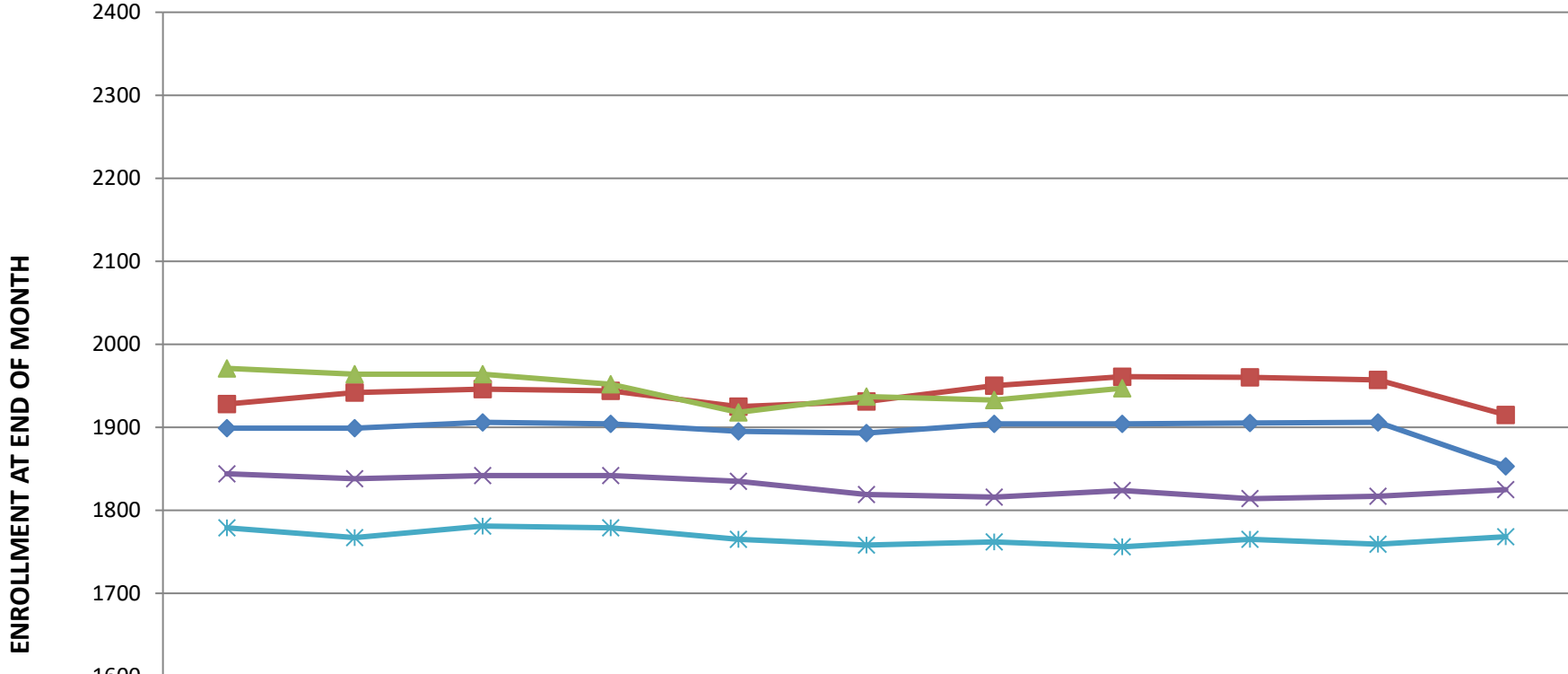
RECOMMENDATION:

That the Board receives the information presented

Time allocated: 3 minutes

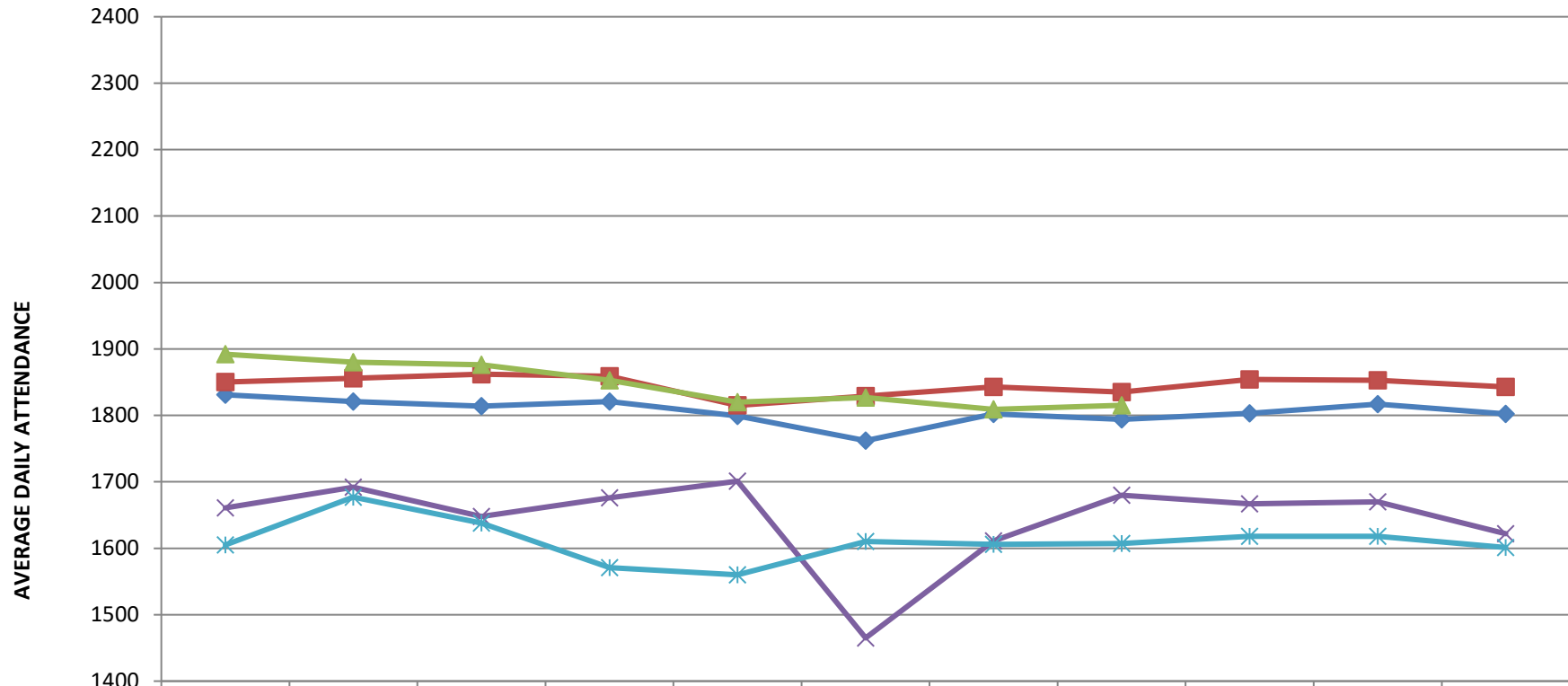
SITE		AUG	AUG	% of ADA		SEPT	SEPT	Incr/Decr	% of ADA	OCT	OCT	Incr/Decr	% of ADA	NOV	NOV	Incr/Decr	% of ADA	DEC	DEC	Incr/Decr	% of ADA	JAN	JAN	Incr/Decr	% of ADA
		22-23	23-24			22-23	23-24	From Pr Month		22-23	23-24	From Pr Month		22-23	23-24	From Pr Month		22-23	23-24	From Pr Month		22-23	23-24	From Pr Month	
BATES	ENR	83	80	96.3%		83	79	-1	97.5%	83	79	0	96.2%	82	78	-1	96.2%	74	81	3	84.0%	82	80	-1	92.5%
	ADA	78	77			79	77			79	76			76	75			78	68			77	74		
CLARKSBURG (7th & 8th Gr)	ENR	138	118	93.2%		137	119	1	93.3%	136	117	-2	94.9%	138	116	-1	94.8%	137	118	2	90.7%	137	117	-1	94.9%
	ADA	123	110			129	111			130	111			119	110			128	107			125	111		
ISLETON	ENR	174	167	97.6%		178	181	14	91.7%	176	178	-3	95.5%	177	172	-6	97.1%	177	177	5	92.1%	175	169	-8	93.5%
	ADA	161	163			166	166			165	170			161	167			153	163			160	158		
RIVERVIEW	ENR	168	158	93.0%		165	163	5	92.6%	165	158	-5	94.3%	164	159	1	94.3%	163	160	1	91.3%	163	162	2	90.1%
	ADA	152	147			152	151			151	149			150	150			143	146			143	146		
WALNUT GROVE	ENR	156	141	95.0%		136	142	1	90.8%	153	141	-1	92.9%	153	141	0	92.2%	155	140	-1	93.6%	157	137	-3	92.7%
	ADA	138	134			144	129			144	131			134	130			119	131			119	131		
D.H. WHITE	ENR	394	421	92.9%		398	424	3	93.2%	403	429	5	90.9%	400	433	4	90.8%	394	428	-5	90.2%	406	428	0	91.4%
	ADA	353	391			361	395			361	390			347	393			348	386			374	391		
ELEMENTARY SUB TOTAL	ENR	1,113	1,085			1,097	1,108	23		1,116	1,102	-6		1,114	1,099	-3		1,100	1,104	5		1,120	1,093	-11	
	ADA	1,005	1,022			1,031	1,029			1,030	1,027			987	1,025			969	1,001			1,020	1,007		
CLARKSBURG (9th Grade)	ENR	62	67	95.5%		64	68	1	92.6%	63	68	0	94.1%	64	68	0	94.1%	64	67	-1	89.6%	62	66	-1	90.9%
	ADA	58	64			60	63			60	64			55	64			60	60			58	60		
DELTA HIGH	ENR	211	185	93.5%		206	183	-2	92.3%	204	183	0	93.4%	204	181	-2	93.4%	204	179	-2	93.3%	196	175	-4	93.1%
	ADA	185	173			193	169			192	171			183	169			191	167			191	167		
RIO VISTA HIGH	ENR	367	350	92.6%		367	349	-1	92.8%	365	346	-3	91.0%	362	341	-5	91.5%	363	343	2	90.1%	352	339	-4	87.0%
	ADA	335	324			327	324			328	315			319	312			312	309			312	309		
HIGH SCHOOL SUB TOTAL	ENR	640	602			637	600	-2		632	597	-3		630	590	-7		631	589	-1		610	580	-9	
	ADA	578	561			580	556			580	550			557	545			563	536			566	518		
Mokelumne High (Continuation)	ENR	1	8			4	8	0		4	10	2		4	12	2		3	12	0		2	12	0	
	ADA	0	3			41	5			2	5			1	8			1	6			1	6		
River Delta High/Elem (Alternative)	ENR	25	15			29	26	11		29	26	0		31	32	6		31	32	0		26	23	-9	
	ADA	22	14			25	21			26	11			26	12			27	11			27	11		
Community Day	ENR	0	2			0	2	0		0	2	0		0	3	1		0	3	0		0	1	-2	
	ADA	0	1			0	2			0	2			0	2			0	2			0	2		
TOTAL K-12 LCFF Funded	ENR	1,779	1,712			1,767	1,744	32		1,781	1,737	-7		1,779	1,736	-1		1,765	1,740	4		1,758	1,709	-31	
	ADA	1,605	1,601			1,677	1,613			1,638	1,595			1,571	1,592		91.7%	1,560	1,556		89.4%	1,610	1,545		
Wind River- Adult Ed	ENR	8	0			0	0	0		9	17	17		10	17	0		10	17	0		10	17	0	
TOTAL DISTRICT	ENR	1,787	1,712			1,767	1,744	32		1,790	1,754	10		1,789	1,753	-1		1,775	1,757	4		1,768	1,726	-31	

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	1768

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	1601

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

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: February 20, 2024

Attachments: X_____

From: Tammy Busch, Asst. Supe of Business Services

Item Number: 9.3.1.2

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

SUBJECT:

Monthly Financial Report

BACKGROUND:

Each month the Asst. Superintendent of Business Services prepares a monthly financial summary report, showing both budgeted and actual revenues and expenditures for each district fund for the prior month. The report includes: the percentage of the districts ending fund from the prior month, the percentage of the districts ending fund balance (reserves) at the end of the reported month.

This report does not include any encumbered expenditures.

STATUS:

PRESENTER:

Tammy Busch, Asst. Superintendent of Business Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

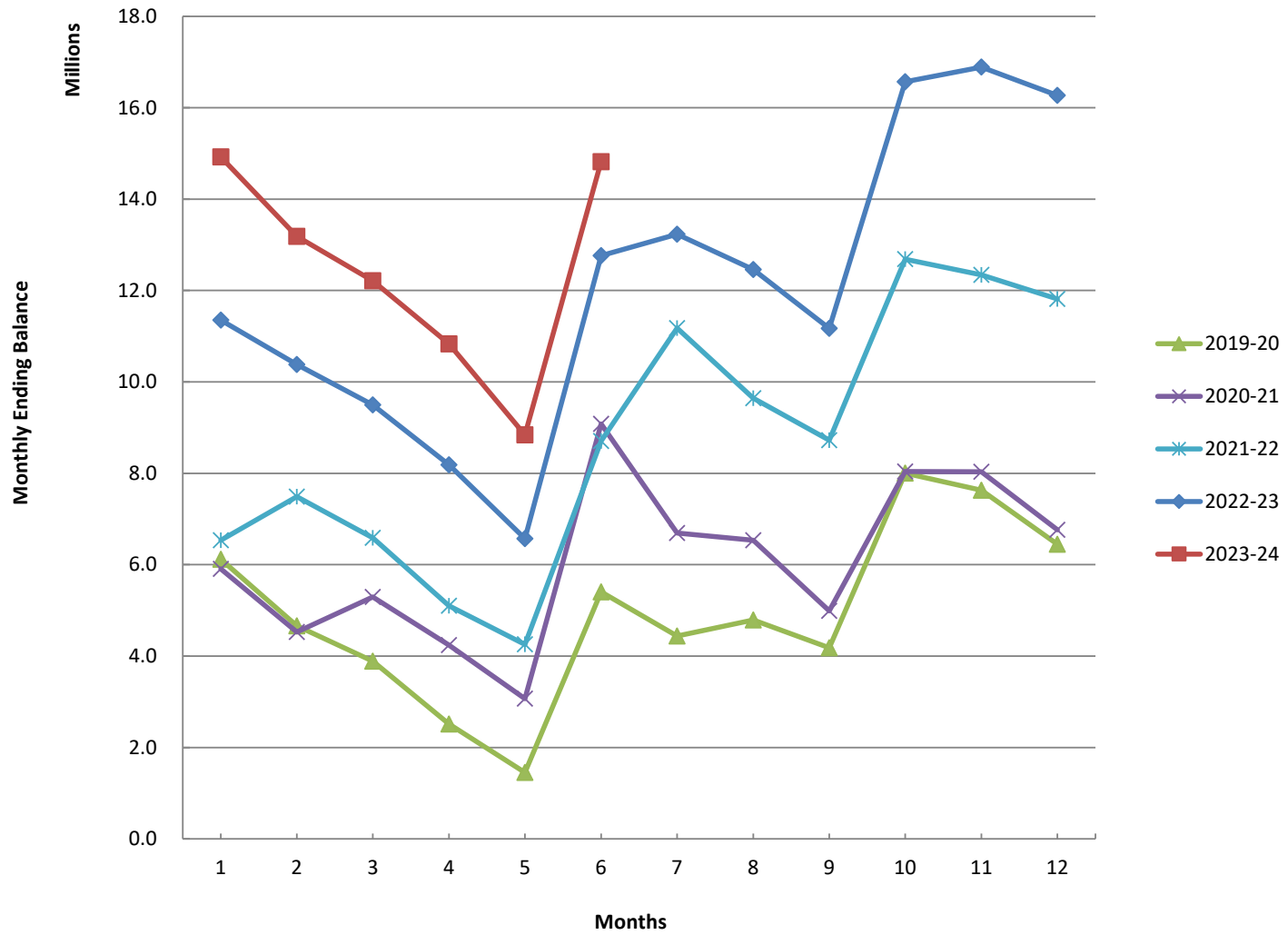
COST AND FUNDING SOURCES: NOT APPLICABLE

RECOMMENDATION:

That the Board receives the Monthly Financial report as submitted

Time allocated: 2 minutes

RIVER DELTA Monthly Cash Flow



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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: February 20, 2024

Attachments: X

From: Tammy Busch, Asst. Supt. of Business

Item Number: 9.3.1.3

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

SUBJECT:

Governor's Proposal for the FY2024-25 State Budget and K-12 Education

BACKGROUND:

Every year in January the Governor's proposed budget is released for public entities to start the budget process for the next fiscal year.

STATUS:

A Presentation on the Governor's Proposed Budget will be provided

PRESENTER:

Tammy Busch, Asst. Supt. of Business

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

N/A

RECOMMENDATION:

That the Board receives the information regarding the Governor's Proposal for the 2024-25 State Budget and K-12 Education.

Time allocated: 15 minutes



Governor's Proposals for the 2024-25 State Budget and K-12 Education

Governor's Budget Themes

- **Governor Gavin Newsom measures a \$37.9 billion budget shortfall, due largely to 2022 tax collections well below the budget's assumptions**
- **The Governor's Budget proposal protects the education budget against the local impact of a nearly \$12 billion reduction in Proposition 98 resources that, if unmitigated, would undoubtedly harm our students and the cadre of professionals who dedicate their lives to teaching and supporting them**
- **Proposal attempts to ensure that the education profession remains an attractive career choice by removing obstacles to entry and enabling agencies to provide competitive wages**
- **Governor's focus is on students whose learning was and continues to be deeply impacted by the COVID-19 pandemic**
- **The Governor's Budget uses less pessimistic revenue assumptions than the Legislative Analyst's Office (LAO)**



Proposition 98

- **The Proposition 98 budget is a story of correction and normalization**

Good News

- **The historic increases in Proposition 98 from 2019-20 through 2021-22 resulted in significant financial investments to combat the impacts of the pandemic**
- **The state is better prepared to weather a financial downturn due to record levels of reserves**

Bad News

- **The \$26 billion shortfall of tax revenues for 2022-23 turned a normal year into one where it appears that the state provided money above the minimum guarantee**
- **The Governor's solution to mitigate this shortfall is unprecedented and not widely or clearly understood, which creates risk for local educational agencies (LEAs)**

The Education Budget and Local Impact

- The Governor continues with the theme of “correction and normalization”

Good News

- Despite the significant underperformance of General Fund revenues in 2022-23, the Governor is not proposing any new cuts or deferrals to K-12 education core programs
- General Fund revenue spikes in 2021-22 were used for one-time purposes and that is now paying dividends

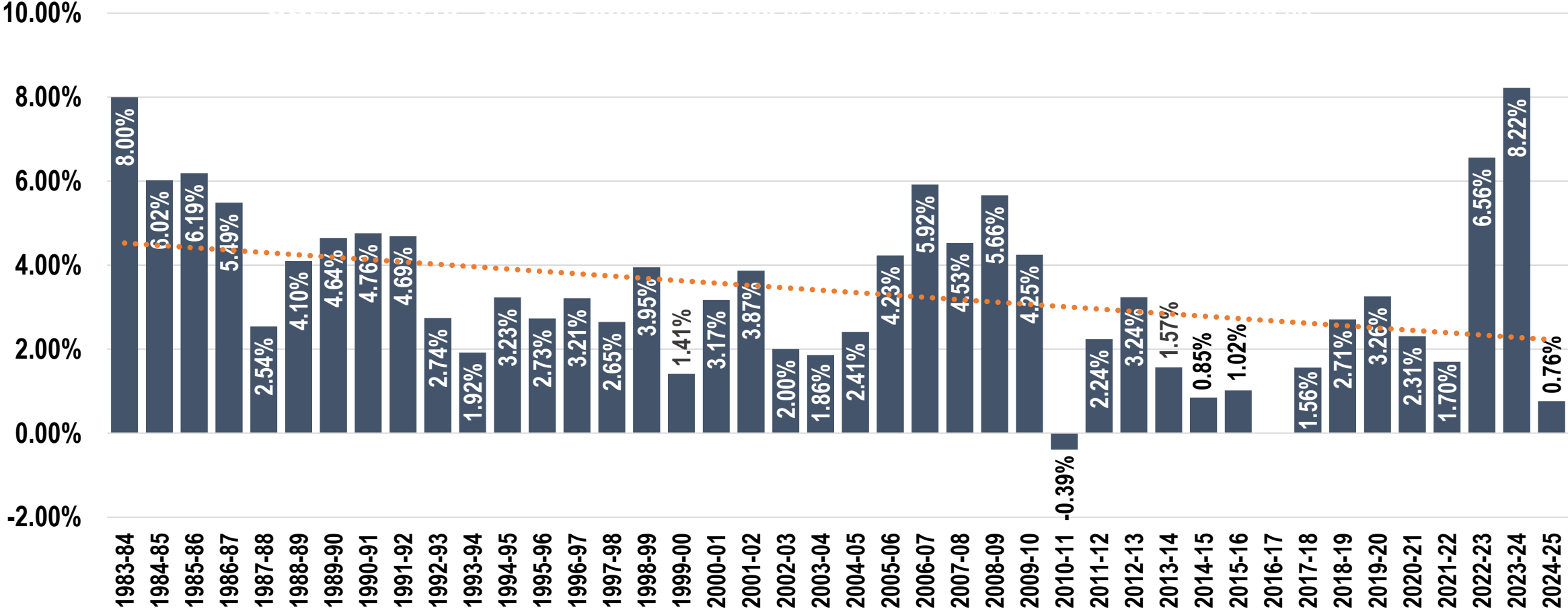
Bad News

- Education is facing a “COLA¹-only” year where the projected statutory COLA is significantly less than 2023-24 and anticipated for 2024-25 trending

¹Cost-of-living adjustment

Historical Statutory COLAs

- The statutory COLA for 2024-25 feels anomalous relative to the last two years, but when looking back, COLA is beginning to normalize to historical trends—COLAs above 6% are the anomalies



What's Not in the Education Budget?



Proposition 98 Cuts

Despite the significant drop in the minimum guarantee from 2021-22 to 2022-23, the Governor's Budget proposes no cuts in overall Proposition 98 funding

Deferrals

Due to the Governor's Budget revenue assumptions and the Administration's treatment of the Proposition 98 minimum guarantee, there is no need for the state to defer payments to LEAs

Sweeps

Unlike last year, the Governor's Budget does not include any proposals to sweep unallocated funds from programs, such as the Community Schools Partnership Program, so LEAs planning for those funds can breathe a sigh of relief . . . *for now*

2024-25 LCFF¹ Funding Factors

Grade Span	TK-3	4-6	7-8	9-12
2023-24 Base Grant per ADA ²	\$9,919	\$10,069	\$10,367	\$12,015
0.76% COLA	\$75	\$77	\$79	\$91
2024-25 Base Grant per ADA	\$9,994	\$10,146	\$10,446	\$12,106
Grade Span Adjustment	\$1,039	–	–	\$315
2024-25 Adjusted Base Grant per ADA	\$11,033	\$10,146	\$10,446	\$12,421
20% Supplemental Grant per ADA ³	\$2,207	\$2,029	\$2,089	\$2,484
65% Concentration Grant per ADA ⁴	\$3,227	\$2,968	\$3,055	\$3,633
TK ⁵ Add-On (inclusive of COLA)	\$3,067	–	–	–

¹Local Control Funding Formula

²Average daily attendance

³Maximum amount per ADA—to arrive at LEA’s grant amount, multiply adjusted base grant per ADA by 20% and unduplicated pupil percentage (UPP)

⁴Maximum amount per ADA—to arrive at LEA’s grant amount, multiply adjusted base grant per ADA by 65% and UPP above 55%

⁵Transitional kindergarten

Fluctuating Statutory COLAs From the Department of Finance

- The changing statutory COLA is NOT related to the state’s financial health
 - Rather, the statutory COLA is computed using federally aggregated metrics
- The statutory COLA is a calculated percentage, but the Governor and Legislature must still determine whether there is sufficient money to fund the statutory COLA
- The significant projected decline in 2024-25 is the result two primary factors:
 - Reversal in price increases that occurred in 2022
 - Revisions to historical data points

	2024-25	2025-26	2026-27
January 2024	0.76%	2.73%	3.11%
June 2023	3.94%	3.29%	3.19%
<i>Percentage Point Decrease</i>	<i>-3.18</i>	<i>-0.56</i>	<i>-0.08</i>

State Categorical Programs Receiving COLA

- The Governor’s Budget includes \$65 million to fund the 0.76% COLA for the Equity Multiplier and the following programs:

Adults in Correctional Facilities

American Indian Early Childhood Education Program

American Indian Education Centers

Charter School Facility Grant Program

Child Nutrition

Mandate Block Grant

Special Education

Youth in Foster Care

SSC Financial Projection Dashboard

Planning Factors						
		2023-24	2024-25	2025-26	2026-27	2027-28
DOF ¹ Planning COLA		8.22%	0.76%	2.73%	3.11%	3.17%
California CPI ²		3.36%	2.83%	2.70%	2.72%	2.72%
CalSTRS ³ Employer Rate		19.10%	19.10%	19.10%	19.10%	19.10%
CalPERS ⁴ Employer Rate		26.68%	27.80%	28.50%	28.90%	30.30%
Unemployment Insurance		0.05%	0.05%	0.05%	0.05%	0.05%
California Lottery	Unrestricted per ADA	\$177.00	\$177.00	\$177.00	\$177.00	\$177.00
	Restricted per ADA	\$72.00	\$72.00	\$72.00	\$72.00	\$72.00
Mandate Block Grant (District) ⁵	Grades K-8 per ADA	\$37.81	\$38.10	\$39.14	\$40.36	\$41.64
	Grades 9-12 per ADA	\$72.84	\$73.39	\$75.39	\$77.73	\$80.19
Mandate Block Grant (Charter)	Grades K-8 per ADA	\$19.85	\$20.00	\$20.55	\$21.19	\$21.86
	Grades 9-12 per ADA	\$55.17	\$55.59	\$57.11	\$58.89	\$60.76

¹Department of Finance, ²Consumer Price Index, ³California State Teachers' Retirement System, ⁴California Public Employees' Retirement System, ⁵COE Mandate Block Grant: \$38.10 per ADA grades K-8; \$73.39 per ADA grades 9-12; \$1.28 per unit of countywide ADA

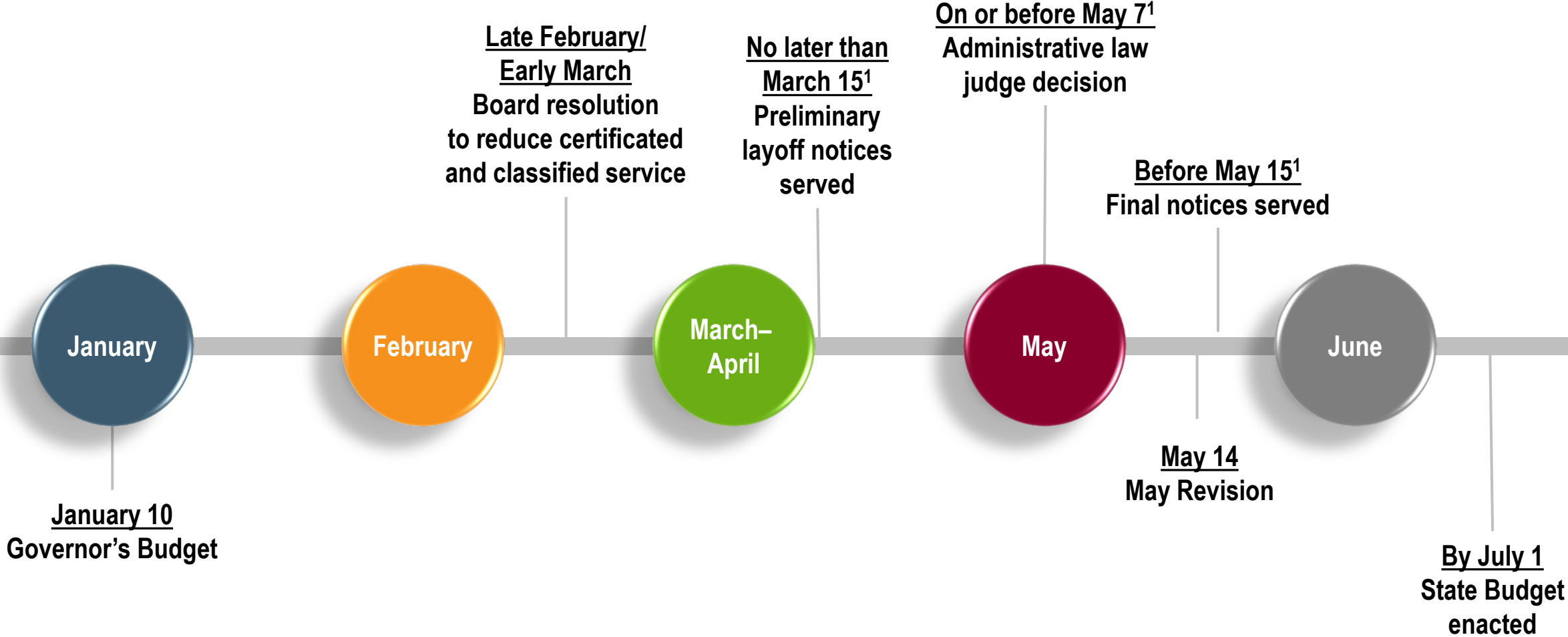
Minimum Wage—Future Forecast

- The minimum wage increased to \$16.00 on January 1, 2024, and School Services of California Inc. (SSC) projects an increase of about 40¢-50¢ each January thereafter
- Employers should review city or county ordinances to determine if any local minimum wage standards apply

Minimum Wage ¹	Effective Date: >25 Employees	Effective Date: ≤25 Employees	Exempt Minimum Salary (Weekly)	Exempt Minimum Salary (Monthly)	Exempt Minimum Salary (Annually)
\$15.50/hour	January 1, 2023		\$1,240	\$5,373	\$64,480
\$16.00/hour	January 1, 2024		\$1,280	\$5,547	\$66,560
\$16.50/hour	January 1, 2025		\$1,320	\$5,720	\$68,640
\$16.90/hour	January 1, 2026		\$1,352	\$5,859	\$70,304
\$17.30/hour	January 1, 2027		\$1,384	\$5,997	\$71,968
\$17.70/hour	January 1, 2028		\$1,424	\$6,171	\$74,048
\$18.20/hour	January 1, 2029		\$1,464	\$6,344	\$76,128

¹Minimum wage is tied to the U.S. CPI for Urban Wage Earners and Clerical Workers, but is rounded and capped at 50¢ per year

Certificated and Classified Layoffs and State Budget Timelines



¹Statutory deadlines per Education Code Sections 44949, 44955, and 45117

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: February 20, 2024

Attachments: _____

From: Tammy Busch, Asst. Supt. of Business

Item Number: 9.3.1.4

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

SUBJECT:

Request the Board receive and file the enclosed Sacramento County Annual Investment Policy for Pooled Investments Fund – Calendar Year 2024.

BACKGROUND:

The District received from the County of Sacramento the Annual Investment Policy for Pooled Investments Fund for Calendar year 2024 and it was recommended that the board receive and file the policy at a public meeting as recommended by Government Code section 53646(a)(2).

STATUS:

The District's Bond money is invested by the County of Sacramento until the district needs to the funds to pay for expenditures.

PRESENTER:

Tammy Busch, Asst. Supt. of Business

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

N/A

RECOMMENDATION:

It is recommended that the Board receive and file the enclosed Sacramento County Annual Investment Policy for Pooled Investments Fund – Calendar Year 2024.

Time allocated: 3 minutes

Department of Finance

Chad Rinde
Director



County of Sacramento

Divisions

Auditor-Controller
Consolidated Utilities Billing &
Service
Investments
Revenue Recovery
Tax Collection & Licensing
Treasury

January 24, 2024

To: Board Chair, Pooled Investment Fund Participant Agency

Subject: **CALENDAR YEAR 2024 INVESTMENT POLICY FOR THE POOLED INVESTMENT FUND**

Since 1987, the Director of Finance has submitted a statement of investment policy to the Sacramento County Board of Supervisors for consideration and adoption. The Board of Supervisors approved the enclosed calendar year 2024 investment policy on December 5, 2023.

The 2024 investment policy raises the maximum maturity for negotiable certificates of deposit that may be purchased to 270 days from 180 days.

I recommend that the legislative body of your agency receive and file the enclosed Sacramento County Annual Investment Policy of the Pooled Investment Fund — Calendar Year 2024 at its next regular meeting. Your action to receive and file the policy constitutes consideration at a public meeting as recommended by Government Code section 53646(a)(2). The investment policy is also available on the Department of Finance – Investment Division webpage at <https://finance.saccounty.gov/investments>.

The following investment-related reports are also publicly available on the Investment Division webpage listed above:

- Pooled Investment Fund Monthly Review
- Quarterly Pooled Investment Fund Report
- Non-Pooled Investment Funds Portfolio Report

If you have any questions about the investment policy or management of the Pooled Investment Fund portfolio, please call me at (916) 874-6744 or Chief Investment Officer Bernard Santo Domingo at (916) 874-7320.

Sincerely,

A handwritten signature in black ink, appearing to read "Chad Rinde".

Chad Rinde
Director of Finance

Enclosure



SACRAMENTO COUNTY

Annual Investment Policy of the Pooled Investment Fund

CALENDAR YEAR 2024

*Approved by the
Sacramento County Board of Supervisors*

**December 5, 2023
Resolution No. 2023-0979**

Table of Contents

I.	Authority	1
II.	Policy Statement	1
III.	Standard of Care	1
IV.	Investment Objectives	1
	A. Safety of Principal	1
	B. Liquidity	2
	C. Public Trust	2
	D. Maximum Rate of Return	2
V.	Pooled Investment Fund Investors	2
VI.	Implementation	2
VII.	Internal Controls	3
VIII.	Sacramento County Treasury Oversight Committee	3
IX.	Investment Parameters	4
	A. Investable Funds	4
	B. Authorized Investments	4
	C. Prohibited Investments	5
	D. Credit Requirements	5
	E. Maximum Maturities	6
	F. Maximum Concentrations	7
	G. Repurchase Agreements	7
	H. Community Reinvestment Act Program	8
	I. Criteria and Qualifications of Brokers/Dealers and Direct Issuers	8
	J. Investment Guidelines, Management Style and Strategy	9
	K. Approved Lists	9
	L. Calculation of Yield and Costs	9
X.	Reviewing, Monitoring and Reporting of the Portfolio	10
XI.	Withdrawal Requests for Pooled Fund Investors	10
XII.	Limits on Honoraria, Gifts, and Gratuities	10
XIII.	Terms and Conditions for Outside Investors	11
	Comparison and Interpretation of Credit Ratings	12

SACRAMENTO COUNTY
Annual Investment Policy
of the Pooled Investment Fund
CALENDAR YEAR 2024

I. Authority

Under the Sacramento County Charter, the Board of Supervisors established the position of Director of Finance and by ordinance will annually review and renew the Director of Finance's authority to invest and reinvest all the funds in the County Treasury.

II. Policy Statement

This Investment Policy (Policy) establishes cash management and investment guidelines for the Director of Finance, who is responsible for the stewardship of the Sacramento County Pooled Investment Fund. Each transaction and the entire portfolio must comply with California Government Code and this Policy. All portfolio activities will be judged by the standards of the Policy and its investment objectives. Activities that violate its spirit and intent will be considered contrary to the Policy.

III. Standard of Care

The Director of Finance is the Trustee of the Pooled Investment Fund and therefore, a fiduciary subject to the prudent investor standard. The Director of Finance, employees involved in the investment process, and members of the Sacramento County Treasury Oversight Committee (Oversight Committee) shall refrain from all personal business activities that could conflict with the management of the investment program. All individuals involved will be required to report all gifts and income in accordance with California state law. When investing, reinvesting, purchasing, acquiring, exchanging, selling and managing public funds, the Director of Finance shall act with care, skill, prudence, and diligence to meet the aims of the investment objectives listed in Section IV, Investment Objectives.

IV. Investment Objectives

The Pooled Investment Fund shall be prudently invested in order to earn a reasonable return, while awaiting application for governmental purposes. The specific objectives for the Pooled Investment Fund are ranked in order of importance.

A. Safety of Principal

The preservation of principal is the primary objective. Each transaction shall seek to ensure that capital losses are avoided, whether they be from securities default or erosion of market value.

B. Liquidity

As a second objective, the Pooled Investment Fund should remain sufficiently flexible to enable the Director of Finance to meet all operating requirements that may be reasonably anticipated in any depositor's fund.

C. Public Trust

In managing the Pooled Investment Fund, the Director of Finance and the authorized investment traders should avoid any transactions that might impair public confidence in Sacramento County and the participating local agencies. Investments should be made with precision and care, considering the probable safety of the capital as well as the probable income to be derived.

D. Maximum Rate of Return

As the fourth objective, the Pooled Investment Fund should be designed to attain a market average rate of return through budgetary and economic cycles, consistent with the risk limitations, prudent investment principles and cash flow characteristics identified herein. For comparative purposes, the State of California Local Agency Investment Fund (LAIF) will be used as a performance benchmark. The Pooled Investment Fund quarterly performance benchmark target has been set at or above LAIF's yield. This benchmark was chosen because LAIF's portfolio structure is similar to the Pooled Investment Fund.

V. Pooled Investment Fund Investors

The Pooled Investment Fund investors are comprised of Sacramento County, school and community college districts, districts directed by the Board of Supervisors, and independent special districts and joint powers authorities whose treasurer is the Director of Finance. Any local agencies not included in this category are subject to California Government Code section 53684 and are referred to as outside investors.

VI. Implementation

In order to provide direction to those responsible for management of the Pooled Investment Fund, the Director of Finance has established this Policy and will provide it to the Oversight Committee and render it to legislative bodies of local agencies that participate in the Pooled Investment Fund. In accordance with California Government Code section 53646, et seq., the Board of Supervisors shall review and approve this Policy annually at a public meeting.

This Policy provides a detailed description of investment parameters used to implement the investment process and includes the following: investable funds; authorized instruments; prohibited investments; credit requirements; maximum maturities and concentrations; repurchase agreements; Community Reinvestment Act Program; criteria and qualifications of broker/dealers and direct issuers; investment guidelines, management style and strategy; Approved Lists; and calculation of yield and costs.

VII. Internal Controls

The Director of Finance shall establish internal controls to provide reasonable assurance that the investment objectives are met and to ensure that the assets are protected from loss, theft, or misuse. To assist in implementation and internal controls, the Director of Finance has established an Investment Group and a Review Group.

The Investment Group, which is comprised of the Director of Finance and his/her designees, is responsible for maintenance of the investment guidelines and Approved Lists. These guidelines and lists can be altered daily, if needed, to adjust to the ever-changing financial markets. The guidelines can be more conservative or match the policy language. In no case can the guidelines override the Policy.

The Review Group, which is comprised of the Director of Finance and his/her designees, is responsible for the monthly review and appraisal of all the investments purchased by the Director of Finance and staff. This review includes bond proceeds, which are invested separately from the Pooled Investment Fund and are not governed by this Policy.

The Director of Finance shall establish a process for daily, monthly, quarterly, and annual review and monitoring of the Pooled Investment Fund activity. The following articles, in order of supremacy, govern the Pooled Investment Fund:

1. California Government Code
2. Annual Investment Policy
3. Current Investment Guidelines
4. Approved Lists (see page 9, Section IX.K)

The Director of Finance shall review the daily investment activity and corresponding bank balances.

Monthly, the Review Group shall review all investment activity and its compliance to the corresponding governing articles and investment objectives.

All securities purchased, with the exception of bank deposits, money market mutual funds, and LAIF, shall be delivered to the independent third-party custodian selected by the Director of Finance. This includes all collateral for repurchase agreements. All trades, where applicable, will be executed by delivery versus payment by the designated third-party custodian.

VIII. Sacramento County Treasury Oversight Committee

In accordance with California Government Code section 27130 et seq., the Board of Supervisors, in consultation with the Director of Finance, has created the Sacramento County Treasury Oversight Committee (Oversight Committee). Annually, the Oversight Committee shall cause an audit to be conducted on the Pooled Investment Fund. The meetings of the Oversight Committee shall be open to the public and subject to the Ralph M. Brown Act.

A member of the Oversight Committee may not be employed by an entity that has contributed to the campaign of a candidate for the office of local treasurer, or contributed to the campaign of a candidate to be a member of a legislative body of any local agency that has deposited funds in the county treasury, in the previous three years or during the period that the employee is a member of the Oversight Committee. A member may not directly or indirectly raise money for a candidate for local treasurer or a member of the Sacramento County Board of Supervisors or governing board of any local agency that has deposited funds in the county treasury while a member of the Oversight Committee. Finally, a member may not secure employment with, or be employed by bond underwriters, bond counsel, security brokerages or dealers, or financial services firms, with whom the treasurer is doing business during the period that the person is a member of the Oversight Committee or for one year after leaving the committee.

The Oversight Committee is not allowed to direct individual investment decisions, select individual investment advisors, brokers or dealers, or impinge on the day-to-day operations of the Department of Finance treasury and investment operations.

IX. Investment Parameters

A. Investable Funds

Total Investable Funds (TIF) for purposes of this Policy are all Pooled Investment Fund moneys that are available for investment at any one time, including the estimated bank account float. Included in TIF are funds of outside investors, if applicable, for which the Director of Finance provides investment services. Excluded from TIF are all funds held in separate portfolios.

The Cash Flow Horizon is the period in which the Pooled Investment Fund cash flow can be reasonably forecasted. This Policy establishes the Cash Flow Horizon to be one (1) year.

Once the Director of Finance has deemed that the cash flow forecast can be met, the Director of Finance may invest funds in securities with maturities beyond one year. These securities will be referred to as the Core Portfolio.

B. Authorized Investments

Authorized investments shall match the general categories established by the California Government Code sections 53601 et seq. and 53635 et seq. Authorized investments shall include, in accordance with California Government Code section 16429.1, investments into LAIF. Authorization for specific instruments within these general categories, as well as narrower portfolio concentration and maturity limits, will be established and maintained by the Investment Group as part of the Investment Guidelines. As the California Government Code is amended, this Policy shall likewise become amended.

C. Prohibited Investments

No investments shall be authorized that have the possibility of returning a zero or negative yield if held to maturity except for securities issued by, or backed by, the United States government during a period of negative market interest rates. Prohibited investments shall include inverse floaters, range notes, and interest only strips derived from a pool of mortgages.

All legal investments issued by a tobacco-related company are prohibited. A tobacco-related company is defined as an entity that makes smoking products from tobacco used in cigarettes, cigars, or snuff or for smoking in pipes. The tobacco-related issuers restricted from any investment are any component companies in the Dow Jones U.S. Tobacco Index or the NYSE Arca Tobacco Index.

D. Credit Requirements

Except for municipal obligations and Community Reinvestment Act (CRA) bank deposits and certificates of deposit, the issuer's short-term credit ratings shall be at or above A-1 by Standard & Poor's, P-1 by Moody's, and, if available, F1 by Fitch, and the issuer's long-term credit ratings shall be at or above A by Standard & Poor's, A2 by Moody's, and, if available, A by Fitch. There are no credit requirements for Registered State Warrants. All other municipal obligations shall be at or above a short-term rating of SP-1 by Standard & Poor's, MIG1 by Moody's, and, if available, F1 by Fitch.

Community Reinvestment Act Program Credit Requirements

Maximum Amount	Minimum Requirements
Up to the FDIC- or NCUSIF-insured limit for the term of the deposit	Banks — FDIC Insurance Coverage
	Credit Unions — NCUSIF Insurance Coverage <i>Credit unions are limited to a maximum deposit of the NCUSIF-insured limit since they are not rated by nationally recognized rating agencies and are not required to provide collateral on public deposits.</i>
Over the FDIC- or NCUSIF-insured limit	(Any 2 of 3 ratings) S&P: A-2 Moody's: P-2 Fitch: F-2 OR Through a private sector entity that assists in the placement of deposits to achieve FDIC insurance coverage of the full deposit and accrued interest. Collateral is required

Eligible banks must have Community Reinvestment Act performance ratings of “satisfactory” or “outstanding” from their federal regulator. In addition, deposits greater than the federally-insured amount must be collateralized. Banks must either have a letter of credit issued by the Federal Home Loan Bank of San Francisco or place securities worth between 110% and 150% of the value of the deposit with the Federal Reserve Bank of San Francisco, the Home Loan Bank of San Francisco, or a trust bank.

Since credit unions do not have Community Reinvestment Act performance ratings, they must demonstrate a commitment to community reinvestment lending and charitable activities comparable to what is required of banks.

All commercial paper and medium-term note issues must be issued by corporations operating within the United States and having total assets in excess of one billion dollars (\$1,000,000,000).

The Investment Group may raise these credit standards as part of the Investment Guidelines and Approved Lists. Appendix A provides a Comparison and Interpretation of Credit Ratings by Standard & Poor’s, Moody’s, and Fitch.

E. Maximum Maturities

Due to the nature of the invested funds, no investment with limited market liquidity should be used. Appropriate amounts of highly-liquid investments, such as U.S. Treasury and Agency obligations, should be maintained to accommodate unforeseen withdrawals.

The maximum maturity, determined as the term from the date of ownership to the date of maturity, for each investment shall be established as follows:

U.S. Treasury and Agency Obligations	5 years
Washington Supranational Obligations ¹	5 years
Municipal Notes	5 years
Registered State Warrants.....	5 years
Bankers Acceptances	180 days
Commercial Paper	270 days
Negotiable Certificates of Deposit.....	270 days
CRA Bank Deposit/Certificates of Deposit	1 year
Repurchase Agreements	1 year
Reverse Repurchase Agreements	92 days
Medium-Term Corporate Notes.....	180 days
Collateralized Mortgage Obligations	180 days

¹The International Bank for Reconstruction and Development, International Finance Corporation, and Inter-American Development Bank.

The Investment Group may reduce these maturity limits to a shorter term as part of the Investment Guidelines and the Approved Lists.

The ultimate maximum maturity of any investment shall be five (5) years. The dollar-weighted average maturity of all securities shall be equal to or less than three (3) years.

F. Maximum Concentrations

No more than 80% of the portfolio may be invested in issues other than U.S. Treasury and Agency obligations. The maximum allowable percentage for each type of security is set forth as follows:

U.S. Treasury and Agency Obligations.....	100%
Municipal Notes.....	80%
Registered State Warrants	80%
Bankers Acceptances.....	40%
Commercial Paper	40%
Washington Supranational Obligations.....	30%
Negotiable Certificates of Deposit and CRA Deposit/Certificates of Deposit .	30%
Repurchase Agreements.....	30%
Reverse Repurchase Agreements	20%
Medium-Term Corporate Notes	30%
Money Market Mutual Funds.....	20%
Collateralized Mortgage Obligations.....	20%
Local Agency Investment Fund (LAIF)	(per State limit)

The Investment Group may reduce these concentrations as part of the Investment Guidelines and the Approved Lists.

Excluding U.S. Treasury and Agency obligations, no more than 10% of the portfolio, may be invested in securities of a single issuer including its related entities.

Where a percentage limitation is established above, for the purpose of determining investment compliance, that maximum percentage will be applied on the date of purchase.

G. Repurchase Agreements

Under California Government Code section 53601, paragraph (j) and section 53635, the Director of Finance may enter into Repurchase Agreements and Reverse Repurchase Agreements. The maximum maturity of a Repurchase Agreement shall be one year. The maximum maturity of a reverse repurchase agreement shall be 92 days, and the proceeds of a reverse repurchase agreement may not be invested beyond the expiration of the agreement. The reverse repurchase agreement must be "matched to maturity" and meet all other requirements in the code.

All repurchase agreements must have an executed Sacramento County Master Repurchase Agreement on file with both the Director of Finance and the Broker/Dealer. Repurchase Agreements executed with approved broker-dealers must be collateralized with either: (1) U.S. Treasury and Agency obligations with a market value of 102% for collateral marked to market daily; or (2) money market instruments on the Approved Lists of the County that meet the qualifications of the Policy, with a market value of 102%. Since the market value of the underlying securities is subject to daily market fluctuations, investments in repurchase agreements shall be in compliance if the value of the underlying securities is brought back up to 102% no later than the next business day. Use of mortgage-backed securities for collateral is not permitted. Strictly for purposes of investing the daily excess bank balance, the collateral provided by the Sacramento County's depository bank can be U.S. Treasury and Agency obligations valued at 110%, or mortgage-backed securities valued at 150%.

H. Community Reinvestment Act Program

The Director of Finance has allocated within the Pooled Investment Fund, a maximum of \$90 million for the Community Reinvestment Act Program to encourage community investment by financial institutions, which includes community banks and credit unions, and to acknowledge and reward local financial institutions that support the community's financial needs. The Director of Finance may increase this amount, as appropriate, while staying within the investment policy objectives and maximum maturity and concentration limits. The eligible banks and savings banks must have Community Reinvestment Act performance ratings of "satisfactory" or "outstanding" from each financial institution's regulatory authority. The minimum credit requirements are located on page 5 of Section IX.D.

I. Criteria and Qualifications of Brokers/Dealers and Direct Issuers

All transactions initiated on behalf of the Pooled Investment Fund and Sacramento County shall be executed through either government security dealers reporting as primary dealers to the Market Reports Division of the Federal Reserve Bank of New York or direct issuers that directly issue their own securities that have been placed on the Approved List of brokers/dealers and direct issuers. Further, these firms must have an investment grade rating from at least two national rating services, if available.

Brokers/Dealers and direct issuers that have exceeded the political contribution limits, as contained in Rule G-37 of the Municipal Securities Rulemaking Board, within the preceding four-year period to the Director of Finance, any member of the Board of Supervisors, or any candidate for the Board of Supervisors, are prohibited from the Approved List of brokers/dealers and direct issuers.

Each broker/dealer and direct issuer will be sent a copy of this Policy and a list of those persons authorized to execute investment transactions. Each firm must

acknowledge receipt of such materials to qualify for the Approved List of brokers/dealers and direct issuers.

Each broker/dealer and direct issuer authorized to do business with Sacramento County shall, at least annually, supply the Director of Finance with audited financial statements.

J. Investment Guidelines, Management Style and Strategy

The Investment Group shall issue and maintain Investment Guidelines specifying authorized investments, credit requirements, permitted transactions, and issue maturity and concentration limits consistent with this Policy.

The Investment Group shall also issue a statement describing the investment management style and current strategy for the entire investment program. The management style and strategy can be changed to accommodate shifts in the financial markets, but at all times they must be consistent with this Policy and its objectives.

K. Approved Lists

The Investment Group, named by the Director of Finance, shall issue and maintain various Approved Lists. These lists are:

1. Approved Domestic Banks for all legal investments.
2. Approved Foreign Banks for all legal investments.
3. Approved Commercial Paper and Medium Term Note Issuers.
4. Approved Money Market Mutual Funds.
5. Approved Firms for Purchase or Sale of Securities (Brokers/Dealers and Direct Issuers).
6. Approved Banks / Credit Unions for the Community Reinvestment Act Program.

L. Calculation of Yield and Costs

The costs of managing the investment portfolio, including but not limited to: investment management; accounting for the investment activity; custody of the assets; managing and accounting for the banking; receiving and remitting deposits; oversight controls; and indirect and overhead expenses are charged to the investment earnings based upon actual labor hours worked in respective areas. Costs of these respective areas are accumulated by specific cost accounting projects and charged to the Pooled Investment Fund on a quarterly basis throughout the fiscal year.

The Department of Finance will allocate the net interest earnings of the Pooled Investment Fund quarterly. The net interest earnings are allocated based upon the average daily cash balance of each Pooled Investment Fund participant.

Reviewing, Monitoring and Reporting of the Portfolio

The Review Group will prepare and present to the Director of Finance at least monthly a comprehensive review and evaluation of the transactions, positions, performance of the Pooled Investment Fund and compliance to the California Government Code, Policy, and Investment Guidelines.

Quarterly, the Director of Finance will provide to the Board of Supervisors, the Oversight Committee, and to any local agency participant that requests a copy, a detailed report on the Pooled Investment Fund. The report will also be posted on the Department of Finance website. Pursuant to California Government Code section 53646, the report will list the type of investments, name of issuer, maturity date, par and dollar amount of the investment. For the total Pooled Investment Fund, the report will list average maturity, the market value, and the pricing source. Additionally, the report will show any funds under the management of contracting parties, a statement of compliance to the Policy and a statement of the Pooled Investment Fund's ability to meet the expected expenditure requirements for the next six months.

XI. Withdrawal Requests for Pooled Fund Investors

The Director of Finance will honor all requests to withdraw funds for normal cash flow purposes that are approved by the Director of Finance at a one dollar net asset value. Any requests to withdraw funds for purposes other than immediate cash flow needs, such as for external investing, are subject to the consent of the Director of Finance. In accordance with California Government Code Sections 27133(h) and 27136, such requests for withdrawals must first be made in writing to the Director of Finance. When evaluating a request to withdraw funds, the Director of Finance will take into account the effect of a withdrawal on the stability and predictability of the Pooled Investment Fund and the interests of other depositors. Any withdrawal for such purposes will be at the market value of the Pooled Investment Fund on the date of the withdrawal.

XII. Limits on Honoraria, Gifts, and Gratuities

In accordance with California Government Code Section 27133(d), this Policy establishes limits for the Director of Finance; individuals responsible for management of the portfolios; and members of the Investment Group and Review Group who direct individual investment decisions, select individual investment advisors and broker/dealers, and conduct day-to-day investment trading activity. The limits also apply to members of the Oversight Committee. Any individual who receives an aggregate total of gifts, honoraria and gratuities in excess of \$50 in a calendar year from a broker/dealer, bank or service provider to the Pooled Investment Fund must report the gifts, dates and firms to the designated filing official and complete the appropriate State forms.

No individual may receive aggregate gifts, honoraria, and gratuities from any single source in a calendar year in excess of the amount specified in Section 18940.2(a) of Title 2, Division 6 of the California Code of Regulations. This limitation is \$590 for the period January 1, 2023, to December 31, 2024. Any violation must be reported to the State Fair Political Practices Commission.

XIII. Terms and Conditions for Outside Investors

Outside investors may invest in the Pooled Investment Fund through California Government Code Section 53684. Their deposits are subject to the consent of the Director of Finance. The legislative body of the local agency must approve the Sacramento County Pooled Investment Fund as an authorized investment and execute a Memorandum of Understanding. Any withdrawal of these deposits must be made in writing 30 days in advance and will be paid based upon the market value of the Pooled Investment Fund. If the Director of Finance considers it appropriate, the deposits may be returned at any time to the local agency.

Appendix A

Comparison and Interpretation of Credit Ratings

Long Term Debt & Individual Bank Ratings			
Rating Interpretation	Moody's	S&P	Fitch
<i>Best-quality grade</i>	Aaa	AAA	AAA
<i>High-quality grade</i>	Aa1	AA+	AA+
	Aa2	AA	AA
	Aa3	AA-	AA-
<i>Upper Medium Grade</i>	A1	A+	A+
	A2	A	A
	A3	A-	A-
<i>Medium Grade</i>	Baa1	BBB+	BBB+
	Baa2	BBB	BBB
	Baa3	BBB-	BBB-
<i>Speculative Grade</i>	Ba1	BB+	BB+
	Ba2	BB	BB
	Ba3	BB-	BB-
<i>Low Grade</i>	B1	B+	B+
	B2	B	B
	B3	B-	B-
<i>Poor Grade to Default</i>	Caa	CCC+	CCC
<i>In Poor Standing</i>	-	CCC	-
	-	CCC-	-
<i>Highly Speculative Default</i>	Ca	CC	CC
	C	-	-
<i>Default</i>	-	-	DDD
	-	-	DD
	-	D	D

Short Term / Municipal Note Investment Grade Ratings			
Rating Interpretation	Moody's	S&P	Fitch
<i>Superior Capacity</i>	MIG-1	SP-1+/SP-1	F1+/F1
<i>Strong Capacity</i>	MIG-2	SP-2	F2
<i>Acceptable Capacity</i>	MIG-3	SP-3	F3

Appendix A

Short Term / Commercial Paper Investment Grade Ratings			
Rating Interpretation	Moody's	S&P	Fitch
<i>Superior Capacity</i>	P-1	A-1+/A-1	F1+/F1
<i>Strong Capacity</i>	P-2	A-2	F2
<i>Acceptable Capacity</i>	P-3	A-3	F3

BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: February, 2024

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 January 9, 2024.

BACKGROUND:

Attached are the Minutes from the Regular meeting of the Board of Trustees held on January 9, 2024.

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

January 9, 2024

1. **Call Open Session to Order** – Board President Lamera called the Open Session of the meeting of the Board of Trustees to order at 5:33 p.m. on January 9, 2024, at Rio Vista High School, Rio Vista, California.
2. **Roll Call of Members:**
 - Marcial Lamera, President
 - Jennifer Stone, Vice President
 - Randall Jelly, Clerk
 - Marilyn Riley, Member
 - Rafaela Casillas, Member (Absent)
 - Wanda Apel, Member
 - Dan Mahoney, Member (Absent)

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 adjourned the meeting to **Closed Session @ 5:31 pm.**

Member Riley moved to approve, Member Stone seconded. Motion carried 5 (Ayes: Stone, Jelly, Riley, Apel, Lamera): 0 (Nays): 2 (Absent: Mahoney, Casillas)
5. **Open Session was reconvened at 6:33 pm**
 - 5.1 Roll was retaken. Members Mahoney and Casillas were absent. All the 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 asked for a motion to approve the Open Session agenda

Member Riley moved to approve, Member Stone seconded. Motion carried 5 (Ayes: Stone, Jelly, Riley, Apel, Lamera): 0 (Nays): 2 (Absent: Mahoney, Casillas)
8. **Public Comment:** Brandon Harding, parent, introduced himself and expressed his opinion that the Board, Superintendent and Administrators failed to listen and pay attention to the parents or conduct a proper investigation regarding his son and other students taking a picture in jest. Stating that taking this picture and posting it to his son's private page is their first amendment right. He noted that the students were punished by suspension for bullying and vulgarity. He made the statement that his son is not a racist. His son decided to take the post down from his page, however, he believes someone took the picture and posted it to a different page. Mr. Harding has the opinion that his sons didn't receive their due process. After the incident, when they arrived at the school, they were given the suspension paperwork along with an Intra-district revocation letter prior to finishing their statements with their responses. From his perspective, their meeting with the Superintendent didn't go well. He stated that they were asked to leave the premises and that the meeting was over. Mr. Harding added comment on a separate and unrelated incident that happened at school in the FFA classroom prior to the Winter Break.

Trinette Pierce, parent, mentioned that this situation is very emotional for them. She noted that her husband who spoke prior was speaking on behalf of their son, Sullivan. She will be speaking on behalf of their other son, Killian. She stated that Killian was also photographed in the picture that Mr. Harding had referenced. She has the opinion that they didn't receive their due process. She said it is heartbreaking to have the children taken from the community that they have been in since the first grade. However, she indicated that her children remain active in 4-H in Clarksburg. In relationship to the incident, Ms. Pierce stated that 16-year-

olds make mistakes. Ms. Pierce feels that they are being painted in a picture that is not them. She stated again that it was a joke. They are being called racists and it is very hurtful. This situation is causing a lot of stress for their family. She mentioned that there are rumors that are untrue that her sons were saying the word "Chinc", calling people "Beaners" and "Nigger". She doesn't believe they would do that. She said that her son, Sullivan, was bullied at the end of the previous year for six months and that she made many trips to the administration office regarding the issue.

Athena York, representing D.H. White Elementary Parent Teacher Club (PTC), expressed her thoughts on the modernization projects on the D.H. White Elementary School campus. She has the opinion that all the school service providers need their own space to provide services to the students and is very excited that these projects will allow the providers to have a safe space for the students. She is very happy with the modular classrooms that have already been added in the past few years and is looking forward to the completion of the administration building. She mentioned that, being part of PTC, they are required to share a space with others. Ms. York mentioned that the PTC is trying to host a fundraising Poker Tournament. She stated that they have lined up the food and a venue at the Veteran's Hall. The company is lined up to facilitate the tournament but they haven't chosen a date. Their last step is to get the Board's approval for the fundraising event. Member Stone asked if they have submitted the paperwork for this approval. Mrs. Gaston informed Member Stone that the paperwork was submitted earlier in the day and would be brought to the next meeting for approval.

Yi Chhour, D. H. White Elementary School Counselor, announced that she was in attendance to advocate for the modernization project at her school site. Currently, she is sharing the space with other service providers and is very excited to have a private room when meeting with students.

Mary Weather, Delta High School Secretary, thanked the District for her continued employment. She noted that she is in her 29th year of working in the District. She expressed her gratitude toward the administration team at Delta High and Clarksburg Middle Schools, noting that they have made a positive school environment and a safe place to be on the campuses. She stated that she enjoys working with the administrators, as they always find ways to bring out the best in the students, whether it be in academics, or extracurricular activities. Mrs. Weather made comment that the administrators are supportive of both staff and students; these campuses are a place you want your students to attend.

Sabrina Bouncristiani, Riverview Middle School Secretary, thanked the Board and mentioned that she is very grateful that Riverview Middle School has been chosen to receive renovations during the 2024-2025 school year. She mentioned that the boiler, which she believes is original to the building, fails to work on many occasions. They are looking forward to modernization projects that will enhance the overall educational experience of the students.

Shane Cooper, Delta High School English teacher and coach, spoke of the positive programs and extra-curricular opportunities at both Delta High School and Clarksburg Middle School. He noted that the administration and teachers are working as a team collaborating with a concentrated effort focused on student and staff engagement. Mr. Cooper is of the opinion that the current administration team has solidified a competent and skilled teaching staff who are creating positive relationships and a high-quality education for the students.

Chandra Drury, Wind River Adult School Secretary, stated that her office is located on the campus of D.H. White Elementary School and is in complete support of the modernization projects taking place. She stated that, as the Booster Club President, she is very excited in a particular project at Rio Vista High School, which is the gymnasium. She noted that, prior to Covid, the Booster Club has been fundraising to upgrade the athlete lockers in the locker rooms. She has been told that the current lockers were installed the year she was born. She thanked the Board for approving the funds to update the gym.

Alicia Fernandez, Clarksburg community member, former RDUSD Board President and member for over 14 years and a K-12 student of River Delta USD. Ms. Fernandez greeted the Board of Trustees, Superintendent, district staff and the public. Ms. Fernandez stated that, as a former Board member, she thanked the current members for the hours and days they dedicate to the students and district staff. Ms. Fernandez stated that she assumes that the Board members have done their due diligence when making difficult decisions related to students and staff by seeking advice from legal counsel. She noted that schools need to be a safe environment for students and staff, noting that there should be zero tolerance for any activities that negatively singles out any group of individuals, either current or historical. She mentioned high school can be hard enough without acts of bullying that greatly impacts the mental health of the students and staff. Everyone should be respectful to others and be sensitive to others' struggles and histories. She stated

that you don't have to say anything to be a bull. She stated that actions speak louder than words. She stated that there are stressful situations and is sympathetic. However, she believes there are hard lessons for students to learn. She mentioned that she was grateful and relieved when her children graduated from high school, as it was a difficult time.

Mandi Freidel, Teacher at D. H. White Elementary School, shared her gratitude for the new modular classrooms that were put in last year. She stated that they are looking forward to the renovation projects that includes the main office and other office spaces. She noted that they are making do with what they have but the renovations will make things much better. She stated that she is very appreciative and excited for what's to come.

9. Special Presentations, Reports, Information

9.1 Special Presentation(s)

9.1.1 Schedule of Events for the Next Bond Issuances – Rich Malone, Governmental Financial Services, JPA, started with a brief review of the School Facility Improvement Districts (SFID) and Measures J and K. Mr. Malone spoke of the Measure K, Series 2023 of Bond Sale results and tax levies, the upcoming Measure J, Series 2024 Bond Issuance Plan and the recommended method used in relation to the issuance of these bonds. Mr. Malone reviewed the primary legal documents and disclosures related to the process. He ended his presentation with the next steps and tentative timeline for in the 2024 Bond Issuance for Measure J. He announced that, at that the March 12, 2024 Board meeting, the Board will consider the adoption of a resolution authorizing issuance of Measure J, Series 2024. The planned sale date is April 16, 2024 for the Measure J, Series 2024 Bonds; April 30, 2024 the closing and proceeds are deposited with the County. At the May 14, 2024 Board meeting, the results of the of the sale of Measure J, Series 2024 Bonds will be presented to the Board.

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

9.2.1 Board Members' report(s) No reports given.

9.2.2 City of Rio Vista 2 X 2 report(s) – Member Jelly reported that it was a very small and short meeting as many of the members were spending time with family over the holidays. She met with Council Member Dolk and the City Manager Kristina Miller. They did not discuss the Brann Ranch development as it is currently in the negotiation process. Council Member Dolk announced that the City had found alternative potential site to use in a land swap with the District as they would like a small piece of land located on the campus of Rio Vista High School to be used as a water well site.

9.2.3 Superintendent Wright's report(s) Superintendent Wright welcomed all in attendance. Mrs. Wright announced that over the Winter Break she had several meetings with the negotiation team for the Brann Ranch Agreement. She thanked all who participated in the negotiations, noting that things went well. However, she announced that the agreement expired on January 7, 2024. Both negotiation teams have made a commitment to continue to work toward finalizing the agreement they have been working on for the past four years.

The District has been working with the construction management company on current and future Bond related projects allowing them to keep moving forward. Superintendent Wright noted that one project that they have been focusing on is interim housing for the students and staff during construction. Although sacrifices will need to be made and will be challenging during the construction period, the outcome will be a good reward.

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

9.3.1 Business Services' Report – Tammy Busch, Asst. Superintendent of Business Services

9.3.1.1 ADA/Enrollment Report – Tammy Busch, Asst. Superintendent of Business Services, reported that a decrease in enrollment of 25 compared to the same month last year and a decrease of 4 compared to last month. Average daily Attendance (ADA) has seen a decrease of four compared to the same month last year and a decrease of thirty-six compared to last month.

A public comment was made by Tuesday Perkins, Special Education Advocate. She announced that she was present at the meeting because she believes only a reliable, responsive, driven and compassionate school board can help students succeed. Ms.

Perkins stated that her experience with this school board has been disappointing. She announced that she did not intend to include this as part of her speech; however, she has the opinion and finds it disturbing that people planted to speak at the meeting are related to members of the Board and reiterated that she finds this a disturbing tactic. She stated that she intends to report this to the California Department of Credentials and the Office of Civil Rights, who are investigating the current Board and Administrators for their behavior.

Ms. Perkins implied the roles and responsibilities of a Board, indicating her opinion that they have made biased decisions that do not align with California Education Code. She has the believe that they have made decisions that violated ADA, IEP and 504 Plans. These decisions have placed River Delta Unified School District in financial and legal jeopardy. Ms. Perkins noted that the Board and administration is a byproduct that can only be described as dysfunction among its members. She believes they lack leadership and understanding of their role. The lack of skills was shown when the decision was made to suspend and revoke the inter-district permits for these students. She has the opinion that this Board is not qualified to do anything.

9.3.1.2 Monthly Financial Report – Tammy Busch, Asst. Superintendent of Business Services, began her report, however, Ms. Perkins interrupted the report by re-entering the meeting room, offering an unsolicited comment in an escalated voice, stating that a Board member’s parent who she believes was planted to speak at the meeting, was laughing as she and a few other individuals left the meeting room. As Ms. Perkins continued to speak and interrupt Board President Lamera while being repeatedly asked by President Lamera to leave the meeting room as her public comment time had ended and she was out of order.

Ms. Busch began her report again stating that each month the Asst. Superintendent of Business Services prepares a monthly financial summary report showing both budgeted and actual revenues and expenditures for each of the District's funds for the prior month. A monthly cash flow chart indicates the monthly ending fund balances over the past five years.

9.3.1.3 Timeline for Preparation of the 2024-2025 District Budget and Local Control Accountability Plan (LCAP) – Tammy Busch, Asst. Superintendent of Business Services, reported that the budget calendar is the outline of the steps and timeline for the Board and administration to be used in preparation of the new fiscal year Budget and LCAP culminating in the adoption of both documents in June 2024. The Local Control Accountability Plan is a component of the state funding model, along with the Local Control Funding Formula (LCFF). Districts are required to describe how they intend to meet annual goals for all pupils. The District’s Budget and LCAP must be aligned.

Denise Morgan, Walnut Grove community member, thanked the Board for their service. Ms. Morgan stated that she has lived in Walnut Grove for 45 years and is a graduate of Delta High School. Her children have been students in River Delta USD. However, after the pandemic, her son chose to stay in the remote learning environment and finished his schooling in Elk Grove. While her son was enrolled in the Elk Grove USD she was a member of the LCAP Planning Committee. Ms. Morgan mentioned that she held other positions or served on other committees that would be helpful to the district. Her main focus is on student literacy. She has interest in participating in the development of the River Delta USD’s LCAP or in another role and perhaps supporting in literacy programs.

9.4 Education Services’ Reports and/or Presentation(s) - Nancy Vielhauer, Asst. Superintendent of Educational Services

9.4.1 Educational Services Update – Nancy Vielhauer, Asst. Superintendent of Educational Services, reported that this last month has gone by quickly. Ms. Vielhauer noted that she met and had a very productive meeting with the Differentiated Assistance team. The Educational Services Department has been working on the Office of Civil Right data collection for the 2021-2022 school year. She announced that the California Health Kids Survey will be done in the next few weeks for grades 5, 7 9 and 11. Results will be shared with the Board when completed.

- 9.4.2 Williams' Settlement Public Notification Regarding Sufficiency of Teachers, Facilities, and Textbook and Instructional Materials – Second Quarter (October – December 2023) – Nancy Vielhauer, Asst. Superintendent of Educational Services, reported that the district has not received any complaints during this quarter. Ms. Vielhauer asked the Board to receive this information fulfilling part of the Williams Settlement requirement.
- 9.4.3 Sacramento County Office of Education (SCOE) First Quarterly Williams Review Report for Fiscal Year 2023-2024 – Nancy Vielhauer, Asst. Superintendent of Educational Services, reported that SCOE provides the district with a quarterly report regarding the results of the school site visits and reviews for submission to the district's governing board. Riverview Middle School is required to receive Williams visits and reviews. The SCOE staff visited Riverview Middle School during the first quarter of FY2023-24 and found that Riverview Middle School has sufficient instructional materials and was in exemplary condition. Reviews of the School Accountability Report Card (SARC), teacher vacancy or misassignment were not conducted. There were no complaints filed in the district under the Uniform Compliant Procedure during the first quarter.
- 9.5 River Delta Unified Teacher's Association (RDUTA) Update – Chris Smith, RDUTA President, wished everyone a Happy New Year. Mr. Smith didn't have a RDUTA update. However, he noted that he just came from wrestling practice at the gym at Rio Vista High School, which was freezing. He commented on the new Culinary Arts and Science classrooms that are under construction and is excited that the gymnasium renovation is to begin in the Spring. He is proud that the community saw fit to make improvements to the facilities.
- 9.6 California State Employees Association (CSEA) Chapter 319 Update – Patty DuBois, CSEA President, no update given.

10. Consent Calendar

- 10.1 Approve Board Minutes
 Special Meeting of the Board, December 6, 2023
 Regular Meeting of the Board, December 12, 2023
- 10.2 Receive and Approve Monthly Personnel Reports
 As of January 9, 2024
- 10.3 District's Monthly Expenditure Report
 December 2023
- 10.4 Request to Approve the Overnight Field Trip for the Delta High School (DHS) Wrestling Team to Attend the California Invitational Wrestling Tournament Held on January 18-21, 2024, at Morro Bay High School in Morro Bay, CA – Craig Cornelson, Principal
- 10.5 Request to Approve a Three-Year (3) Agreement with DataPath for Firewall Security and Annual Endpoint Advanced Threat Protection - \$127,498.44 (Firewall) approx. \$14,235 (Endpoint), General Fund – Tammy Busch, Asst. Superintendent of Business Services
- 10.6 Request to Acknowledge that the River Delta School District Applied for Continued Funding for the District's California State Preschool Program for Fiscal Year 2024-25– Tammy Busch, Asst. Superintendent of Business Services
- 10.7 Donations or Receive and Acknowledge
 D.H. White Elementary School
 Page Turners Club of Rio Vista – Children's books (\$300 value)

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

Member Apel moved to approve, Member Jelly seconded. Motion carried 5 (Ayes: Stone, Jelly, Riley, Apel, Lamera): 0 (Nays): 2 (Absent: Mahoney, Casillas)

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 Resolution #858 to Provide Workers' Compensation Coverage for Authorized Volunteers – Tammy Busch, Asst. Superintendent of Business Services

Member Jelly moved to approve, Member Stone seconded. Motion carried by roll call vote: 5 (Ayes: Stone, Jelly, Riley, Apel, Lamera): 0 (Nays): 2 (Absent: Mahoney, Casillas)

12. Request to Approve the Job Descriptions for the Director of Accounting, Supervisor of Maintenance & Operations, Supervisor of Transportation and Board Certified Behavior Analyst (BCBA) – Katherine Wright, Superintendent
Member Stone moved to approve, Member Jelly seconded. Motion carried 5 (Ayes: Stone, Jelly, Riley, Apel, Lamera): 0 (Nays): 2 (Absent: Mahoney, Casillas)
13. Request to Approve the Proposal for Fuel Pumps and Cardlock System from Donlee Pump Company to Replace the Fueling Systems at a Total Cost Not to Exceed \$59,540, Transportation Funds – Tammy Busch, Asst. Superintendent of Business Services
Member Riley moved to approve, Member Jelly seconded. Motion carried 5 (Ayes: Stone, Jelly, Riley, Apel, Lamera): 0 (Nays): 2 (Absent: Mahoney, Casillas)
14. Request to Approve the Purchase of a Pre-owned 2011 Thomas Built HDX 80 Passenger School Bus at a cost Not to Exceed \$59,594.44 Plus Applicable Fees, Transportation Funds and with this Approval and Purchase, Requesting the Approval to Surplus Two Buses (#22 and #25) to Offset the Cost – Tammy Busch, Asst. Superintendent of Business Services
Member Stone moved to approve, Member Jelly seconded. Motion carried 5 (Ayes: Stone, Jelly, Riley, Apel, Lamera): 0 (Nays): 2 (Absent: Mahoney, Casillas)
15. Request to Approve the Contract with F3 & Associates, Inc. to Provide Professional Land Surveying Services (Topographic Survey, Topographic Survey Map, Utility Locating) for the Rio Vista High School Fence Project - \$7,780, Measure J Bond Funds – Tammy Busch, Asst. Superintendent of Business Services
Member Jelly moved to approve, Member Apel seconded. Motion carried 5 (Ayes: Stone, Jelly, Riley, Apel, Lamera): 0 (Nays): 2 (Absent: Mahoney, Casillas)
16. Request to Approve the Contract with F3 & Associates, Inc. to Provide Professional Land Surveying Services (Topographic Survey, Topographic Survey Map, Utility Locating) for the Isleton Elementary School Fence Project - \$5,840, Measure J Bond Funds – Tammy Busch, Asst. Superintendent of Business Services
Member Apel moved to approve, Member Jelly seconded. Motion carried 5 (Ayes: Stone, Jelly, Riley, Apel, Lamera): 0 (Nays): 2 (Absent: Mahoney, Casillas)
17. Request to Approve the Proposal from Alta Fence Co., Inc. for Fence Installation for the Riverview Middle School Modernization Project - \$16,273, Measure J Bond Funds – Tammy Busch, Asst. Superintendent of Business Services
Member Stone moved to approve, Member Jelly seconded. Motion carried 5 (Ayes: Stone, Jelly, Riley, Apel, Lamera): 0 (Nays): 2 (Absent: Mahoney, Casillas)
18. Request to Approve the Proposal from Steve Smith Electric for Entry Intercom for the Riverview Middle School Modernization Project, \$5,820, Measure J Bond Funds – Tammy Busch, Asst. Superintendent of Business Services
Member Stone moved to approve, Member Jelly seconded. Motion carried 5 (Ayes: Stone, Jelly, Riley, Apel, Lamera): 0 (Nays): 2 (Absent: Mahoney, Casillas)
19. Request the Approval and Award the Contract to Steve Smith Electric for the Replacement of the Switchgear & Distribution Panel for Delta High School, \$14,040, Measure K Bond Funds – Tammy Busch, Asst. Superintendent of Business Services
Member Stone moved to approve, Member Riley seconded. Motion carried 5 (Ayes: Stone, Jelly, Riley, Apel, Lamera): 0 (Nays): 2 (Absent: Mahoney, Casillas)
20. Request to Purchase a Switchgear from Hi-Line Electric Company for Delta High School, \$32,588.88 Measure K Bond Funds, Tammy Busch, Asst. Superintendent of Business Services
Member Riley moved to approve, Member Stone seconded. Motion carried 5 (Ayes: Stone, Jelly, Riley, Apel, Lamera): 0 (Nays): 2 (Absent: Mahoney, Casillas)
21. Request to Approve Change Order #2 to Bobo Construction, Inc. for the Delta HS/Clarksburg MS Cafeteria Modernization Project - \$19,353.21 Measure K Bond Funds – Tammy Busch, Asst. Superintendent of Business Services
Member Apel moved to approve, Member Riley seconded. Motion carried 5 (Ayes: Stone, Jelly, Riley, Apel, Lamera): 0 (Nays): 2 (Absent: Mahoney, Casillas)

22. Request for Future Board Agenda Items from Board Members – Board President Lamera asked the Board of Trustees for input on adding items to future Board agendas. There were no items requested by the Board of Trustees.
Member Stone moved to approve, Member Jelly seconded. Motion carried 5 (Ayes: Stone, Jelly, Riley, Apel, Lamera): 0 (Nays): 2 (Absent: Mahoney, Casillas)
23. Re-Adjourn to continue Closed Session, if needed – Board President Lamera reported that the Board would not be reconvening to Closed Session.
24. Report of Action taken, if any, during continued Closed Session (Government Code Section 54957.1) –Board President Lamera reported that reconvening to Closed Session was not necessary and there is nothing to report.
25. Adjournment: There being no further business before the Board, Board President Lamera asked for a motion To adjourn.
Member Stone moved to approve, Member Jelly seconded. Motion carried 5 (Ayes: Stone, Jelly, Riley, Apel, Lamera): 0 (Nays): 2 (Absent: Mahoney, Casillas)

The meeting was adjourned at 8:05 pm.

Submitted:

Approved:

Katherine Wright, Superintendent and
Secretary to the Board of Trustees

By: Jennifer Gaston, Recorder

End

Randall Jelly, Clerk, Board of Trustees

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

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: February 20, 2024

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:

Katherine Wright, Superintendent

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

RIVER DELTA UNIFIED SCHOOL DISTRICT
PERSONNEL TRANSACTION AND REPORT

DATE: February 20, 2024

ACTION - CERTIFICATED	NAME	POSITION	FTE	SITE/DEPT	EFFECTIVE DATE	VICE
New Hire	Andrew Frerichs	Math Teacher	1.00	Riverview Middle	1/22/2024	Michelle Sutorik
Resignations	Carlos Garcia-Jimenez	RSP Teacher	1.00	Clarksburg Middle Schhol	6/7/2024	
	Mazda Mousavi	Science Teacher	1.00	Clarksburg Middle Schhol	6/7/2024	
	Brandon Sherman	Math Teacher	1.00	Delta High School	6/7/2024	
	Jacob Buhler	Math Teacher	1.00	Rio Vista High School	6/7/2024	
	Raequel McCosker	Art Teacher	1.00	Delta High School	6/7/2024	
ACTION - CLASSIFIED	NAME	POSITION	FTE	SITE/DEPT	EFFECTIVE DATE	VICE
New Hire	Trudy Engstrom	Instructional Assistant IV	0.84	Riverview Middle	2/1/2024	
	Samantha Chairez	Instructional Assistant II	0.75	D.H. White Elementary	2/5/2024	Kirstie Riley
Resigned	Jodie Torio	Health Assistant	0.88	Districtwide	1/31/2024	

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: February 20, 2024

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

Batch status: A All

From batch: 0142

To batch: 0146

Include Revolving Cash: Y

Include Address: N

Include Object Desc: N

Include Vendor TIN: Y

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Resc Y	Objt Ste	Goal Fctn	Op1 Op2	T9MPS	Liq Amt	Net Amount
010469/00	E.F. KLUDT & SONS INC	942369157							
240080	PO-240060	01/04/2024	INV#312935	FUEL	1	01-0720-0-4340-000-0000-3600-000-000	NN P	2,803.40	2,803.40
240080	PO-240060	01/04/2024	INV#311629	FUEL	1	01-0720-0-4340-000-0000-3600-000-000	NN P	2,559.63	2,559.63
240080	PO-240060	01/04/2024	INV#311691	FUEL	1	01-0720-0-4340-000-0000-3600-000-000	NN P	881.36	881.36
240080	PO-240060	01/04/2024	INV#311093	FUEL	1	01-0720-0-4340-000-0000-3600-000-000	NN P	3,528.96	3,528.96
240084	PO-240088	01/04/2024	INV#311560	PETROLEUM	1	01-0720-0-4300-000-0000-3600-000-000	NN P	1,898.23	1,898.23
			TOTAL PAYMENT AMOUNT			11,671.58	*		11,671.58
015790/00	THE RADIO GUYS	844593673							
240196	PO-240176	01/04/2024	INV#24596	RMS RADIOS	1	01-0000-0-4300-000-1110-1000-000-222	NN F	731.40	748.96
			TOTAL PAYMENT AMOUNT			748.96	*		748.96
			TOTAL Fund	PAYMENT		12,420.54	**		12,420.54
			TOTAL BATCH PAYMENT			12,420.54	***	0.00	12,420.54

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	Fd Resc Y	Objt Ste	Goal Fctn Op1 Op2	T9MPS	Liq Amt	Net Amount
015007/00	AMS.NET	943291626						
	PV-240653	01/04/2024	INV#SIN059607	NON ERATE ELIG.	01-0000-0-6500-000-9172-7200-000-000	NN		682.88
				TOTAL PAYMENT AMOUNT		682.88 *		682.88
003681/00	CALIFORNIA AMERICAN WATER	510104148						
	PV-240655	01/04/2024	ACCT#9402650		01-0000-0-5520-000-0000-8100-000-000	NN		404.67
	PV-240655	01/04/2024	ACCT#9749496		01-0000-0-5520-000-0000-8100-000-000	NN		360.17
				TOTAL PAYMENT AMOUNT		764.84 *		764.84
015659/00	EDWARDS, STEVENS, AND TUCKER	814627833						
	PV-240652	01/04/2024	INV#5321	PROF SRVCS	01-0000-0-5880-000-0000-7160-000-000	NY		1,364.00
				TOTAL PAYMENT AMOUNT		1,364.00 *		1,364.00
013807/00	HUBERT COMPANY LLC	311599078						
	PV-240661	01/04/2024	INV#321261	CAFE SUPPLS	01-7032-0-4300-000-0000-3700-000-000	NN		496.20
	PV-240661	01/04/2024	INV#253488	CAFE SUPPLS	01-7032-0-4300-000-0000-3700-000-000	NN		52.62
				TOTAL PAYMENT AMOUNT		548.82 *		548.82
015512/00	LEAF	274256501						
	PV-240658	01/04/2024	INV#15804960	RMS	01-0000-0-5840-222-1110-1000-000-000	NY		451.51
	PV-240658	01/04/2024	INV#15781634	RVHS	01-0000-0-5840-321-1110-1000-000-000	NY		196.56
	PV-240658	01/04/2024	INV#15804961	ISLE	01-0000-0-5840-224-1110-1000-000-000	NY		342.40
	PV-240658	01/04/2024	INV#15804964	DIST OFF	01-0000-0-5840-000-0000-7200-000-000	NY		78.77
	PV-240658	01/04/2024	INV#15804963	RVHS	01-0000-0-5840-321-1110-1000-000-000	NY		39.77
	PV-240658	01/04/2024	INV#15804962	RVHS	01-0000-0-5840-321-1110-1000-000-000	NY		59.16
				TOTAL PAYMENT AMOUNT		1,168.17 *		1,168.17
003270/00	PG&E	940742640						
	PV-240659	01/04/2024	RADIO RIO		01-0000-0-5515-000-0000-8100-000-000	NN		54.62
	PV-240659	01/04/2024	DIST WIDE GAS		01-0000-0-5510-000-0000-8100-000-000	NN		48,445.08
				TOTAL PAYMENT AMOUNT		48,499.70 *		48,499.70

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	Fd Resc Y	Objt Ste	Goal Fctn Op1 Op2 T9MPS	Liq Amt	Net Amount	
015265/00	CLARK PEST CONTROL OF STOCKTON	000000000						
PV-240656	01/04/2024	INV#34537308	PEST CONTROL SRVC	13-5310-0-5535-000-0000-8100-000-000	NN		135.00	
			TOTAL PAYMENT AMOUNT		135.00 *		135.00	
015512/00	LEAF	274256501						
PV-240658	01/04/2024	INV#15804959	CAFE	13-5310-0-5840-000-0000-3700-000-000	NY		64.00	
			TOTAL PAYMENT AMOUNT		64.00 *		64.00	
012084/00	SODEXO INC & AFFILIATES	520936594						
PV-240662	01/04/2024	NOV INV#100242115	B/L	13-5310-0-5800-000-0000-3700-000-000	NN		48,370.38	
PV-240662	01/04/2024	NOV INV#100242115	S/S	13-5320-0-5800-000-0000-3700-000-000	NN		13,150.21	
PV-240662	01/04/2024	NOV CREDIT		13-5310-0-8221-000-0000-0000-000-000	NN		-2,994.54	
			TOTAL PAYMENT AMOUNT		58,526.05 *		58,526.05	
013858/00	SPURR							
PV-240654	01/04/2024			13-5310-0-5510-000-0000-8100-000-000	NN		27.69	
			TOTAL PAYMENT AMOUNT		27.69 *		27.69	
			TOTAL Fund PAYMENT		58,752.74 **		58,752.74	
			TOTAL BATCH PAYMENT		123,378.42 ***	0.00	123,378.42	

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Resc Y	Objt Ste	Goal Fctn	Op1 Op2	T9MPS	Liq Amt	Net Amount

000055/00	SIA DELTA DENTAL								
PV-240664	01/04/2024	DEC 23 PREMIUMS		01-0000-0-3701-000-1590-1000-000-000	NN				2,752.26
PV-240664	01/04/2024	DEC 23 PREMIUMS		01-0000-0-3702-000-9590-7200-000-000	NN				1,626.70
PV-240664	01/04/2024	DEC 23 PREMIUMS		01-0000-0-3901-000-9133-7200-000-000	NN				149.24
TOTAL PAYMENT AMOUNT									4,528.20 *
000056/00	SIA VISION SERVICE								
PV-240663	01/04/2024	DEC 23 PREMIUMS		01-0000-0-3701-000-1590-1000-000-000	NN				403.76
PV-240663	01/04/2024	DEC 23 PREMIUMS		01-0000-0-3702-000-9590-7200-000-000	NN				547.96
PV-240663	01/04/2024	DEC 23 PREMIUMS		01-0000-0-3901-000-9133-7200-000-000	NN				28.84
TOTAL PAYMENT AMOUNT									980.56 *
TOTAL Fund PAYMENT				5,508.76 **					
TOTAL BATCH PAYMENT				5,508.76 ***		0.00		5,508.76	

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Resc Y	Objt Ste	Goal Fctn	Op1 Op2	T9MPS	Liq Amt	Net Amount

015849/00	CHRISTIANSON-TREAT, TRICIA								
PV-240669	01/04/2024	NOV/DEC MILEAGE			01-0000-0-5230-107-0000-2100-000-000	NN			100.08
PV-240669	01/04/2024	NOV/DEC MILEAGE			01-0000-0-5230-107-0000-2100-000-000	NN			40.80
		TOTAL PAYMENT AMOUNT			140.88	*			140.88
015164/00	DELAROSA, SUSAN								
PV-240666	01/04/2024	REIMBURSEMENT			01-0000-0-4300-000-1110-1000-000-222	NN			246.96
		TOTAL PAYMENT AMOUNT			246.96	*			246.96
015699/00	GORBENKO, VADIM								
PV-240668	01/04/2024	DEC MILEAGE			01-6762-0-5230-107-1520-1000-000-000	NN			118.62
		TOTAL PAYMENT AMOUNT			118.62	*			118.62
015870/00	HAMPTON-WARD, DESAURE								
PV-240667	01/04/2024	OCT MILEAGE (PARENT)			01-3010-0-5230-000-1422-3600-000-000	NN			952.77
		TOTAL PAYMENT AMOUNT			952.77	*			952.77
015886/00	HIGGS, TIMOTHY								
PV-240673	01/04/2024	NOV MILEAGE			01-6266-0-5230-107-0000-2100-000-000	NN			94.78
PV-240673	01/04/2024	NOV MILEAGE			01-6266-0-5230-107-0000-2100-000-000	NN			44.14
		TOTAL PAYMENT AMOUNT			138.92	*			138.92
015850/00	MORGAN, ELDORADANAN								
PV-240670	01/04/2024	NOV MILEAGE			01-6266-0-5230-107-0000-2100-000-000	NN			64.32
		TOTAL PAYMENT AMOUNT			64.32	*			64.32
012796/00	ROSSI, MARCY								
PV-240671	01/04/2024	REIMBURSEMENTS			01-0000-0-4300-000-1110-1000-001-222	NN			34.10
		TOTAL PAYMENT AMOUNT			34.10	*			34.10

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef					
Req Reference	Date	Description	Fd	Resc	Y	Objt	Ste	Goal	Fctn	Op1	Op2	T9MPS	Liq Amt	Net Amount

014978/00	WALLACE, STACY													
PV-240672	01/04/2024	REIMBURSEMENTS				01-1100-0-4300-000-1110-1000-884-224	NN							31.55
PV-240672	01/04/2024	REIMBURSEMENTS				01-0000-0-4300-000-1110-1000-860-224	NN							36.96
TOTAL PAYMENT AMOUNT												68.51	*	68.51
TOTAL Fund										PAYMENT		1,765.08	**	1,765.08

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Resc Y	Objt Ste	Goal Fctn	Op1 Op2	T9MPS	Liq Amt	Net Amount

015787/00 RIVERA, LAURA

PV-240665	01/04/2024	DEC/JAN MILEAGE			13-5310-0-5230-000-0000-3700-000-000	NN			70.39
-----------	------------	-----------------	--	--	--------------------------------------	----	--	--	-------

TOTAL PAYMENT AMOUNT									70.39
----------------------	--	--	--	--	--	--	--	--	-------

TOTAL Fund	PAYMENT								70.39
------------	---------	--	--	--	--	--	--	--	-------

TOTAL BATCH PAYMENT					1,835.47	***	0.00		1,835.47
---------------------	--	--	--	--	----------	-----	------	--	----------

TOTAL DISTRICT PAYMENT					143,143.19	****	0.00		143,143.19
------------------------	--	--	--	--	------------	------	------	--	------------

TOTAL FOR ALL DISTRICTS:					143,143.19	****	0.00		143,143.19
--------------------------	--	--	--	--	------------	------	------	--	------------

Number of checks to be printed: 28, not counting voids due to stub overflows. 143,143.19

Batch status: A All

From batch: 0147

To batch: 0150

Include Revolving Cash: Y

Include Address: N

Include Object Desc: N

Include Vendor TIN: Y

BATCH: 0147 BOND

<< Open >>

Fund : 01 GENERAL FUND

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Resc Y	Objt Ste	Goal Fctn	Op1	Op2	T9MPS	Liq Amt	Net Amount
015430/00	Amazon Capital Services	820544687								
240379	PO-240341	01/09/2024	INV#IJD3-9CWQ-9JV7	SPED SUPPL	1	01-0000-0-4300-107-1110-1000-000-000	NN	F	126.49	144.62
				TOTAL PAYMENT AMOUNT					144.62 *	144.62
				TOTAL Fund					PAYMENT	144.62 **

BATCH: 0147 BOND

<< Open >>

Fund : 22 SFID#1 South

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Resc Y	Objt Ste	Goal Fctn	Op1 Op2	T9MPS	Liq Amt	Net Amount

015210/00	HKIT								
PO-230003	01/09/2024	INV#16 RVHS NEW BUILDING	1	22-9359-0-6215-000-9115-8500-025-000	NN P			4,070.43	4,070.43
PO-230517	01/09/2024	INV#8 RMS MODERNIZATION	1	22-9359-0-6215-000-9115-8500-070-000	NN P			43,280.88	43,280.88
PO-230582	01/09/2024	INV#8 RVHS GYM MODERN	1	22-9359-0-6215-000-9115-8500-085-000	NN P			30,374.94	30,374.94
PV-240675	01/09/2024	INV#4 DHW ADMIN MODERN		22-9359-0-6215-000-9115-8500-080-000	NN				32,557.80
		TOTAL PAYMENT AMOUNT						110,284.05	110,284.05
		TOTAL Fund	PAYMENT					110,284.05	**

BATCH: 0147 BOND

<< Open >>

Fund : 23 SFID#2 North

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Resc Y	Objt Ste	Goal Fctn	Op1 Op2	T9MPS	Liq Amt	Net Amount

015210/00 HKIT

PO-230001	01/09/2024	INV#16 DHS/CMS CAFE	1	23-9360-0-6215-000-9115-8500-030-000	NN	P		4,723.32	4,723.32
-----------	------------	---------------------	---	--------------------------------------	----	---	--	----------	----------

TOTAL PAYMENT AMOUNT								4,723.32 *	4,723.32
----------------------	--	--	--	--	--	--	--	------------	----------

TOTAL Fund		PAYMENT	4,723.32 **					4,723.32
------------	--	---------	-------------	--	--	--	--	----------

TOTAL BATCH PAYMENT				115,151.99 ***	0.00	115,151.99
---------------------	--	--	--	----------------	------	------------

BATCH: 0148 AMAZON

<< Open >>

Fund : 01 GENERAL FUND

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Resc Y	Objt Ste	Goal Fctn	Op1	Op2	T9MPS	Liq Amt	Net Amount
015430/00	Amazon Capital Services	820544687								
240352	PO-240320	01/09/2024	INV#11LF-VHVP-C4VR	ED SRVCS	1	01-6266-0-4300-000-1110-1000-000-000	NN	F	17.19	32.69
240401	PO-240358	01/09/2024	INV#1K6D-61YP-FMG4	CUSTODIAL	1	01-0000-0-4300-000-0000-8200-000-000	NN	P	567.28	567.28
	PV-240676	01/09/2024	INV#14QK-LM93-CFX4	T.B. SUPPL		01-0000-0-4300-000-0000-7300-000-000	NN			21.61
	PV-240676	01/09/2024	INV#1HWX-4NJX-XYXK	T.B. SUPPL		01-0000-0-4300-107-0000-7200-000-000	NN			34.59
	PV-240676	01/09/2024	INV#1PQ1-9T3T-7NYW	BOARD SUPPL		01-0000-0-4300-000-0000-7110-000-000	NN			28.10
	PV-240676	01/09/2024	INV#1K31-C7L6-4VHP	TECH SUPPL		01-0000-0-4300-107-0000-7200-000-000	NN			295.96
			TOTAL PAYMENT AMOUNT			980.23 *				980.23
			TOTAL Fund	PAYMENT		980.23 **				980.23

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Resc Y	Objt Ste	Goal Fctn	Op1 Op2	T9MPS	Liq Amt	Net Amount
015430/00	Amazon Capital Services	820544687							
PV-240676	01/09/2024	INV#19LQ-1YJ9-3KCT	CAFE SUPPL	13-5310-0-4300-000-0000-3700-000-000	NN				22.02
PV-240676	01/09/2024	INV#1W3H-FPL3-9F49	CAFE SUPPL	13-5310-0-4300-000-0000-3700-000-000	NN				128.26
			TOTAL PAYMENT AMOUNT			150.28	*		150.28
			TOTAL Fund	PAYMENT		150.28	**		150.28
			TOTAL BATCH PAYMENT			1,130.51	***	0.00	1,130.51

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Resc Y	Objt Ste	Goal Fctn	Op1 Op2	T9MPS	Liq Amt	Net Amount
010469/00	E.F. KLUDT & SONS INC	942369157							
240080 PO-240060	01/09/2024	INV#311560 FUEL	1	01-0720-0-4340-000-0000-3600-000-000	NN	P		1,898.23	1,898.23
			TOTAL PAYMENT AMOUNT					1,898.23 *	1,898.23
013939/00	FAST SIGNS	263688161							
240452 PO-240407	01/09/2024	INV#2035-51836 NEW VAN SIGNS	1	01-0720-0-4400-000-0000-3600-000-000	NN	F		653.29	652.99
240452 PO-240407	01/09/2024	INV#2035-51836 NEW VAN SIGNS	2	01-0720-0-5800-000-0000-3600-000-000	NN	F		221.96	221.96
			TOTAL PAYMENT AMOUNT					874.95 *	874.95
014995/00	NATIONAL RESTAURANT	000000000							
240051 PO-240030	01/09/2024	INV#16N8350575 EBOOKS RVHS	1	01-6387-0-4100-107-1110-1000-826-000	NN	F		2,583.11	2,444.77
			TOTAL PAYMENT AMOUNT					2,444.77 *	2,444.77
000096/00	STEWART INDUSTRIAL SUPPLY INC	680224275							
240081 PO-240061	01/09/2024	11/1-11/29 TRANSPORT SUPPL	1	01-0720-0-4300-000-0000-3600-000-000	NN	P		1,244.99	1,244.99
			TOTAL PAYMENT AMOUNT					1,244.99 *	1,244.99
			TOTAL Fund PAYMENT					6,462.94 **	6,462.94
			TOTAL BATCH PAYMENT					6,462.94 ***	0.00

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	Fd Resc Y	Objt Ste	Goal Fctn Op1 Op2 T9MPS	Liq Amt	Net	Amount

012976/00	AGAN, CODI							
PV-240682	01/09/2024	PER DIEM 1/16-1/19 2024			01-0000-0-5200-000-0000-7400-000-000 NN			226.00
PV-240686	01/09/2024	DEC MILEAGE			01-0000-0-5230-000-0000-7400-000-000 NN			58.49
		TOTAL PAYMENT AMOUNT			284.49 *			284.49
015749/00	BAY CITY BOILER & ENGINEERING	942350332						
PV-240680	01/09/2024	INV#29170 RMS EMERGENCY REP			01-8150-0-5800-000-0000-8110-000-000 NN			2,430.00
		TOTAL PAYMENT AMOUNT			2,430.00 *			2,430.00
015218/00	BUSCH, TAMMY							
PV-240683	01/09/2024	PER DIEM 1/16-1/19 2024			01-0000-0-5200-000-0000-7300-000-000 NN			226.00
		TOTAL PAYMENT AMOUNT			226.00 *			226.00
012683/00	CALIFORNIA STATE UNIVERSITY							
PV-240677	01/09/2024	INV#012911 INTERN FEES			01-6266-0-5800-000-1110-1000-000-000 NN			1,500.00
		TOTAL PAYMENT AMOUNT			1,500.00 *			1,500.00
015661/00	GLASSWEST INC	205503668						
PV-240679	01/09/2024	INV#49311 BROKEN WINDOW			01-8150-0-5800-000-0000-8110-000-000 NN			315.50
		TOTAL PAYMENT AMOUNT			315.50 *			315.50
003111/00	GOVERNMENT FINANCIAL	954193488						
PV-240689	01/09/2024	INV#1273 PROF SRVCS			01-9186-0-5800-000-0000-7200-000-000 NN			80.00
PV-240689	01/09/2024	INV#1370 PROF SRVCS			01-0000-0-5800-000-0000-7200-000-000 NN			5,152.26
PV-240689	01/09/2024	INV#1325 PROF SRVCS			01-0000-0-5800-000-0000-7200-000-000 NN			320.00
PV-240689	01/09/2024	INV#1269 PROF SRVCS			01-0000-0-5800-000-0000-7200-000-000 NN			240.00
PV-240689	01/09/2024	INV#1082 PROF SRVCS			01-0000-0-5800-000-0000-7200-000-000 NN			1,273.61
PV-240689	01/09/2024	INV#1271 PROF SRVCS			01-0000-0-5800-000-0000-7200-000-000 NN			2,960.00
PV-240689	01/09/2024	INV#1326 PROF SRVCS			01-0000-0-5800-000-0000-7200-000-000 NN			2,480.00
PV-240689	01/09/2024	INV#1371 PROF SRVCS			01-0000-0-5800-000-0000-7200-000-000 NN			1,280.00
PV-240689	01/09/2024	INV#1272 PROF SRVCS			01-0000-0-5800-000-0000-7200-000-000 NN			160.00
PV-240689	01/09/2024	INV#1432 PROF SRVCS			01-0000-0-5800-000-0000-7200-000-000 NN			7,000.00
PV-240689	01/09/2024	INV#1015 PROF SRVCS			01-0000-0-5800-000-0000-7200-000-000 NN			4,900.00
		TOTAL PAYMENT AMOUNT			25,845.87 *			25,845.87

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Resc Y	Objt Ste	Goal Fctn	Op1 Op2	T9MPS	Liq Amt	Net Amount
014869/00	JOSEPHS LAWNMOWER	942695429							
PV-240690	01/09/2024	INV#372188 GROUNDS SUPPL		01-0000-0-4300-000-0000-8100-000-000	NN			1,380.95	
PV-240690	01/09/2024	INV#372188 GROUNDS SUPPL		01-0000-0-4400-000-0000-8100-000-000	NN			1,039.98	
		TOTAL PAYMENT AMOUNT		2,420.93 *				2,420.93	
015681/00	KIWAN, MICHEL								
PV-240687	01/09/2024	REIMBURSEMENT		01-1100-0-4300-000-1110-1000-000-213	NN			144.24	
		TOTAL PAYMENT AMOUNT		144.24 *				144.24	
015887/00	NAVIGATE 360 LLC								
PV-240688	01/09/2024	INV#16324 DHW PBIS REWARD ID		01-0000-0-4300-000-1110-1000-000-223	NN			105.42	
PV-240688	01/09/2024	INV#0000001868 DHW PBIS SUBSCR		01-0000-0-5800-000-1110-1000-000-223	NN			2,055.00	
		TOTAL PAYMENT AMOUNT		2,160.42 *				2,160.42	
013193/00	SCOE								
PV-240678	01/09/2024	INV#241199 1 QRT DATA PROCESS.		01-0000-0-5800-000-0000-7200-000-000	NN			6,250.00	
PV-240678	01/09/2024	INV#241212 2 QRT DATA PROCESS.		01-0000-0-5800-000-0000-7200-000-000	NN			6,250.00	
		TOTAL PAYMENT AMOUNT		12,500.00 *				12,500.00	
013997/00	VERIZON WIRELESS	223723921							
PV-240681	01/09/2024	GROUNDS		01-0000-0-5910-000-0000-8100-000-000	N7			16.80	
PV-240681	01/09/2024	CUSTODIAL		01-0000-0-5910-000-0000-8200-000-000	N7			168.00	
PV-240681	01/09/2024	MO		01-8150-0-5910-000-0000-8110-000-000	N7			84.00	
PV-240681	01/09/2024	HOT SPOT		01-0000-0-5900-000-9172-7200-000-000	N7			225.10	
PV-240681	01/09/2024	DIST WIDE		01-0000-0-5910-000-0000-7200-000-000	N7			2,015.06	
PV-240681	01/09/2024	TRANSPORT		01-0720-0-5910-000-0000-3600-000-000	N7			84.00	
PV-240681	01/09/2024	SPED		01-6500-0-5910-000-5770-2700-000-000	N7			16.80	
		TOTAL PAYMENT AMOUNT		2,609.76 *				2,609.76	
013261/00	VIELHAUER, NANCY								
PV-240685	01/09/2024	PER DIEM 1/16-1/19 2024		01-0000-0-5200-107-0000-2100-000-000	NN			226.00	
		TOTAL PAYMENT AMOUNT		226.00 *				226.00	

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Resc Y	Objt Ste	Goal Fctn	Op1 Op2	T9MPS	Liq Amt	Net Amount

003308/00	WRIGHT, KATHERINE								
PV-240684	01/09/2024	PER DIEM 1/16-1/19	2024	01-0000-0-5200-000-0000-7150-000-000 NN					226.00
TOTAL PAYMENT AMOUNT							226.00 *	226.00	
TOTAL Fund				PAYMENT		50,889.21 **		50,889.21	

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Resc Y	Objt Ste	Goal Fctn	Op1 Op2	T9MPS	Liq Amt	Net Amount
003111/00	GOVERNMENT FINANCIAL	954193488							
PV-240689	01/09/2024	INV#1270 PROF SRVCS			23-9360-0-5800-000-9115-8500-000-000	NN			80.00
		TOTAL PAYMENT AMOUNT				80.00 *			80.00
		TOTAL Fund	PAYMENT			80.00 **			80.00
		TOTAL BATCH PAYMENT			50,969.21 ***		0.00		50,969.21
		TOTAL DISTRICT PAYMENT			173,714.65 ****		0.00		173,714.65
		TOTAL FOR ALL DISTRICTS:			173,714.65 ****		0.00		173,714.65
Number of checks to be printed: 23, not counting voids due to stub overflows.									173,714.65

Batch status: A All

From batch: 0151

To batch: 0154

Include Revolving Cash: Y

Include Address: N

Include Object Desc: N

Include Vendor TIN: Y

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef
Req Reference	Date	Description	Fd Resc Y	Objt Ste Goal	Fctn Op1 Op2	T9MPS	Liq Amt	Net	Amount
015430/00	Amazon Capital Services	820544687							
240117	PO-240099	01/11/2024	INV#1TXD-MTIQ-6DNH ISLE SUPPL	1	01-0000-0-4300-000-1110-1000-000-224	NN F	302.03	152.24	
240156	PO-240140	01/11/2024	INV#1W3H-FPL3-9R1Y RMS SUPPL	1	01-0000-0-4300-000-1110-1000-000-222	NN F	272.38	272.34	
240163	PO-240147	01/11/2024	INV#1PXV-L77C-9FPW RDHES SUPP	1	01-0740-0-4300-000-1110-1000-000-222	NN F	169.04	176.99	
240169	PO-240153	01/11/2024	INV#1HKN-MX4F-3WPY RMS SUPPL	1	01-0000-0-4300-000-1110-1000-000-222	NN F	486.97	459.46	
240179	PO-240156	01/11/2024	INV#1HNLL-JW7C-44W3 RDHES SUPP	1	01-0000-0-4300-000-1110-1000-000-222	NN F	66.25	71.65	
240179	PO-240156	01/11/2024	INV#1HNLL-JW7C-44W3 RDHES SUPP	2	01-0740-0-4300-000-1110-1000-000-222	NN F	44.19	47.76	
240183	PO-240170	01/11/2024	INV#19WX-FQJN-WMCD DHW SUPPL	1	01-6500-0-4300-000-5770-1120-000-000	NN F	64.86	64.86	
240205	PO-240182	01/11/2024	INV#1KKY-773X-13X4 WGE SUPPL	1	01-0740-0-4300-000-1110-1000-000-214	NN P	411.66	411.66	
240273	PO-240246	01/11/2024	INV#197V-HRLJ-WMCM ED SRVCS	1	01-6500-0-4300-000-5770-1120-000-000	NN F	78.90	81.70	
240283	PO-240261	01/11/2024	INV#1473-9YJF-HCT9 BATES SUPPL	1	01-0000-0-4300-000-1110-1000-000-213	NN F	67.02	60.11	
240293	PO-240266	01/11/2024	INV#1JHW-F9RG-XW46 RMS SUPPL	1	01-1100-0-4300-000-1110-1000-000-222	NN F	348.53	324.81	
240307	PO-240287	01/11/2024	INV#16DY-HKDN-9VYM DHS SUPPL	1	01-0000-0-4300-000-1110-1000-000-311	NN F	227.59	225.74	
240307	PO-240287	01/11/2024	INV#16DY-HKDN-9VYM CMS SUPPL	2	01-0000-0-4300-000-1110-1000-000-210	NN F	227.59	225.73	
240317	PO-240289	01/11/2024	INV#13DT-6GJX-9XCD DHS SUPPL	1	01-0000-0-4300-000-1110-1000-000-311	NN F	972.15	964.26	
240317	PO-240289	01/11/2024	INV#13DT-6GJX-9XCD CMS SUPPL	2	01-0000-0-4300-000-1110-1000-000-210	NN F	648.10	642.84	
240318	PO-240290	01/11/2024	11KJ-1WY1-73PX RMS SUPPL	1	01-0000-0-4300-000-1110-1000-001-222	NN F	88.92	82.77	
240322	PO-240294	01/11/2024	INV#1VPP-7NH3-CM7W RMS SUPPL	1	01-1100-0-4300-000-1110-1000-000-222	NN F	45.88	45.89	
240322	PO-240294	01/11/2024	INV#1VPP-7NH3-CM7W RMS SUPPL	2	01-0740-0-4300-000-1110-1000-000-222	NN F	30.60	30.60	
240341	PO-240310	01/11/2024	INV#16PH-174K-771R RMS SUPPL	1	01-0000-0-4300-000-1110-1000-001-222	NN F	90.54	90.55	
240371	PO-240335	01/11/2024	INV#11JY-N4W9-CNGW RMS SUPPL	1	01-1100-0-4300-000-1110-1000-000-222	NN F	251.17	243.60	
240377	PO-240340	01/11/2024	INV#1TLR-D1VV-FP4X RMS SUPPL	1	01-1100-0-4300-000-1110-1000-000-222	NN F	96.51	97.86	
240377	PO-240340	01/11/2024	INV#1TLR-D1VV-FP4X RMS SUPPL	2	01-0740-0-4300-000-1110-1000-000-222	NN F	64.37	65.24	
240380	PO-240342	01/11/2024	INV#1JCX-3JJ7-DCYQ RMS SUPPL	1	01-0000-0-4300-000-1110-1000-000-222	NN F	69.65	69.66	
240382	PO-240344	01/11/2024	INV#1DVR-94NP-9XKF RMS SUPPL	1	01-0000-0-4300-000-1110-1000-001-222	NN P	187.76	187.76	
240407	PO-240363	01/11/2024	INV#14QK-LM93-96M3 RMS SUPPL	1	01-1100-0-4300-000-3100-1000-000-330	NN F	88.32	85.78	
TOTAL PAYMENT AMOUNT							5,181.86 *	5,181.86	
TOTAL Fund PAYMENT					5,181.86 **			5,181.86	
TOTAL BATCH PAYMENT					5,181.86 ***	0.00		5,181.86	

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef		
Req Reference	Date	Description	Fd Resc Y	Objt Ste	Goal Fctn	Op1	Op2	T9MPS	Liq Amt	Net Amount	

015696/00	NORTHERN CALIFORNIA										
240166	PO-240150	01/11/2024	INV#NCPS5547	NPS SRVCS	1	01-6500-0-5100-000-5750-1180-000-000	NN	P	2,180.00	2,180.00	
240166	PO-240150	01/11/2024	INV#NCPS5564	NPS SRVCS	1	01-6500-0-5100-000-5750-1180-000-000	NN	P	124.45	124.45	
					TOTAL PAYMENT AMOUNT				2,304.45	*	2,304.45
014333/00	PROCARE THERAPY			261251927							
240296	PO-240269	01/11/2024	INV#20844400	PARAPROFESS.	1	01-6500-0-5100-000-5750-1190-000-000	NN	P	960.00	960.00	
240296	PO-240269	01/11/2024	INV#20840650	PARAPROFESS.	1	01-6500-0-5100-000-5750-1190-000-000	NN	P	2,400.00	2,400.00	
240296	PO-240269	01/11/2024	INV#20840655	PARAPROFESS.	1	01-6500-0-5100-000-5750-1190-000-000	NN	P	2,400.00	2,400.00	
					TOTAL PAYMENT AMOUNT				5,760.00	*	5,760.00
014210/00	SCHOOL DATEBOOKS, INC			351682570							
240108	PO-240084	01/11/2024	INV#S23-0270082	SITE HANDBOOKS	1	01-1100-0-4300-000-1110-1000-000-214	NN	F	254.53	243.25	
240108	PO-240084	01/11/2024	INV#S23-0270082	SHIPPING	2	01-1100-0-5800-000-1110-1000-000-214	NN	F	33.90	33.50	
					TOTAL PAYMENT AMOUNT				276.75	*	276.75
013540/00	SOLIANT HEALTH			000000000							
240270	PO-240243	01/11/2024	INV\$20841624	BCBA	1	01-6500-0-5800-000-5770-1190-000-000	NN	P	12,135.56	12,135.56	
240270	PO-240243	01/11/2024	INV#20844393	BCBA	1	01-6500-0-5800-000-5770-1190-000-000	NN	P	1,170.00	1,170.00	
240270	PO-240243	01/11/2024	INV#20835940	BCBA	1	01-6500-0-5800-000-5770-1190-000-000	NN	P	12,358.24	12,358.24	
					TOTAL PAYMENT AMOUNT				25,663.80	*	25,663.80
					TOTAL Fund		PAYMENT		186,222.79	**	186,222.79
					TOTAL BATCH PAYMENT				186,222.79	***	186,222.79
									0.00		

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Resc Y	Objt Ste	Goal Fctn	Op1 Op2	T9MPS	Liq Amt	Net Amount
015889/00	BERGMAN, DIANN R								
	PV-240698	01/11/2024	STALE DATE #23540156		01-0000-0-8699-000-0000-0000-000	NN			167.85
			TOTAL PAYMENT AMOUNT						167.85
000201/00	CITY OF ISLETON	946000349							
	PV-240694	01/11/2024	INV#98732 ISLE SEWER		01-0000-0-5550-224-0000-8200-000-000	NN			411.05
			TOTAL PAYMENT AMOUNT						411.05
013922/00	COMPREHENSIV DRUG TESTING								
	PV-240693	01/11/2024	INV#53653 DOT EXAMS		01-0720-0-5800-000-0000-3600-000-000	NN			66.00
			TOTAL PAYMENT AMOUNT						66.00
015888/00	COX, WILLIAM J								
	PV-240697	01/11/2024	STALE DATE #23541439		01-0000-0-8699-000-0000-0000-000-000	NN			515.82
			TOTAL PAYMENT AMOUNT						515.82
015789/00	LAMERA, MARCIAL F								
	PV-240699	01/11/2024	STALE DATE #23541429		01-0000-0-8699-000-0000-0000-000-000	NN			288.14
			TOTAL PAYMENT AMOUNT						288.14
015800/00	SECURECOM INC	931218871							
	PV-240692	01/11/2024	INV#357150 WGE FIRE MONITORING		01-0000-0-5540-214-0000-8300-000-000	NN			216.00
	PV-240692	01/11/2024	INV#357377 WGE FIRE MONITORING		01-0000-0-5540-214-0000-8300-000-000	NN			216.00
			TOTAL PAYMENT AMOUNT						432.00
014085/00	SMALL SCHOOL DISTRICTS ASSOC.	942891324							
	PV-240700	01/11/2024	INV#17-05557 PERSONNEL INSTIT.		01-0000-0-5200-000-0000-7400-000-000	NN			600.00
			TOTAL PAYMENT AMOUNT						600.00

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Resc Y	Objt Ste	Goal Fctn	Op1 Op2	T9MPS	Liq Amt	Net Amount
001896/00	UPS	362407381							
PV-240695	01/11/2024	INV#30493 WEEKLY CHARGES		01-0000-0-5920-000-0000-7200-000-000	NN				30.00
		TOTAL PAYMENT AMOUNT				30.00 *			30.00
000679/00	WARREN E GOMES EXCAVATING INC	942147241							
PV-240691	01/11/2024	INV#3694 RETAINING WALL		01-0000-0-5800-000-0000-8500-520-000	NN				5,616.61
		TOTAL PAYMENT AMOUNT				5,616.61 *			5,616.61
		TOTAL Fund	PAYMENT			8,127.47 **			8,127.47

BATCH: 0153 PAY VOUCHER

<< Open >>

Fund : 23 SFID#2 North

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Resc Y	Objt Ste	Goal Fctn	Op1 Op2	T9MPS	Liq Amt	Net Amount
000679/00	WARREN E GOMES EXCAVATING INC	942147241							
PV-240691	01/11/2024	INV#3892 TEMP KITCHEN		23-9360-0-5800-000-0000-8500-030-000	NN				5,807.42
		TOTAL PAYMENT AMOUNT							5,807.42
		TOTAL Fund	PAYMENT						5,807.42 **

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef					
Req Reference	Date	Description	Fd	Resc	Y	Objt	Ste	Goal	Fctn	Op1	Op2	T9MPS	Liq Amt	Net Amount

012837/00	MOBILE MODULAR MANAGEMENT CORP	942579843												
PV-240696	01/11/2024	INV#2505412 RMS MODULAR		25-9010-0-5630-000-0000-8700-095-222	NN									625.00
		TOTAL PAYMENT AMOUNT												625.00 *
		TOTAL Fund	PAYMENT											625.00 **
		TOTAL BATCH PAYMENT											0.00	14,559.89 ***

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Resc Y	Objt Ste	Goal Fctn	Op1 Op2	T9MPS	Liq Amt	Net Amount

012694/00	US BANK PARS #6746050100								
PV-240702	01/11/2024	JAN 24 GASB 75			01-0000-0-9562-000-0000-0000-0000-0000	NN			15,092.08
					TOTAL PAYMENT AMOUNT				15,092.08 *
013261/00	VIELHAUER, NANCY								
PV-240701	01/11/2024	NANCY V. DEDUCT. REIMB ACSA			01-0000-0-1300-107-0000-2100-000-0000	NN			172.89
PV-240701	01/11/2024	NANCY V. DEDUCT. REIMB ACSA			01-3010-0-1300-107-0000-2100-000-0000	NN			30.51
					TOTAL PAYMENT AMOUNT				203.40 *
		TOTAL Fund	PAYMENT		15,295.48	**			15,295.48
		TOTAL BATCH PAYMENT			15,295.48	***	0.00		15,295.48
		TOTAL DISTRICT PAYMENT			221,260.02	****	0.00		221,260.02
		TOTAL FOR ALL DISTRICTS:			221,260.02	****	0.00		221,260.02
Number of checks to be printed:	25, not counting voids due to stub overflows.								221,260.02

Batch status: A All

From batch: 0155

To batch: 0156

Include Revolving Cash: Y

Include Address: N

Include Object Desc: N

Include Vendor TIN: Y

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Resc Y	Objt Ste	Goal Fctn	Op1 Op2	T9MPS	Liq Amt	Net Amount
015275/00	US BANK	000000000							
240398	PO-240355	01/16/2024	POPCORN MACHINE DOORS	1	01-0000-0-4300-000-1110-1000-000-213	NN F		47.85	45.98
	PV-240703	01/16/2024	DC DIGITAL SCOREBOARD		01-0000-0-4300-000-1110-1000-000-311	NN			60.79
	PV-240703	01/16/2024	DC DIGITAL SCOREBOARD		01-0000-0-4300-000-1110-1000-000-210	NN			40.53
	PV-240703	01/16/2024	D2 TRAILER SRVCS- TRUCK HITCH		01-9207-0-4400-000-1215-1000-000-000	NN			872.46
	PV-240703	01/16/2024	WPS DP-4 ONLINE PSYCH PROTOS		01-6500-0-5800-000-5001-3120-000-000	NN			419.00
	PV-240703	01/16/2024	HOMEGOODS BREAK ROOM RUPPL		01-0000-0-4300-000-0000-7400-000-000	NN			12.95
	PV-240703	01/16/2024	LOWES BREAK ROOM SUPPL		01-0000-0-4300-000-0000-7400-000-000	NN			73.42
	PV-240703	01/16/2024	COSTCO BOARD MTNG FOOD		01-0000-0-4300-000-0000-7110-000-000	NN			17.98
	PV-240703	01/16/2024	PIZZA A GOGO BOARD MTNG FOOD		01-0000-0-4300-000-0000-7110-000-000	NN			49.20
	PV-240703	01/16/2024	WALMART LDRSHP MTNG		01-0000-0-4300-000-0000-7200-000-000	NN			36.57
	PV-240703	01/16/2024	RECOLOGY RVHS DEBRIS		01-8150-0-5800-000-0000-8110-000-000	NN			30.00
	PV-240703	01/16/2024	LIVESTOCK JUDGING DHS ACCOUNT		01-7010-0-5800-000-1215-1000-800-311	NN			150.00
	PV-240703	01/16/2024	LIVESTOCK JUDGING DHS ACCOUNT		01-0000-0-5800-000-1215-1000-800-311	NN			150.00
	PV-240703	01/16/2024	SCHOOL ADMIN C.A. CONF		01-0000-0-5200-000-0000-7400-000-000	NN			599.00
	PV-240703	01/16/2024	D2 TRAILER SRVCS- TRUCK HITCH		01-9207-0-5800-000-1215-1000-000-000	NN			350.00
	PV-240703	01/16/2024	SCHOOL ADMIN K.W. CONF		01-0000-0-5200-000-0000-7150-000-000	NN			599.00
	PV-240703	01/16/2024	SCHOOL ADMIN T.B. CONF		01-0000-0-5200-000-0000-7300-000-000	NN			599.00
	PV-240703	01/16/2024	SCHOOL ADMIN N.V. CONF		01-0000-0-5200-107-0000-2100-000-000	NN			599.00
	PV-240703	01/16/2024	AMAZON SPED SUPPL		01-6500-0-4300-000-5750-1120-000-000	NN			19.46
	PV-240703	01/16/2024	AMAZON BOARD SUPPL		01-0000-0-4300-000-0000-7110-000-000	NN			252.35
	PV-240703	01/16/2024	SCHOOL SERVICES GOV BUDG WS		01-0000-0-4300-000-0000-7300-000-000	NN			175.00
	PV-240703	01/16/2024	AMAON BOARD SUPPL		01-0000-0-4300-000-0000-7110-000-000	NN			162.19
	PV-240703	01/16/2024	FASTRAK		01-8150-0-5800-000-0000-8110-000-000	NN			50.00
	PV-240703	01/16/2024	FINANCE CHARGE		01-0000-0-4300-000-0000-7200-000-000	NN			10.39
			TOTAL PAYMENT AMOUNT						5,374.27 *
			TOTAL Fund	PAYMENT					5,374.27 **
			TOTAL BATCH PAYMENT				0.00		5,374.27 ***

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Resc Y	Objt Ste	Goal Fctn	Op1 Op2	T9MPS	Liq Amt	Net Amount
013193/00	SCOE								
PV-240704	01/16/2024	DINNER FOR BOARD & SUPERS.			01-0000-0-4300-000-0000-7110-000-000	NN			75.00
		TOTAL PAYMENT AMOUNT			75.00	*			75.00
		TOTAL Fund PAYMENT			75.00	**			75.00
		TOTAL BATCH PAYMENT			75.00	***	0.00		75.00
		TOTAL DISTRICT PAYMENT			5,449.27	****	0.00		5,449.27
		TOTAL FOR ALL DISTRICTS:			5,449.27	****	0.00		5,449.27
Number of checks to be printed: 2, not counting voids due to stub overflows.									5,449.27

Batch status: A All

From batch: 0157

To batch: 0160

Include Revolving Cash: Y

Include Address: N

Include Object Desc: N

Include Vendor TIN: Y

BATCH: 0157 AMAZON

<< Open >>

Fund : 01 GENERAL FUND

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Resc Y	Objt Ste	Goal Fctn	Op1	Op2	T9MPS	Liq Amt	Net Amount
015430/00	Amazon Capital Services	820544687								
240106	PO-240083	01/18/2024	INV#1TFK-NRL3-4GWK	AVID SUPPL	2	01-0000-0-4300-000-1110-1000-000-214	NN	F	662.58	542.88
240129	PO-240114	01/18/2024	INV#1X7K-CCWL-9RW9	RMS SUPPL	1	01-0000-0-4300-000-1110-1000-000-222	NN	F	606.25	606.43
240170	PO-240154	01/18/2024	INV#1MDX-DK99-7J3F	RDHES SUPPL	1	01-3213-0-4300-000-1110-1000-000-222	NN	F	492.20	601.14
240171	PO-240155	01/18/2024	INV#1PHR-HNNJ-7L4K	RMS SUPPL	1	01-0000-0-4300-000-1110-1000-000-222	NN	F	138.76	140.93
240201	PO-240178	01/18/2024	INV#1W6X-GQ11-6GH3	RMS SUPPL	1	01-0000-0-4300-000-1110-1000-001-222	NN	F	334.80	333.19
240205	PO-240182	01/18/2024	INV#1KKY-773X-13X4	WG SUPPL	1	01-0740-0-4300-000-1110-1000-000-214	NN	F	188.34	411.66
240290	PO-240258	01/18/2024	INV#1MC9-NFVY-W9JK	RMS SUPPL	1	01-0000-0-4300-000-1110-1000-001-222	NN	F	115.81	116.48
240301	PO-240274	01/18/2024	INV#1CNW-YX3K-Y6T7	RDHES SUPPL	1	01-1100-0-4300-000-3100-1000-000-330	NN	F	220.90	202.48
240314	PO-240286	01/18/2024	INV#16LN-6MNQ-1XXK	DHW SUPPL	1	01-0740-0-4300-000-1110-1000-000-223	NN	F	338.94	338.93
240319	PO-240291	01/18/2024	INV#16NK-3KCL-3XYK	RMS SUPPL	1	01-1100-0-4300-000-1110-1000-000-222	NN	F	10.16	10.16
240319	PO-240291	01/18/2024	INV#16NK-3KCL-3XYK	RMS SUPPL	2	01-0740-0-4300-000-1110-1000-000-222	NN	F	6.77	6.78
			TOTAL PAYMENT AMOUNT			3,311.06	*			3,311.06
			TOTAL Fund	PAYMENT		3,311.06	**			3,311.06
			TOTAL BATCH PAYMENT			3,311.06	***	0.00		3,311.06

BATCH: 0158 BOND

<< Open >>

Fund : 22 SFID#1 South

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Resc Y	Objt Ste	Goal Fctn	Op1 Op2	T9MPS	Liq Amt	Net Amount
015811/00	DIEDE CONSTRUCTION INC	680257126							
PO-230660	01/18/2024	INV#23029-04 RVHS CULIN SCI	1	22-9359-0-6270-000-9115-8500-025-000	NN P			322,785.30	322,785.30
		TOTAL PAYMENT AMOUNT						322,785.30 *	322,785.30
015792/00	RIVER CITY GEOPROFESSIONALS	272347235							
PO-230654	01/18/2024	INV#00772279 INSPEC SRVCS	1	22-9359-0-6261-000-9115-8500-025-000	NN P			972.00	972.00
		TOTAL PAYMENT AMOUNT						972.00 *	972.00
		TOTAL Fund	PAYMENT					323,757.30 **	323,757.30

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	Fd Resc Y	Objt Ste Goal	Fctn Op1 Op2 T9MPS	Liq Amt	Net	Amount
012497/00	BUSWEST	270746875						
240410	PO-240370	01/18/2024	SO#RA410012013	BUS REP	1 01-0720-0-4400-000-0000-3600-000-000	NN P	2,694.17	2,694.17
240410	PO-240370	01/18/2024	SO#RA410012012	BUS REP	2 01-0720-0-5800-000-0000-3600-000-000	NN P	57.00	57.00
240410	PO-240370	01/18/2024	SO#RA410012013	BUS REP	2 01-0720-0-5800-000-0000-3600-000-000	NN P	1,140.00	1,140.00
240410	PO-240370	01/18/2024	SO#RA410012012	BUS REP	1 01-0720-0-4400-000-0000-3600-000-000	NN P	275.10	275.10
240489	PO-240442	01/18/2024	NEW SCHOOL BUS	FOR TRANSPORT	1 01-0720-0-6400-000-0000-3600-000-000	NN F	59,594.44	59,594.44
			TOTAL PAYMENT	AMOUNT			63,760.71	63,760.71
002180/00	HORIZON DISTRIBUTORS	941554388						
240033	PO-240191	01/18/2024	INV#2B208465	MO SUPPL	2 01-8150-0-4400-000-0000-8110-000-000	NN F	750.00	1,161.63
			TOTAL PAYMENT	AMOUNT			1,161.63	1,161.63
000548/00	LIRAS SUPERMARKET	680260589						
240185	PO-240172	01/18/2024	INV#102335886	RVHS SUPPL	1 01-0000-0-4300-000-1110-1000-000-321	NN P	126.16	126.16
240185	PO-240172	01/18/2024	INV#122354254	RVHS SUPPL	1 01-0000-0-4300-000-1110-1000-000-321	NN P	9.02	9.02
240185	PO-240172	01/18/2024	INV#122350147	RVHS SUPPL	1 01-0000-0-4300-000-1110-1000-000-321	NN F	109.98	184.95
240219	PO-240199	01/18/2024	11/3-11/30	RDHES SUPPL	1 01-0000-0-4300-000-1110-1000-000-222	NN P	64.94	111.17
240219	PO-240199	01/18/2024	11/3-11/30	RDHES SUPPL	2 01-0740-0-4300-000-1110-1000-000-222	NN F	43.29	74.12
			TOTAL PAYMENT	AMOUNT			505.42	505.42
013898/00	SCHOOL SPECIALTY	390971239						
240131	PO-240115	01/18/2024	INV#208133420065	DHS SUPPL	1 01-0000-0-4300-000-1110-1000-000-311	NN P	255.04	255.04
240131	PO-240115	01/18/2024	INV#2081334200171	DHS SUPPL	1 01-0000-0-4300-000-1110-1000-000-311	NN P	94.12	94.12
240131	PO-240115	01/18/2024	INV#308104353860	DHS SUPPL	1 01-0000-0-4300-000-1110-1000-000-311	NN P	341.02	341.02
240131	PO-240115	01/18/2024	INV#308104396181	DHS SUPPL	1 01-0000-0-4300-000-1110-1000-000-311	NN P	247.44	247.44
			TOTAL PAYMENT	AMOUNT			937.62	937.62
			TOTAL Fund	PAYMENT			66,365.38	**
			TOTAL BATCH PAYMENT				66,365.38	***
						0.00		66,365.38

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	Fd Resc Y	Objt Ste	Goal Fctn Op1 Op2 T9MPS	Liq Amt	Net	Amount
003681/00	CALIFORNIA AMERICAN WATER	510104148						
PV-240710	01/18/2024	ACCT#9402650			01-0000-0-5520-000-0000-8100-000-000 NN			409.79
PV-240710	01/18/2024	ACCT#9749496			01-0000-0-5520-000-0000-8100-000-000 NN			704.97
		TOTAL PAYMENT AMOUNT			1,114.76 *			1,114.76
014215/00	CONTERRA ULTRA BROADBAND							
PV-240714	01/18/2024	INV#10001399164 FIBER			01-0000-0-5910-000-9670-2420-000-000 NN			10,030.85
PV-240714	01/18/2024	INV#10001399164 FIBER			01-0000-0-8699-000-9670-2420-778-760 NN			-988.00
PV-240714	01/18/2024	INV#10001399164 FIBER			01-0000-0-8699-000-9670-2420-778-760 NN			-7,999.16
PV-240714	01/18/2024	INV#10001399164 FIBER			01-0000-0-5910-000-9670-2420-000-000 NN			-651.57
		TOTAL PAYMENT AMOUNT			392.12 *			392.12
002819/00	DELTA DENTAL INSURANCE COMPANY	000000000						
PV-240705	01/18/2024	JAN 24 HEALTH PREMIUMS			01-0000-0-3702-000-9590-7200-000-000 NN			48.39
		TOTAL PAYMENT AMOUNT			48.39 *			48.39
015659/00	EDWARDS, STEVENS, AND TUCKER	814627833						
PV-240706	01/18/2024	INV#5384 PROF SRVCS			01-0000-0-5880-000-0000-7110-000-000 NY			155.00
		TOTAL PAYMENT AMOUNT			155.00 *			155.00
011339/00	FRONTIER	060619596						
PV-240715	01/18/2024	RADIO RIO			01-0000-0-5910-000-0000-7200-000-000 NN			309.32
		TOTAL PAYMENT AMOUNT			309.32 *			309.32
015512/00	LEAF	274256501						
PV-240708	01/18/2024	INV#15857423 DHW			01-0000-0-5840-223-1110-1000-000-000 NY			735.13
PV-240708	01/18/2024	INV#15857424 DHS			01-0000-0-5840-311-1110-1000-000-000 NY			1,048.91
		TOTAL PAYMENT AMOUNT			1,784.04 *			1,784.04
012735/01	MCKINLEY ELEVATOR CORPORATION	550880265						
PV-240709	01/18/2024	INV#A168910-IN SERVICING			01-8150-0-5800-000-0000-8110-000-000 NN			300.00
		TOTAL PAYMENT AMOUNT			300.00 *			300.00

Vendor/Addr Remit name Tax ID num Deposit type ABA num Account num EE ES E-Term E-ExtRef
 Req Reference Date Description Fd Resc Y Objt Ste Goal Fctn Op1 Op2 T9MPS Liq Amt Net Amount

010239/00	MDRR-RIO VISTA		000000000										
	PV-240712	01/18/2024	DEC RMS		01-0000-0-5525-000-0000-8100-000-000	NN						670.05	
	PV-240712	01/18/2024	DEC DIST OFFICE		01-0000-0-5525-000-0000-8100-000-000	NN						983.60	
	PV-240712	01/18/2024	DEC DIST OFFICE		01-0000-0-5525-000-0000-8100-000-000	NN						138.02	
				TOTAL PAYMENT AMOUNT						1,791.67	*	1,791.67	

014465/00	PARKER & COVERT LAW OFFICE		330920915										
	PV-240707	01/18/2024	INV#76515 PROF SRVCS		01-0000-0-5880-000-0000-7160-000-000	NY						17,907.00	
	PV-240707	01/18/2024	INV#76515 PROF SRVCS		01-0000-0-5880-000-0000-7160-000-915	NY						702.00	
	PV-240707	01/18/2024	INV#76516 PROF SRVCS		01-0000-0-5880-000-0000-7160-000-000	NY						520.00	
				TOTAL PAYMENT AMOUNT						19,129.00	*	19,129.00	

000090/00	SACRAMENTO COUNTY UTILITIES		946000529										
	PV-240713	01/18/2024	WGE		01-0000-0-5550-000-0000-8100-000-000	NN						113.70	
	PV-240713	01/18/2024	BATES		01-0000-0-5550-000-0000-8100-000-000	NN						113.70	
				TOTAL PAYMENT AMOUNT						227.40	*	227.40	

013480/00	SHELDON GAS COMPANY		941401690										
	PV-240711	01/18/2024	INV#16600738		01-0000-0-5515-000-0000-8100-000-000	NN						141.44	
	PV-240711	01/18/2024	INV#16893245		01-0000-0-5515-000-0000-8100-000-000	NN						2,255.32	
	PV-240711	01/18/2024	INV#17236484		01-0000-0-5515-000-0000-8100-000-000	NN						819.22	
	PV-240711	01/18/2024	INV#17532745		01-0000-0-5515-000-0000-8100-000-000	NN						106.68	
	PV-240711	01/18/2024	INV#17537139		01-0000-0-5515-000-0000-8100-000-000	NN						106.68	
	PV-240711	01/18/2024	INV#17531808		01-0000-0-5515-000-0000-8100-000-000	NN						106.68	
	PV-240711	01/18/2024	INV#17531747		01-0000-0-5515-000-0000-8100-000-000	NN						71.12	
				TOTAL PAYMENT AMOUNT						3,607.14	*	3,607.14	

010906/00	WASTE MANAGEMENT		000000000										
	PV-240716	01/18/2024	ACCT#25-67493-73005 DHS		01-0000-0-5525-000-0000-8100-000-000	NN						405.55	
				TOTAL PAYMENT AMOUNT						405.55	*	405.55	

TOTAL Fund	PAYMENT	29,264.39	**								29,264.39
TOTAL BATCH PAYMENT		29,264.39	***	0.00							29,264.39
TOTAL DISTRICT PAYMENT		843,938.77	****	0.00							843,938.77
TOTAL FOR ALL DISTRICTS:		843,938.77	****	0.00							843,938.77

Number of checks to be printed: 21, not counting voids due to stub overflows. 843,938.77

Batch status: A All

From batch: 0161

To batch: 0163

Include Revolving Cash: Y

Include Address: N

Include Object Desc: N

Include Vendor TIN: Y

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef		
Req Reference	Date	Description	Fd Resc Y	Objt Ste	Goal Fctn	Op1	Op2	T9MPS	Liq Amt	Net Amount	
010469/00	E.F. KLUDT & SONS INC	942369157									
240080	PO-240060	01/23/2024	INV#313532	FUEL	1	01-0720-0-4340-000-0000-3600-000-000	NN	P	2,985.94	2,985.94	
240080	PO-240060	01/23/2024	INV#313486	FULE	1	01-0720-0-4340-000-0000-3600-000-000	NN	P	1,689.28	1,689.28	
			TOTAL PAYMENT AMOUNT						4,675.22	*	4,675.22
014665/00	LOY MATTISON ENTERPRISES	511602583									
240148	PO-240126	01/23/2024	INV#1001231130123	ERATE PROJ	1	01-0000-0-5800-000-9172-7200-000-000	NY	P	2,415.00	2,415.00	
			TOTAL PAYMENT AMOUNT						2,415.00	*	2,415.00
			TOTAL Fund	PAYMENT					7,090.22	**	7,090.22
			TOTAL BATCH PAYMENT						7,090.22	***	7,090.22
									0.00		

Vendor/Addr Remit name Tax ID num Deposit type ABA num Account num EE ES E-Term E-ExtRef
 Req Reference Date Description Fd Resc Y Objt Ste Goal Fctn Op1 Op2 T9MPS Liq Amt Net Amount

010048/00	RIVER DELTA REVOLVING FUND	941637075																
	PV-240743	01/23/2024	CSESAP REIMB FOR SUMMER HEALTH	01-7415-0-2100-000-1110-1000-000-000	NN													800.00
	PV-240743	01/23/2024	CSESAP REIMB FOR SUMMER HEALTH	01-3213-0-3402-000-1110-3140-000-000	NN													5.31
	PV-240743	01/23/2024	CSESAP REIMB FOR SUMMER HEALTH	01-6500-0-3402-000-5770-3140-000-000	NN													2.28
			TOTAL PAYMENT AMOUNT						807.59	*								807.59

000055/00	SIA DELTA DENTAL																	
	PV-240726	01/23/2024	JAN 2024 PREMIUMS	01-0000-0-3701-000-1590-1000-000-000	NN													2,684.60
	PV-240726	01/23/2024	JAN 2024 PREMIUMS	01-0000-0-3702-000-9590-7200-000-000	NN													1,626.70
	PV-240726	01/23/2024	JAN 2024 PREMIUMS	01-0000-0-3901-000-9133-7200-000-000	NN													149.24
			TOTAL PAYMENT AMOUNT						4,460.54	*								4,460.54

000056/00	SIA VISION SERVICE																	
	PV-240727	01/23/2024	JAN 2024 PREMIUMS	01-0000-0-3701-000-1590-1000-000-000	NN													374.92
	PV-240727	01/23/2024	JAN 2024 PREMIUMS	01-0000-0-3702-000-9590-7200-000-000	NN													519.12
	PV-240727	01/23/2024	JAN 2024 PREMIUMS	01-0000-0-3901-000-9133-7200-000-000	NN													28.84
			TOTAL PAYMENT AMOUNT						922.88	*								922.88

013104/00	SOUND & SIGNAL INC																	
	PV-240719	01/23/2024	INV#41692 RMS EMERGENCY REPAIR	01-8150-0-5800-000-0000-8110-000-000	NN													1,450.14
			TOTAL PAYMENT AMOUNT						1,450.14	*								1,450.14

014991/00	STANFORD UNIVERSITY																	
	PV-240723	01/23/2024	STALE DATE#23413775	01-0000-0-8699-000-0000-0000-000-000	NN													125.00
			TOTAL PAYMENT AMOUNT						125.00	*								125.00

TOTAL Fund PAYMENT 70,889.14 ** 70,889.14

TOTAL BATCH PAYMENT 70,889.14 *** 0.00 70,889.14

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	Fd Resc Y	Objt Ste	Goal Fctn Op1 Op2 T9MPS	Liq Amt	Net	Amount

015688/00	BARBIERI, TRACY							
PV-240738	01/23/2024	DEC MILEAGE			01-6500-0-5230-000-0000-2100-000-000 NN			86.46
					TOTAL PAYMENT AMOUNT	86.46 *		86.46
015830/00	BATTISTA, STEPHEN							
PV-240735	01/23/2024	REIMBURSEMENTS			01-0720-0-5860-000-0000-3600-000-000 NN			51.00
					TOTAL PAYMENT AMOUNT	51.00 *		51.00
015882/00	CHHOUR, YI							
PV-240734	01/23/2024	SEPT MILEAGE			01-1100-0-5800-000-1110-1000-000-223 NN			207.00
					TOTAL PAYMENT AMOUNT	207.00 *		207.00
012452/00	DOLK, HEATHER							
PV-240736	01/23/2024	REIMBURSEMENTS			01-0740-0-4300-000-4320-1000-860-000 NN			59.90
					TOTAL PAYMENT AMOUNT	59.90 *		59.90
015848/00	FENTON, COURTNEY							
PV-240731	01/23/2024	DEC MILEAGE			01-6500-0-5230-000-5770-1190-000-000 NN			55.02
					TOTAL PAYMENT AMOUNT	55.02 *		55.02
015902/00	GALLEGOS, ALEXANDER							
PV-240741	01/23/2024	REIMBURSEMENTS			01-0000-0-4300-000-1110-1000-000-311 NN			99.98
					TOTAL PAYMENT AMOUNT	99.98 *		99.98
015886/00	HIGGS, TIMOTHY							
PV-240739	01/23/2024	DEC MILEAGE			01-6266-0-5230-107-0000-2100-000-000 NN			109.51
					TOTAL PAYMENT AMOUNT	109.51 *		109.51
015850/00	MORGAN, ELDORADANAN							
PV-240728	01/23/2024	DEC MILEAGE			01-6266-0-5230-107-0000-2100-000-000 NN			66.61
					TOTAL PAYMENT AMOUNT	66.61 *		66.61

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Resc Y	Objt Ste	Goal Fctn	Op1 Op2	T9MPS	Liq Amt	Net Amount

015692/00	PANDI, BRAMARAMBA								
PV-240732	01/23/2024	REIMBURSEMENT		01-0000-0-4300-000-1110-1000-000-222	NN				31.39
PV-240732	01/23/2024	REIMBURSEMENT		01-0740-0-4300-000-1110-1000-000-222	NN				20.93
		TOTAL PAYMENT AMOUNT							52.32 *
014784/00	ROMAN, ANA	000000000							
PV-240737	01/23/2024	DEC MILEAGE		01-6500-0-5230-000-5001-3120-000-000	NN				35.17
		TOTAL PAYMENT AMOUNT							35.17 *
012796/00	ROSSI, MARCY								
PV-240740	01/23/2024	REIMBURSEMENTS		01-0000-0-4300-000-1110-1000-000-222	NN				28.15
		TOTAL PAYMENT AMOUNT							28.15 *
015762/00	TERE HAM								
PV-240729	01/23/2024	DEC MILEAGE		01-6500-0-5890-000-5750-3600-000-000	NN				71.92
		TOTAL PAYMENT AMOUNT							71.92 *
014978/00	WALLACE, STACY								
PV-240742	01/23/2024	REIMBURSEMENTS		01-0000-0-4300-000-1110-1000-860-224	NN				191.00
PV-240742	01/23/2024	REIMBURSEMENTS		01-0740-0-4300-000-4320-1000-860-224	NN				186.52
PV-240742	01/23/2024	REIMBURSEMENTS		01-0740-0-4300-000-4320-1000-860-224	NN				67.56
		TOTAL PAYMENT AMOUNT							445.08 *
		TOTAL Fund	PAYMENT						1,368.12 **

BATCH: 0163 EMPLOYEE

<< Open >>

Fund : 12 CHILD DEVELOPMENT FUND

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef					
Req Reference	Date	Description	Fd	Resc	Y	Objt	Ste	Goal	Fctn	Op1	Op2	T9MPS	Liq Amt	Net Amount
014088/00	CLINE, SUZANNE	000000000												
	PV-240733	01/23/2024	REIMBURSEMENTS											17.26
														17.26
														17.26
														17.26

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Resc Y	Objt Ste	Goal Fctn	Op1 Op2	T9MPS	Liq Amt	Net Amount
015787/00	RIVERA, LAURA								
PV-240730	01/23/2024	JAN MILEAGE			13-5310-0-5230-000-0000-3700-000-000	NN			95.14
					TOTAL PAYMENT AMOUNT				95.14
						95.14 *			95.14
					TOTAL Fund	PAYMENT			95.14
					TOTAL BATCH PAYMENT		1,480.52 ***	0.00	1,480.52
					TOTAL DISTRICT PAYMENT		79,459.88 ****	0.00	79,459.88
					TOTAL FOR ALL DISTRICTS:		79,459.88 ****	0.00	79,459.88
					Number of checks to be printed:	28, not counting voids due to stub overflows.			79,459.88

Batch status: A All

From batch: 0164

To batch: 0167

Include Revolving Cash: Y

Include Address: N

Include Object Desc: N

Include Vendor TIN: Y

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Resc Y	Objt Ste	Goal Fctn	Op1 Op2	T9MPS	Liq Amt	Net Amount
012586/00	BAY ALARM COMPANY	941493317	92 FIS/GLOBAL vCard						
PV-240771	01/25/2024	INV#21071632 BATES		01-0000-0-5540-223-0000-8300-000-000	NN				112.50
PV-240771	01/25/2024	INV#21053198 BATES		01-0000-0-5540-223-0000-8300-000-000	NN				30.00
PV-240771	01/25/2024	INV#21044539 BATES		01-0000-0-5540-223-0000-8300-000-000	NN				78.72
PV-240771	01/25/2024	INV#21057133 BATES		01-0000-0-5540-223-0000-8300-000-000	NN				86.79
PV-240772	01/25/2024	INV#21050307 BUS GRGE		01-0720-0-5540-000-0000-8300-000-000	NN				132.25
PV-240772	01/25/2024	INV#21056998 BUS GRGE		01-0720-0-5540-000-0000-8300-000-000	NN				59.29
PV-240773	01/25/2024	INV#21048019 ISLE		01-0000-0-5540-224-0000-8300-000-000	NN				140.13
PV-240773	01/25/2024	INV#21042029 ISLE		01-0000-0-5540-224-0000-8300-000-000	NN				383.00
PV-240773	01/25/2024	INV#21062311 ISLE		01-0000-0-5540-224-0000-8300-000-000	NN				196.19
PV-240774	01/25/2024	INV#21067687 RVHS		01-0000-0-5540-321-0000-8300-000-000	NN				154.25
PV-240774	01/25/2024	INV#21072558 RVHS		01-0000-0-5540-321-0000-8300-000-000	NN				114.32
PV-240774	01/25/2024	INV#21080004 RVHS		01-0000-0-5540-321-0000-8300-000-000	NN				204.07
PV-240774	01/25/2024	INV#21052366 RVHS		01-0000-0-5540-321-0000-8300-000-000	NN				49.84
PV-240774	01/25/2024	INV#21053725 RVHS		01-0000-0-5540-321-0000-8300-000-000	NN				121.77
PV-240774	01/25/2024	INV#21036755 RVHS		01-0000-0-5540-321-0000-8300-000-000	NN				37.99
PV-240774	01/25/2024	INV#21061794 RVHS		01-0000-0-5540-321-0000-8300-000-000	NN				51.33
PV-240774	01/25/2024	INV#21064393 RVHS		01-0000-0-5540-321-0000-8300-000-000	NN				203.18
PV-240774	01/25/2024	INV#21064491 RVHS		01-0000-0-5540-321-0000-8300-000-000	NN				679.06
PV-240774	01/25/2024	INV#21065455 RVHS		01-0000-0-5540-321-0000-8300-000-000	NN				102.54
PV-240775	01/25/2024	INV#21068915 RMS		01-0000-0-5540-222-0000-8300-000-000	NN				91.44
PV-240775	01/25/2024	INV#21069927 RMS		01-0000-0-5540-222-0000-8300-000-000	NN				96.85
PV-240775	01/25/2024	INV#21085734 RMS		01-0000-0-5540-222-0000-8300-000-000	NN				2,347.42
PV-240775	01/25/2024	INV#21051699 RMS		01-0000-0-5540-222-0000-8300-000-000	NN				131.27
PV-240775	01/25/2024	INV#21044587 RMS		01-0000-0-5540-222-0000-8300-000-000	NN				116.69
PV-240775	01/25/2024	INV#21043615 RMS		01-0000-0-5540-222-0000-8300-000-000	NN				65.50
PV-240775	01/25/2024	INV#21032167 RMS		01-0000-0-5540-222-0000-8300-000-000	NN				75.75
PV-240775	01/25/2024	INV#21032043 RMS		01-0000-0-5540-222-0000-8300-000-000	NN				83.33
PV-240775	01/25/2024	INV#21015929 RMS		01-0000-0-5540-222-0000-8300-000-000	NN				231.61
PV-240776	01/25/2024	INV#21046516 DIST OFF		01-0000-0-5540-000-0000-8300-000-000	NN				109.76
PV-240776	01/25/2024	INV#21039837 DIST OFF		01-0000-0-5540-000-0000-8300-000-000	NN				182.25
PV-240776	01/25/2024	INV#21057895 DIST OFF		01-0000-0-5540-000-0000-8300-000-000	NN				64.05
PV-240776	01/25/2024	INV#21061597 DIST OFF		01-0000-0-5540-000-0000-8300-000-000	NN				67.85
PV-240776	01/25/2024	INV#21063002 DIST OFF		01-0000-0-5540-000-0000-8300-000-000	NN				106.75
PV-240777	01/25/2024	INV#21052474 DHW		01-0000-0-5540-223-0000-8300-000-000	NN				109.00
PV-240777	01/25/2024	INV#21061062 DHW		01-0000-0-5540-000-0000-8300-000-000	NN				250.96
PV-240777	01/25/2024	INV#21095240 DHW		01-0000-0-5540-000-0000-8300-000-000	NN				170.00
PV-240777	01/25/2024	INV#21098257 DHW		01-0000-0-5540-000-0000-8300-000-000	NN				215.00
PV-240778	01/25/2024	INV#21077694 MOKE		01-0000-0-5540-335-0000-8300-000-000	NN				120.03
PV-240778	01/25/2024	INV#21063785 MOKE		01-0000-0-5540-335-0000-8300-000-000	NN				66.16
PV-240778	01/25/2024	INV#21087148 MOKE		01-0000-0-5540-335-0000-8300-000-000	NN				146.00
PV-240779	01/25/2024	INV#21066819 WGE		01-0000-0-5540-214-0000-8300-000-000	NN				169.26
PV-240779	01/25/2024	INV#21036621 WGE		01-0000-0-5540-214-0000-8300-000-000	NN				135.00
TOTAL PAYMENT AMOUNT									8,089.15 *

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Resc Y	Objt Ste	Goal Fctn	Op1 Op2	T9MPS	Liq Amt	Net Amount
015749/00	BAY CITY BOILER & ENGINEERING	942350332							
240467 PO-240424	01/24/2024	INV#29542 RVHS GYM BOILER	1	01-8150-0-5800-000-0000-8110-000-000	NN F			7,161.54	7,161.54
		TOTAL PAYMENT AMOUNT						7,161.54 *	7,161.54
012497/00	BUSWEST	270746875							
240099 PO-240081	01/24/2024	INV#XA41004729:01 BUS PARTS	1	01-0720-0-4300-000-0000-3600-000-000	NN F			259.76	299.69
		TOTAL PAYMENT AMOUNT						259.76 *	299.69
011734/00	CALIFORNIA WELDING SUPPLY CO	941233937							
240376 PO-240377	01/24/2024	INV#877344 WELDING CLSS SUPPL	1	01-0000-0-4300-000-1215-1000-800-321	NN P			108.40	108.40
240376 PO-240377	01/24/2024	INV#877344 WELDING CLSS SUPPL	2	01-7010-0-4300-000-1215-1000-800-321	NN P			108.39	108.39
240376 PO-240377	01/25/2024	INV#875956 WELDING CLSS SUPPL	1	01-0000-0-4300-000-1215-1000-800-321	NN P			19.60	19.60
240376 PO-240377	01/25/2024	INV#875956 WELDING CLSS SUPPL	2	01-7010-0-4300-000-1215-1000-800-321	NN P			19.60	19.60
		TOTAL PAYMENT AMOUNT						255.99 *	255.99
015872/00	CONSTRUCTION WEST INC	274872495							
240436 PO-240393	01/25/2024	INV#108-23A DIST. OFF. STAIRS	1	01-8150-0-6270-000-9210-8500-000-000	NN F			14,304.00	15,977.00
		TOTAL PAYMENT AMOUNT						15,977.00 *	15,977.00
013876/00	DATAPATH	900242296							
240088 PO-240074	01/24/2024	INV#168075 RDUSD JAMF	1	01-0000-0-5800-000-0000-7200-000-000	NN F			2,901.50	3,204.00
240465 PO-240422	01/24/2024	INV#16413 ENDPOINT PROTECTION	1	01-0000-0-5800-000-9670-7200-000-000	NN P			1,186.25	1,186.25
		TOTAL PAYMENT AMOUNT						4,390.25 *	4,390.25
015820/00	LEXIA LEARNING SYSTEMS LLC	042848680							
240149 PO-240127	01/25/2024	INV#7095951 LEXIA SUB DHW	1	01-3213-0-5800-223-1110-1000-000-000	NN F			20,450.00	19,850.00
		TOTAL PAYMENT AMOUNT						19,850.00 *	19,850.00
000548/00	LIRAS SUPERMARKET	680260589							
240287 PO-240264	01/24/2024	RVHS NOS STMNT	1	01-0000-0-4300-000-1110-1000-000-321	NN P			430.22	430.22
		TOTAL PAYMENT AMOUNT						430.22 *	430.22

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef		
Req Reference	Date	Description	Fd Resc Y	Objt Ste	Goal Fctn Op1 Op2 T9MPS	Liq Amt	Net	Amount		
013554/00	POINT QUEST EDUCATION	834685360								
240295	PO-240268	01/24/2024	INV#540861	NPS	SRVCS	1	01-6500-0-5100-000-5750-1180-000-000	NN P	3,915.50	3,915.50
240295	PO-240268	01/24/2024	INV#540844	NPS	SRVCS	1	01-6500-0-5100-000-5750-1180-000-000	NN P	417.50	417.50
240295	PO-240268	01/24/2024	INV#540832	NPS	SRVCS	1	01-6500-0-5100-000-5750-1180-000-000	NN P	437.50	437.50
240295	PO-240268	01/24/2024	INV#540814	NPS	SRVCS	1	01-6500-0-5100-000-5750-1180-000-000	NN P	18,467.00	18,467.00
240295	PO-240268	01/24/2024	INV#740981	NPS	SRVCS	1	01-6500-0-5100-000-5750-1180-000-000	NN P	375.00	375.00
240295	PO-240268	01/24/2024	INV#740961	NPS	SRVCS	1	01-6500-0-5100-000-5750-1180-000-000	NN P	8,451.00	8,451.00
			TOTAL PAYMENT AMOUNT				32,063.50	*		32,063.50
014333/00	PROCARE THERAPY	261251927								
240296	PO-240269	01/24/2024	INV#20852555	PARAPROFESS.		1	01-6500-0-5100-000-5750-1190-000-000	NN P	1,920.00	1,920.00
240296	PO-240269	01/24/2024	INV#20858117	PARAPROFESS.		1	01-6500-0-5100-000-5750-1190-000-000	NN P	2,400.00	2,400.00
			TOTAL PAYMENT AMOUNT				4,320.00	*		4,320.00
000193/00	RIO VISTA ACE HARDWARE	941544584								
240040	PO-240023	01/24/2024	INV#11/1-11/30	MO SUPPL		1	01-8150-0-4300-000-0000-8110-000-000	NN P	485.33	485.33
			TOTAL PAYMENT AMOUNT				485.33	*		485.33
014859/00	RIO VISTA BAKERY & CAFE									
240184	PO-240171	01/24/2024	INV#95534	RVHS JUN CLSS REG		1	01-0000-0-4300-000-1110-1000-000-321	NN P	148.75	148.75
			TOTAL PAYMENT AMOUNT				148.75	*		148.75
012013/00	SIERRA CHEMICAL COMPANY	942499947								
240038	PO-240021	01/24/2024	INV#149434	WTR TREATMENT		1	01-8150-0-4300-000-0000-8110-000-000	NN P	308.64	308.64
			TOTAL PAYMENT AMOUNT				308.64	*		308.64
013540/00	SOLIANT HEALTH	000000000								
240270	PO-240243	01/24/2024	INV#20859364	BCBA		1	01-6500-0-5800-000-5770-1190-000-000	NN P	10,950.68	10,950.68
240270	PO-240243	01/24/2024	INV#20852809	BCBA		1	01-6500-0-5800-000-5770-1190-000-000	NN P	2,340.00	2,340.00
			TOTAL PAYMENT AMOUNT				13,290.68	*		13,290.68

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Resc Y	Objt Ste	Goal Fctn	Op1 Op2	T9MPS	Liq Amt	Net Amount
014549/00	STOCKTON WOOD SHAVINGS	814450563							
240460	PO-240418	01/24/2024	INV#179554	ISLE/DHW BARK	1	01-0000-0-4400-000-0000-8100-000-000	NN P	4,104.00	4,104.00
				TOTAL PAYMENT AMOUNT				4,104.00 *	4,104.00
015790/00	THE RADIO GUYS	844593673							
240066	PO-240047	01/24/2024	INV#24854	NEXEDGE NETWORK	1	01-0720-0-5910-000-0000-3600-000-000	NN P	400.00	400.00
				TOTAL PAYMENT AMOUNT				400.00 *	400.00
				TOTAL Fund				PAYMENT	103,485.59 **
				TOTAL BATCH PAYMENT				103,485.59 ***	0.00
									103,485.59

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Resc Y	Objt Ste	Goal Fctn	Op1 Op2	T9MPS	Liq Amt	Net Amount
014337/00	AVILA, ANTONIO	561531894							
	PV-240781	01/25/2024	INV#115	DHS FIELD PAINTING	01-1100-0-5800-000-1690-4200-000-311	NY			2,400.00
				TOTAL PAYMENT AMOUNT					2,400.00
015430/00	Amazon Capital Services	820544687							
	PV-240752	01/24/2024	INV#1H9V-XJDV-XJHH	T.B. SUPPL	01-0000-0-4300-000-0000-7300-000-000	NN			17.29
	PV-240752	01/24/2024	INV#1JMX-K3TT-HTHJ	ISLE SUPPL	01-0000-0-4300-000-1110-1000-000-224	NN			216.94
	PV-240752	01/24/2024	INV#1LH6-KNP3-9HJP	TRANSPORT	01-0720-0-4300-000-0000-3600-000-000	NN			71.79
	PV-240752	01/24/2024	INV#1LH6-KNP3-9HJP	RVHS SUPPL	01-0000-0-4300-000-1110-1000-000-321	NN			324.85
	PV-240752	01/24/2024	INV#1QFP-4MJQ-WJGM	BATES SUPPL	01-0000-0-4300-000-1110-1000-000-213	NN			9.01
	PV-240752	01/24/2024	INV#1MGK-NJQ4-64R1	SPED SUPPL	01-6500-0-4100-000-5770-1120-000-000	NN			21.06
				TOTAL PAYMENT AMOUNT					660.94
015139/00	BROADCAST MUSIC INC.								
	PV-240751	01/24/2024	RVHS RADIO SRVCS		01-0000-0-5800-000-1110-1000-000-915	NN			10.00
				TOTAL PAYMENT AMOUNT					10.00
003294/00	CALIFORNIA ASSOCIATION FFA								
	PV-240754	01/24/2024	INV#113853	AG LDRSHP PACKETS	01-7010-0-4300-000-1215-1000-800-321	NN			675.00
	PV-240754	01/24/2024	INV#113853	AG LDRSHP PACKETS	01-0000-0-4300-000-1215-1000-800-321	NN			675.00
				TOTAL PAYMENT AMOUNT					1,350.00
012268/00	CALIFORNIA WASTE RECOVERY								
	PV-240763	01/24/2024	JAN ISLE WATER		01-0000-0-5525-000-0000-8100-000-000	NN			1,358.56
				TOTAL PAYMENT AMOUNT					1,358.56
003380/00	CENTRAL VALLEY WASTE SERVICE								
	PV-240759	01/24/2024	MOKE JAN		01-0000-0-5525-000-0000-8100-000-000	NN			84.70
	PV-240759	01/24/2024	BATES JAN		01-0000-0-5525-000-0000-8100-000-000	NN			710.89
	PV-240759	01/24/2024	CRTLND BUS GRGR JAN		01-0000-0-5525-000-0000-8100-000-000	NN			141.20
	PV-240759	01/24/2024	WGE JAN		01-0000-0-5525-000-0000-8100-000-000	NN			1,113.02
				TOTAL PAYMENT AMOUNT					2,049.81

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Resc Y	Objt Ste	Goal Fctn	Op1 Op2	T9MPS	Liq Amt	Net Amount
000077/00	CITY OF RIO VISTA	946000404							
PV-240760	01/24/2024	MTR#83071276 DIST OFF			01-0000-0-5550-000-0000-8100-000-000	NN			27.52
PV-240760	01/24/2024	MTR#83100899 DHW			01-0000-0-5525-000-0000-8100-000-000	NN			744.17
PV-240760	01/24/2024	MTR#83100904 RMS			01-0000-0-5525-000-0000-8100-000-000	NN			167.74
PV-240760	01/24/2024	MTR#83071276 DIST OFF			01-0000-0-5520-000-0000-8100-000-000	NN			172.70
PV-240760	01/24/2024	MTR#83100899 DHW			01-0000-0-5520-000-0000-8100-000-000	NN			317.08
PV-240760	01/24/2024	MTR#83100904 RMS			01-0000-0-5520-000-0000-8100-000-000	NN			524.25
PV-240760	01/24/2024	MTR#82723111 RVHS			01-0000-0-5520-000-0000-8100-000-000	NN			1,728.65
PV-240760	01/24/2024	MTR#83071643 RVHS			01-0000-0-5520-000-0000-8100-000-000	NN			87.44
PV-240760	01/24/2024	MTR#89338475 RMS			01-0000-0-5520-000-0000-8100-000-000	NN			540.46
PV-240760	01/24/2024	MTR#83071642 DHW			01-0000-0-5520-000-0000-8100-000-000	NN			89.12
PV-240760	01/24/2024	MTR#83100903 DHW			01-0000-0-5520-000-0000-8100-000-000	NN			290.17
PV-240760	01/24/2024	MTR#82723108 DHW			01-0000-0-5520-000-0000-8100-000-000	NN			516.94
PV-240760	01/24/2024	MTR#875183805 RVHS			01-0000-0-5520-000-0000-8100-000-000	NN			923.37
		TOTAL PAYMENT AMOUNT			6,129.61 *				6,129.61
015197/00	COMPUGROUP MEDICAL INC.	320307150							
PV-240745	01/24/2024	INV#8180356007 MEDIED PREMIUM			01-0470-0-5800-107-1110-1000-000-000	NN			8.24
		TOTAL PAYMENT AMOUNT			8.24 *				8.24
013302/00	D & S PRESS	900187790							
PV-240753	01/24/2024	INV#6500 RVHS BOOKS			01-0740-0-4300-000-1110-1000-000-321	NN			1,221.81
		TOTAL PAYMENT AMOUNT			1,221.81 *				1,221.81
011339/00	FRONTIER	060619596							
PV-240765	01/24/2024	916-188-0023-012510-8 BIIG			01-0000-0-5910-000-9670-2420-000-000	NN			5,404.01
		TOTAL PAYMENT AMOUNT			5,404.01 *				5,404.01
014955/00	JOHNSON CONTRLS	390380010							
PV-240757	01/24/2024	INV#51523345 MOT SRVCS & SUPPL			01-8150-0-5800-000-0000-8110-000-000	NN			1,152.18
PV-240757	01/24/2024	INV#51523345 MOT SRVCS & SUPPL			01-8150-0-4300-000-0000-8110-000-000	NN			561.26
PV-240757	01/24/2024	INV#51529959 MOT SRVCS & SUPPL			01-8150-0-5800-000-0000-8110-000-000	NN			2,116.17
PV-240757	01/24/2024	INV#51529959 MOT SRVCS & SUPPL			01-8150-0-4300-000-0000-8110-000-000	NN			1,309.08
		TOTAL PAYMENT AMOUNT			5,138.69 *				5,138.69

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	Fd Resc Y	Objt Ste	Goal Fctn Op1 Op2 T9MPS	Liq Amt	Net	Amount
014869/00	JOSEPHS LAWNMOWER	942695429						
	PV-240744	01/24/2024	INV#372717	GROUNDS SUPPL	01-0000-0-4400-000-0000-8100-000-000	NN		1,101.22
				TOTAL PAYMENT AMOUNT		1,101.22 *		1,101.22
015206/00	LIFECHANGERS INTL							
	PV-240782	01/25/2024	INV#1859	ASSEMBLY SPEAKER	01-3213-0-5800-000-1110-1000-000-000	NN		5,000.00
				TOTAL PAYMENT AMOUNT		5,000.00 *		5,000.00
000548/00	LIRAS SUPERMARKET	680260589						
	PV-240766	01/24/2024	INV#112363719	RVHS LIRAS	01-0000-0-4300-000-1110-1000-000-321	NN		104.23
	PV-240766	01/24/2024	INV#112366288	RVHS LIRAS	01-0000-0-4300-000-1110-1000-000-321	NN		32.76
				TOTAL PAYMENT AMOUNT		136.99 *		136.99
014819/00	MAVERICK NETWORKS INC.	113739791						
	PV-240749	01/24/2024	INV#2401008	PHONE SRVCS	01-0000-0-5800-000-0000-7200-000-000	NN		200.00
	PV-240749	01/24/2024	INV#2401007	PHONE SRVCS	01-0000-0-5800-000-0000-7200-000-000	NN		120.00
	PV-240749	01/24/2024	INV#2302342	PHONE SRVCS	01-0000-0-5800-000-0000-7200-000-000	NN		360.00
	PV-240749	01/24/2024	INV#2302135	PHONE SRVCS	01-0000-0-5800-000-0000-7200-000-000	NN		120.00
				TOTAL PAYMENT AMOUNT		800.00 *		800.00
015261/00	PCR CONSULTING	205232286						
	PV-240756	01/24/2024	INV#RD19	CONSULTING SRVCS	01-0000-0-5800-000-0000-7300-000-000	NN		746.96
				TOTAL PAYMENT AMOUNT		746.96 *		746.96
000090/00	SACRAMENTO COUNTY UTILITIES	946000529						
	PV-240750	01/24/2024	JAN WGE		01-0000-0-5550-000-0000-8100-000-000	NN		175.10
				TOTAL PAYMENT AMOUNT		175.10 *		175.10
013891/00	SENTINEL FIRE EQUIPMENT CO INC	942354759						
	PV-240747	01/24/2024	INV#95050	LABOR	01-8150-0-5800-000-0000-8110-000-000	NN		250.00
	PV-240747	01/24/2024	INV#95052	LABOR	01-8150-0-5800-000-0000-8110-000-000	NN		175.00
	PV-240747	01/24/2024	INV#95051	LABOR	01-8150-0-5800-000-0000-8110-000-000	NN		175.00
	PV-240747	01/24/2024	INV#95050	PARTS	01-8150-0-4300-000-0000-8110-000-000	NN		12.98
	PV-240747	01/24/2024	INV#95052	PARTS	01-8150-0-4300-000-0000-8110-000-000	NN		13.05

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Resc Y	Objt Ste	Goal Fctn	Op1 Op2	T9MPS	Liq Amt	Net Amount

013891	(CONTINUED)								
PV-240747	01/24/2024	INV#95051 PARTS			01-8150-0-4300-000-0000-8110-000-000	NN			38.93
		TOTAL PAYMENT AMOUNT			664.96 *				664.96
014459/00	SESAC				000000000				
PV-240748	01/24/2024	RVHS RADIO SRVCS			01-0000-0-5800-000-1110-1000-000-915	NN			193.00
		TOTAL PAYMENT AMOUNT			193.00 *				193.00
000923/00	STEVE SMITH ELECTRIC				512601466				
PV-240767	01/25/2024	DHS WELL PUMP			01-8150-0-5800-000-0000-8110-000-000	N7			2,496.00
		TOTAL PAYMENT AMOUNT			2,496.00 *				2,496.00
003666/00	SWRCB FEES				680281986				
PV-240762	01/24/2024	SW-0283873 CRTL BS GRGE			01-0720-0-5800-000-0000-3600-000-000	NN			1,651.00
PV-240762	01/24/2024	SW-0283982 RV BS GRGE			01-0720-0-5800-000-0000-3600-000-000	NN			1,651.00
		TOTAL PAYMENT AMOUNT			3,302.00 *				3,302.00
014873/00	TPX COMMUNICATIONS								
PV-240758	01/24/2024	INV#176586923-0 LONG DIST PHNS			01-0000-0-5910-000-0000-2700-000-000	NN			2,956.72
		TOTAL PAYMENT AMOUNT			2,956.72 *				2,956.72
015151/00	TURF STAR				942525925				
PV-240746	01/24/2024	INV#7313783-0 LAWN MOWER REP			01-0000-0-4300-000-0000-8100-000-000	NN			221.74
		TOTAL PAYMENT AMOUNT			221.74 *				221.74
001896/00	UPS				362407381				
PV-240761	01/24/2024	INV#30014 WKLY SRVCS			01-0000-0-5920-000-0000-7200-000-000	NN			32.90
		TOTAL PAYMENT AMOUNT			32.90 *				32.90

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Resc Y	Objt Ste	Goal Fctn	Op1 Op2	T9MPS	Liq Amt	Net Amount
011695/00	WEST PAYMENT CENTER	411426973							
PV-240755	01/24/2024	INV#849468383	ED	CODE	BKLT	01-0000-0-4300-000-0000-7400-000-000	NN	3,957.30	
						TOTAL PAYMENT AMOUNT		3,957.30 *	3,957.30
014450/00	WIZIX	822534390							
PV-240764	01/24/2024	INV#378288				01-0000-0-5840-000-0000-7200-000-000	NN	13.07	
PV-240764	01/24/2024	INV#378144	ISLE			01-0000-0-5840-224-1110-1000-000-000	NN	476.50	
PV-240764	01/24/2024	INV#378100	CMS			01-0000-0-5840-210-1110-1000-000-000	NN	16.53	
PV-240764	01/24/2024	INV#378482	DHW			01-0000-0-5840-223-1110-1000-000-000	NN	758.58	
PV-240764	01/24/2024	INV#378483	DHW			01-0000-0-5840-311-1110-1000-000-000	NN	1,209.82	
PV-240764	01/24/2024	INV#377398	DIST	OFF		01-0000-0-5840-000-0000-7200-000-000	NN	61.71	
PV-240764	01/24/2024	INV#377071	F5			01-9328-0-5840-000-0001-3900-000-524	NN	129.11	
PV-240764	01/24/2024	INV#377070	WGE			01-0000-0-5840-214-1110-1000-000-000	NN	190.91	
						TOTAL PAYMENT AMOUNT		2,856.23 *	2,856.23
			TOTAL Fund	PAYMENT		50,372.79	**		50,372.79
			TOTAL BATCH PAYMENT			50,372.79	***	0.00	50,372.79

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef		
Req Reference	Date	Description	Fd Resc Y	Objt Ste	Goal Fctn	Op1 Op2	T9MPS	Liq Amt	Net Amount	
014082/00	CAS INSPECTION INC	320351241								
PO-230652	01/25/2024	INV#2600 RVHS CULIN BUIDLING	1	22-9359-0-6261-000-9115-8500-025-000	NN P			20,000.00	20,000.00	
TOTAL PAYMENT AMOUNT								20,000.00 *	20,000.00	
015210/00	HKIT									
PO-230003	01/25/2024	INV#17 RVHS NEW BUILDING	1	22-9359-0-6215-000-9115-8500-025-000	NN P			4,070.44	4,070.44	
PO-230517	01/25/2024	INV#9 RMS MODERNIZATION	1	22-9359-0-6215-000-9115-8500-070-000	NN P			10,820.22	10,820.22	
PO-230582	01/25/2024	INV#9 RVHS GYM MODERN	1	22-9359-0-6215-000-9115-8500-085-000	NN P			10,124.97	10,124.97	
PV-240768	01/25/2024	INV#5 DHW ADMIN BUILDING		22-9359-0-6215-000-9115-8500-080-000	NN				32,557.80	
PV-240770	01/25/2024	INV#2 ISLE ADMIN BUILDING		22-9359-0-6215-000-9115-8500-082-000	NN				58,387.74	
TOTAL PAYMENT AMOUNT								115,961.17 *	115,961.17	
012529/00	RGM KRAMER	842164123								
PV-240769	01/25/2024	INV#126851 CULIN SCI BUILDING		22-9359-0-6272-000-9115-8500-025-000	NN				356.09	
TOTAL PAYMENT AMOUNT								356.09 *	356.09	
TOTAL Fund								PAYMENT	136,317.26 **	136,317.26

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef		
Req Reference	Date	Description	Fd Resc Y	Objt Ste	Goal Fctn	Op1 Op2	T9MPS	Liq Amt	Net Amount	
015210/00	HKIT									
PO-230001	01/25/2024	INV#17 DHS/CMS CAFE	1	23-9360-0-6215-000-9115-8500-030-000	NN	P		4,950.52	4,950.52	
		TOTAL PAYMENT AMOUNT						4,950.52 *	4,950.52	
		TOTAL Fund	PAYMENT					4,950.52 **	4,950.52	
		TOTAL BATCH PAYMENT						141,267.78 ***	0.00	141,267.78
		TOTAL DISTRICT CHECKS						295,126.16 ****	0.00	295,126.16
		TOTAL DISTRICT EFT						18,080.28 ****	0.00	18,080.28
		TOTAL DISTRICT PAYMENT						313,206.44 ****	0.00	313,206.44
		TOTAL FOR ALL DISTRICTS CHK:						295,126.16 ****	0.00	295,126.16
		TOTAL FOR ALL DISTRICTS EFT:						18,080.28 ****	0.00	18,080.28
		TOTAL FOR ALL DISTRICTS:						313,206.44 ****	0.00	313,206.44
Number of checks to be printed:		45, not counting voids due to stub overflows.								295,126.16
Number of EFT generated:		5								18,080.28

Batch status: A All

From batch: 0168

To batch: 0170

Include Revolving Cash: Y

Include Address: N

Include Object Desc: N

Include Vendor TIN: Y

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Resc Y	Objt Ste	Goal Fctn	Op1 Op2	T9MPS	Liq Amt	Net Amount
015663/00	EAST BAY RESTAURANT SUPPLY	941284745							
240240	PO-240216	01/30/2024	INV#SI1030438	RMS CAFE EQUIP	1	01-7028-0-4400-000-0000-3700-000-000	NN F	5,727.76	5,727.75
240240	PO-240216	01/30/2024	INV#SI1030438	RMS CAFE EQUIP	2	01-7028-0-5800-000-0000-3700-000-000	NN F	175.00	175.00
				TOTAL PAYMENT AMOUNT				5,902.75 *	5,902.75
				TOTAL Fund	PAYMENT			5,902.75 **	5,902.75
				TOTAL BATCH PAYMENT				5,902.75 ***	0.00
									5,902.75

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Resc Y	Objt Ste	Goal Fctn	Op1 Op2	T9MPS	Liq Amt	Net Amount

013401/00	CALIFORNIA DEPT OF TAX AND FEE								
PV-240786	01/30/2024	10/1-12/30 FEUL TAX		01-0720-0-4340-000-0000-3600-000-000	NN				28.00
		TOTAL PAYMENT AMOUNT				28.00	*		28.00
003111/00	GOVERNMENT FINANCIAL	954193488							
PV-240785	01/30/2024	INV#1432 PROF SRVCS		01-0000-0-5800-000-0000-7200-000-000	NN				7,000.00
		TOTAL PAYMENT AMOUNT				7,000.00	*		7,000.00
003270/00	PG&E	940742640							
PV-240783	01/30/2024	JAN DIST WIDE GAS		01-0000-0-5510-000-0000-8100-000-000	NN				49,495.59
		TOTAL PAYMENT AMOUNT				49,495.59	*		49,495.59
013193/00	SCOE								
PV-240787	01/30/2024	SCOE BOARD DINNER		01-0000-0-4300-000-0000-7110-000-000	NN				50.00
		TOTAL PAYMENT AMOUNT				50.00	*		50.00
003646/00	STATE OF CALIFORNIA	946003786							
PV-240788	01/30/2024	INV#699205 FINGERPRINTING		01-1100-0-5870-000-1375-4200-000-321	NN				49.00
PV-240788	01/30/2024	INV#699205 FINGERPRINTING		01-1100-0-5870-000-1375-4200-000-321	NN				49.00
PV-240788	01/30/2024	INV#699205 FINGERPRINTING		01-0000-0-5870-000-4320-2495-000-223	NN				98.00
PV-240788	01/30/2024	INV#699205 FINGERPRINTING		01-1100-0-5870-000-1110-1000-000-224	NN				49.00
PV-240788	01/30/2024	INV#699205 FINGERPRINTING		01-0000-0-5870-000-4320-2495-000-223	NN				98.00
PV-240788	01/30/2024	INV#699205 FINGERPRINTING		01-0000-0-5870-000-0000-7400-000-000	NN				73.00
		TOTAL PAYMENT AMOUNT				416.00	*		416.00
015018/00	WILLIAMS & ASSOCIATES	680430994							
PV-240784	01/30/2024	INV#4887 PROF SRVCS		01-0000-0-5800-000-0000-7200-000-000	NY				360.00
		TOTAL PAYMENT AMOUNT				360.00	*		360.00
		TOTAL Fund	PAYMENT			57,349.59	**		57,349.59
		TOTAL BATCH PAYMENT				57,349.59	***	0.00	57,349.59

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Resc Y	Objt Ste	Goal Fctn	Op1 Op2	T9MPS	Liq Amt	Net Amount

015849/00	CHRISTIANSON-TREAT, TRICIA								
PV-240794	01/30/2024	JAN MILEAGE			01-0000-0-5230-000-9670-7200-000-000	NN			70.89
		TOTAL PAYMENT AMOUNT				70.89 *			70.89
014827/00	COOPER, SHANE	000000000							
PV-240790	01/30/2024	REIMBURSEMENTS			01-1100-0-4340-000-1690-4200-000-311	NN			84.72
PV-240790	01/30/2024	REIMBURSEMENTS			01-1100-0-4340-000-1690-4200-000-311	NN			203.27
		TOTAL PAYMENT AMOUNT				287.99 *			287.99
015164/00	DELAROSA, SUSAN								
PV-240793	01/30/2024	REIMBURSEMENTS			01-0000-0-4300-000-1110-1000-000-222	NN			144.06
		TOTAL PAYMENT AMOUNT				144.06 *			144.06
015183/00	LOPEZ, LUIS								
PV-240795	01/30/2024	NOV-DEC MILEAGE			01-0000-0-5230-000-0000-8200-000-000	NN			161.45
		TOTAL PAYMENT AMOUNT				161.45 *			161.45
012796/00	ROSSI, MARCY								
PV-240789	01/30/2024	REIMBURSEMENTS			01-0000-0-4300-000-1110-1000-001-222	NN			69.93
		TOTAL PAYMENT AMOUNT				69.93 *			69.93
015803/00	VALLES, ALFONSO								
PV-240791	01/30/2024	REIMBURSEMENTS			01-1100-0-4340-000-1690-4200-000-311	NN			70.00
		TOTAL PAYMENT AMOUNT				70.00 *			70.00
010175/00	WEATHERS, MARY	000000000							
PV-240792	01/30/2024	REIMBURSEMENTS			01-0000-0-4300-000-1110-1000-000-311	NN			80.27
		TOTAL PAYMENT AMOUNT				80.27 *			80.27
		TOTAL Fund	PAYMENT			884.59 **			884.59
		TOTAL BATCH PAYMENT				884.59 ***	0.00		884.59

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Resc Y	Objt Ste	Goal Fctn	Op1	Op2	T9MPS	Liq Amt	Net Amount

TOTAL DISTRICT PAYMENT					64,136.93	****		0.00	64,136.93
------------------------	--	--	--	--	-----------	------	--	------	-----------

TOTAL FOR ALL DISTRICTS:					64,136.93	****		0.00	64,136.93
--------------------------	--	--	--	--	-----------	------	--	------	-----------

Number of checks to be printed: 14, not counting voids due to stub overflows.									64,136.93
---	--	--	--	--	--	--	--	--	-----------

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

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: February 20, 2024

Attachments: x

From: Codi Agan, Director of Personnel

Item Number: 10.4

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

SUBJECT:

Request to acknowledge Seniority List for Classified and Certificated Employees

BACKGROUND:

River Delta Unified School District's Superintendent may be recommending the reduction of particular kinds of services to meet the needs of the district. In the event of layoffs, the Seniority list will need to be used to notify employees affected by layoffs.

STATUS:

The employee's seniority is determined by the first date of paid service with the district in a probationary position. The District's Classified and Certificated staff have reviewed the attached list indicating employee's hire date and other pertinent information.

PRESENTER:

Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Staff

COST AND FUNDING SOURCES:

RECOMMENDATION:

That the Board acknowledges the attached Classified and Certificated Seniority lists.

Time allocated: 2 minutes

**RIVER DELTA UNIFIED SCHOOL DISTRICT
CERTIFICATED SENORITY LIST
2023-2024**

Sen.#	Sen. Date	Name	FTE	Status	Position	Grade	Site	Credential
1	8/28/1989	Wright, Stephen	1.00	Perm.	Elementary Teacher	4	IES	Clr. Mult. Subject : Social Science w/CLAD
2	8/24/1992	McDonald, Linda	1.00	Perm.	Elementary Teacher	3	IES	Clr. Multiple Subject w/CLAD
3	9/29/1994	Riebe, Reina	1.00	Perm.	Elementary Teacher	2	WG	Clr. Multiple Subject S17D & S17S
4	8/20/1996	Spangler, Janet	1.00	Perm.	Ind. Study Teacher	3 - 12	RDEH	Clr. Multiple Subject w/CLAD
5	8/26/1997	Friedel, Madeleine	1.00	Perm.	ELD Teacher	TK - 6	DHW	Clr. Mult. Subject S61969
6	8/24/1998	Spradling, Katrina	1.00	Perm.	RSP	7 - 8	RMS	Level II Ed. Spec Mild/Moderate AAAS w/CLAD
7	9/14/1998	Lamb, Jonathan	1.00	Perm.	Elementary Teacher	3	DHW	Clr. Multiple Subj. w/ELA1
8	8/21/2000	Hamilton, Peter	1.00	Perm.	Social Science	7 - 8	RMS	Clr. Single Subject Social Science Clr. Single Subject English S17D & S17S
8	8/21/2000	Van Riper, Charles	1.00	Perm.	Ag	7 - 12	CMS/DHS	Clr. Single Subject Agriculture w/CLAD Clr. Specialist Instruction Agriculture
9	8/14/2003	Surla, Donalda	1.00	Perm.	English/Drama	9 - 12	RVHS	Clr. Single Subject English w/CLAD
10	8/12/2004	Dolk, Heather	1.00	Perm.	Elementary Teacher	K	IES	Clr. Multiple Subject w/ELA1
11	8/18/2005	Torgeson, Diann	1.00	Perm.	ELD Teacher	ELD	WG	Clr. Multiple Subject w/CLAD
12	8/17/2006	Reis, Maureen	1.00	Perm.	Ag	9 - 12	RVHS	Clr. Single Subject Agriculture w/ELA1 Clr. Single Subject Science:Chemistry w/ELA1 Clr. Specialist Instruction Agriculture
12	8/17/2006	Tyner, Lauren	1.00	Perm.	Elementary Teacher	5	IES	Clr. Multiple Subject w/ELA1
12	8/17/2006	Wootton, Elise	1.00	Perm.	Elementary Teacher	4	WG	Clr. Multiple Subject Intro Spanish w/ELA1
13	8/16/2007	Murphy, E. Kendall	1.00	Perm.	Elementary Teacher	2	DHW	Clr. Multiple Subject w/CLAD
14	8/27/2007	Kahn, Ryan	1.00	Perm.	English/AVID	7 - 12	CMS/DHS	Clr. Single Subject English w/ELA1
15	9/17/2007	Sever, Aaron	1.00	Perm.	Elementary Teacher	6	IES	Clr. Multiple Subjectw/ELA1 Supp. Intro Social Science SMAB w/ELA1
16	11/26/2007	Eastus, Kristy	1.00	Perm.	SDC/ED	TK - 6	IES	Clr. Ed. Specialist Mild/Mod AAAS w/ELA1
17	8/8/2012	Strom, Jennifer	1.00	Perm.	English	7 - 8	RMS	Clr. Single Subject English w/ELA1
18	9/10/2012	Smith, Christopher	1.00	Perm.	ILS	9 - 12	RVHS	Clr. Ed Specialist Mod/Severe w/ELA1 Clr. Single Subject Business
19	9/12/2012	Saldana, Jamie	1.00	Perm.	Elementary Teacher	6	DHW	Clr. Multiple Subject Subject: English w/CLAD
20	8/14/2013	Lindsay, Jennifer	1.00	Perm.	Elementary Teacher	2	DHW	Clr. Multiple Subject w/CLAD Clr. Specialist Instruction Reading
21	9/3/2013	Davis, Gregory	1.00	Perm.	Continuation HS Teacher	9 - 12	MOKE	Clr. Single Subject Biological Sciences w/ELA1 Clr. Single Subject Intro Physical Education w/ELA1
22	8/8/2014	Leyerly, Kimberly	1.00	Perm.	Soc Sci/Technology	7-12	DHS	Clr. Single Subject Social Science w/ELA1 Clr. Single Subject Intro Art history appreciation w/ELA1 Clr. Single Subject Business w/ELA1
23	8/7/2015	Apple, Kristy	1.00	Perm.	RSP	9 - 12	RVHS	Clr. Ed Specialist Mild/Mod AAAS w/ELAE
24	8/5/2016	Dyckovsky, Amy	1.00	Perm.	Art	6 - 12	CMS/DHS	Clr. Single Subject Art (exam) w/ELAS
24	8/5/2016	Gallegos, Alexander	1.00	Perm.	English	7 - 12	CMS/DHS	Clr. Single Subject English (exam) w/ELAS
24	8/5/2016	Gomes, Noelle	1.00	Perm.	PE/Ldrshp	9 - 12	RVHS	Clr. Single Subject Health Science w/CLAD Clr. Single Subject Physical Education (exam) w/CLAD
24	8/5/2016	Griffin, Julie	1.00	Perm.	Digital Media & Comm.	9 - 12	RVHS	Clr. CTE Teaching Cred Arts, Media & Entertnmnt w/S17C
24	8/5/2016	Roman, Mayra	1.00	Perm.	Math	9 - 12	RVHS	Clr. Single Subject Math w/CLAD

**RIVER DELTA UNIFIED SCHOOL DISTRICT
CERTIFICATED SENORITY LIST
2023-2024**

Sen.#	Sen. Date	Name	FTE	Status	Position	Grade	Site	Credential
24	8/5/2016	Walrond, Jacqueline	1.00	Perm.	Math	7 - 8	RMS	Clr. Single Subject Life Science Clr. Single Subject Intro Physical Science Clr. Single Subject Intro General Science Clr. Single Subject Intro Mathematics S17D, S17S Clr. Multiple Subject (exam) w/S17S
25	8/4/2017	Johnson, Maryn	1.00	Perm.	Ed. Pthwy/ELD	9 - 12	RVHS	Clr. Single Subject English w/ELA1
25	8/4/2017	Camacho, Steve	1.00	Perm.	Elementary Teacher	6	DHW	Clr. Multiple Subject w/ELA1
25	8/4/2017	Higgs, Timothy	1.00	Perm.	TOSA	-	DW	Clr. Single Subject Social Science w/ELAS
26	8/3/2018	Baldwin, Lubertus	1.00	Perm.	PE/Leadership	9 - 12	DHS	Clr. Single Subject Physical Education w/ELAS Clr. Single Subject Intro Business w/ELAS
26	8/3/2018	Anderson, Annelyse	1.00	Perm.	Elementary Teacher	4	DHW	Clr. Multiple Subject w/ELA1
26	8/3/2018	Mitchell, Lisa	1.00	Perm.	RSP	TK - 12	BES/WG	Clr. Ed Specialist Mild/Moderate AAAS w/ELAE
26	8/3/2018	Tate, Jasmine	1.00	Perm.	Elementary Teacher	2	IES	Clr. Multiple Subject w/ELAM
26	8/3/2018	Rounds, Sefia	1.00	Perm.	English	7 - 8	RMS	Clr. Single Subject English w/CLAD
26	8/3/2018	Sherman, Drake	1.00	Perm.	Social Science	9 - 12	RVHS	Clr. Single Subject Social Science w/ELAS
27	8/2/2019	Mahoney, Kelli	1.00	Perm.	English	9 - 12	RVHS	Clr. Single Subject English w/ELA1
28	2/3/2020	Smith, Anne Katherine	1.00	Perm.	English	9 - 12	RVHS	Clr. Single Subject English w/CLAD
29	8/7/2020	Burt, Jason	1.00	Perm.	Social Science	7 - 9	CMS	Clr. Single Subject Social Science w/ELAS
29	8/7/2020	Close, Molly	1.00	Perm.	Elementary Teacher	TK	DHW	Clr. Multiple Subject w /ELAM
29	8/7/2020	Hagan, Andrea	1.00	Perm.	SDC	7 - 8	RMS	Prelim. Ed Specialist Mod/Severe w/ELAE
29	8/7/2020	Nelson, Jeffrey	1.00	Perm.	Science	7 - 8	CMS	Clr. Single Subject Biological Science w/ELAS Clr. Single Subject Geoscience w/ELAS
30	8/17/2020	Amengual Salleras, Agusti	1.00	Perm.	Spanish	9 - 12	CMS/DHS	Clr. Single Subject Spanish w /BCLAD
31	9/1/2020	Bird, Mazie	1.00	Perm.	ELD Teacher	TK - 6	IES	Clr. Multiple Subject English w/ELAM
32	8/6/2021	Greco, Melody	1.00	Prob. 2	Intervention Teacher	7 - 9	RMS	Intern Single Subject English w/ELAS
32	8/6/2021	Yates, Tyler	1.00	Perm.	AG Constuction	9 - 12	RVHS	Prelim. Single Subject Agriculture w/ELAS Clr. Specialist Instruction Agriculture
32	8/6/2021	Yates (Moita), Brittany	1.00	Perm.	Elementary Teacher	1	IES	Clr. Multiple Subject w/ELAM
33	8/23/2021	Sherman, Brandon	1.00	Prob. 0	Math	9 - 12	DHS	Dist. Intern Single Subject Mathmeatics w/ELA3
34	8/30/2021	Loscoff, Jennifer	1.00	Perm.	Ind. Study Teacher	3 - 12	RDHE	Clr. Multiple Subject SMAB w/ELA1
35	10/6/2021	Barley, Brittany	1.00	Perm.	ELA	7 - 12	CMS/DHS	Clr. Single Subject English w/ELAS Clr. Multiple Subject w/ELAM
36	10/18/2021	Esparza Plascenia, Anna	1.00	Perm.	H.S. Counselor	9 - 12	CMS/DHS	Clr. PPS School Counseling
37	1/10/2022	Cobb, Mikayla	1.00	Prob. 0	Elementary Teacher	1	DHW	Intern Multiple Subject Credential
37	1/10/2022	Cooper, Shane	1.00	Prob. 2	English	9 - 12	DHS	Prelim. Single Subject English w/ELAS
*37	1/10/2022	Valdez, Isaac - LOA 2022-23, LOA 2023-24	1.00	Prob. 0	Science	9 - 12	RVHS	Intern Single Subject Science:Chemistry w/ELAS
38	3/7/2022	Anderson, Kimberly	1.00	Prob. 2	Culinary Arts	9 - 12	RVHS	Prelim. CTE Hospitality, Toruism, and Recreation
39	7/28/2022	Groff, Emma	1.00	Prob. 2	H.S. Counselor	9 - 12	DHS	Clr. PPS School Counseling
39	7/28/2022	Arroyo, Alyda	1.00	Prob. 2	H.S. Counselor	9 - 12	RVHS	Clr. PPS School Counseling
40	8/5/2022	Halligan, Shane	1.00	Prob. 2	PE	7 - 9	CMS	Prelim. Single Subject Physical Education w/ ELAS

**RIVER DELTA UNIFIED SCHOOL DISTRICT
CERTIFICATED SENORITY LIST
2023-2024**

Sen.#	Sen. Date	Name	FTE	Status	Position	Grade	Site	Credential
40	8/5/2022	McCosker, Raequel	1.00	Prob. 2	Art	7 - 12	CMS/DHS	Clr. Single Subject English w/ELA1 Clr. Single Subject Physical Education w/ELA1 Limited Assignment Single Subject Art
40	8/5/2022	Hoefs, Matthew	1.00	Prob. 2	PE	7 - 8	RMS	Clr. Single Subject Physical Education w/ELAS
40	8/5/2022	Truax, Andrew	1.00	Prob. 2	PE	9 - 12	RVHS	Prelim. Single Subject Physical Education w/ELAS Prelim. Ed. Specialist Mild/Mod AAAS w/ ELAE
40	8/5/2022	Vuyyuru (Pandi), Bramaramba	1.00	Prob. 2	Science	7 - 8	RMS	Prelim. Single Subject English w/CLAD Prelim. Single Subject Biological Science w/CLAD
40	8/5/2022	Kolokihakaufisi, Valerie	1.00	Prob. 2	Elementary Teacher	TK	IES	Prelim. Multiple Subject R2M
40	8/5/2022	Rehn, Erik	1.00	Prob. 2	RSP	TK - 6	DHW	Clr. Ed Specialist Mild/Mod AAAS w/ ELA1
40	8/5/2022	Boyd, Mi Nan	1.00	Prob. 0	Math	9 - 12	DHS	Intern Single Subject Foundational Level Mathematics w/ELA3
40	8/5/2022	Smith, Aimee	1.00	Prob. 2	PE Teacher	TK - 6	DHW	Clr. Single Subject English w/CLAD Clr. Single Subject Physical Education w/CLAD
40	8/5/2022	Nunes, Melanie	1.00	Prob. 2	Social Science	9 - 12	DHS/CMS	Clr. Single Subject Social Science w/ELA1
40	8/5/2022	Reynoso, Luz	1.00	Prob. 2	Elementary Teacher	5	WG	Clr. Multiple Subject w/BCLAD
40	8/5/2022	Gorbenko, Vadim	1.00	Prob. 2	Music	TK - 12	CMS/DHS/BES/WG	Prelim Single Subject Music w/ ELAS
40	8/5/2022	Walrond, Megan	1.00	Prob. 2	Elementary Teacher	K	DHW	Prelim Multiple Subject w/ELAM
40	8/5/2022	Malkiewicz, Adison	1.00	Prob. 0	RSP	9 - 12	RVHS	Intern Educationa Specialist Credenetial
40	8/5/2022	Rooney, Matthew	1.00	Prob. 2	AG	9 - 12	DHS	Clr. Single Subject Introductory English w/ELA1 Clr. Single Subject Agriculture w/ ELA1
41	8/6/2022	Aguilar-Duran Maria	1.00	Prob. 0	Spanish	9 - 12	RVHS	Intern Single Subject Spanish Credential
42	8/1/2023	Betancourt, Maribel	1.00	Prob. 1	Counselor	9-12	RVHS	Clr PPS Credential School Counseling
42	8/1/2023	Kawale, Sara	1.00	Prob. 1	Counselor	TK - 6	WG	Clr PPS Credential School Counseling
43	8/4/2023	Arel, Judi	1.00	Perm.	Teacher	1	WG	Clr. Multiple Subject w/ ELAM
43	8/4/2023	Schulz, Jodi	1.00	Prob. 1	Art Teacher	9-12	RVHS	Prelim. Single Subject Art Credential
43	8/4/2023	Palafox, Cassandra	1.00	Prob. 1	Math Teacher	7-12	CMS/DHS	Clr. Single Subject Foundational level Math w/ELAS
43	8/4/2023	Downey, Alexis	1.00	Prob. 1	Elementary	K - 1	DHW	Prelim. Multiple Subject Credential w/ ELAM
43	8/4/2023	Hutsell, Gloria	1.00	Prob. 1	Teacher	1	DHW	Clr. Multiple Subject Credential w/CLAD
43	8/4/2023	Chhour, Yi	1.00	Prob. 1	Counselor	TK-6	DHW	Clr PPS Credential School Counseling
43	8/4/2023	Eustachy, Emily	1.00	Prob.0	Teacher	K	DHW	STSP Multiple Subject
43	8/4/2023	Dubois, Lacey	1.00	Prb. 0	Teacher	2	DHW	Intern Multiple Subject Crednetial
43	8/4/2023	Le, Nhat-Minh	1.00	Prob. 1	Elementary	3	DHW	Prelim. Multiple Subject Credential w/ ELAM
43	8/4/2023	Theroux, Kelly	1.00	Prob. 0	Elementary	5	DHW	Intern. Multiple Subject Credential w/ ELAM
43	8/4/2023	Barney, Lanisha	1.00	Prob. 0	Elementary	TK	DHW	PIP Provisional Intern Multiple Subject w/ ELAE
43	8/4/2023	Pearson, Jeff	1.00	Prob. 0	Elementary	2	DHW	STSP Multiple Subject
43	8/4/2023	Buhler, Jacob	1.00	Prob. 1	Math	9-12	RVHS	Prelim. Single Subject Mathematics Credential
43	8/4/2023	Mousavi, Mazda	1.00	Prob. 1	Science	7-12	CMS/DHS	Clr. Single Subject General Science w/ELA1
43	8/4/2023	O'Regan Hannah	1.00	Prob. 1	Elementary	TK	WG	Prelim. Multiple Subject Credential w/ ELAM
43	8/4/2023	Lewis, Kathleen	1.00	Prob. 1	Elementary	3	DHW	Clr. Multiple Subject Credential w/CLAD
43	8/4/2023	Ortega Perez, Inmaculada	1.00	Prob. 0	Elementary	1 - 2	BES	Prelim Multiple Subject with BCLAD
43	8/4/2023	Alvarez, Marian	1.00	Prob. 1	Elementary	TK - K	BES	Prelim. Multiple Subject Credential w/ BASP

**RIVER DELTA UNIFIED SCHOOL DISTRICT
CERTIFICATED SENORITY LIST
2023-2024**

Sen.#	Sen. Date	Name	FTE	Status	Position	Grade	Site	Credential
43	8/4/2023	Romero, Lucia	1.00	Prob 1	Elementary	5 - 6	BES	Prelim Multiple Subject with BASP
43	8/4/2023	Villalpando, Elizabeth	1.00	Prob. 1	CDS Teacher	6 - 12	CDS	Cir. Multiple Subject Credential Cir. Admin Services Credential
43	8/4/2023	Garcia-Jimenez, Carlos	1.00	Prob 1	RSP Teacher	7 - 9	CMS	Cir. Multiple Subject Credential w/ ELA1 Intern Ed Specialist mild/mod
43	8/4/2023	Greule, James	1.00	Prob. 1	PE Teacher	TK - 6	WG/BES/IES	Prelim Single Subject Physical Education w/ ELAM
43	8/4/2023	Shore, Elisa	1.00	Prob 1	Counselor	TK - 8	RMS/IES	Cir PPS Credential School Counseling
43	8/4/2023	Morgan, Eloradanan	1.00	Prob. 1	TOSA	-	DW	Cir. Multiple Subject Credential w/ELAM
43	8/4/2023	Peccianti, Susan	1.00	Prob. 1	Elementary	4	DHW	Cir. Multiple Subject Credential w/ ELA1
43	8/4/2023	Douglas, Abigail	1.00	Prob. 0	AG Teacher	9 - 12	RVHS	Intern Signle Subject Agriculture
44	9/11/2023	Donaldson, Evanna	1.00	Prob. 1	Elementary	6	WG	Cir. Multiple Subject w/ELA1
45	10/2/2023	Pearl, Marina	0.31	Temp	Elementary	1	DHW	Cir. Education Specilaist w /CLAD Short Term Staff Permit - Multiple Subject w/ELA
46	10/23/2023	Azimioara, Daniel	1.00	Prob. 1	Social Science	9-12	RVHS	Prelim. Single Subject Social Science
47	1/8/2024	Camp, Bonnie (Kneece)	1.00	Prob. 1	Elementary	3 - 4	BES	Cir. Multiple Subject w/BASM
48	1/22/2024	Frerichs, Andrew	1.00	Prob. 0	Math Tecaher	7-8	RMS	Intern. Single Subject Math

CMS = Clarksburg Middle School	RVHS = Rio Vista High School	BES = Bates Elementary School
DHS = Delta High School	WG = Walnut Grove Elemementary School	MOKE = Mokolumne High
RMS = Riverview Middle School	RDEH = River Delta Elementary/High	DO = District Office
CDS = Community Day School	IES = Isleton Elementary School	
*Denotes Leave of Absence		

RIVER DELTA UNIFIED SCHOOL DISTRICT

CLASSIFIED SENORITY LIST

February 20, 2024

CLASSIFICATION	EMPLOYEE NAME	POSITION HIRE DATE	SENIORITY LEVEL
Attendance Secretary / Registrar			
	Melinda Barkman	8/3/2009	1
	Jennifer Ratola	8/3/2011	2
	Carly Bryant	9/19/2014	3
	Stephanie Carvalho	8/5/2020	4

Office Specialist			
	Jennifer Gaston	8/9/2001	1
	Shereen Dart	8/23/2006	2
	Esmeralda Rios	5/24/2010	3
	Susan Delarosa	8/9/2021	4

Clerical Specialist			
	Melinda Barkman	2/5/2001	1

Secretary			
	Leticia Ruiz	8/16/1993	1
	Mary Weathers	4/17/1995	2
	Rita Martin	3/4/2002	3
	Jennifer Gaston	9/1/2003	4
	Trisha Salomon	8/29/2007	5
	Trisha Salomon	10/1/2007	6
	Trisha Salomon	2/23/2009	7
	Melinda Barkman	8/4/2011	8
	Esmeralda Rios	8/2/2012	9
	Codi Agan	3/25/2015	10
	Maria Larios	7/30/2015	11
	Vicki Preciado	11/1/2017	12
	Gabriela Chavez	8/9/2019	13
	Susan Delarosa	1/11/2021	14
	Patty DuBois	8/2/2021	16
	Chandra Drury	11/1/2021	15
	Sabrina Buoncristiani	3/14/2022	17
	Yazmin Granados Ordaz	8/1/2022	18
	Lisette Casillas	10/1/2022	19
	Cynthia Reynoso Ruiz	8/1/2023	20

Secretary I			
	Susan Delarosa - Grdfather Range 12	10/2/2023	1
	Chandra Drury - Grdfather Range 12	10/2/2023	2
	Lisette Casillas - Grdfather Range 12	10/2/2023	3
	Cynthia Reynoso Ruiz - Grdfather Range 12	10/2/2023	4

RIVER DELTA UNIFIED SCHOOL DISTRICT

CLASSIFIED SENORITY LIST

February 20, 2024

CLASSIFICATION	EMPLOYEE NAME	POSITION HIRE DATE	SENIORITY LEVEL
Secretary II			
	Leticia Ruiz	10/2/2023	1
	Mary Weathers	10/2/2023	2
Secretary III			
	Rita Martin	10/2/2023	1
	Esmeralda Rios	10/2/2023	2
	Maria Larios	10/2/2023	3
	Patty DuBois	10/2/2023	4
Secretary IV			
	Sabrina Buoncristiani	10/2/2023	1
	Yazmin Granados	10/2/2023	2
Admin Services Interpreter/Translator			
	Lizet Garcia Flores	5/9/2022	1
Family Resource Healthy Start			
	Esmeralda Rios	5/24/2010	1
Alternate School Clerk			
Bilingual Clerical Specialist Interpreter/Translator			
	Lizet Garcia	11/15/2022	1
Administrative Assistant			
Maintenance Operations and Transportation Secretary			
	Gabriela Chavez	6/16/2021	1
Administrative Assistant MOT			
	Melinda Barkman	4/1/2005	1
	Gabriela Chavez	1/1/2022	2
Administrative Assistant Maintenance, Operations, and Facilities			
	Gabriela Chavez	10/2/2023	1

RIVER DELTA UNIFIED SCHOOL DISTRICT

CLASSIFIED SENORITY LIST

February 20, 2024

CLASSIFICATION	EMPLOYEE NAME	POSITION HIRE DATE	SENIORITY LEVEL
Administrative Assistant for Educational Services and Special Education Department			
	Trisha Salomon	10/2/2023	1
Bus Driver			
	Alicia Nolasco	5/1/2006	1
	Jennifer Ross	4/19/2011	2
	Jerry Hanratty	8/8/2018	3
	Michael Mimiaga	9/19/2018	4
	Sofia Zepeda	2/21/2023	5
	Stephen Battista	8/9/2023	6
Car Driver			
	Judith Ortega	11/21/2002	1
	Jerry Hanratty	8/10/2022	2
	Carmela Maldonado	4/12/2023	3
Bus Mechanic I			
Bus Mechanic II			
	Robert Sanchez	9/21/2001	1
Transportation Assistant			
Delivery Worker			
	David Groves	5/7/2015	1
	Hunter Apple	3/17/2023	2
Delivery Worker for Food Services			
	Patricia Locicero	10/26/2015	1

RIVER DELTA UNIFIED SCHOOL DISTRICT

CLASSIFIED SENORITY LIST

February 20, 2024

CLASSIFICATION

EMPLOYEE NAME

POSITION HIRE DATE

SENIORITY LEVEL

Food Service Worker I			
	Patricia DuBois - Grdfather Range 5	8/25/1995	1
	Marshelle Cutshaw	9/13/2000	2
	Laureen Valentine	9/5/2001	3
	Michelle Call	8/22/2007	4
	Lizeth Rodarte	9/15/2014	5
	Donna Hibma	10/26/2015	6
	Patricia Locicero	10/26/2015	7
	Shereen Dart	11/7/2016	8
	Jodie Nisson	8/9/2023	9

Food Service Worker II			
	Trisha Salomon	9/12/2006	1
	Donna Hibma	3/9/2020	2
	Nikka Maynard	3/17/2020	3
	Sheri Moriarty	5/27/2021	4
	Mercy Hinshaw	8/10/2022	5
	Alicia Nolasco	8/15/2022	6
	Karina Becerra	3/1/2023	7
	Crystal Guptill	8/9/2023	8
	Claudia Tafolla Lira	8/9/2023	9

Senior Food Service Worker			
	Michelle Call	8/22/2007	1
	Donna Hibma	9/9/2021	2
	Michelle Griffith	8/9/2023	3

RIVER DELTA UNIFIED SCHOOL DISTRICT

CLASSIFIED SENORITY LIST

February 20, 2024

CLASSIFICATION	EMPLOYEE NAME	POSITION HIRE DATE	SENIORITY LEVEL
----------------	---------------	--------------------	-----------------

Custodian I			
	Refugio Camacho	3/5/1991	1
	Jacob Ricketts	8/8/2005	2
	Carpio (Al) Guintu	11/16/2007	3
	David Groves	2/5/2009	4
	Lori Valentine	4/5/2010	5
	Maria Lomeli	4/13/2010	6
	Luis Lopez	6/3/2013	7
	Joseph Diaz	10/21/2013	8
	Gaspar Cachero	6/1/2015	9
	Norma Ruvalcaba	10/22/2018	10
	Gina Pallotta	4/8/2019	11
	Reny Seguban	2/4/2020	12
	Vicky Jugal	9/1/2020	13
	Rolly Servania	6/28/2021	14
	Lorena Ibarra Silva	8/6/2021	15
	Aimee Brown	11/4/2021	16
	Lizeth Rodarte De Mena	8/15/2022	17
	Lea Seguban	8/14/2023	18

Custodian II			
	Refugio Camacho	9/14/1992	1

Senior Custodian			
	Refugio Camacho	7/1/2006	1
	Joseph Diaz	1/21/2020	2
	Luis Lopez	5/17/2021	3
	David Groves	4/1/2023	4

Gardener			
	Terry Gornto	11/20/2000	1
	Jacob Ricketts	3/6/2006	2
	Carpio (Al) Guintu	1/14/2019	3

Utility Worker			
	Robert Bryant	11/6/2008	1
	John Preston	3/18/2019	2
	E. Tony Bettencourt	9/3/2019	3
	William Lee	11/1/2021	4
	Reny Seguban	5/2/2022	5

RIVER DELTA UNIFIED SCHOOL DISTRICT

CLASSIFIED SENORITY LIST

February 20, 2024

CLASSIFICATION

EMPLOYEE NAME

POSITION HIRE DATE

SENIORITY LEVEL

Maintenance I

Maintenance II

Lead Maintenance Technician

	Terry Gornto	5/2/2005	1
	Robert Bryant	7/1/2020	2

Software Support Technician

Technology Technician

RIVER DELTA UNIFIED SCHOOL DISTRICT

CLASSIFIED SENIORITY LIST

February 20, 2024

CLASSIFICATION	EMPLOYEE NAME	POSITION HIRE DATE	SENIORITY LEVEL
----------------	---------------	--------------------	-----------------

Instructional Assistant I			
	Patricia DuBois	10/19/1992	1
	Michelle (Scott) Maghoney	11/27/2001	2
	Evelyn Cairo	9/18/2002	3
	Shereen Dart	10/20/2005	4
	Trisha Salomon	10/20/2005	5
	Vicki Preciado	8/20/2008	6
	Marshelle Cutshaw	8/16/2010	7
	Nancy Guggemos	8/16/2010	8
	Amber Gregory Gleaves	8/11/2021	9
	Maria Hererra Gutierrez	9/1/2021	10
	Lizet Garcia	9/2/2021	11
	Mayra Ramirez (Palomino)	9/7/2021	12
	Brenda Casillas	9/9/2021	13
	Alma Alexander	5/19/2022	14
	Melissa Earley	8/15/2022	15
	Alondra Barrera	10/1/2022	16
	Taurus Byers	11/2/2022	17
	Cynthia Reynoso Ruiz	8/9/2023	18

Instructional Assistant II			
	Patricia DuBois	12/5/1995	1
	Maria Larios	10/14/1998	2
	Marshelle Cutshaw	12/1/1998	3
	Maria Carrillo de Rodarte	11/3/1999	4
	Linda Williams	8/28/2000	5
	Melinda Barkman	10/11/2000	6
	Michelle (Scott) Maghoney	11/27/2001	7
	Lucia Becerra	10/6/2004	8
	Evelyn Cairo	11/29/2004	9
	Linda Williams	8/23/2006	10
	Alicia Nolasco	10/16/2006	11
	Esmeralda Rios	8/22/2007	12
	Lucia Perez	11/13/2018	13
	Gabriela Chavez	8/9/2019	14
	Maria Rivera-Garcia	8/29/2019	15
	Nancy Guggemos	9/19/2022	16
	Lisette Casillas	10/1/2022	17
	Cristal Rodriguez	8/1/2023	18
	Marysol Segoviano Collazo	8/9/2023	19
	Mariah Snyder	8/9/2023	20
	Alondra Barrera	8/21/2023	21

RIVER DELTA UNIFIED SCHOOL DISTRICT

CLASSIFIED SENORITY LIST

February 20, 2024

CLASSIFICATION	EMPLOYEE NAME	POSITION HIRE DATE	SENIORITY LEVEL
Instructional Assistant III			
	Patricia DuBois	9/5/1996	1
	Linda Williams	10/29/1997	2
	Esmeralda Rios	8/28/2000	3
	Jacob Ricketts	12/11/2001	4
	Maria Larios	8/23/2004	5
	Evelyn Cairo	9/27/2004	6
	Michelle (Scott) Maghoney	9/13/2005	7
	Marshelle Cutshaw	8/23/2006	8
	Trisha Salomon	9/11/2006	9
	Codi Agan	1/11/2007	10
	Jennifer (Foord) Kitchens	1/7/2008	11
	Kimberly Esperson	11/1/2010	12
	Christy Ramirez	9/19/2011	13
	Maria Carillo de Rodarte	11/21/2011	14
	Ann Arroyo	1/9/2017	15
	Ana Fernandez Munguia	2/19/2019	16
	Marianne Matlock	4/8/2019	17
	Amanda Lopes	10/7/2019	18
	Lizet Garcia	9/1/2021	19
	Alyssa De la Rosa	9/1/2021	20
	Lorren Fletcher	10/18/2021	21
	Mayra (Palomino) Ramirez	5/9/2022	22
	Alma Alexander	5/19/2022	23
	Toni Petersen	8/10/2022	24
	Jessica Robles	8/10/2022	25
	Heather Graham-Macciocchi	8/10/2022	26
	Maria Munoz	5/15/2023	27

Instructional Assistant IIIA			
	Laureen Valentine	10/23/1998	1
	Melinda Barkman	10/11/2000	2

Instructional Assistant IV			
	Christy Ramirez	3/18/2013	1
	Linda Williams	8/13/2014	2
	Joy Sarette	3/1/2023	3
	Jessica Enriquez	8/9/2023	4
	Juan Avila	8/9/2023	5
	Allysia Strohmeier	8/9/2023	6

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: February 20, 2024

Attachments: _____

From: Jennie Gornto, Principal

Item Number: 10.5

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

SUBJECT:

Request the Approval for D.H. White Elementary School's Parent Teacher Club (PTC) to Hold an Off Campus Poker Night Fundraiser

BACKGROUND:

D.H. White Elementary School's PTC is the non-profit organization that supports our D.H. White Elementary School; this fundraiser was not included on the pre-approved list submitted for approval at the June 27, 2023, Board meeting. The Poker Night fundraiser will benefit the student body of D.H. White Elementary School making it possible for the D.H. White Elementary School's PTC to provide activities and supplies to enrich our student's school experience.

STATUS:

D.H. White Elementary School's PTC would like to hold a one-night Poker fundraiser benefiting the student body of DH White.

PRESENTER:

Jennie Gornto, Principal D.H. White Elementary School

OTHER PEOPLE WHO MIGHT BE PRESENT:

Baily Harding, D.H. White Elementary School's PTC President

COST AND FUNDING SOURCES:

Not applicable

RECOMMENDATION:

That the Board approves the D.H. White Elementary School's Parent Teacher Club (PTC) to Hold an Off Campus Poker Night Fundraiser

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: February 20, 2024

Attachments: X

From: Nancy Vielhauer, Assistant Superintendent of Ed. Services Item Number: 10.6

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

SUBJECT:

Request the Approval to Apply for the Education for Homeless Children and Youth (EHCY) Grant to Support Students Who are Experiencing Homelessness for the 2024-2027 School Years.

BACKGROUND:

The district has never received this grant. This grant will help ensure homeless children and youth have equal access to the same free, appropriate public education as provided to all other children and youths.

STATUS:

River Delta Unified School District would like to apply for the Education for Homeless Children and Youth (EHCY) Grant. The intent of the grant is to facilitate the identification, enrollment, attendance, and success in school for homeless children and youth. The maximum funding that can be requested is \$15,000. It is based on the number of enrolled homeless children and youth that is consistent with the enrollment found in the 2022–23 DataQuest reports.

PRESENTER:

Nancy Vielhauer, Assistant Superintendent of Ed Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

None

RECOMMENDATION:

That the Board approves the EHCY grant application for the 2024-2027 School Years.

Time allocated: 2 minutes

**Education for Homeless Children and Youth
Grant Program for Local Educational
Agencies**

REQUEST FOR APPLICATION

**Three-Year Grant Cycle
Grant Term: July 1, 2024, to June 30, 2027**

**Integrated Student Support and Programs Office
Student Achievement and Support Division
California Department of Education
1430 N Street, Suite 6208
Sacramento, CA 95814-5901
916-319-0836**

**APPLICATION DEADLINE:
4 p.m.
Thursday, March 7, 2024
HERFA@cde.ca.gov**

Table of Contents

REQUEST FOR APPLICATION	1
General Information	2
Timeline	2
Introduction	2
Purpose	3
Eligibility	4
Submission Process	5
Application Review	6
Appeal Process	7
Funding	7
Determination of Award Amounts	7
Three-Year Project Period Requirements	9
Award Notification and Issuance of Funds	10
Narrative Recommendations	10
Narrative and Rubric	12

General Information

Timeline

Important Events	Important Dates
Local Educational Agencies (LEA) - Education for Homeless Children and Youth (EHCY) Request for Application (RFA) Webinar	Wednesday, December 6, 2023 https://cccoeschools.zoom.us/webinar/register/WN_TyNM3gFkSrQc5GIBt3uNow
LEA-EHCY Letter of Intent (Attachment 1) Due to the California Department of Education (CDE)	Friday, January 5, 2024, by 5 p.m.
LEA-EHCY Application Due to the CDE	Thursday, March 7, 2024, by 4 p.m.
EHCY Readers' Conference Conducted by the CDE	Week of April 1, 2024
Grant Award Notification Letters Mailed to the Subgrantees	After July 15, 2024

Introduction

The CDE invites LEAs which include local school districts and direct-funded charter schools to participate in the federally funded EHCY Grant Program by completing this RFA. The intent of the grant is to facilitate the identification, enrollment, attendance, and success in school for homeless children and youth. In addition, the grant will help ensure homeless children and youth have equal access to the same free, appropriate public education as provided to all other children and youth.

On December 10, 2015, the Every Student Succeeds Act (ESSA) was signed, which reauthorized the Elementary and Secondary Education Act. The reauthorization of ESSA included the McKinney-Vento Homeless Assistance Act's EHCY Grant Program, which has existed since 1987. The McKinney-Vento Homeless Assistance Act incorporates many policies and practices that have proven successful at the local and state levels. The provisions of Title 42 United States Code, Section 11431 et seq., are designed to improve the educational stability, access, support, and academic achievement of children and youth who are homeless.

Here are some highlights of the McKinney-Vento Homeless Assistance Act's

Education for Homeless Children and Youth Grant Program for Local Educational Agencies

requirements:

- Provide immediate enrollment of homeless children and youth who are not already enrolled. This includes reviewing and revising any laws, regulations, practices, or policies that may act as barriers to the enrollment, attendance, or success of homeless children and youth.
- Provide school stability for students experiencing homelessness by allowing them to remain in their school of origin when this is in the best interest of the child or youth and providing transportation to and from the student's school of origin at the request of the parent/guardian or unaccompanied youth.
- Ensure that homeless students are provided services in such a way that they are not isolated or stigmatized.
- Ensure that homeless liaisons and school personnel partake in professional development opportunities and other support to assist with identification, enrollment, and meeting the needs of homeless children and youth.
- Support coordination and collaboration between LEAs, community agencies, county offices of education, and existing programs to better serve homeless children, youth, and their families.

Purpose

Since 1987, the CDE has administered federal McKinney-Vento Homeless Assistance Act program funds. These funds are used to provide grants to facilitate the identification, enrollment, attendance, and success in school for homeless children and youth. Based on legislation, grantees may use these funds for **supplemental** activities to carry out the purpose of the law. These activities can include:

1. Tutoring, supplemental instruction, and enriched educational services where needs are determined. These services should be linked to the achievement of the same challenging academic standards established for all children and youth.
2. Expedited evaluations of the strengths and needs of homeless children and youth, including need and eligibility for programs and services (Gifted and Talented Education, Special Education, English-Language Development, Vocational and Technical Education, school nutrition programs, etc.).
3. Professional development, which is required under ESSA, and other activities for educators and student services personnel to heighten their understanding and sensitivity to the needs of homeless children and youth, including the specific

Education for Homeless Children and Youth Grant Program for Local Educational Agencies

needs of runaway and homeless youths.

4. Referral services for homeless children and youth for medical, dental, mental, and other health services.
5. Assistance to defray the excess cost of transportation for homeless children and youth to attend school when not otherwise provided through other federal, state, or local funds.
6. Developmentally appropriate early childhood education programs not otherwise provided through federal, state, or local funding for preschool age homeless children.
7. Services and assistance to attract, engage, and retain homeless children and youth, including unaccompanied youths, in public school programs and services that are provided to all non-homeless children and youth.
8. Before- and after-school mentoring and summer programs that provide tutoring, homework assistance, and supervision of educational activities of homeless children and youth.
9. The payment of fees and other costs associated with tracking, obtaining, and transferring records necessary to enroll homeless children and youth in school.
10. Education and training for the parents/guardians of homeless children and youth about their rights and available resources.
11. Coordination between schools and agencies providing services to homeless children and youth.
12. Student services (including violence prevention counseling) and referrals for services.
13. Activities to address the particular needs of homeless children and youth that may arise from domestic violence.
14. The adaptation of space and purchase of supplies for any non-school facilities to provide services under this subsection.
15. School supplies, including those supplies to be distributed at shelters, temporary housing facilities, or other appropriate locations.
16. Other extraordinary or emergency assistance needed to enable homeless children and youth to attend school.

Eligibility

For the purpose of this grant, LEAs are defined as school districts and direct-funded charter schools. All LEAs with at least 50 enrolled homeless children and youth are eligible and encouraged to apply for the EHCY Grant Program funds.

The number of enrolled homeless children and youth should be consistent with the enrollment found in the 2022–23 DataQuest reports. For those LEAs that do not have at least 50 enrolled homeless children and youth, a consortium of LEAs can be created to meet the application criteria.

LEAs that apply as a consortium must remain in the consortium for the entire three-year project period. One LEA in the consortium must serve as the lead. The lead LEA will be responsible for submitting the application, acting as the fiduciary agent, and compiling and submitting the consortium’s fiscal information to the CDE. Every individual LEA affiliated with the consortium is responsible for annually collecting and submitting required data on homeless children and youth. If a member chooses to leave the consortium, they will be defunded as of the date of their withdrawal.

Submission Process

All applications will be screened for compliance with the RFA requirements and Scoring Rubric.

1. The application must be submitted via email to HERFA@cde.ca.gov by **Thursday, March 7, 2024, by 4 p.m.** The email must include a contact name, email address, phone number, and the name of the LEA. The applicant will receive email confirmation when the application is received by the CDE.
 - a. Faxed applications will not be accepted
 - b. Late applications will not be accepted
2. Be limited to 17 single spaced pages on 8½ x 11-inch paper, using 12-point Arial font and one-inch margins in the Narrative Section. The itemized budget and budget narrative **are not included** in the 17-page limit. Any other materials submitted including charts, graphs, and tables should be in 12-point Arial font and be included in the 17-page narrative.
3. **Be complete.** The following is a list of requirements to be submitted as part of your LEA’s application. The application should be submitted in the following

Education for Homeless Children and Youth Grant Program for Local Educational Agencies

order:

- a. Signed Application Fact Sheet electronic signatures will be accepted (Attachment 2)
 - b. Assurances and Required Signatures electronic signatures will be accepted (Attachment 3)
 - c. Narrative (Questions 1–6), 17-page limit
 - d. Itemized Budget (Attachment 4)
 - e. Budget Narrative – Not included in 17 pages
 - f. Three Signed Letters of Support
 - g. Job Descriptions and/or Duty Statements for any position paid out of EHCY and/or Title I, Part A reservation funds for homeless education
 - h. No additional attachments will be read or reviewed
4. Include three signed letters of support. These are **required** and may be from outside organizations that work collaboratively with the LEA or from individuals who have directly benefitted from the applicant’s homeless education program. Individuals should not be employees of the LEA, and organizations should not be another LEA. These letters should be addressed in the narrative section of the RFA. Three letters are sufficient from a consortium.
 5. For consortiums, please include an **Application Fact Sheet (Attachment 2)** and the **Assurances and Required Signatures (Attachment 3)** page for each LEA within a consortium.

Prospective applicants must follow the RFA format and content requirements for preparing applications. **Applications that do not meet these specifications will be returned without review.**

Application Review

All applications meeting RFA requirements will be read and scored by trained readers. The readers will consist of representatives from various backgrounds, such as teachers and administrators, district and central office staff, private and community foundation personnel, staff from LEAs, and CDE staff.

Education for Homeless Children and Youth Grant Program for Local Educational Agencies

Trained readers will score each application independently. A scoring rubric will be used as the basis for rating applications. The score will be based upon a competitive review of the quality of the application, the articulated need, and the ability of the LEA to meet such needs with existing resources and the proposed project.

In addition to the points available through the narrative, applications will be given points based on the percentage of homeless students enrolled in the LEA compared to the total enrollment of the LEA. The CDE will calculate this impact percentage for each applicant and award points as follows:

Percent Impaction	Points
.01%–2.99%	0
3.00%–4.99%	2
5.00%–9.99%	4
10.00%–19.99%	5
Over 20.00%	6

Appeal Process

Historically, there has not been sufficient funding to award funds to all applicants. Grantees will be selected based on their application's score. Appeals to the grant awards must be postmarked within five working days of receipt of the letter of regret.

Appeals are limited to the grounds that the application process described in the RFA was not followed. Dissatisfaction with the score or readers' comments received for the application is not grounds for appeal. Late appeals will not be considered. The protesting applicant(s) must file a full and complete written appeal, including the reason for appeal, issue(s) in dispute, legal authority or other basis for the appellant's position, and the remedy sought. Applicants who wish to appeal the decision must submit a letter of appeal by email to:

William McGee, Director
Student Achievement and Support Division
California Department of Education
HERFA@cde.ca.gov

A final decision will be made by the CDE Integrated Student Support and Programs Office within 20 working days of the last day to file an appeal. The decision shall be the final administrative action afforded the appellant.

Funding

Determination of Award Amounts

The CDE estimates that approximately \$14.5 million in federal funding will be available in fiscal year (FY) 2024–25 for EHCY grant awards to LEAs. The maximum funding that can be requested is based on the number of enrolled homeless children and youth that is consistent with the enrollment found in the 2022–23 DataQuest reports.

Number of enrolled homeless children and youth	Maximum funding amount
50–99	\$ 15,000
100–249	\$ 25,000
250–499	\$ 50,000
500–1,499	\$ 75,000
1,500–2,499	\$100,000
2,500–3,999	\$125,000
4,000–4,999	\$175,000
Over 5,000	\$250,000

Funds for this program must be used to **supplement** (increase the level of services) and not supplant (replace) funds from other federal, state, and/or local sources. Services provided with grant funds shall not replace the regular academic program but shall be designed to expand on or improve services provided as part of the LEA’s regular academic program. State or local funds may not be decreased or diverted for other uses because of the availability of these funds. Grantees must maintain documentation that clearly demonstrates the supplementary use of these funds.

EHCY grant funds cannot be used for the following:

- One hundred percent of the homeless liaison’s salary
- Rental or mortgage assistance
- Utility bills
- Motel/hotel vouchers

Education for Homeless Children and Youth Grant Program for Local Educational Agencies

- Prom expenses
- Yearbooks
- Entertainment such as tickets for sporting events, concerts, or shows
- Food that will be consumed outside the school day

To be eligible to receive an EHCY grant award, an LEA must annually meet the federal Maintenance of Effort (MOE) requirement specified Section 723(b)(3) of Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act. Please note that there are no available waivers that would allow an LEA that fails the MOE requirement to continue to receive EHCY grant funds during the affected FY.

Three-Year Project Period Requirements

Successful applications will be approved for a three-year project period, beginning with FY 2024–25. Based on receipt of federal allocations for the EHCY Grant Program, the CDE will issue a new grant award each FY for each of the three years. The grant award period for each grant will run concurrent with the state FY, beginning July 1 of each year and ending June 30 of the following year. The last year of funding during the three-year project period will be FY 2026–27. Grant funding beyond FY 2026–27 will be determined based on the results of a new RFA process.

At the beginning of each fiscal year, the LEA will submit to the CDE a Budget Request form describing its spending plan for the current year. If the LEA wishes to change the alignment of funding in its budget, and the changes total more than 10 percent of any one line-item, the LEA must submit a Budget Change Request form. Budget changes will not be accepted after May 15th of each fiscal year. All fiscal forms will be available on the CDE Homeless Education, Budget and Expenditure Forms website located at <https://www.cde.ca.gov/sp/hs/mv/index.asp>.

LEAs will also be required to submit to the CDE four quarterly expenditure reports each fiscal year indicating grant expenditures and obligations to date. The expenditure report due dates will be October 31, January 31, April 30, and July 31, with July 31 being the final (close-out) expenditure report. This award does not allow grantees to carryover unexpended grant funds into the next fiscal year.

The amount of funding awarded to successful grant applicants will depend on how well the application budget supports the proposed program based on the number of children and youth served, the array of services provided, and services and resources that may be available from other agencies. Requested funding should correspond with the scope of the planned program.

Education for Homeless Children and Youth Grant Program for Local Educational Agencies

The CDE reserves the right to fund applications at a lesser amount if it is judged that the proposed program can be implemented with less funding than requested, or if federal funding is not sufficient to fully fund all applications that merit award. Federal funds will be disbursed to qualified applicants until funds are depleted.

Award Notification and Issuance of Funds

The CDE will issue Grant Award Notification (AO-400) letters to successful applicants after July 15th each year. All fiscal forms will be available on the CDE Homeless Education, Budget and Expenditure Forms website located at <https://www.cde.ca.gov/sp/hs/mv/index.asp>.

The payment schedule will be as follows:

- Initial payment of 30 percent of the grant amount will be paid after California's budget has been signed, and the LEA has returned a signed AO-400 and a completed Budget Request form.
- Second payment of 30 percent will be paid after the CDE receives and approves the Expenditure Report 2 (ER2) due January 31st, and grantee has expended at least 50 percent of the initial payment. If at least 50 percent of the initial payment has not been spent, an Expenditure Plan form must be completed and submitted to the CDE. Payment will be withheld until the Expenditure Plan has been approved and or LEA has spent at least 50 percent by the following expenditure report.
- Third payment of 30 percent will be paid after the CDE receives and approves the Expenditure Report 3 (ER3) due April 30th.
- Final payment of up to 10 percent will be reimbursed to the LEA after the CDE receives and approves the final Expenditure Report 4 (ER4) due every July 31.

The CDE and/or the grantee may terminate the grant if the terms of the award are not met. A 30-business day termination notice shall be given.

Narrative Recommendations

Please note that the 2024–27 RFA contains some changes from previous RFAs, specifically related to the submission instructions and narrative questions. Applicants should not use past RFAs to complete this RFA. Please read all the information and

Education for Homeless Children and Youth Grant Program for Local Educational Agencies

closely follow the directions.

The LEA should view the grant as a program, not a set of activities. The program should be an integrated and comprehensive approach to providing education and services for homeless children and youth. A well-designed program will show a direct connection between needs, goals, objectives, activities, and expenses; a strong application will thoroughly describe those connections. Therefore, an LEA that proposes to spend the funds only on a limited set of activities, or on one type of activity such as transportation, would most likely not be competitive. Activities undertaken must not isolate or stigmatize homeless children and youth. Services provided under this program are not intended to replace the regular academic program.

An applicant is required to conduct a needs assessment to determine the needs of their homeless students and how best to meet those needs. The results of the needs assessment should be described within the narrative. It is important for an applicant to align their proposed program with their identified needs and their budget to their proposed program. Readers will evaluate this alignment within the narrative and budget pages. Applicants that fail to clearly describe these linkages will not be competitive.

The LEA's needs assessment should focus on determining the needs of homeless children, youth, their families, and the homeless education program. The identified needs may include, but are not limited to, the processes for identification and enrollment, retention and equal access of homeless children and youth, professional development, use of Title I funds, and internal and external collaboration. The needs assessment should be aligned to the ESSA homeless education requirements.

Because the amount of EHCY funding is very limited, one of the keys to a successful and sustainable program is leveraging your grant funds through collaboration and coordination with other entities that serve homeless students and with other programs operated by the LEA. To the maximum extent possible, services and resources should be provided through existing programs and mechanisms. Effective and far-reaching collaboration will enable the LEA to fully utilize other available resources to meet the full spectrum of needs of homeless children, youth, and their families.

To ensure that programs give proper emphasis to internal and external collaboration, the CDE will prioritize certain activities for homeless children and youth. Activities that encourage the program's sustainability (collaboration, coordination, and professional development) will be weighed more heavily in the scoring process. In preparing your responses to questions 4 and 5, please be sure to describe how your collaboration with other entities or other LEA programs enables the LEA to leverage its grant funds.

Leveraging grant funds may include:

California Department of Education

Education for Homeless Children and Youth Grant Program for Local Educational Agencies

- The provision of money, materials, space, services, or other resources from the community, community-based organizations, faith-based organizations, nonprofit agencies, other public agencies, local universities, corporate sponsors, or small business sponsors to meet the needs of homeless pupils or their families. For example, donations of school supplies and school clothing would reduce the need to pay for these items with the LEA's EHCY funds.
- Use of state, other federal, or local general funds to meet the needs of homeless students or their families. This can include LEA in-kind contributions such as staff, office space, supplies, maintenance, or information technology services. It may also include partnering or coordinating with other grant programs.

Narrative and Rubric

For purposes of this application, LEA encompasses school districts, direct-funded charter schools, and consortia.

1. Describe the LEA's demographics and the LEA's current homeless education program.

Excellent 4	Sufficient 3	Minimal 2	Poor 0-1
The description presents a comprehensive narrative of the LEA's demographics and its current program activities.	The description presents a clear narrative of the LEA's demographics and its current program activities.	The description presents a satisfactory narrative of the LEA's demographics and its current program activities.	The description does not present a narrative of the LEA's demographics or any current program activities.
Narrative Response:			

2. Describe the needs determined by the needs assessment, how the LEA plans to meet those needs, and how the LEA intends to evaluate the effectiveness of that plan. Include how EHCY funding will support implementation.

Excellent 8	Above Average 6	Sufficient 4	Minimal 2	Poor 0-1
A robust needs	An adequate	A needs	It appears that a	A needs

Education for Homeless Children and Youth Grant Program for Local Educational Agencies

assessment was conducted, and needs were thoroughly described. The narrative presents a comprehensive description of the implementation plan including a strong description of the methods used to evaluate the effectiveness of the program.	needs assessment was conducted, and needs were clearly described. The narrative presents a solid description of the implementation plan including a suitable description of the methods used to evaluate the effectiveness of the program.	assessment was conducted, and some needs were described. The narrative presents an adequate description of the implementation plan as well as the methods that will be used to evaluate the effectiveness of the program.	needs assessment was conducted, and minimal needs were described. The narrative presents some description of the implementation plan, including a minimal description of the methods used to evaluate the effectiveness of the program.	assessment was not conducted, and needs were not identified. The narrative offers a weak description of the implementation plan and lacks a description of the program evaluation process.
---	--	---	---	--

Narrative Response:

- Describe how the LEA involves, supports, and serves parents/guardians of homeless children and youth, as it relates to their participation in their children’s education.

Excellent 4	Sufficient 3	Minimal 2	Poor 0–1
The description gives a comprehensive and detailed narrative of how the LEA will involve, support, and serve parents and/or guardians of homeless children and youth, as it relates to their participation in their children’s education.	The description gives a sufficient narrative of how the LEA will involve, support, and serve parents and/or guardians of homeless children and youth, as it relates to their participation in their children’s education.	The description gives a limited narrative of how the LEA will involve, support, and serve parents and/or guardians of homeless children and youth, as it relates to their participation in their children’s education.	The description gives a weak narrative of how the LEA will involve, support, and serve parents and/or guardians of homeless children and youth, as it relates to their participation in their children’s education.

Education for Homeless Children and Youth Grant Program for Local Educational Agencies

Narrative Response:

- Describe types, intensity, and coordination efforts with other entities that will enhance the LEA's ability to serve its homeless children and youth. Other entities may include, but are not limited to, nearby LEAs, community-based organizations, nonprofit agencies, post-secondary programs, service providers, local shelters, Continuum of Care, local food closets, preschool programs, and other entities working with homeless children, youth, and families. Please describe any resources or services provided by the entity that benefits homeless children, youth, and their families; reduces the use of EHCY funding; or that enables the LEA to maximize its use of EHCY funding.

Excellent 8	Above Average 6	Sufficient 4	Minimal 2	Poor 0–1
The description is in-depth and strong as it relates to collaboration, coordination, and ongoing relationships with various entities. The narrative also clearly details benefits to homeless children, youth, and their families as well as how the LEA will use EHCY funding to maximize the program.	The description is clear as it relates to collaboration, coordination, and ongoing relationships with some entities. The narrative shows sufficient benefits to homeless children, youth, and their families as well as how the LEA will use EHCY funding to maximize the program.	The description is adequate as it relates to the collaboration, coordination, and ongoing relationships with few entities. The narrative shows general benefits to the homeless children, youth, and their families as well as how the LEA will use EHCY funding to maximize the program.	The description is minimal and lacks detail as it relates to collaboration, coordination, and relationships. The narrative shows slight benefit to the homeless children, youth, and their families, as well as how the LEA will use EHCY funding to maximize the program.	The description gives a weak narrative of the collaboration, coordination, and ongoing relationships with any entities. The narrative lacks a clear description of benefits to the homeless children, youth, and their families and/or how the LEA will use EHCY funding to maximize the program.

Narrative Response:

- Describe types, intensity, and coordination efforts with programs within the LEA

Education for Homeless Children and Youth Grant Program for Local Educational Agencies

that will enhance the LEA's ability to serve its homeless children and youth. Existing programs may include, but are not limited to: Title I, before and after school programs, transportation, nutritional programs, other grant-funded programs, etc. Please describe any resources contributed by another program that benefits homeless children, youth, and their families; reduces the use of EHCY funding; or that enables the LEA to maximize its use of EHCY funding. If the LEA receives Title I, Part A funding, the LEA must describe how the LEA uses its Title I, Part A reservation funds for homeless students to support their academic and non-academic needs.

Education for Homeless Children and Youth Grant Program for Local Educational Agencies

Excellent 8	Above Average 6	Sufficient 4	Minimal 2	Poor 0–1
The narrative presents a robust description of the collaboration and coordination with all programs within the LEA. The narrative describes in-depth benefits of maximizing EHCY funding for the LEA.	The narrative presents a clear description of the collaboration and coordination with most programs within the LEA. The narrative describes convincing benefits of maximizing EHCY funding for the LEA.	The narrative presents an adequate description of the collaboration and coordination with some programs within the LEA. The narrative describes general benefits of maximizing EHCY funding for the LEA.	The narrative presents a minimal description of the collaboration and coordination with programs within the LEA. The narrative describes minimal benefits to maximizing EHCY funding for the LEA.	The narrative presents a partial description of the collaboration and coordination with a few existing programs within the LEA. The narrative lacks a clear description of benefits to maximizing EHCY funding for the LEA.
Narrative Response:				

- Describe the integration and interventions the LEA provides to meet the educational and academic needs of homeless children and youth regardless of the funding source. The description should include an array of services, programs, and interventions used by the LEA to meet the educational and academic needs of homeless children and youth.

Education for Homeless Children and Youth Grant Program for Local Educational Agencies

Excellent 4	Sufficient 3	Minimal 2	Poor 0–1
The description provides an in-depth and robust narrative of the various integration and interventions that the LEA provides to ensure that all homeless children and youth’s educational and academic needs are being met.	The description provides a convincing narrative of the various integration and interventions that the LEA provides to ensure that homeless children and youth’s educational and academic needs are being met.	The description offers a limited narrative of some interventions that the LEA provides to ensure that homeless children and youth’s educational and academic needs are being met.	The description lacks a specific narrative and lacks information of the integration and interventions that the LEA provides to ensure that homeless children and youth’s educational and academic needs are being met.
Narrative Response:			

7. Complete the Budget Form (Attachment 4) of the EHCY RFA and provide a narrative justification for the itemized budget. Describe how the amount allocated to each budget line item supports the proposed program and the identified needs of homeless children and youth in the LEA. The narrative must also include the following:

- a. For the Certificated and Classified Personnel Salaries (Object Code 1000), please provide the classification and the full-time equivalent (FTE) (i.e., the percentage of time or number of hours that will be paid with EHCY funding). For example, indicate 0.25 FTE homeless liaison, 0.10 FTE clerical support, or 200 hours tutoring.
- b. For staff who will be funded with EHCY funding, please provide a duty statement (existing and/or proposed).
- c. For the Services and Other Operating Expenditures (Object Code 5000) in the budget, please describe any services to be performed by outside consultants, including an estimate of the number of hours of service or the caseload the contract will fund.

Education for Homeless Children and Youth Grant Program for Local Educational Agencies

Excellent 4	Sufficient 3	Minimal 2	Poor 0–1
<p>The narrative provides a clear, thorough, and detailed narrative for all the major groups of expenditures in each object code.</p>	<p>The narrative provides a sufficient description for all the major groups of expenditures in each object code, although one or two items could have benefitted from extra detail.</p>	<p>The narrative provides an adequate description for most of the major groups of expenditures in each object code, although some of the areas may not be fully explained.</p>	<p>The narrative provides a minimal description for the proposed expenditures in each object code. The description lacks sufficient detail and specificity.</p>
<p>The narrative provides a thorough, fully developed, and compelling explanation of how the proposed expenditures in each object code relate to and support the LEA's identified needs and the project's activities. The detail provided demonstrates a strong correlation between the resources, needs, and project activities.</p>	<p>The narrative provides a sufficient explanation of how the proposed expenditures in each object code relate to and support the LEA's identified needs and the project's activities. Most of the detail provided demonstrates a clear correlation between the resources, needs, and project activities.</p>	<p>The narrative provides an adequate explanation of how the proposed expenditures in each object code relate to and support the LEA's identified needs and the proposed project's activities. Although some detail is provided, the link between the resources, needs, and project activities is not fully substantiated.</p>	<p>The narrative does not provide an explanation or provides a very weak explanation of how the expenditures in each object code relate to and support the LEA's identified needs and the project's activities. Little detail is provided, and the explanation does not substantiate the alignment of identified needs and project activities.</p>
<p>The application includes all required staffing and contract information, including detailed duty statements with specific job responsibilities and percentages for all EHCY-funded staff.</p>	<p>The application includes all required staffing and contract information, including duty statements that offer some details for most EHCY-funded staff.</p>	<p>The application includes most of the required staffing and contract information. Duty statements are brief, one or two paragraphs, and are not provided for some staff.</p>	<p>The application includes very little or does not include required staffing and contract information. There are no duty statements provided.</p>
<p>Narrative Response:</p>			

Education for Homeless Children and Youth Grant Program for Local Educational Agencies

Application Fact Sheet

Please complete and submit this Application Fact Sheet with the Application Narrative, which is due on Thursday, March 7, 2024, by 4 p.m. A consortium should submit a separate Application Fact Sheet for each local educational agency (LEA) within the consortium. Please note that the Application Fact Sheet replaces an application's abstract to assist readers with a summary of the LEA.

There is a second page to this Application Fact Sheet to complete with a required signature from the LEA's Superintendent or Designee. Please make sure that the fact sheet is signed, scanned and emailed to the Homeless Education Request for Application (RFA) email at HERFA@cde.ca.gov. We will accept electronic signatures.

An application without an Application Fact Sheet will be disqualified.

Local Educational Agency Contact Information

Type of LEA School District Charter School Consortium Member

LEA Name (if consortium, list name of each LEA):

County-District (CD) Code (if consortium, list CD Code for each LEA):

School Code for Direct-Funded Charter Schools:

If a Consortium, Name of LEA Lead:

Mailing Address:

City:

Zip Code:

Homeless Education Program Contact Information

Homeless Liaison Name:

Mailing Address:

City:

Zip Code:

Telephone Number:

Email Address:

Application Fact Sheet

Project Title:

Number of schools in the LEA:

Grade Level Span of the LEA:

**Number of Total Students in the LEA in
2022–23:**

**Homeless enrollment found in the
2022–23 DataQuest reports:**

**Percentage of Homeless Students to
Total Enrollment:**

Geographic Size in Square Miles:

Total Funds Requested for Fiscal Year (FY) 2024–25:

Previously Received McKinney-Vento Funds: Yes No **If yes, when?**

**Amount of Title I, Part A Funds Reserved for Homeless Education for the 2022–23
School Year:**

**Amount of Title I, Part A Reservation Funds Expended for Homeless Education During
the 2022–23 School Year:**

Approved Homeless Education Board Policy: Yes No **Date:**

Approved Homeless Education Administrative Regulations: Yes No **Date:**

Head Start Preschool: Yes No

State Preschool: Yes No

Number of Low-Cost Extended Stay Hotels:

Number of Transitional Housing Programs:

Community Information: Urban Suburban Rural

Number of Shelters: Youth Adult Families

I hereby certify that to the best of my knowledge, the information contained in this application is correct and complete.

Name of Superintendent or Designee:

Telephone:

Signature of Superintendent or Designee:

Date Signed:

Please sign, scan, and email to HERFA@cde.ca.gov. Electronic signatures will be accepted.

Assurances and Required Signatures for Local Educational Agencies (LEAs)

All of the following assurances are required of each applicant requesting Education for Homeless Children and Youth (EHCY) Program funding for fiscal year (FY) 2024–25 through FY 2026–27. Applications without signed assurances will not be reviewed. Please provide all signatures on the next page indicating compliance with all assurances and return as part of the completed application.

As the duly authorized representative of this applicant, I certify compliance with each of the following assurances:

- Applicant agrees that all student information shall be kept confidential except as necessary to inform parents/guardians and appropriate school staff.
- Applicant agrees to comply with the requirements of Title 42 United States Code sections 11431(g)(3) through (g)(7), including collecting and promptly providing data requested by the State Coordinator.
- Applicant agrees to comply with the applicable provisions of Title I and Title IX of the Elementary and Secondary Education Act, the General Education Provisions Act, Title I regulations in Title 34 Code of Federal Regulations (CFR) Part 200, and the Education Department General Administrative Regulations in 34 CFR Parts 76, 77, 80, 81, 82, and 85.
- Applicant assures that the County Office of Education's (COE's) expenditures for public education paid from state and local funds for the preceding FY, in the aggregate or on a per pupil basis, are not less than 90 percent of the expenditures for the second preceding FY.
- Applicant agrees to download, review, and keep on file the General Assurances and Certifications listed below. These documents are required for compliance reviews, complaint investigations, and can be found on the [California Department of Education \(CDE\) Funding Forms web page](#):
 - 2023–24 General Assurances and Certifications
- The applicant agrees to comply with all the requirements in these assurances and certifications as a condition of receiving EHCY grant funds.
- If instruction occurs at a facility other than a student's school or residence, the provider shall certify that its facility meets all applicable federal, state, and local health and safety laws.

- Applicant or designee agrees to attend up to two mandatory coordinator meetings every year.
- Applicant agrees to participate in the federal program monitoring and evaluation process as developed and directed by the CDE.
- Applicant agrees to submit to the CDE by October 1 each year an annual end-of-year demographic report of the number of homeless children and youth served by the funds, the services that they were provided, the barriers that were faced, and the number of homeless students in specific subpopulations as indicated in the comprehensive annual survey.
- Applicant agrees to submit required fiscal reports to the CDE each FY on the schedule established by the CDE.
- Applicant agrees to maintain program and financial records and supporting documents for each grant award period for three years following submission of the final expenditure report for the grant award period.

Please sign, scan, and email to the Homeless Education Request for Application email at HERFA@cde.ca.gov. We will also accept electronic signatures.

Signature of Applicant's Superintendent or Designee

Date

Signature of LEA's Director of State and Federal Programs

Date

Signature of LEA's Homeless Liaison

Date

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: February 20, 2024

Attachments: X

From: Tracy Barbieri, Director of Special Education

Item Number: 10.7

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

SUBJECT:

Request to Approve the General Agreement for Nonpublic, Nonsectarian School/Agency (Spectrum Center, Inc.) for the 2023-2024 School Year.

BACKGROUND:

There are students within our district that require programs and services unique to their needs. The IEP team determined Spectrum Center, Inc. to be the least restrictive environment to meet these student's needs.

STATUS:

This is a new contract. The 2023-2024 contract is not to exceed \$46,000.

PRESENTER:

Tracy Barbieri, Director of Special Education

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

Not to exceed \$46,000 paid by Special Education funds.

RECOMMENDATION:

That the Board approves the General Agreement for Nonpublic, Nonsectarian School/Agency (Spectrum Center, Inc.) for the 2023-2024 school year.

Time allocated: 2 minutes



SACRAMENTO COUNTY SELPA

SUPPORTING THE FOLLOWING LEAs:

*ARCOHE, CENTER, ELVERTA, GALT ELEMENTARY, GALT HIGH SCHOOL, NATOMAS
CHARTER SCHOOL, RIVER DELTA, ROBLA*

*NONPUBLIC, NONSECTARIAN
SCHOOL/AGENCY SERVICES*

MASTER CONTRACT

SACRAMENTO COUNTY SELPA

2023-2024

MASTER CONTRACT

GENERAL AGREEMENT FOR NONSECTARIAN,
NONPUBLIC SCHOOL AND AGENCY SERVICES

LEA _____

Contract Year 2023-2024

- Nonpublic School ("NPS")
 Nonpublic Agency ("NPA")

Type of Contract:

Master Contract for fiscal year with Individual Service Agreements (ISA) to be approved throughout the term of this Contract.

Individual Master Contract for a specific student incorporating the Individual Service Agreement (ISA) into the terms of this Individual Master Contract specific to a single student.

Interim Extension of the Master Contract: an extension of the previous fiscal years approved contracts and rates. The sole purpose of this Interim Contract is to provide for ongoing funding at the prior year's rates for 90 days at the sole discretion of the LEA in accordance with Section 4 of this Master Contract.
Expiration Date: _____

When this section is included as part of any Master Contract, the changes specified above shall amend Section 4 – Term of Master Contract

TABLE OF CONTENTS

<u>I. GENERAL PROVISIONS</u>	<u>Page</u>
1. MASTER CONTRACT	1
2. CERTIFICATION AND LICENSES	1
3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS	2
4. TERM OF MASTER CONTRACT	2
5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION	3
6. INDIVIDUAL SERVICES AGREEMENT ("ISA")	3
7. DEFINITIONS	4
<u>II. ADMINISTRATION OF CONTRACT</u>	
8. NOTICES	5
9. MAINTENANCE OF RECORDS	5
10. SEVERABILITY CLAUSE	6
11. SUCCESSORS IN INTEREST	6
12. VENUE AND GOVERNING LAW	6
13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES	6
14. TERMINATION	6
15. INSURANCE	6
16. INDEMNIFICATION AND HOLD HARMLESS	9
17. INDEPENDENT CONTRACTOR	10
18. SUBCONTRACTING	10
19. CONFLICTS OF INTEREST	10
20. NON-DISCRIMINATION	11
<u>III. EDUCATIONAL PROGRAM</u>	
21. FREE AND APPROPRIATE PUBLIC EDUCATION	11
22. GENERAL PROGRAM OF INSTRUCTION	12
23. INSTRUCTIONAL MINUTES	13
24. CLASS SIZE	13
25. CALENDARS	14
26. DATA REPORTING	15
27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT	15
28. STATEWIDE ACHIEVEMENT TESTING	15
29. MANDATED ATTENDANCE AT LEA MEETINGS	16
30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS	16
31. STUDENT DISCIPLINE	18
32. IEP TEAM MEETINGS	19
33. SURROGATE PARENTS AND FOSTER YOUTH	19
34. DUE PROCESS PROCEEDINGS	20
35. COMPLAINT PROCEDURES	20
36. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS	20
37. TRANSCRIPTS	21
38. LEA STUDENT CHANGE OF RESIDENCE	21
39. WITHDRAWAL OF LEA STUDENT FROM NPS/A	21
40. PARENT ACCESS	21

41. LICENSED CHILDREN'S INSTITUTION CONTRACTORS AND RESIDENTIAL TREATMENT CENTER CONTRACTORS	22
42. STATE MEAL MANDATE	22
43. MONITORING	22

IV. PERSONNEL

44. CLEARANCE REQUIREMENTS	23
45. STAFF QUALIFICATIONS	24
46. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS	25
47. STAFF ABSENCE	26
48. STAFF PROFESSIONAL BEHAVIOR	26

V. HEALTH AND SAFETY MANDATES

49. HEALTH AND SAFETY	27
50. FACILITIES AND FACILITIES MODIFICATIONS	22
51. ADMINISTRATION OF MEDICATION	28
52. INCIDENT/ACCIDENT REPORTING	28
53. CHILD ABUSE REPORTING	28
54. SEXUAL HARASSMENT	28
55. REPORTING OF MISSING CHILDREN	28

VI. FINANCIAL

56. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING AND BILLING PROCEDURES	29
57. RIGHT TO WITHHOLD PAYMENT	30
58. PAYMENT FROM OUTSIDE AGENCIES	31
59. PAYMENT FOR ABSENCES	31
60. LEA and/or NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY	32
61. INSPECTION AND AUDIT	33
62. RATE SCHEDULE	33
63. DEBARMENT CERTIFICATION	34

EXHIBIT A: RATES	36
EXHIBIT B: INDIVIDUAL SERVICES AGREEMENT	38

2023-2024

CONTRACT NUMBER:

LEA:

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER: Spectrum Center Inc

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
MASTER CONTRACT

AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract (or "Contract") is entered into on July 1, 2023, between [redacted], hereinafter referred to as the local educational agency ("LEA") and Spectrum Center Inc (nonpublic, nonsectarian school [NPS] or nonpublic, nonsectarian agency [NPA]), hereinafter referred to as "NPS/A" or "CONTRACTOR," for the purpose of providing special education and/or related services to LEA students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq.* and Title 5 of the California Code of Regulations section 3000 *et seq.*, AB 490 (Chapter 862, Statutes of 2003) and AB 1858 (Chapter 914, Statutes of 2004). It is understood that this Contract does not commit LEA to pay for special education and/or related services provided to any LEA student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Service Agreement (hereinafter referred to as "ISA"). Unless otherwise agreed in writing, these forms shall acknowledge CONTRACTOR's obligation to provide all relevant services specified in the student's Individualized Education Program (hereinafter referred to as "IEP"). The ISA shall be executed within ninety (90) days of a student's enrollment. LEA and CONTRACTOR shall enter into an ISA for each student served by CONTRACTOR. As available and appropriate, the LEA shall make available access to any electronic IEP system and/or electronic database for the development of the ISA and invoices.

Unless placement and/or services is ordered pursuant to an Office of Administrative Hearings (hereinafter referred to as "OAH") order, a lawfully executed agreement between LEA and Parent, or authorized by LEA for a transfer student pursuant to California Education Code section 56325, LEA is not responsible for the costs associated with NPS placement or NPS/A services until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement and/or NPS/A services is appropriate, and the IEP is signed by the Parent.

2. CERTIFICATION AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as "CDE") as a NPS/A. All NPS/A placements and services shall be provided consistent with the area of certification and licensure specified by CDE Certification and as defined in California Education Code, section 56366 *et seq* and within the professional scope of practice of each provider's license, certification and/or credential. A current copy of CONTRACTOR's NPS/A certification or a waiver of such certification issued by the CDE pursuant to Education Code section 56366.2 must be provided to LEA on or before the date this Contract is executed by CONTRACTOR. This Contract shall be null and void if such certification

or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Contract. Total student enrollment shall be limited to capacity as stated on CDE certification and in Section 24 of the Contract.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of the State of California shall be certified and all staff persons providing services to pupils shall be certified and/or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. § 1400 *et seq.*).

If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall be licensed by the State of California, or other public agency having delegated authority by contract with the State of California to license, to provide nonmedical care room and board to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of the State of California, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

With respect to CONTRACTOR's certification, failure to notify LEA and CDE in writing of any changes in: (1) credentialed/licensed staff; (2) ownership; (3) management and/or control of the agency; (4) major modification or relocation of facilities; or (5) significant modification of the program may result in the suspension or revocation of CDE certification and/or suspension or termination of this Contract by the LEA. Any suspension or revocation of CONTRACTOR's CDE certification shall also be good cause for the immediate suspension or termination of this Contract by LEA, at LEA's discretion.

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

During the term of this Contract, unless otherwise agreed, CONTRACTOR shall comply with all applicable federal, State of California, and local statutes, laws, ordinances, rules, policies and regulations. CONTRACTOR shall also comply with all applicable LEA and SELPA policies, regulations, and procedures (collectively referred to as "LEA Procedures") unless, taking into consideration all of the surrounding facts and circumstances, a policy or policies or a portion of a policy does not reasonably apply to CONTRACTOR. CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA Procedures and shall indemnify LEA under the provisions of Section 16 of this Contract for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of CONTRACTOR's failure to comply with applicable LEA Procedures (e.g., those policies relating to; the provision of special education and/or related services, facilities for individuals with exceptional needs, student enrollment and transfer, student inactive status, corporal punishment, student discipline, and positive behavior interventions).

CONTRACTOR acknowledges and understands that LEA may report to CDE any violations of the provisions of this Contract; and that this may result in the suspension and/or revocation of CDE NPA/S certification pursuant to California Education Code section 56366.4(a).

4. TERM OF MASTER CONTRACT

The term of this Contract shall be from July 1, 2023 to June 30, 2024 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2024. In the event the contract negotiations are not agreed to by June 30th, the most recently executed Master Contract will remain in effect for 90 days. (Title 5 California Code of Regulations section 3062(d)) No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

The provisions of this Contract apply to CONTRACTOR and any of its employees or independent contractors. Notice of any change in CONTRACTOR's ownership or authorized representative shall be provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION

This Contract incorporates LEA Procedures herein by this reference. Each ISA is also incorporated herein by this reference. This Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Contract may be amended only by written amendment executed by both parties. Notwithstanding the foregoing, LEA may modify LEA Procedures from time to time without the consent of CONTRACTOR

CONTRACTOR shall provide LEA with information as requested in writing to secure a Contract or a renewal.

At a minimum, such information shall include copies of current teacher credentials and clearance, insurance documentation, and CDE certification. LEA may require additional information as applicable. If the application packet is not completed and returned to LEA, no Contract will be issued. If CONTRACTOR does not return the Contract to LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Contract is received by LEA and will not be retroactive to the first day of the new Contract's effective date. If CONTRACTOR fails to execute the new Contract within such ninety-day period, all payments shall cease until such time as the new Contract for the current school year is signed and returned to LEA by CONTRACTOR. (California Education Code §56366(c)(1) and (2)). In the event that this Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized LEA students at the discretion of LEA.

6. INDIVIDUAL SERVICE AGREEMENT ("ISA")

This Contract shall include an ISA developed for each LEA student to whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for LEA students enrolled with the approval of LEA pursuant to Education Code section 56366(a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Contract in effect. In the event that this Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students.

Any and all changes to a student's educational placement/program/services provided under this Contract and/or an ISA shall be made solely on the basis of a revision to the student's IEP or by written agreement between the Parent and LEA. At any time during the term of this Contract, a Parent, CONTRACTOR, or LEA may request a review of a student's IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Contract, CONTRACTOR shall provide all services specified in the IEP unless CONTRACTOR and LEA agree otherwise in the ISA. (California Education Code §56366(a)(5) and California Code of Regulations, tit. 5, § 3062(e).) In the event CONTRACTOR is unable to provide a specific service at any time during the term of the ISA, CONTRACTOR shall notify LEA in writing within five (5) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to an LEA student as a result of lack of provision of services while the student was served by CONTRACTOR.

If a Parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the "stay-put" requirement of the State of California and federal law unless the Parent and LEA voluntarily agree otherwise, or an Interim Alternative Educational Setting ("IAES") is

deemed lawful and appropriate by LEA or OAH consistent with Title 20 of the United States Codes Sections 1415(k)(1)(G), 1415(k)(2), and 1415(k)(3)(B)(ii)(II). CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Contract may be appealed to the Sacramento County Superintendent of Schools or the California State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c)(2).

Exhibit B includes the ISA form.

7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

- a. The term "CONTRACTOR" means a nonpublic, nonsectarian school/agency ("NPS/A") certified by the California Department of Education ("CDE"), and its officers, agents and employees.
- b. The term "authorized LEA representative" means a LEA administrator designated to be responsible for NPS/A. It is understood, a representative of the Special Education Local Plan Area (SELPA) of which LEA is a member is an authorized LEA representative in collaboration with LEA. LEA maintains sole responsibility for this Contract, unless otherwise specified in this Contract.
- c. The term "credential" means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the California State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).
- d. The term "qualified" means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and related services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which the individual is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code.

Nothing in this definition shall be construed as restricting the activities in services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by State laws or regulations. (California Code of Regulations, tit. 5, § 3001(r).)

- e. The term "license" means a valid non-expired document issued by a licensing agency within the California Department of Consumer Affairs or other State of California licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to themselves using a specified professional title. This includes, but is not limited to, mental health and board and care services at a residential placement. If a license is not available through an appropriate State of California licensing agency, a certificate of registration with the appropriate professional organization at the national or State of California level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(l).

- f. "Parent" means:
 - i. a biological or adoptive parent; unless the biological or adoptive parent does not have legal authority to make educational decisions for the child,
 - ii. a foster parent if the authority of the biological or adoptive parents to make educational decisions on the child's behalf has been specifically limited by court order in accordance with Title 34 of the Code of Federal Regulations sections 300.30(b)(1) or (b)(2),
 - iii. a guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child,
 - iv. an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child's welfare,
 - v. a surrogate parent.

Parent does not include the state or any political subdivision of government or a NPS/A under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code §56028.)

- g. The term "days" means calendar days unless otherwise specified.
- h. The phrase "billable day" means a school day in which instructional minutes meet or exceed those in comparable LEA programs.
- i. The phrase "billable day of attendance" means a school day as defined in California Education Code Section 46307, in which an LEA student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.
- j. It is understood that the term "Master Contract" also means "Contract" and is referred to as such in this document.

ADMINISTRATION OF CONTRACT

8. NOTICES

All notices provided for by this Contract shall be in writing. Notices shall be mailed or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices mailed to LEA shall be addressed to the person and address as indicated on the signature page of this Contract. Notices to CONTRACTOR shall be addressed as indicated on the signature page of this Contract.

9. MAINTENANCE OF RECORDS

All records shall be maintained by CONTRACTOR as required by State and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Contract. For purposes of this Contract, "records" shall include, but not be limited to pupil records as defined by California Education Code section 49061(b) including electronically stored information; cost data records as set forth in Title 5 of the California Code of Regulations section 3061; registers and roll books of teachers and/or daily service providers; chart notes, Medi-Cal logs, daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided through additional instructional assistants, behavior intervention aides, and bus aides; behavior emergency reports (BER); incident reports; notification of injuries; absence verification records (Parent/doctor notes, telephone logs, and related documents) if CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required; transcripts; grade and progress reports; behavioral data; IEP/IFSPs; assessment reports; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination;

records of employee training and certification, staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; business licenses held; by-laws; lists of current board of directors/trustees, if incorporated; all budgetary information, including operating budgets; statements of income and expenses; general journals; cash receipts and disbursement books; general ledgers and supporting documents; documents evidencing financial expenditures; federal/State payroll quarterly reports (Form 941/DE3DP); and bank statements and canceled checks or facsimile thereof.

CONTRACTOR shall maintain LEA student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR's employees who have access to confidential records. CONTRACTOR shall maintain an access log for each LEA student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, date/time of access for each individual requesting or receiving information from the student's record, and a description of the record(s) provided. Such log needs to record access to the LEA student's records by: (a) the LEA student's Parent; (b) an individual to whom written consent has been executed by the LEA student's Parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to LEA student records. For purposes of this Section, "employees of LEA or CONTRACTOR" do not include subcontractors. CONTRACTOR shall grant the following access to student records, (a) the LEA student's Parent; (b) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record, and comply with Parent requests for copies of LEA student records, as required by State of California and federal laws and regulations. CONTRACTOR agrees, in the event of NPS/A closure, to forward all LEA student records held by CONTRACTOR within ten (10) business days to LEA. LEA and/or SELPA shall have access to and receive copies of any and all records upon request within five (5) business days.

10. SEVERABILITY CLAUSE

If any provision of this Contract is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire Contract shall be severable and remain in effect.

11. SUCCESSORS IN INTEREST

This Contract binds CONTRACTOR's successors and assignees. CONTRACTOR shall notify LEA of any change of ownership or corporate control within ten (10) business days of such change.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this contract with venue in the County where LEA is located.

13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES

This Contract may be modified or amended by LEA to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. LEA shall provide CONTRACTOR thirty (30) days' notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute, guideline, or regulation upon which the modifications or changes are based.

14. TERMINATION

This Contract or ISA may be terminated for cause. Cause shall include but not be limited to non-maintenance of current NPS/A certification, failure of either LEA or CONTRACTOR to maintain the

standards required under the Contract and/or ISA, or other material breach of this Contract by CONTRACTOR or LEA. For purposes of NPS placement, the cause shall not be the availability of a public class initiated during the period of the Contract unless the Parent agrees to the transfer of the LEA student to the public school program at an IEP team meeting. To terminate the Contract or ISA, either party shall give no less than twenty (20) days prior written notice to the other party. (California Education Code §56366(a)(4).) If this Contract is terminated with twenty (20) days' notice, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Contract on the date of termination.

Notwithstanding the foregoing, this Contract or ISA may be terminated immediately, without twenty (20) days prior notice and at LEA's discretion, if LEA determines that there are significant health or safety concerns or there has been a suspension or revocation of CONTRACTOR's NPS/A certification. If this Contract is terminated immediately, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Contract within five (5) business days of termination. Notwithstanding the foregoing regarding termination of an ISA, CONTRACTOR is bound by the "stay put" provisions described in Section 6 of this Contract.

15. INSURANCE

CONTRACTOR shall, at CONTRACTOR's sole cost and expense, maintain in full force and effect, during the term of this Contract, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Contract or either party's use of the work or any component or part thereof:

PART I - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AND AGENCIES

- A. **Commercial General Liability Insurance**, including both bodily injury and property damage, with limits as follows:

- \$2,000,000 per occurrence
- \$ 500,000 fire damage
- \$ 5,000 medical expenses
- \$1,000,000 personal & adv. Injury
- \$4,000,000 general aggregate
- \$2,000,000 products/completed operations aggregate

CONTRACTOR's general liability policy shall be primary and shall not seek contribution from LEA's coverage, and be endorsed using Insurance Services Office form CG 20 10 or CG 20 26 (or equivalent) to provide that LEA and its officers, officials, employees, and agents shall be additional insureds under such policies.

- B. **Commercial Auto Liability Insurance** for all owned, non-owned or hired automobiles with a limit of two million dollars (\$2,000,000) per accident.

If no owned automobiles, then only hired and non-owned is required. If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as approved service locations by the LEA, CONTRACTOR must comply with State of California auto insurance requirements.

- C. **Workers' Compensation and Employers Liability Insurance** in accordance with provisions of California Labor Code sections 3200 et seq., adequate to protect CONTRACTOR from claims that may arise from its operations pursuant to the California Workers' Compensation Insurance and Safety Act and in accordance with applicable State and federal laws.

Part A – Statutory Limits

Part B – \$1,000,000/\$1,000,000/\$1,000,000 Employers Liability

D. Sexual Abuse and Molestation Insurance

CONTRACTOR shall provide Sexual Abuse and Molestation coverage in the minimum amount of three million dollars (\$3,000,000) per occurrence.

E. Errors & Omissions (E & O)/Malpractice (Professional Liability) Insurance

CONTRACTOR shall maintain professional liability insurance that insures against professional errors and omissions that may be made in performing the Services to be rendered in connection with this Contract, in the minimum amount of two million dollars (\$2,000,000) per claim and in the aggregate. Any policy inception date, continuity date, or retroactive date must be before the effective date of this Contract, and CONTRACTOR agrees to maintain continuous coverage through a period no less than three years after completion of the services required by this Contract.

F. For all Insurance Coverage in Part I:

- 1) Each insurance policy required by the Contract shall be endorsed to state that coverage shall not be suspended, voided, cancelled, or reduced in limits except after thirty (30) days' prior written notice has been given to LEA, except that ten (10) days' prior written notice shall apply in the event of cancellation for nonpayment of premium.
- 2) All self-insured retentions over \$100,000 must be declared and approved by LEA.
- 3) Evidence of Insurance – Prior to commencement of serving LEA students pursuant to this Contract, CONTRACTOR shall furnish LEA with certificates, additional insured endorsements, and waivers of subrogation evidencing compliance with the insurance requirements above. CONTRACTOR must agree to provide complete, certified copies of all required insurance policies if requested by LEA.
- 4) Acceptability of Insurers – Insurance shall be placed with insurers admitted in the State of California and with an AM Best rating of A-, VII, or higher.

G. All Certificates of Insurance must reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

PART II - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AFFILIATED WITH A RESIDENTIAL TREATMENT FACILITY (“RTC”)

When CONTRACTOR is a NPS affiliated with a residential treatment center ("NPS/RTC"), the following insurance policies are required:

A. Commercial General Liability including both bodily injury and property damage, with limits of at least:

\$3,000,000 per Occurrence
\$6,000,000 in General Aggregate.

The policy shall be endorsed to name LEA and LEA's Board of Education as named additional insureds and shall provide specifically that any insurance carried by LEA which may be applicable to any claims or loss shall be deemed excess and NPS/RTC's insurance primary

despite any conflicting provisions in the NPS/RTC's policy. Coverage shall be maintained with no Self-Insured Retention above \$100,000 without the prior written approval of LEA.

- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the NPS/RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
- C. **Commercial Auto Liability Coverage** with limits of \$1,000,000 Combined Single Limit per Occurrence if the NPS/RTC does not operate a student bus service. If the NPS/RTC provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
- D. **Fidelity Bond or Crime Coverage** shall be maintained by the NPS/RTC to cover all employees who process or otherwise have responsibility for NPS/RTC funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$250,000 per occurrence, with no self-insured retention.
- E. **Professional Liability/Errors & Omissions/Malpractice Coverage** with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.
- F. **Sexual Molestation and Abuse Coverage**, unless that coverage is afforded elsewhere in the Commercial General Liability or Professional liability policy by endorsement, with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.

If LEA or CONTRACTOR determines that a change in insurance coverage obligations under this section is necessary, either party may reopen negotiations to modify the insurance obligations.

16. INDEMNIFICATION AND HOLD HARMLESS

To the fullest extent allowed by law, CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors ("LEA Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by negligence, intentional act, or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities). The duty and obligation to defend shall arise immediately upon tender of a claim or lawsuit to CONTRACTOR. LEA shall have the right in its sole discretion to select counsel of its choice to provide the defense at the sole cost of CONTRACTOR or the applicable insurance carrier.

To the fullest extent allowed by law, LEA shall indemnify and hold CONTRACTOR and its Board Members, administrators, employees, agents, attorneys, and subcontractors ("CONTRACTOR Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Contract or its performance thereof, to the extent that such loss, expense, damage or liability was proximately caused by the negligent or willful act or omission of LEA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnities).

LEA represents that it is self-insured in compliance with the laws of the State of California, that the self-insurance covers LEA employees acting within the course and scope of their respective duties and that its self-insurance covers the LEA's indemnification obligations under this Contract.

17. INDEPENDENT CONTRACTOR

Nothing herein contained will be construed to imply a joint venture, partnership or principal-agent relationship between LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Contract as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Contract shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the Parties or any affiliates of the Parties, or between LEA and any individual assigned by CONTRACTOR to perform any services for LEA.

If LEA is determined to be a partner, joint venture, co-principal, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless LEA from and against any and all claims for loss, liability, or damages arising from that determination, as well as any expenses, costs, taxes, penalties and interest charges incurred by LEA as a result of that determination.

18. SUBCONTRACTING

CONTRACTOR shall not enter into any subcontracting relationship without first obtaining final written approval of LEA. Should CONTRACTOR wish to subcontract for special education and/or related services pursuant to this Contract, it must provide written notification to LEA before any subcontracting arrangement is made. In the event LEA determines that it can provide the subcontracted service(s) at a lower rate, LEA may elect to provide such service(s). If LEA elects to provide such service(s), LEA shall provide written notification to CONTRACTOR within five (5) days of receipt of CONTRACTOR's original notice and CONTRACTOR shall not subcontract for said service(s).

Should LEA approve in concept of CONTRACTOR subcontracting for services, CONTRACTOR shall submit the proposed subcontract to LEA for approval. CONTRACTOR shall incorporate all of the provisions of this Contract in all subcontracts, to the fullest extent possible. Furthermore, when CONTRACTOR is developing subcontracts for the provision of special education and/or related services (including, but not limited to, transportation) for any LEA student, CONTRACTOR shall cause each subcontractor to procure and maintain indemnification and insurance requirements which comply with the provisions of Sections 15 and 16 of this Contract during the term of each subcontract. If a proposed subcontract is approved by LEA, each subcontractor shall furnish LEA with original endorsements and certificates of insurance effecting coverage required by Section 15 of this Contract. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. Unless otherwise agreed to by LEA, the endorsements are to be on forms provided by LEA. All endorsements are to be received and approved by LEA before the subcontractor's work commences. The Commercial General Liability and Automobile Liability policies shall name the LEA/SELPA and the LEA Board of Education as additional insureds.

As an alternative to LEA's forms, a subcontractor's insurer may provide, with prior LEA approval, complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Contract. All Certificates of Insurance must reference the LEA contract number, name of the NPS/A submitting the certificate, designation of NPS or NPA, and the location of the NPS/A submitting the certificate. In addition, all subcontractors must meet the requirements as contained in Section 45 (Clearance Requirements) and Section 46 (Staff Qualifications) of this Contract. No subcontract shall be considered final without LEA approval.

19. CONFLICTS OF INTEREST

CONTRACTOR shall provide to LEA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. CONTRACTOR and any member of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 and Government Code Section 1090 including, but not limited to, employment with LEA, provision of private party assessments and/or reports,

and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education Code section 56042, an attorney or advocate for a Parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR's facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for an LEA student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to the LEA student without prior written authorization by LEA. This section shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e., before or after the LEA student is enrolled in CONTRACTOR's NPS/A) or whether an assessment of the LEA student is performed or a report is prepared in the normal course of the services provided to the LEA student by CONTRACTOR. To avoid conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, LEA may not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the LEA student for whom the IEE is requested. Likewise, LEA may not fund services through the evaluator whose IEE LEA agrees to fund. When no other appropriate assessor is available, LEA may request and if CONTRACTOR agrees, CONTRACTOR may provide an IEE.

When CONTRACTOR is a NPA, CONTRACTOR acknowledges that its authorized representative has read and understands California Education Code section 56366.3 which provides, in relevant part, that no special education and/or related services provided by CONTRACTOR shall be paid for by LEA if provided by an individual who is or was an employee of LEA within the three hundred sixty-five (365) days prior to executing this Contract. This provision does not apply to any person who is able to provide designated instruction and services during the extended school year because he or she is otherwise employed for up to ten months of the school year by LEA.

CONTRACTOR shall not admit a student living within the jurisdictional boundaries of the LEA on a private pay or tuition free "scholarship" basis and concurrently or subsequently advise/request Parent(s) to pursue funding for the admitted school year from LEA through due process proceedings. Such action shall constitute good cause for termination of this Contract by LEA.

20. NON-DISCRIMINATION

CONTRACTOR shall not, in employment or operation of its programs, unlawfully discriminate on the basis of gender, nationality, national origin, ancestry, race, color, ethnicity, ethnic group affiliation, religion, age, marital status, pregnancy or parental status, sex, sexual orientation, gender, gender identity or expression, physical or mental disability, genetic information, medical condition, military or veteran status, or any other classification protected by federal or State law or the 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.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)

LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as "ITP") of each LEA student served by CONTRACTOR. CONTRACTOR shall provide special education and/or related services (including transition services) to each LEA student within the NPS/A consistent with the student's IEP and as specified in the ISA. If CONTRACTOR is a NPS, CONTRACTOR shall not accept an LEA student if it cannot provide or ensure the provision of the services outlined in the student's IEP. If an LEA student's services are provided by a third party (i.e. Related Services Provider), CONTRACTOR shall notify LEA, in writing, if provision of services cease.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities, as specified in the LEA student's IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of an LEA student's enrollment under the terms of this Contract). LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in an LEA student's IEP and ISA. Such equipment remains the property of the LEA and shall be returned to the LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the NPS. CONTRACTOR shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations.

CONTRACTOR may charge an LEA student's Parent(s) for services and/or activities not necessary for the student to receive a FAPE after: (a) written notification to the LEA student's Parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by LEA of the written notification and a written acknowledgment signed by the LEA student's Parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning Parent acknowledgment of financial responsibility.

Voluntary services and/or activities not necessary for the student to receive a FAPE shall not interfere with the LEA student's receipt of special education and/or related services as specified in the LEA student's IEP and ISA unless the LEA, CONTRACTOR, and Parent agree otherwise in writing.

22. GENERAL PROGRAM OF INSTRUCTION

All NPS/A services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 *et seq.*

When CONTRACTOR is a NPS, CONTRACTOR's general program of instruction shall: (a) utilize evidence-based practices and be consistent with LEA's standards regarding the particular course of study and curriculum; (b) include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services; (c) be consistent with CDE's standards regarding the particular course of study and curriculum; (d) provide the services as specified in the LEA student's IEP and ISA. LEA students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards ("CCSS") for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by LEA; (b) college preparation courses; (c) extracurricular activities, such as art, sports, music and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to State and federal law and; (e) supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling. When appropriate, CONTRACTOR shall utilize the designated curriculum guidelines for students with moderate to severe disabilities who participate in the State's alternative assessment. These students shall have access to the core content, activities, and instructional materials delineated within these curriculum guidelines. CONTRACTOR'S general program of instruction shall be described in writing and a copy provided to LEA prior to the effective date of this Contract.

When CONTRACTOR serves students in grades 9 through 12 inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not award a high school diploma to students who have not successfully completed all of LEA's graduation requirements.

When CONTRACTOR is a NPA and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and be consistent with LEA and CDE guidelines and certifications, and shall be provided as specified in the student's IEP and ISA. CONTRACTOR shall provide to LEA a written description of the services and location provided prior to the effective date of this Contract. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP

team. Except for services provided by a CONTRACTOR that is a Licensed Children's Institution (LCI), all services not provided in the school setting require the presence of a Parent or adult caregiver during the delivery of services, provided such guardian or caregiver have a signed authorization by the Parent to authorize emergency services as requested. LCI CONTRACTORS shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Contract. CONTRACTOR shall immediately notify LEA in writing if no Parent, guardian or adult caregiver is present.

CONTRACTORS providing Behavior Intervention Services shall develop a written plan that specifies the nature of their NPA service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA. CONTRACTORS providing Behavior Intervention Services must have a trained behaviorist or trained equivalent on staff who is qualified and responsible for the design, planning, and implementation of behavioral interventions as the law requires. (Cal. Code Regs., tit. 5, § 3051.23; Ed. Code § 56366.10(e).) It is understood that Behavior Intervention Services are limited per CDE Certification and do not constitute an instructional program.

When CONTRACTOR is a NPA, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless LEA and CONTRACTOR agree otherwise in writing.

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a NPS, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided to LEA students at like grade level attending LEA schools and shall be specified in the student's ISA developed in accordance with the student's IEP.

For students in grades kindergarten through 12 inclusive, unless otherwise specified in the student's IEP and ISA, the number of instructional minutes, excluding breakfast, recess, lunch and passing time shall be at the same level that California Education Code prescribes for LEA.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to LEA students attending LEA schools in like grade level unless otherwise specified in the student's IEP.

When CONTRACTOR is a NPA and/or related services provider, the total number of minutes per school day provided by CONTRACTOR shall be specified in the LEA student's ISA developed in accordance with the student's IEP.

24. CLASS SIZE

When CONTRACTOR is a NPS, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students, unless CONTRACTOR and LEA agree otherwise in writing. Upon prior written approval by an authorized LEA representative, class size may be temporarily increased by a ratio of 1 teacher to fourteen (14) students when necessary during the regular or extended school year to provide services to students with disabilities.

In the event a NPS CONTRACTOR is unable to fill a vacant teaching position responsible for direct instruction to LEA students, and the vacancy has a direct impact on the CDE Certification of that school, CONTRACTOR shall develop a plan to ensure appropriate coverage of students by first utilizing existing certificated staff. CONTRACTOR and LEA may agree to one 30 school day period per contract year where class size may be increased to ensure coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both parties. This provision does not apply to a NPA CONTRACTOR.

CONTRACTOR providing special education instruction for individuals with exceptional needs between the ages of three and five years, inclusive, shall also comply with the appropriate instructional adult to child ratios pursuant to California Education Code sections 56440 *et seq.*

25. CALENDARS

When CONTRACTOR is a NPS:

CONTRACTOR shall submit to LEA a school calendar with the total number of billable days not to exceed 180 days, plus extended school year billable days equivalent to the number of days determined by LEA's extended school year calendar. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by LEA) for each LEA student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of LEA. Nothing in this Contract shall be interpreted to require LEA to accept any requests for calendar changes. In the event LEA adjusts the number of school days for its regular school year and/or extended school year, the approved number of days shall become the total billable days for CONTRACTOR. In such a case, an amended calendar shall be provided by CONTRACTOR for LEA approval.

Unless otherwise specified by the LEA student's IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services as determined by the student's IEP team and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the student's IEP team convened by the LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to by LEA and CONTRACTOR, in writing, prior to the start of the extended school year.

Student must have actually been in attendance during the regular school year and/or during extended school year and received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by LEA, in writing, in advance of the delivery of any NPS service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of CONTRACTOR.

CONTRACTOR shall observe the same legal holidays as LEA. As of the execution of this Contract, those holidays are: Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King Jr. Day, Lincoln's Birthday, Washington's Birthday, Memorial Day, Juneteenth and Independence Day. With the prior written approval of LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by LEA.

When CONTRACTOR is a NPA:

CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to LEA-developed/approved calendar; or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on LEA calendar unless CONTRACTOR and LEA agree otherwise in writing before delivery of any NPA services. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by LEA, in writing, in advance of the delivery of any NPA service provided by CONTRACTOR. Any services provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR. In the event of school closures due to emergency, payment will follow the procedures in accordance with Section 62 of this Contract.

26. DATA REPORTING

CONTRACTOR shall agree to provide to LEA all data related to LEA student information and billing information. CONTRACTOR shall provide data related to all sections of this Contract, including student discipline as noted below, when requested by LEA and in the format required by LEA. It is understood that CONTRACTOR shall utilize LEA-approved electronic IEP system for all IEP development, service tracking documentation, and progress reporting, unless otherwise agreed to in writing by LEA. Additional progress reporting may be required by the LEA. LEA shall provide CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access so that this information may be compiled.

Using forms developed by the CDE or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Codes sections 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code sections 48900 and 48915. (Ed. Code § 49006.)

LEA shall provide CONTRACTOR with approved forms and/or format for such data including, but not limited to, invoicing, attendance reports and progress reports. LEA may approve use of CONTRACTOR-provided forms at its discretion.

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

CONTRACTOR and LEA shall follow all LEA Procedures that support Least Restrictive Environment ("LRE") options and/or dual enrollment options if available and appropriate, for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

CONTRACTOR and LEA shall ensure that LRE placement options are addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services, goals and objectives necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist LEA in implementing the IEP team's recommended activities to support the transition.

28. STATEWIDE ACHIEVEMENT TESTING

When CONTRACTOR is a NPS, per implementation of Senate Bill 484, CONTRACTOR shall administer all statewide assessments within the California Assessment of Student Performance and Progress ("CAASPP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, the English Language Proficiency Assessments for California ("ELPAC"), and Alternative English Language Proficiency Assessments for California ("Alternative ELPAC"), and as appropriate to the LEA student, and mandated by LEA pursuant to LEA, State of California, and federal guidelines.

CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to CONTRACTOR'S qualified staff.

CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

29. MANDATED ATTENDANCE AT LEA MEETINGS

CONTRACTOR shall attend LEA-mandated meetings when legal mandates and/or LEA Procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, data collection, standardized testing, and IEPs. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings does not constitute a billable service hour(s).

30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CONTRACTOR shall comply with the requirements of Education Code section 49005, *et seq.*, 56521.1 and 56521.2. CONTRACTOR shall ensure that CONTRACTOR utilizes a multi-tier system of support (“MTSS”) to address student needs. CONTRACTOR shall also ensure that all staff are trained on the use of positive behavior interventions and supports consistent with this Contract.

LEA students who exhibit behaviors that interfere with their learning or the learning of others must receive timely and appropriate assessments and positive supports and interventions in accordance with the federal law and its implementing regulations. If the IEP team determines that a student’s behavior impedes his or her learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. This could mean that instead of developing a Behavior Intervention Plan (“BIP”), the IEP team may conclude it is sufficient to address the student’s behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

CONTRACTOR shall maintain a written policy pursuant to California Education Code section 56521.1 regarding emergency interventions and behavioral emergency reports (“BERs”). CONTRACTOR shall inform each of its employees about the policy, provide each employee a copy thereof, and provide training to all employees regarding the policy. CONTRACTOR shall ensure that all of its staff members are trained in crisis intervention, emergency procedures, and evidenced-based practices and interventions specific to the unique behavioral needs of the CONTRACTOR’s pupil population. Training shall include certification by an approved LEA crisis intervention program. The training shall be provided within 30 days of employment to new staff who have any contact or interaction with pupils during the school day, and annually to all staff who have any contact or interaction with pupils during the school day. (Ed. Code 56366.10(f).) The CONTRACTOR shall select and conduct the training in accordance with California Education Code section 56366.1. CONTRACTOR shall maintain accurate written records documenting all training completed by all of CONTRACTOR’s employees. Evidence of all trainings shall be submitted to LEA at least annually at the beginning of the school year, and within five (5) business days of completion of training or any new hire upon LEA request.

Pursuant to Education Code section 56521.1, emergency interventions shall not be used as a substitute for a BIP and shall not be employed longer than necessary to contain the behavior. Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to a LEA student or others and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. If a situation requires prolonged use of emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency. Consistent with Section 44 of this Contract, LEA may observe and/or audit CONTRACTOR’s implementation of BIPs, staff use of behavior interventions, including emergency interventions, at any time, and without prior notice.

CONTRACTOR shall complete a BER when an emergency occurs that is defined as a serious, dangerous behavior that staff has determined to present a clear and present danger to others. It requires a non-violent physical intervention to protect the safety of student, self, or others and a physical intervention has been used; or a physical intervention has not been used, but an injury or serious property damage has occurred. The use of Personal Safety Techniques (which may or may not have been used) does not determine whether a BER is required. Emergencies *require* a BER form be completed and submitted to the LEA within twenty-four (24) hours for administrative action. CONTRACTOR shall notify Parent within twenty-four (24) hours via telephone. If the student's IEP does not contain a BIP, an IEP team shall schedule a meeting to review the BER, determine if there is a necessity for a functional behavioral assessment ("FBA"), and to determine an interim plan, or both. If the student already has a BIP, the IEP team shall review and modify the BIP if a new serious behavior has been exhibited or existing behavioral interventions have proven to be ineffective. CONTRACTOR shall schedule with LEA an IEP meeting within two (2) days.

Pursuant to Education Code section 56521.2, CONTRACTOR shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following:

1. any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock;
2. an intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual;
3. an intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;
4. an intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma;
5. restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention;
6. locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room;
7. an intervention that precludes adequate supervision of the individual;
8. an intervention that deprives the individual of one or more of his or her senses.

CONTRACTOR shall comply with Education Code section 49005.8. Specifically, Contractor shall not do any of the following:

1. Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
2. Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
3. Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places his or her body weight against the pupil's torso or back.
4. Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
5. Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's back.
6. 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 pupil or others.

CONTRACTOR shall keep constant, direct observation of a pupil who is in seclusion, which may be through observation of the pupil through a window, or another barrier, through which the educational provider is able to make direct eye contact with the pupil. This observation shall not be through indirect means, including through a security camera or a closed-circuit television.

CONTRACTOR shall afford pupils who are restrained 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 pupil and others.

If prone restraint techniques are used by CONTRACTOR, a staff member shall observe the pupil for any signs of physical distress throughout the use of prone restraint. Whenever possible, the staff member monitoring the pupil shall not be involved in restraining the pupil.

In the case of a child whose behavior impedes the child's learning or that of others, the IEP team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. CONTRACTOR shall immediately notify LEA via telephone of any severe or increasingly frequent behavior problem, any emergency intervention in response to a previously unseen serious behavior problem, or where a previously designed behavior intervention is ineffective, that may require an IEP team meeting.

All restraint practices must be reviewed and revised when they have an adverse effect on a student and are used repeatedly for an individual child, either on multiple occasions within the same classroom or multiple uses by the same individual. CONTRACTOR shall notify the Parent when any type of physical or mechanical restraint or seclusion has been used. Upon the use of any type of physical or mechanical restraint or seclusions of an LEA student, CONTRACTOR shall complete a BER per the reporting and notification requirements listed above.

BEHAVIOR INTERVENTION REPORTING: Twice annually, CONTRACTOR shall certify to LEA that (a) CONTRACTOR has reviewed the BERs for each LEA student in conjunction with that student's IEP and BIP; (b) Staff are trained to implement each LEA student's BIP, including approved or prohibited restraint techniques for each student; (c) emergency interventions have only been used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to LEA students or others and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior; and (d) BERs have been properly completed and timely forwarded to LEA as required by this Contract.

CONTRACTOR's failure to comply with any of the requirements of Section 30: Positive Behavior Interventions and Supports shall constitute sufficient good cause for immediate termination of this Contract by LEA.

31. STUDENT DISCIPLINE

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with State of California and federal law and regulations. Using forms developed by the California Department of Education or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Codes 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code Sections 48900 and 48915. (Ed. Code § 49006.)

When CONTRACTOR seeks to remove a LEA student from the student's current educational placement for disciplinary reasons, CONTRACTOR shall immediately (within 24 hours) submit a written discipline report to LEA. Written discipline reports shall include, but not be limited to: the student's name, grade, race, ethnicity, and gender; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. A copy of the LEA student's behavior plan, if any, shall be submitted with the written discipline report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10th) day after the decision is made to suspend the student for more than ten (10) school days or recommend expulsion of the

student. LEA shall notify and invite CONTRACTOR representatives to the IEP team meeting where the manifestation determination will be made.

32. IEP TEAM MEETINGS

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each LEA student placed with CONTRACTOR, including all state assessment results pursuant to the requirements of Education Code section 52052; (2) whether or not the needs of the LEA student continue to be best met at the NPS; and (3) whether changes to the student's IEP are necessary, including whether the LEA student may be transitioned to a public school setting. (California Education Code sections 56366(a)(2)(B)(i) and (ii) and California Education Code section 56345(b)(4).)

If an LEA student is to be transferred from a NPS setting into a regular class setting in a public school for any part of the school day, the IEP team shall document, a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each LEA student shall be allowed to provide confidential input to any representative of the student's IEP team. Except as otherwise provided in the Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding LEA students for whom ISAs have been or may be executed. At any time during the term of this Contract, the Parent, CONTRACTOR, or LEA may request a review of the LEA student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, CONTRACTOR, LEA, and Parent in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to CONTRACTOR, LEA, and Parent. CONTRACTOR shall provide to LEA, at no cost and prior to an annual or triennial IEP team meeting, documentation regarding the student's progress on goals and any and all assessments and written assessment reports (including testing protocols) created by CONTRACTOR and any of its agents or subcontractors, upon request and/or pursuant to LEA Procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Contract.

It is understood that CONTRACTOR shall utilize the LEA approved electronic IEP system for all IEP planning and progress reporting at LEA's discretion. LEA may provide training for any CONTRACTOR to ensure access to the approved system. CONTRACTOR shall maintain confidentiality of all IEP data on the approved system and shall protect the password requirements of the system. When a LEA student dis-enrolls from the NPS/A, the CONTRACTOR shall discontinue use of the approved system for that student.

Changes in any LEA student's educational program, including instruction, services, or instructional setting provided under this Contract, may only be made on the basis of revisions to the student's IEP. In the event that CONTRACTOR believes a LEA student requires a change of placement, CONTRACTOR may request a review of the student's IEP for the purposes of consideration of a change in the student's placement. A LEA student is entitled to remain in the last agreed upon and implemented placement unless Parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415(k)(4) of Title 20 of the United States Code.

33. SURROGATE PARENTS AND FOSTER YOUTH

CONTRACTOR shall comply with LEA surrogate parent assignments. Surrogate parents shall serve as the child's Parent and have all the rights relative to the student's education that a parent has under the Individuals with Disabilities Education Act pursuant to 20 U.S.C. sections 1414-1482 and 34 C.F.R. sections 300.1-300.756. A pupil in foster care shall be defined pursuant to California Education Code section 42238.01(b). LEA shall annually notify CONTRACTOR who LEA has designated as the educational liaison for foster children. When a pupil in foster care is enrolled in a NPS by LEA any time after the completion of the student's second year of high school, CONTRACTOR shall schedule the pupil in courses leading towards graduation based on the diploma requirements of LEA unless provided notice otherwise in writing pursuant to Section 51225.1.

34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. Participation includes CONTRACTOR's staff being made available for witness preparation and testimony as is necessary to facilitate a due process hearing. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other State and/or federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/ISA.

35. COMPLAINT PROCEDURES

CONTRACTOR shall maintain and adhere to its own written procedures for responding to Parent complaints. These procedures shall include annually notifying and providing Parents of LEA students with appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 *et seq.*; (2) Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a); (3) Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c); (4) Title IX Student Grievance Procedure, Title IX 106.8(a), (d) and 106.9(a); and (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act ("HIPAA"). CONTRACTOR shall include verification of these procedures to the LEA. CONTRACTOR shall immediately (within 24 hours) notify LEA of any complaints filed against it related to LEA students and provide LEA with all documentation related to the complaints and/or its investigation of complaints, including any and all reports generated as a result of an investigation.

36. LEA STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to Parents, with a concurrent copy sent to LEA, at least four (4) written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at CONTRACTOR's place of business and shall be submitted to the LEA and LEA student's Parent quarterly.

CONTRACTOR shall also provide LEA representatives access to supporting documentation used to determine progress on any goal or objective, transition plans, and behavior intervention plans, including but not limited to log sheets, chart notes, observation notes, data sheets, pre-/post-tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior intervention plans. LEA may request such data at any time within five (5) years of the date of service. CONTRACTOR shall maintain such information for at least five (5) years and shall provide this data supporting progress to LEA within five (5) business days of request. Additional time may be granted as needed by the LEA.

CONTRACTOR shall complete academic or other evaluations of the LEA student at least ten (10) days prior to the student's IEP team meeting for the purpose of reporting the LEA student's present levels of performance at the IEP team meeting as required by State and federal laws and regulations and pursuant to LEA Procedures, and/or LEA practices. CONTRACTOR shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team at least five (5) business days prior to the IEP meeting. CONTRACTOR shall maintain supporting documentation, such as test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

CONTRACTOR is responsible for all evaluation costs regarding the updating of goals and objectives, progress reporting, and development of present levels of performance. All assessments resulting from an assessment plan shall be provided by LEA unless LEA specifies in writing a request that CONTRACTOR perform such assessment. Any assessment and/or evaluation costs may be added to the ISA and/or approved separately by LEA at LEA's sole discretion.

It is understood that all billable hours must be in direct services to LEA students as specified in the ISA. For NPA services, supervision provided by a qualified individual as specified in Title 5 Regulation, subsection 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

CONTRACTOR shall not charge a LEA student's Parent(s) or LEA for the provision of progress reports, report cards, and/or any evaluations conducted in order to obtain present levels of performance, interviews, and/or attendance at any meetings. It is understood that all billable hours are limited to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the student's record and shall be made available to LEA upon written request.

37. TRANSCRIPTS

When CONTRACTOR is a NPS, CONTRACTOR shall prepare transcripts at the close of each semester, or upon LEA student transfer, for LEA students in grades nine (9) through twelve (12) inclusive, and submit such transcripts on LEA-approved forms to the LEA student's school of residence for evaluation of progress toward completion of diploma requirements as specified in LEA Procedures. CONTRACTOR shall submit to LEA, the names of LEA students and their schools of residence for whom transcripts have been submitted as specified by LEA. All transcripts shall be maintained by CONTRACTOR and furnished to LEA upon request, consistent with the parameters of Sections 9 and 26 of this Contract.

38. LEA STUDENT CHANGE OF RESIDENCE

Upon enrollment, CONTRACTOR shall notify Parents in writing of their obligation to notify CONTRACTOR of an LEA student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to Parents. Within five (5) school days from the date CONTRACTOR becomes aware of a LEA student's change of residence, CONTRACTOR shall notify LEA in writing of the LEA student's change of residence as specified in LEA Procedures.

If CONTRACTOR had knowledge or should reasonably have had knowledge of an LEA student's change of residence and CONTRACTOR fails to follow the procedures specified in this section, LEA shall not be responsible for the costs of services delivered following the LEA student's change of residence.

39. WITHDRAWAL OF LEA STUDENT FROM NPS/A

CONTRACTOR shall immediately report to LEA via telephone and electronically (within 24 hours) and in writing to LEA within five (5) business days when a LEA student is withdrawn from school and/or services without prior notice. This includes but is not limited to a LEA student's change of residence to a residence outside of LEA boundaries, and LEA student's discharge against professional advice from a NPS and/or residential treatment center ("RTC"). CONTRACTOR shall assist LEA to verify potential dropouts three (3) times per year.

40. PARENT ACCESS

CONTRACTOR shall provide for reasonable parental access to LEA students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and student living quarters when applicable. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTOR operating programs associated with a NPS/RTC shall cooperate with a Parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. CONTRACTOR shall require that Parents obtain prior written authorization for therapeutic visits from CONTRACTOR and LEA at least thirty (30) days in advance. When requested, CONTRACTOR shall facilitate all Parent travel and

accommodations and for providing travel information to the parent as appropriate. Payment by LEA for approved travel-related expenses shall be made directly through LEA consistent with LEA Procedures.

CONTRACTOR providing services in a LEA student's home as specified in the IEP shall ensure that at least one Parent of the child, or an adult caregiver with the Parent's written and signed authorization to make decisions in an emergency, is present. The names of any adult caregiver other than the Parent shall be provided to the LEA prior to the start of any home based services, including written and signed authorization in emergency situations. CONTRACTOR shall ensure that the Parent informs the LEA of any changes of caregivers and provide written authorization for emergencies. The adult caregiver cannot also be an employee or volunteer associated with CONTRACTOR.

CONTRACTOR shall notify LEA in writing immediately (within 24 hours) of all problems and/or concerns reported to Parents, both verbal and written.

41. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS

If CONTRACTOR is a LCI, CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code 56366 (a) (2) (C), 56366.9 (c) (1), Health and Safety Code section 1501.1 and any other applicable laws and/or regulations, including LEA guidelines and LEA Procedures. An LCI shall not require that a pupil be placed in its NPS as a condition of being placed in its residential facility.

If CONTRACTOR is a NPS/RTC, CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1400 et seq. including the federal regulations 34 C.F.R section 300 et seq. and Education Code section 56000 et seq. including Title 5 of the California Code of Regulations section 3000 et seq.. CONTRACTOR shall comply with all monitoring requirements set forth in Section 43 below.

If CONTRACTOR is a NPS that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA, on a quarterly basis, a list of all LEA students, including those identified as eligible for special education. For those identified as special education students, the list shall include: 1) special education eligibility at the time of enrollment and; 2) the educational placement and services specified in each student's IEP at the time of enrollment. A copy of the current IEP shall be provided to the LEA.

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between LEA and Parent, LEA is not responsible for the costs associated with NPS placement until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the LEA student's Parent or another adult with educational decision-making rights.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

42. STATE MEAL MANDATE

When CONTRACTOR is a NPS, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49005 et seq.; 49501.5, the universal meal mandate enacted by AB 130 (2021-2022); 49530 et seq; and 49550 et seq.

43. MONITORING

When CONTRACTOR is a NPS, LEA (or SELPA) shall conduct at least one onsite monitoring visit during each school year to the NPS at which LEA has a student attending and with which it maintains a master

contract. The monitoring visit shall include, but is not limited to, a review of services provided to the student through the ISA between LEA and the NPS, a review of progress the student is making toward the goals set forth in the student's IEP, a review of progress the student is making toward the goals set forth in the student's BIP, if applicable, an observation of the pupil during instruction, and a walkthrough of the facility. LEA (or SELPA) shall report the findings resulting from the monitoring visit to the California Department of Education within 60 calendar days of the onsite visit.

LEA (or SELPA) shall conduct an onsite visit to the NPS before placement of a student if LEA does not have any students enrolled at the NPS at the time of placement. (Ed. Code § 56366.1.)

CONTRACTOR shall allow LEA representatives access to its facilities for additional periodic monitoring of each LEA student's instructional program. LEA shall have access to observe each LEA student at work, observe the instructional setting, interview CONTRACTOR, and review each LEA student's records and progress held by CONTRACTOR. LEA's access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to CONTRACTOR's site administrative office. CONTRACTOR and LEA shall be invited to participate in the review of each LEA student's progress.

If CONTRACTOR is also an LCI and/or NPS/RTC, the CDE shall annually evaluate whether CONTRACTOR is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b). LEA may also conduct its own onsite review of a NPS using LEA's Quality On-Site NPS Review Rubric.

The State Superintendent of Public Instruction ("Superintendent") shall monitor CONTRACTOR'S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in year one; (2) Superintendent shall conduct an onsite review in year two; and (3) Superintendent shall conduct a follow-up visit in year three.

CONTRACTOR shall participate in any LEA or CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code section 56366.1(j). This review will address programmatic aspects of the NPS, compliance with relevant State and federal regulations, and Contract compliance. If requested by LEA, CONTRACTOR shall complete and submit a Nonpublic School/Agency Self-Review Assessment to LEA and CDE. CONTRACTOR shall conduct any follow-up or corrective action procedures related to review findings.

CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance.

When CONTRACTOR is a NPS, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card as appropriate in accordance with California Education Code Section 33126.

PERSONNEL

44. CLEARANCE REQUIREMENTS

If CONTRACTOR is a NPA:

When CONTRACTOR is an NPA, all employees, volunteers, and subcontractors of CONTRACTOR who will or are likely to interact with LEA students shall obtain clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI"). Notwithstanding the restrictions on sharing and destroying criminal background check information and notwithstanding the express provisions of California Education Code sections 44237, 45125.1, and 56366.1, CONTRACTOR shall require all employees, volunteers, and

subcontractors to submit fingerprints through LEA's Live Scan system, regardless of whether CONTRACTOR requires its employees and volunteers to submit fingerprints for background checks in accordance with its own procedures. In addition, CONTRACTOR shall require all employees, volunteers, and subcontractors who will interact with LEA students outside the immediate supervision and control of the student's Parent or an LEA employee to enroll in LEA's subsequent arrest notification service as required by California Penal Code section 11105.2.

No employees, volunteers, or subcontractors of CONTRACTOR who have been convicted of a violent or serious felony, as those terms are defined in California Education Code Section 44237 subdivision (h) shall interact with LEA students outside the immediate supervision and control of the student's Parent or an LEA employee, unless despite the employee's, volunteer's, or subcontractor's conviction of a violent or serious felony, they have met the criteria to be eligible for employment pursuant to California Education Code section 44237 subdivisions (i) or (j). CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers shall not interact with LEA students unless and until CDOJ and DBI clearances are ascertained through LEA's Live Scan system.

If CONTRACTOR is a NPS or RTC:

When CONTRACTOR is an NPS or RTC, CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1, 35021.2, and 56366.1 including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for CONTRACTOR's employees and volunteers who will have or likely may have any direct contact with LEA students. In addition, if CONTRACTOR is located outside of California, then the CONTRACTOR shall also obtain clearance from its state's department of justice. CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers shall not come in contact with LEA students until CDOJ, it's state's DOJ, and FBI clearance are ascertained. CONTRACTOR shall certify in writing to LEA that none of its employees, and volunteers, unless CONTRACTOR determines that the volunteers will have no direct contact with students, or subcontractors who may come into contact with LEA students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237(i) or (j). Upon request, clearance certification shall be submitted to the LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from CDOJ as required by California Penal Code section 11105.2. CONTRACTOR shall certify to LEA that CONTRACTOR'S employees, volunteers, and subcontractors have successful background checks and CONTRACTOR enrolled in subsequent arrest notification service for all employees, volunteers, and subcontractors who may come into contact with LEA students.

Notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to LEA evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, employee, volunteer, and subcontractor of the CONTRACTOR. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Background clearances and proof of subsequent arrest notification service, as required by California Penal Code section 11105.2, for all staff shall be provided to the LEA upon request.

45. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(r), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each

profession, and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

CONTRACTOR shall ensure that all staff are appropriately credentialed to provide instruction and services to students with the disabling conditions placed in their program/school through documentation provided to the CDE. (Cal. Code Regs., tit. 5, § 3064(a).)

In accordance with California Education Code section 56366.1(a)(5), when CONTRACTOR is a NPS, an appropriately qualified person shall serve as curricular and instructional leader, and be able to provide leadership, oversight and professional development. The administrator of the NPS holds or is in the process of obtaining one of the following: (A) An administrative credential granted by an accredited postsecondary educational institution and two years of experience with pupils with disabilities. (B) A pupil personnel services credential that authorizes school counseling or psychology. (C) A license as a clinical social worker issued by the Board of Behavioral Sciences. (D) A license in psychology regulated by the Board of Psychology. (E) A master's degree issued by an accredited postsecondary institution in education, special education, psychology, counseling, behavioral analysis, social work, behavioral science, or rehabilitation. (F) A credential authorizing special education instruction and at least two years of experience teaching in special education before becoming an administrator. (G) A license as a marriage and family therapist certified by the Board of Behavioral Sciences. (H) A license as an educational psychologist issued by the Board of Behavioral Sciences. (I) A license as a professional clinical counselor issued by the Board of Behavioral Sciences. (California Education Code §56366.1(a)(5)) CONTRACTOR shall maintain, and provide to the LEA upon request, documentation of its administrator's qualifications in accordance with the above.

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to federal requirements and California Education Code sections 45340 *et seq.* and 45350 *et seq.* Specifically, all paraprofessionals, including but not limited to, instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent) and at least one of the following qualifications: (a) completed at least two (2) years of study at an institution of higher education; or (b) obtained an associate's (or higher) degree; or (c) met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State and serving a LEA student shall be certified or licensed by that state where it is located to provide special education and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. § 1400 *et seq.*).

46. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the Sacramento County Superintendent of Schools. CONTRACTOR shall comply with the requirements of Section 44 (Clearance Requirements) and provide LEA with verified dates of Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any LEA student.

CONTRACTOR shall monitor the status of licenses, credentials, certifications, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall notify LEA and CDE in writing within thirty (30) days when personnel changes

occur which may affect the provision of special education and/or related services to LEA students. CONTRACTOR shall notify LEA within thirty (30) days if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, challenged pursuant to an administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Contract. LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period which such person is providing services under this Contract.

CONTRACTOR'S failure to notify LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and/or suspension or and shall be good cause for termination of this Contract by LEA.

CONTRACTOR shall identify to LEA any employee (or CONTRACTOR, if CONTRACTOR is an individual) expected to perform services under this Agreement who is then-receiving California State Teachers' Retirement System ("CalSTRS") benefits, and who may perform creditable service for the LEA as defined in Education Code 22119.5. Identification to LEA shall include the individual's full legal name and STRS and social security identification numbers. Before any services by the individual are provided, the CONTRACTOR shall provide to LEA a signed written confirmation from the individual that he/she is aware of the separation-from-service requirement and earnings limitations imposed by Education Code sections 22714, 24114, 24116, 24214, 24214.5, and 24215. CONTRACTOR shall thereafter provide on a monthly basis to the employee and LEA the actual amounts paid to the individual for services rendered under this Contract, with LEA responsible for reporting the individual's earnings to CalSTRS as required by law or regulation, including but not limited to Education Code section 22461.

47. STAFF ABSENCE

When CONTRACTOR is a NPS and CONTRACTOR's classroom teacher is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to the LEA documentation of substitute coverage. Substitute teachers shall remain with their assigned class during all instructional time.

The LEA shall not be responsible for any payment for instruction and/or services when an appropriately credentialed substitute teacher is not provided in accordance with California Education Code section 56061.

When CONTRACTOR is a NPA and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. It is understood that the parent of a LEA student shall not be deemed to be a qualified substitute for their student. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and authorized LEA representative.

48. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME

It is understood that all employees, subcontractors, and volunteers of any certified NPS/A shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR.

For services provided on a public school campus, CONTRACTOR shall comply with California Penal Code section 627.1 *et seq.*, as well as all other LEA Procedures and school campus-specific policies and procedures regarding visitors to/on school campuses. Such LEA Procedures shall be made available to the CONTRACTOR upon request. It is understood that the LEA public school credentialed classroom teacher is responsible for the instructional program, and all NPA service providers shall work collaboratively with the classroom teacher, who shall remain in charge of the instructional program. Failure to comply with this and all LEA requirements in this regard shall be sufficient cause for LEA to terminate this Contract.

CONTRACTOR providing services outside of the student's school as specified in the IEP shall ensure that at least one Parent of the child or an adult caregiver with written and signed authority to make decisions in an emergency is present during provision of services. The names of any adult caregiver other than the Parent shall be provided to LEA prior to the start of any home-based services, including written and signed authorization in emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider. All problems and/or concerns reported by CONTRACTOR to Parents, in either verbal or written form, shall also be immediately (within 24 hours) reported to the LEA.

HEALTH AND SAFETY MANDATES

49. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, State, and local, and laws, regulations, ordinances, policies, and procedures, and LEA Procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 *et seq.*, 49406, and Health and Safety Code section 121545(a) regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with a LEA student.

CONTRACTOR shall comply with OSHA Blood-Borne Pathogens Standards, 29 Code of Federal Regulations (CFR) section 1910.1030 *et seq.* and Cal/OSHA's Blood-Borne Pathogens Standards, Title 8 of the California Code of Regulations section 5193, when providing medical treatment or assistance to a student. CONTRACTOR further agrees to provide annual training regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code.

See also the Health and Safety Addendum to Master Contract 2023-2024 in Exhibit C.

50. FACILITIES AND FACILITIES MODIFICATIONS

CONTRACTOR shall provide special education and/or related services to students in facilities that comply with all applicable federal, State, and local laws, regulations, and ordinances related, but not limited to: disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity. When CONTRACTOR is a NPS, CONTRACTOR shall conduct fire drills as required by Title 5 California Code of Regulations section 550. During the duration of this Contract, if CONTRACTOR is subject to fines, penalties and findings of non-compliance, CONTRACTOR shall assume any and all responsibilities for payment of such financial obligations. CONTRACTOR shall also be responsible for any structural changes and/or modifications to CONTRACTOR's facilities as required complying with applicable federal, State, and local laws, regulations, and ordinances. Failure to notify the LEA and CDE of any changes in, major modification or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Contract by LEA.

In signing this Contract, CONTRACTOR certifies that its facilities either comply with federal and State of California and local laws regarding disability access, or possesses and has available upon demand, a self-evaluation and/or transition plan in accordance with said laws.

51. ADMINISTRATION OF MEDICATION

CONTRACTOR shall comply with the requirements of California Education Code section 49422 et seq. when CONTRACTOR serves a LEA student who is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the student with the administration of such medication after the student's Parent(s) provides to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the student's Parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each student to whom medication is administered. Such written log shall specify the student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for storing medications in a secure location and ensuring appropriate staff training in the administration of such medication consistent with physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and Parent.

52. INCIDENT/ACCIDENT REPORTING

CONTRACTOR shall submit within 24 hours, electronically, any accident or incident report to LEA. CONTRACTOR shall properly submit required accident or incident reports pursuant to and as specified in LEA Procedures.

53. CHILD ABUSE REPORTING

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 *et seq.* and Education Code 44691. In addition, CONTRACTOR is to read and become familiar with the LEA's Mandated Child Abuse and Neglect Reporting Policies (BP 5141.4 and AR 5141.4.). To protect the privacy rights of all parties involved (i.e., reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates. A written statement from CONTRACTOR acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the LEA before execution of this Contract and upon subsequent request from LEA.

In the event there is a suspicion of abuse conducted by anyone (students, staff, contractor or others) on or off campus, CONTRACTOR is to file the appropriate report to the Sacramento County Sheriff. CONTRACTOR is also to confidentially notify LEA's Legal Compliance Department ("Legal Compliance") of the report. CONTRACTOR is to cooperate with any investigation conducted by LEA in connection with such report.

54. SEXUAL HARASSMENT

CONTRACTOR shall have a Sexual and Gender Identity Harassment Policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the CONTRACTOR's policy, as well as federal and State law. The policy should include procedures to make complaints without fear of retaliation, and for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures pursuant to Government Code 12950.1.

55. REPORTING OF MISSING CHILDREN

CONTRACTOR assures LEA that all of its staff members, including volunteers, independent contractors and subcontractors, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370 *et seq.* A written statement acknowledging the legal

requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to the LEA by CONTRACTOR before execution of this Contract and in response to subsequent requests by LEA. The written statement shall be submitted as specified by LEA.

FINANCIAL

56. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES

CONTRACTOR shall assure that the NPS/A has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every student.

CONTRACTOR shall comply with all LEA Procedures concerning enrollment, contracting, attendance reporting, service tracking and billing including requirements of electronic billing as specified by LEA Procedures, as well as provide all such records requested by LEA concerning the same. CONTRACTOR shall be paid for the provision of special education and/or related services specified in the LEA student's IEP and ISA which are provided on billable days of attendance. All payments to CONTRACTOR by LEA shall be made in accordance with the terms and conditions of this Contract and in compliance with LEA Procedures, and governed by all applicable federal and State of California laws.

If CONTRACTOR is a NPS, CONTRACTOR shall ensure that the NPS's enrollment procedures include verification of required immunizations (including but not limited to the adolescent pertussis booster vaccination (Tdap) for all students entering the seventh grade).

CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program, service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this Contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and in addition, on a LEA form with signatures in the manner prescribed by LEA. At a minimum, each invoice must contain the following information: type of service provided; month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the IEP or agreed to by the LEA; name of staff who provided the service and the individual's licensing and credentials; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of NPS/A administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up sessions consistent with this Contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and name of each LEA student for whom the service was provided.

In the event services were not provided, each invoice shall include the rationale for why the services were not provided.

Such an invoice is subject to all conditions of this Contract. At the discretion of LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to CONTRACTOR at no additional charge for such training.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in California Education Code Section 56366.5. CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

In no case shall initial payment claim submission for any Contract fiscal year (July through June) extend beyond December 31st after the close of the fiscal year. In no case shall any rebilling for the Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal year unless approved by LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of LEA, then no limit is set provided that LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

57. RIGHT TO WITHHOLD PAYMENT

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this Contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice, as required by EC 56366.5(a); (e) education and/or related services are provided to students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (f) LEA has not received prior to school closure or contract termination, all documents concerning one or more LEA students enrolled in CONTRACTOR's educational program; (g) CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change of residence to another district, but fails to notify LEA within five (5) days of such confirmation; (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a LEA student; or (i) CONTRACTOR fails to provide the required liability/insurance documentation as outlined in Section 15 of this Contract. It is understood that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. In addition, final payment may be withheld by LEA until completion of a review or audit, if deemed necessary by LEA. Such review or audit will be completed within ninety (90) days. The final payment may be adjusted to offset any previous payments to CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

The amount which may be withheld by LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a) the value of the service CONTRACTOR failed to perform; (b) the amount of overpayment; (c) the entire amount of the invoice for which satisfactory documentation has not been provided by CONTRACTOR; (d) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified; (e) the proportionate amount of the invoice related to the applicable LEA student for the time period from the date the violation occurred and until the violation is cured; or (f) the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the LEA student.

If LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding

payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies or submit to LEA written documentation demonstrating that the basis or bases cited by LEA for withholding payment is unfounded. Upon receipt of CONTRACTOR's written request showing good cause, LEA shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR's notice within thirty (30) business days by indicating that a warrant for the amount of payment will be made or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

After forty-five (45) business days: The CONTRACTOR may notify the LEA's Authorized Representative of the dispute in writing. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

After sixty (60) business days: Pursuant to the provisions of Education Code section 56366(c)(2), the LEA or CONTRACTOR may appeal to the Sacramento County Superintendent of Schools so long as the County Superintendent of Schools is not participating in the Local Plan involved in the NPS/A contract to negotiate the contract. Within thirty (30) days of receipt of this appeal, the Sacramento County Superintendent of Schools or a designee, shall mediate the formulation of a contract, which shall be binding on both parties. Alternatively, the parties may agree to retain the services of a mutually agreed upon mediator to negotiate the contract. Both parties agree to pay for their own costs and expenses arising out of any such mediation. Each party agrees to act in good faith in participating in any mediation process agreed to by the parties.

58. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to LEA students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to LEA students. CONTRACTOR shall provide prior written notice of the rights and protections required by Title 34 of the Code of Federal Regulations section 300.154(d) whenever it seeks to use the LEA students' public benefits to pay for special education and related services. Such notice shall be provided before seeking payment from Medi-Cal for the first time and annually.

59. PAYMENT FOR ABSENCES

NONPUBLIC SCHOOL (NPS) STAFF ABSENCE

Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage pursuant to the LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher.

Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this Contract and as determined by LEA) substitute. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision

of “make-up” services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided unless otherwise agreed in a LEA student’s IEP.

NONPUBLIC SCHOOL (NPS) STUDENT ABSENCE

If CONTRACTOR is a NPS, no later than the tenth (10th) cumulative day of a LEA student’s unexcused absence, CONTRACTOR shall notify the LEA of such absence.

Criteria for a billable day for payment purposes is one (1) day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student’s attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. *Per Diem* rates for LEA students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. LEA shall not be responsible for payment of related services for days on which a student’s attendance does not qualify for Average Daily Attendance (“ADA”) reimbursement under state law, nor shall student be eligible for make-up services.

NONPUBLIC AGENCY (NPA) STAFF ABSENCE

When CONTRACTOR is a NPA and CONTRACTOR’s service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this Contract and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR’s service providers. LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of “make-up” services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not “bank” or “carry over” make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

NONPUBLIC AGENCY (NPA) STUDENT ABSENCE

If CONTRACTOR is a NPA, it shall notify LEA of the absence of a LEA student no later than the fifth (5th) consecutive service day of the student’s absence. LEA shall not be responsible for the payment of services when a student is absent.

60. LEA and/or NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY

The following shall apply in the event of a LEA or NPS school closure due to an emergency in accordance with Education Code sections 41422 and 46392:

- a. If CONTRACTOR remains open, if allowed, during an emergency for the reasons set forth in Education Code section 41422 and serves LEA students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether LEA is open or closed.
- b. If CONTRACTOR is closed during an emergency for the reasons set forth in Education Code section 41422, if LEA is able to obtain alternative placement for the LEA student, CONTRACTOR shall not receive payment for days the student is not in attendance due to CONTRACTOR's NPS closure. If LEA is unable to obtain an alternative placement for the LEA student, CONTRACTOR shall receive payment consistent with the signed ISA, as though the student were continuing in regular attendance, until an alternative placement can be found, so long as CONTRACTOR complies with Section 60(d), below.
- c. If both LEA and CONTRACTOR are closed during an emergency for the reasons set forth in Education Code section 41422, on days LEA is funded, CONTRACTOR shall receive payment consistent with the LEA student's ISA, until an alternative placement for the LEA student can be found so long as CONTRACTOR complies with Section 60(d), below. If LEA is able to obtain an alternative placement

for the LEA student, CONTRACTOR shall not receive payment for days the student is not in attendance due to CONTRACTOR'S NPS closure.

- d. CONTRACTOR shall, in the case of school closures during an emergency for the reasons set forth in Education Code section 41422, implement the LEA student's IEP in accordance with Education Code 56345(a)(9) pertaining to emergency conditions and continue implementing ISAs for enrolled students. CONTRACTOR shall ensure its students have reliable internet accessibility as well as the physical technology (i.e. Chromebooks, i-Pad, hot-spots etc.) as required to access and participate.
- e. In the event of CONTRACTOR'S closure during an emergency, LEA reserves the right to withhold payment to CONTRACTOR for instruction and services not rendered pursuant to an LEA student's ISA, consistent with Section 59.

When the emergency school closure is lifted, CONTRACTOR shall notify LEA of any lost instructional minutes for any LEA student. CONTRACTOR and LEAs shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend IEP and ISA paperwork as appropriate.

61. INSPECTION AND AUDIT

The CONTRACTOR shall maintain and LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Contract.

CONTRACTOR shall provide access to LEA to all records including, but not limited to those documents identified in Section 9 of this Contract. CONTRACTOR shall also make available to LEA all budgetary information including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR (to be specified by LEA) at all reasonable times and without charge. CONTRACTOR shall provide all records to LEA within five (5) working days of a written request. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR's offices for purposes of interviewing CONTRACTOR's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to LEA, unless LEA agrees to the use of the electronic format. Such access shall also include unannounced inspections by LEA.

CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

If an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR's over billing or failure to perform, in whole or in part, any of its obligations under this Contract, LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR's over billing and/or failure to perform, in whole or in part, any of its obligations under this Contract, as determined by an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

62. RATE SCHEDULE

The attached Rate Schedule (Exhibit A) limits the number of LEA students that may be enrolled and maximum dollar amount of the Contract. It may also limit the maximum number of LEA students that can be provided specific services. Per Diem rates for LEA students whose IEPs authorize less than a full

instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as set forth in paragraph 23, above, and noted in California Education Code Section 46200-46208.

Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and federal law, and the codes and charges for such educational and/or related services during the term of this Contract, shall be as stated in Exhibit A.

When CONTRACTOR is a NPS associated with a RTC (“NPS/RTC”), Educationally Related Mental Health Services (“ERMHS”) are provided in an integrated, intensive, educationally related therapeutic residential setting which includes social emotional/behavior support through individual counseling, group counseling, family consultation and support, as appropriate. It is a collaborative model which includes educational professionals and related service providers, where all supports and services are integrated in the NPS/RTC program. Costs for ERMHS are all inclusive and combined with the daily rate as ERMHS+RB (“ERMHS + Room and Board”). ERMHS plus Room and Board payments are based on positive attendance (payable for up to a maximum of 365 days) only, with up to a maximum of 10 days payment per LEA student, per contract year, when a bed is unoccupied, for home visits of a therapeutic nature. Any NPS or RTC requesting a change in rate for any services provided during a subsequent contract year must make a request in writing to the Sacramento County SELPA Directors, with a copy sent to LEA Director or designee, by January 15th of each calendar year. Increases will only be considered for approval for entities that have received a positive review on the LEA's Quality On-Site NPS Review Rubric.

63. DEBARMENT CERTIFICATION

By signing this Contract, CONTRACTOR certifies that:

- (a) CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any federal agency, and
- (b) CONTRACTOR and any of its shareholders, partners, or executive officers have not, within a three-year period preceding this Contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a federal, any state or local government contract or subcontract; violation of federal or any state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: February 20, 2023

Attachments: X

From: Tracy Barbieri, Director of Special Education

Item Number: 10.8

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

SUBJECT:

Request to Approve the 2023-2024 General Agreement for Nonpublic, Nonsectarian School/Agency (Ed Theory, LLC) to Provide Behavior Therapy Services for District Students.

BACKGROUND:

Ed Theory, LLC is a certified Non-Public Agency that specializes in delivering exceptional special education and related services across California. They are a therapist-owned company with over a decade of experience in the field of Special Education and Therapy staffing. The district currently has a contract with Soliant Health, LLC. However, they are unable to provide full-time, in-person services so the district would like to enter into an agreement with Ed Theory, LLC.

STATUS:

Ed Theory, LLC will provide a well-trained, highly skilled Board-Certified Behavior Analyst (BCBA) for River Delta Unified School District students. This contract will replace the contract for BCBA services with Soliant Health, LLC. The 2023-2024 contract is not to exceed \$75,000.

PRESENTER:

Tracy Barbieri, Director of Special Education

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

Cost not to exceed \$75,000 paid by Special Education Funds.

RECOMMENDATION:

That the Board approves the 2023-2024 General Agreement for Nonpublic, Nonsectarian School/Agency (Ed Theory, LLC) to provide behavior therapy services for district students.

Time allocated: 2 minutes



SACRAMENTO COUNTY SELPA

SUPPORTING THE FOLLOWING LEAS:

*ARCOHE, CENTER, ELVERTA, GALT ELEMENTARY, GALT HIGH SCHOOL, NATOMAS
CHARTER SCHOOL, RIVER DELTA, ROBLA*

*NONPUBLIC, NONSECTARIAN
SCHOOL/AGENCY SERVICES*

MASTER CONTRACT

SACRAMENTO COUNTY SELPA

2023-2024

MASTER CONTRACT

GENERAL AGREEMENT FOR NONSECTARIAN,
NONPUBLIC SCHOOL AND AGENCY SERVICES

LEA _____

Contract Year 2023-2024

<input type="checkbox"/>
<input checked="" type="checkbox"/>

Nonpublic School ("NPS")

Nonpublic Agency ("NPA")

Type of Contract:

<input checked="" type="checkbox"/>

Master Contract for fiscal year with Individual Service Agreements (ISA) to be approved throughout the term of this Contract.

<input type="checkbox"/>

Individual Master Contract for a specific student incorporating the Individual Service Agreement (ISA) into the terms of this Individual Master Contract specific to a single student.

<input type="checkbox"/>

Interim Extension of the Master Contract: an extension of the previous fiscal years approved contracts and rates. The sole purpose of this Interim Contract is to provide for ongoing funding at the prior year's rates for 90 days at the sole discretion of the LEA in accordance with Section 4 of this Master Contract.
Expiration Date: _____

When this section is included as part of any Master Contract, the changes specified above shall amend Section 4 – Term of Master Contract

TABLE OF CONTENTS

I. GENERAL PROVISIONS

Page

1. MASTER CONTRACT	1
2. CERTIFICATION AND LICENSES	1
3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS	2
4. TERM OF MASTER CONTRACT	2
5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION	3
6. INDIVIDUAL SERVICES AGREEMENT ("ISA")	3
7. DEFINITIONS	4

II. ADMINISTRATION OF CONTRACT

8. NOTICES	5
9. MAINTENANCE OF RECORDS	5
10. SEVERABILITY CLAUSE	6
11. SUCCESSORS IN INTEREST	6
12. VENUE AND GOVERNING LAW	6
13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES	6
14. TERMINATION	6
15. INSURANCE	6
16. INDEMNIFICATION AND HOLD HARMLESS	9
17. INDEPENDENT CONTRACTOR	10
18. SUBCONTRACTING	10
19. CONFLICTS OF INTEREST	10
20. NON-DISCRIMINATION	11

III. EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION	11
22. GENERAL PROGRAM OF INSTRUCTION	12
23. INSTRUCTIONAL MINUTES	13
24. CLASS SIZE	13
25. CALENDARS	14
26. DATA REPORTING	15
27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT	15
28. STATEWIDE ACHIEVEMENT TESTING	15
29. MANDATED ATTENDANCE AT LEA MEETINGS	16
30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS	16
31. STUDENT DISCIPLINE	18
32. IEP TEAM MEETINGS	19
33. SURROGATE PARENTS AND FOSTER YOUTH	19
34. DUE PROCESS PROCEEDINGS	20
35. COMPLAINT PROCEDURES	20
36. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS	20
37. TRANSCRIPTS	21
38. LEA STUDENT CHANGE OF RESIDENCE	21
39. WITHDRAWAL OF LEA STUDENT FROM NPS/A	21
40. PARENT ACCESS	21

41. LICENSED CHILDREN'S INSTITUTION CONTRACTORS AND RESIDENTIAL TREATMENT CENTER CONTRACTORS	22
42. STATE MEAL MANDATE	22
43. MONITORING	22

IV. PERSONNEL

44. CLEARANCE REQUIREMENTS	23
45. STAFF QUALIFICATIONS	24
46. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS	25
47. STAFF ABSENCE	26
48. STAFF PROFESSIONAL BEHAVIOR	26

V. HEALTH AND SAFETY MANDATES

49. HEALTH AND SAFETY	27
50. FACILITIES AND FACILITIES MODIFICATIONS	22
51. ADMINISTRATION OF MEDICATION	28
52. INCIDENT/ACCIDENT REPORTING	28
53. CHILD ABUSE REPORTING	28
54. SEXUAL HARASSMENT	28
55. REPORTING OF MISSING CHILDREN	28

VI. FINANCIAL

56. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING AND BILLING PROCEDURES	29
57. RIGHT TO WITHHOLD PAYMENT	30
58. PAYMENT FROM OUTSIDE AGENCIES	31
59. PAYMENT FOR ABSENCES	31
60. LEA and/or NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY	32
61. INSPECTION AND AUDIT	33
62. RATE SCHEDULE	33
63. DEBARMENT CERTIFICATION	34

EXHIBIT A: RATES	36
EXHIBIT B: INDIVIDUAL SERVICES AGREEMENT	38

2023-2024

CONTRACT NUMBER:

LEA: _____

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER: _____

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
MASTER CONTRACT

AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract (or "Contract") is entered into on July 1, 2023, between _____, hereinafter referred to as the local educational agency ("LEA") and EdTheory, LLC (nonpublic, nonsectarian school [NPS] or nonpublic, nonsectarian agency [NPA]), hereinafter referred to as "NPS/A" or "CONTRACTOR," for the purpose of providing special education and/or related services to LEA students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq.* and Title 5 of the California Code of Regulations section 3000 *et seq.*, AB 490 (Chapter 862, Statutes of 2003) and AB 1858 (Chapter 914, Statutes of 2004). It is understood that this Contract does not commit LEA to pay for special education and/or related services provided to any LEA student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Service Agreement (hereinafter referred to as "ISA"). Unless otherwise agreed in writing, these forms shall acknowledge CONTRACTOR's obligation to provide all relevant services specified in the student's Individualized Education Program (hereinafter referred to as "IEP"). The ISA shall be executed within ninety (90) days of a student's enrollment. LEA and CONTRACTOR shall enter into an ISA for each student served by CONTRACTOR. As available and appropriate, the LEA shall make available access to any electronic IEP system and/or electronic database for the development of the ISA and invoices.

Unless placement and/or services is ordered pursuant to an Office of Administrative Hearings (hereinafter referred to as "OAH") order, a lawfully executed agreement between LEA and Parent, or authorized by LEA for a transfer student pursuant to California Education Code section 56325, LEA is not responsible for the costs associated with NPS placement or NPS/A services until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement and/or NPS/A services is appropriate, and the IEP is signed by the Parent.

2. CERTIFICATION AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as "CDE") as a NPS/A. All NPS/A placements and services shall be provided consistent with the area of certification and licensure specified by CDE Certification and as defined in California Education Code, section 56366 *et seq* and within the professional scope of practice of each provider's license, certification and/or credential. A current copy of CONTRACTOR's NPS/A certification or a waiver of such certification issued by the CDE pursuant to Education Code section 56366.2 must be provided to LEA on or before the date this Contract is executed by CONTRACTOR. This Contract shall be null and void if such certification

or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Contract. Total student enrollment shall be limited to capacity as stated on CDE certification and in Section 24 of the Contract.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of the State of California shall be certified and all staff persons providing services to pupils shall be certified and/or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. § 1400 *et seq.*).

If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall be licensed by the State of California, or other public agency having delegated authority by contract with the State of California to license, to provide nonmedical care room and board to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of the State of California, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

With respect to CONTRACTOR's certification, failure to notify LEA and CDE in writing of any changes in: (1) credentialed/licensed staff; (2) ownership; (3) management and/or control of the agency; (4) major modification or relocation of facilities; or (5) significant modification of the program may result in the suspension or revocation of CDE certification and/or suspension or termination of this Contract by the LEA. Any suspension or revocation of CONTRACTOR's CDE certification shall also be good cause for the immediate suspension or termination of this Contract by LEA, at LEA's discretion.

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

During the term of this Contract, unless otherwise agreed, CONTRACTOR shall comply with all applicable federal, State of California, and local statutes, laws, ordinances, rules, policies and regulations. CONTRACTOR shall also comply with all applicable LEA and SELPA policies, regulations, and procedures (collectively referred to as "LEA Procedures") unless, taking into consideration all of the surrounding facts and circumstances, a policy or policies or a portion of a policy does not reasonably apply to CONTRACTOR. CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA Procedures and shall indemnify LEA under the provisions of Section 16 of this Contract for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of CONTRACTOR's failure to comply with applicable LEA Procedures (e.g., those policies relating to; the provision of special education and/or related services, facilities for individuals with exceptional needs, student enrollment and transfer, student inactive status, corporal punishment, student discipline, and positive behavior interventions).

CONTRACTOR acknowledges and understands that LEA may report to CDE any violations of the provisions of this Contract; and that this may result in the suspension and/or revocation of CDE NPA/S certification pursuant to California Education Code section 56366.4(a).

4. TERM OF MASTER CONTRACT

The term of this Contract shall be from July 1, 2023 to June 30, 2024 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2024. In the event the contract negotiations are not agreed to by June 30th, the most recently executed Master Contract will remain in effect for 90 days. (Title 5 California Code of Regulations section 3062(d)) No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

The provisions of this Contract apply to CONTRACTOR and any of its employees or independent contractors. Notice of any change in CONTRACTOR's ownership or authorized representative shall be provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION

This Contract incorporates LEA Procedures herein by this reference. Each ISA is also incorporated herein by this reference. This Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Contract may be amended only by written amendment executed by both parties. Notwithstanding the foregoing, LEA may modify LEA Procedures from time to time without the consent of CONTRACTOR

CONTRACTOR shall provide LEA with information as requested in writing to secure a Contract or a renewal.

At a minimum, such information shall include copies of current teacher credentials and clearance, insurance documentation, and CDE certification. LEA may require additional information as applicable. If the application packet is not completed and returned to LEA, no Contract will be issued. If CONTRACTOR does not return the Contract to LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Contract is received by LEA and will not be retroactive to the first day of the new Contract's effective date. If CONTRACTOR fails to execute the new Contract within such ninety-day period, all payments shall cease until such time as the new Contract for the current school year is signed and returned to LEA by CONTRACTOR. (California Education Code §56366(c)(1) and (2)). In the event that this Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized LEA students at the discretion of LEA.

6. INDIVIDUAL SERVICE AGREEMENT ("ISA")

This Contract shall include an ISA developed for each LEA student to whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for LEA students enrolled with the approval of LEA pursuant to Education Code section 56366(a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Contract in effect. In the event that this Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students.

Any and all changes to a student's educational placement/program/services provided under this Contract and/or an ISA shall be made solely on the basis of a revision to the student's IEP or by written agreement between the Parent and LEA. At any time during the term of this Contract, a Parent, CONTRACTOR, or LEA may request a review of a student's IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Contract, CONTRACTOR shall provide all services specified in the IEP unless CONTRACTOR and LEA agree otherwise in the ISA. (California Education Code §56366(a)(5) and California Code of Regulations, tit. 5, § 3062(e).) In the event CONTRACTOR is unable to provide a specific service at any time during the term of the ISA, CONTRACTOR shall notify LEA in writing within five (5) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to an LEA student as a result of lack of provision of services while the student was served by CONTRACTOR.

If a Parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the "stay-put" requirement of the State of California and federal law unless the Parent and LEA voluntarily agree otherwise, or an Interim Alternative Educational Setting ("IAES") is

deemed lawful and appropriate by LEA or OAH consistent with Title 20 of the United States Codes Sections 1415(k)(1)(G), 1415(k)(2), and 1415(k)(3)(B)(ii)(II). CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Contract may be appealed to the Sacramento County Superintendent of Schools or the California State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c)(2).

Exhibit B includes the ISA form.

7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

- a. The term "CONTRACTOR" means a nonpublic, nonsectarian school/agency ("NPS/A") certified by the California Department of Education ("CDE"), and its officers, agents and employees.
- b. The term "authorized LEA representative" means a LEA administrator designated to be responsible for NPS/A. It is understood, a representative of the Special Education Local Plan Area (SELPA) of which LEA is a member is an authorized LEA representative in collaboration with LEA. LEA maintains sole responsibility for this Contract, unless otherwise specified in this Contract.
- c. The term "credential" means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the California State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).
- d. The term "qualified" means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and related services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which the individual is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code.

Nothing in this definition shall be construed as restricting the activities in services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by State laws or regulations. (California Code of Regulations, tit. 5, § 3001(r).)

- e. The term "license" means a valid non-expired document issued by a licensing agency within the California Department of Consumer Affairs or other State of California licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to themselves using a specified professional title. This includes, but is not limited to, mental health and board and care services at a residential placement. If a license is not available through an appropriate State of California licensing agency, a certificate of registration with the appropriate professional organization at the national or State of California level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(l).

- f. "Parent" means:
- i. a biological or adoptive parent; unless the biological or adoptive parent does not have legal authority to make educational decisions for the child,
 - ii. a foster parent if the authority of the biological or adoptive parents to make educational decisions on the child's behalf has been specifically limited by court order in accordance with Title 34 of the Code of Federal Regulations sections 300.30(b)(1) or (b)(2),
 - iii. a guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child,
 - iv. an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child's welfare,
 - v. a surrogate parent.

Parent does not include the state or any political subdivision of government or a NPS/A under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code §56028.)

- g. The term "days" means calendar days unless otherwise specified.
- h. The phrase "billable day" means a school day in which instructional minutes meet or exceed those in comparable LEA programs.
- i. The phrase "billable day of attendance" means a school day as defined in California Education Code Section 46307, in which an LEA student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.
- j. It is understood that the term "Master Contract" also means "Contract" and is referred to as such in this document.

ADMINISTRATION OF CONTRACT

8. NOTICES

All notices provided for by this Contract shall be in writing. Notices shall be mailed or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices mailed to LEA shall be addressed to the person and address as indicated on the signature page of this Contract. Notices to CONTRACTOR shall be addressed as indicated on the signature page of this Contract.

9. MAINTENANCE OF RECORDS

All records shall be maintained by CONTRACTOR as required by State and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Contract. For purposes of this Contract, "records" shall include, but not be limited to pupil records as defined by California Education Code section 49061(b) including electronically stored information; cost data records as set forth in Title 5 of the California Code of Regulations section 3061; registers and roll books of teachers and/or daily service providers; chart notes, Medi-Cal logs, daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided through additional instructional assistants, behavior intervention aides, and bus aides; behavior emergency reports (BER); incident reports; notification of injuries; absence verification records (Parent/doctor notes, telephone logs, and related documents) if CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required; transcripts; grade and progress reports; behavioral data; IEP/IFSPs; assessment reports; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination;

records of employee training and certification, staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; business licenses held; by-laws; lists of current board of directors/trustees, if incorporated; all budgetary information, including operating budgets; statements of income and expenses; general journals; cash receipts and disbursement books; general ledgers and supporting documents; documents evidencing financial expenditures; federal/State payroll quarterly reports (Form 941/DE3DP); and bank statements and canceled checks or facsimile thereof.

CONTRACTOR shall maintain LEA student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR's employees who have access to confidential records. CONTRACTOR shall maintain an access log for each LEA student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, date/time of access for each individual requesting or receiving information from the student's record, and a description of the record(s) provided. Such log needs to record access to the LEA student's records by: (a) the LEA student's Parent; (b) an individual to whom written consent has been executed by the LEA student's Parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to LEA student records. For purposes of this Section, "employees of LEA or CONTRACTOR" do not include subcontractors. CONTRACTOR shall grant the following access to student records, (a) the LEA student's Parent; (b) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record, and comply with Parent requests for copies of LEA student records, as required by State of California and federal laws and regulations. CONTRACTOR agrees, in the event of NPS/A closure, to forward all LEA student records held by CONTRACTOR within ten (10) business days to LEA. LEA and/or SELPA shall have access to and receive copies of any and all records upon request within five (5) business days.

10. SEVERABILITY CLAUSE

If any provision of this Contract is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire Contract shall be severable and remain in effect.

11. SUCCESSORS IN INTEREST

This Contract binds CONTRACTOR's successors and assignees. CONTRACTOR shall notify LEA of any change of ownership or corporate control within ten (10) business days of such change.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this contract with venue in the County where LEA is located.

13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES

This Contract may be modified or amended by LEA to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. LEA shall provide CONTRACTOR thirty (30) days' notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute, guideline, or regulation upon which the modifications or changes are based.

14. TERMINATION

This Contract or ISA may be terminated for cause. Cause shall include but not be limited to non-maintenance of current NPS/A certification, failure of either LEA or CONTRACTOR to maintain the

standards required under the Contract and/or ISA, or other material breach of this Contract by CONTRACTOR or LEA. For purposes of NPS placement, the cause shall not be the availability of a public class initiated during the period of the Contract unless the Parent agrees to the transfer of the LEA student to the public school program at an IEP team meeting. To terminate the Contract or ISA, either party shall give no less than twenty (20) days prior written notice to the other party. (California Education Code §56366(a)(4).) If this Contract is terminated with twenty (20) days' notice, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Contract on the date of termination.

Notwithstanding the foregoing, this Contract or ISA may be terminated immediately, without twenty (20) days prior notice and at LEA's discretion, if LEA determines that there are significant health or safety concerns or there has been a suspension or revocation of CONTRACTOR's NPS/A certification. If this Contract is terminated immediately, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Contract within five (5) business days of termination. Notwithstanding the foregoing regarding termination of an ISA, CONTRACTOR is bound by the "stay put" provisions described in Section 6 of this Contract.

15. INSURANCE

CONTRACTOR shall, at CONTRACTOR's sole cost and expense, maintain in full force and effect, during the term of this Contract, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Contract or either party's use of the work or any component or part thereof:

PART I - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AND AGENCIES

- A. **Commercial General Liability Insurance**, including both bodily injury and property damage, with limits as follows:

- \$2,000,000 per occurrence
- \$ 500,000 fire damage
- \$ 5,000 medical expenses
- \$1,000,000 personal & adv. Injury
- \$4,000,000 general aggregate
- \$2,000,000 products/completed operations aggregate

CONTRACTOR's general liability policy shall be primary and shall not seek contribution from LEA's coverage, and be endorsed using Insurance Services Office form CG 20 10 or CG 20 26 (or equivalent) to provide that LEA and its officers, officials, employees, and agents shall be additional insureds under such policies.

- B. **Commercial Auto Liability Insurance** for all owned, non-owned or hired automobiles with a limit of two million dollars (\$2,000,000) per accident.

If no owned automobiles, then only hired and non-owned is required. If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as approved service locations by the LEA, CONTRACTOR must comply with State of California auto insurance requirements.

- C. **Workers' Compensation and Employers Liability Insurance** in accordance with provisions of California Labor Code sections 3200 et seq., adequate to protect CONTRACTOR from claims that may arise from its operations pursuant to the California Workers' Compensation Insurance and Safety Act and in accordance with applicable State and federal laws.

Part A – Statutory Limits

Part B – \$1,000,000/\$1,000,000/\$1,000,000 Employers Liability

D. Sexual Abuse and Molestation Insurance

CONTRACTOR shall provide Sexual Abuse and Molestation coverage in the minimum amount of three million dollars (\$3,000,000) per occurrence.

E. Errors & Omissions (E & O)/Malpractice (Professional Liability) Insurance

CONTRACTOR shall maintain professional liability insurance that insures against professional errors and omissions that may be made in performing the Services to be rendered in connection with this Contract, in the minimum amount of two million dollars (\$2,000,000) per claim and in the aggregate. Any policy inception date, continuity date, or retroactive date must be before the effective date of this Contract, and CONTRACTOR agrees to maintain continuous coverage through a period no less than three years after completion of the services required by this Contract.

F. For all Insurance Coverage in Part I:

- 1) Each insurance policy required by the Contract shall be endorsed to state that coverage shall not be suspended, voided, cancelled, or reduced in limits except after thirty (30) days' prior written notice has been given to LEA, except that ten (10) days' prior written notice shall apply in the event of cancellation for nonpayment of premium.
- 2) All self-insured retentions over \$100,000 must be declared and approved by LEA.
- 3) Evidence of Insurance – Prior to commencement of serving LEA students pursuant to this Contract, CONTRACTOR shall furnish LEA with certificates, additional insured endorsements, and waivers of subrogation evidencing compliance with the insurance requirements above. CONTRACTOR must agree to provide complete, certified copies of all required insurance policies if requested by LEA.
- 4) Acceptability of Insurers – Insurance shall be placed with insurers admitted in the State of California and with an AM Best rating of A-, VII, or higher.

G. All Certificates of Insurance must reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

PART II - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AFFILIATED WITH A RESIDENTIAL TREATMENT FACILITY (“RTC”)

When CONTRACTOR is a NPS affiliated with a residential treatment center ("NPS/RTC"), the following insurance policies are required:

A. Commercial General Liability including both bodily injury and property damage, with limits of at least:

\$3,000,000 per Occurrence
\$6,000,000 in General Aggregate.

The policy shall be endorsed to name LEA and LEA's Board of Education as named additional insureds and shall provide specifically that any insurance carried by LEA which may be applicable to any claims or loss shall be deemed excess and NPS/RTC's insurance primary

despite any conflicting provisions in the NPS/RTC's policy. Coverage shall be maintained with no Self-Insured Retention above \$100,000 without the prior written approval of LEA.

- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the NPS/RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
- C. **Commercial Auto Liability Coverage** with limits of \$1,000,000 Combined Single Limit per Occurrence if the NPS/RTC does not operate a student bus service. If the NPS/RTC provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
- D. **Fidelity Bond or Crime Coverage** shall be maintained by the NPS/RTC to cover all employees who process or otherwise have responsibility for NPS/RTC funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$250,000 per occurrence, with no self-insured retention.
- E. **Professional Liability/Errors & Omissions/Malpractice Coverage** with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.
- F. **Sexual Molestation and Abuse Coverage**, unless that coverage is afforded elsewhere in the Commercial General Liability or Professional liability policy by endorsement, with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.

If LEA or CONTRACTOR determines that a change in insurance coverage obligations under this section is necessary, either party may reopen negotiations to modify the insurance obligations.

16. INDEMNIFICATION AND HOLD HARMLESS

To the fullest extent allowed by law, CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors ("LEA Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by negligence, intentional act, or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities). The duty and obligation to defend shall arise immediately upon tender of a claim or lawsuit to CONTRACTOR. LEA shall have the right in its sole discretion to select counsel of its choice to provide the defense at the sole cost of CONTRACTOR or the applicable insurance carrier.

To the fullest extent allowed by law, LEA shall indemnify and hold CONTRACTOR and its Board Members, administrators, employees, agents, attorneys, and subcontractors ("CONTRACTOR Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Contract or its performance thereof, to the extent that such loss, expense, damage or liability was proximately caused by the negligent or willful act or omission of LEA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnities).

LEA represents that it is self-insured in compliance with the laws of the State of California, that the self-insurance covers LEA employees acting within the course and scope of their respective duties and that its self-insurance covers the LEA's indemnification obligations under this Contract.

17. INDEPENDENT CONTRACTOR

Nothing herein contained will be construed to imply a joint venture, partnership or principal-agent relationship between LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Contract as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Contract shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the Parties or any affiliates of the Parties, or between LEA and any individual assigned by CONTRACTOR to perform any services for LEA.

If LEA is determined to be a partner, joint venture, co-principal, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless LEA from and against any and all claims for loss, liability, or damages arising from that determination, as well as any expenses, costs, taxes, penalties and interest charges incurred by LEA as a result of that determination.

18. SUBCONTRACTING

CONTRACTOR shall not enter into any subcontracting relationship without first obtaining final written approval of LEA. Should CONTRACTOR wish to subcontract for special education and/or related services pursuant to this Contract, it must provide written notification to LEA before any subcontracting arrangement is made. In the event LEA determines that it can provide the subcontracted service(s) at a lower rate, LEA may elect to provide such service(s). If LEA elects to provide such service(s), LEA shall provide written notification to CONTRACTOR within five (5) days of receipt of CONTRACTOR's original notice and CONTRACTOR shall not subcontract for said service(s).

Should LEA approve in concept of CONTRACTOR subcontracting for services, CONTRACTOR shall submit the proposed subcontract to LEA for approval. CONTRACTOR shall incorporate all of the provisions of this Contract in all subcontracts, to the fullest extent possible. Furthermore, when CONTRACTOR is developing subcontracts for the provision of special education and/or related services (including, but not limited to, transportation) for any LEA student, CONTRACTOR shall cause each subcontractor to procure and maintain indemnification and insurance requirements which comply with the provisions of Sections 15 and 16 of this Contract during the term of each subcontract. If a proposed subcontract is approved by LEA, each subcontractor shall furnish LEA with original endorsements and certificates of insurance effecting coverage required by Section 15 of this Contract. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. Unless otherwise agreed to by LEA, the endorsements are to be on forms provided by LEA. All endorsements are to be received and approved by LEA before the subcontractor's work commences. The Commercial General Liability and Automobile Liability policies shall name the LEA/SELPA and the LEA Board of Education as additional insureds.

As an alternative to LEA's forms, a subcontractor's insurer may provide, with prior LEA approval, complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Contract. All Certificates of Insurance must reference the LEA contract number, name of the NPS/A submitting the certificate, designation of NPS or NPA, and the location of the NPS/A submitting the certificate. In addition, all subcontractors must meet the requirements as contained in Section 45 (Clearance Requirements) and Section 46 (Staff Qualifications) of this Contract. No subcontract shall be considered final without LEA approval.

19. CONFLICTS OF INTEREST

CONTRACTOR shall provide to LEA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. CONTRACTOR and any member of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 and Government Code Section 1090 including, but not limited to, employment with LEA, provision of private party assessments and/or reports,

and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education Code section 56042, an attorney or advocate for a Parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR's facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for an LEA student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to the LEA student without prior written authorization by LEA. This section shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e., before or after the LEA student is enrolled in CONTRACTOR's NPS/A) or whether an assessment of the LEA student is performed or a report is prepared in the normal course of the services provided to the LEA student by CONTRACTOR. To avoid conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, LEA may not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the LEA student for whom the IEE is requested. Likewise, LEA may not fund services through the evaluator whose IEE LEA agrees to fund. When no other appropriate assessor is available, LEA may request and if CONTRACTOR agrees, CONTRACTOR may provide an IEE.

When CONTRACTOR is a NPA, CONTRACTOR acknowledges that its authorized representative has read and understands California Education Code section 56366.3 which provides, in relevant part, that no special education and/or related services provided by CONTRACTOR shall be paid for by LEA if provided by an individual who is or was an employee of LEA within the three hundred sixty-five (365) days prior to executing this Contract. This provision does not apply to any person who is able to provide designated instruction and services during the extended school year because he or she is otherwise employed for up to ten months of the school year by LEA.

CONTRACTOR shall not admit a student living within the jurisdictional boundaries of the LEA on a private pay or tuition free "scholarship" basis and concurrently or subsequently advise/request Parent(s) to pursue funding for the admitted school year from LEA through due process proceedings. Such action shall constitute good cause for termination of this Contract by LEA.

20. NON-DISCRIMINATION

CONTRACTOR shall not, in employment or operation of its programs, unlawfully discriminate on the basis of gender, nationality, national origin, ancestry, race, color, ethnicity, ethnic group affiliation, religion, age, marital status, pregnancy or parental status, sex, sexual orientation, gender, gender identity or expression, physical or mental disability, genetic information, medical condition, military or veteran status, or any other classification protected by federal or State law or the 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.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)

LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as "ITP") of each LEA student served by CONTRACTOR. CONTRACTOR shall provide special education and/or related services (including transition services) to each LEA student within the NPS/A consistent with the student's IEP and as specified in the ISA. If CONTRACTOR is a NPS, CONTRACTOR shall not accept an LEA student if it cannot provide or ensure the provision of the services outlined in the student's IEP. If an LEA student's services are provided by a third party (i.e. Related Services Provider), CONTRACTOR shall notify LEA, in writing, if provision of services cease.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities, as specified in the LEA student's IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of an LEA student's enrollment under the terms of this Contract). LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in an LEA student's IEP and ISA. Such equipment remains the property of the LEA and shall be returned to the LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the NPS. CONTRACTOR shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations.

CONTRACTOR may charge an LEA student's Parent(s) for services and/or activities not necessary for the student to receive a FAPE after: (a) written notification to the LEA student's Parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by LEA of the written notification and a written acknowledgment signed by the LEA student's Parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning Parent acknowledgment of financial responsibility.

Voluntary services and/or activities not necessary for the student to receive a FAPE shall not interfere with the LEA student's receipt of special education and/or related services as specified in the LEA student's IEP and ISA unless the LEA, CONTRACTOR, and Parent agree otherwise in writing.

22. GENERAL PROGRAM OF INSTRUCTION

All NPS/A services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 *et seq.*

When CONTRACTOR is a NPS, CONTRACTOR's general program of instruction shall: (a) utilize evidence-based practices and be consistent with LEA's standards regarding the particular course of study and curriculum; (b) include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services; (c) be consistent with CDE's standards regarding the particular course of study and curriculum; (d) provide the services as specified in the LEA student's IEP and ISA. LEA students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards ("CCSS") for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by LEA; (b) college preparation courses; (c) extracurricular activities, such as art, sports, music and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to State and federal law and; (e) supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling. When appropriate, CONTRACTOR shall utilize the designated curriculum guidelines for students with moderate to severe disabilities who participate in the State's alternative assessment. These students shall have access to the core content, activities, and instructional materials delineated within these curriculum guidelines. CONTRACTOR'S general program of instruction shall be described in writing and a copy provided to LEA prior to the effective date of this Contract.

When CONTRACTOR serves students in grades 9 through 12 inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not award a high school diploma to students who have not successfully completed all of LEA's graduation requirements.

When CONTRACTOR is a NPA and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and be consistent with LEA and CDE guidelines and certifications, and shall be provided as specified in the student's IEP and ISA. CONTRACTOR shall provide to LEA a written description of the services and location provided prior to the effective date of this Contract. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP

team. Except for services provided by a CONTRACTOR that is a Licensed Children's Institution (LCI), all services not provided in the school setting require the presence of a Parent or adult caregiver during the delivery of services, provided such guardian or caregiver have a signed authorization by the Parent to authorize emergency services as requested. LCI CONTRACTORS shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Contract. CONTRACTOR shall immediately notify LEA in writing if no Parent, guardian or adult caregiver is present.

CONTRACTORS providing Behavior Intervention Services shall develop a written plan that specifies the nature of their NPA service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA. CONTRACTORS providing Behavior Intervention Services must have a trained behaviorist or trained equivalent on staff who is qualified and responsible for the design, planning, and implementation of behavioral interventions as the law requires. (Cal. Code Regs., tit. 5, § 3051.23; Ed. Code § 56366.10(e).) It is understood that Behavior Intervention Services are limited per CDE Certification and do not constitute an instructional program.

When CONTRACTOR is a NPA, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless LEA and CONTRACTOR agree otherwise in writing.

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a NPS, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided to LEA students at like grade level attending LEA schools and shall be specified in the student's ISA developed in accordance with the student's IEP.

For students in grades kindergarten through 12 inclusive, unless otherwise specified in the student's IEP and ISA, the number of instructional minutes, excluding breakfast, recess, lunch and passing time shall be at the same level that California Education Code prescribes for LEA.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to LEA students attending LEA schools in like grade level unless otherwise specified in the student's IEP.

When CONTRACTOR is a NPA and/or related services provider, the total number of minutes per school day provided by CONTRACTOR shall be specified in the LEA student's ISA developed in accordance with the student's IEP.

24. CLASS SIZE

When CONTRACTOR is a NPS, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students, unless CONTRACTOR and LEA agree otherwise in writing. Upon prior written approval by an authorized LEA representative, class size may be temporarily increased by a ratio of 1 teacher to fourteen (14) students when necessary during the regular or extended school year to provide services to students with disabilities.

In the event a NPS CONTRACTOR is unable to fill a vacant teaching position responsible for direct instruction to LEA students, and the vacancy has a direct impact on the CDE Certification of that school, CONTRACTOR shall develop a plan to ensure appropriate coverage of students by first utilizing existing certificated staff. CONTRACTOR and LEA may agree to one 30 school day period per contract year where class size may be increased to ensure coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both parties. This provision does not apply to a NPA CONTRACTOR.

CONTRACTOR providing special education instruction for individuals with exceptional needs between the ages of three and five years, inclusive, shall also comply with the appropriate instructional adult to child ratios pursuant to California Education Code sections 56440 *et seq.*

25. CALENDARS

When CONTRACTOR is a NPS:

CONTRACTOR shall submit to LEA a school calendar with the total number of billable days not to exceed 180 days, plus extended school year billable days equivalent to the number of days determined by LEA's extended school year calendar. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by LEA) for each LEA student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of LEA. Nothing in this Contract shall be interpreted to require LEA to accept any requests for calendar changes. In the event LEA adjusts the number of school days for its regular school year and/or extended school year, the approved number of days shall become the total billable days for CONTRACTOR. In such a case, an amended calendar shall be provided by CONTRACTOR for LEA approval.

Unless otherwise specified by the LEA student's IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services as determined by the student's IEP team and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the student's IEP team convened by the LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to by LEA and CONTRACTOR, in writing, prior to the start of the extended school year.

Student must have actually been in attendance during the regular school year and/or during extended school year and received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by LEA, in writing, in advance of the delivery of any NPS service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of CONTRACTOR.

CONTRACTOR shall observe the same legal holidays as LEA. As of the execution of this Contract, those holidays are: Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King Jr. Day, Lincoln's Birthday, Washington's Birthday, Memorial Day, Juneteenth and Independence Day. With the prior written approval of LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by LEA.

When CONTRACTOR is a NPA:

CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to LEA-developed/approved calendar; or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on LEA calendar unless CONTRACTOR and LEA agree otherwise in writing before delivery of any NPA services. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by LEA, in writing, in advance of the delivery of any NPA service provided by CONTRACTOR. Any services provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR. In the event of school closures due to emergency, payment will follow the procedures in accordance with Section 62 of this Contract.

26. DATA REPORTING

CONTRACTOR shall agree to provide to LEA all data related to LEA student information and billing information. CONTRACTOR shall provide data related to all sections of this Contract, including student discipline as noted below, when requested by LEA and in the format required by LEA. It is understood that CONTRACTOR shall utilize LEA-approved electronic IEP system for all IEP development, service tracking documentation, and progress reporting, unless otherwise agreed to in writing by LEA. Additional progress reporting may be required by the LEA. LEA shall provide CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access so that this information may be compiled.

Using forms developed by the CDE or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Codes sections 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code sections 48900 and 48915. (Ed. Code § 49006.)

LEA shall provide CONTRACTOR with approved forms and/or format for such data including, but not limited to, invoicing, attendance reports and progress reports. LEA may approve use of CONTRACTOR-provided forms at its discretion.

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

CONTRACTOR and LEA shall follow all LEA Procedures that support Least Restrictive Environment (“LRE”) options and/or dual enrollment options if available and appropriate, for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

CONTRACTOR and LEA shall ensure that LRE placement options are addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services, goals and objectives necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist LEA in implementing the IEP team’s recommended activities to support the transition.

28. STATEWIDE ACHIEVEMENT TESTING

When CONTRACTOR is a NPS, per implementation of Senate Bill 484, CONTRACTOR shall administer all statewide assessments within the California Assessment of Student Performance and Progress (“CAASPP”), Desired Results Developmental Profile (“DRDP”), California Alternative Assessment (“CAA”), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, the English Language Proficiency Assessments for California (“ELPAC”), and Alternative English Language Proficiency Assessments for California ("Alternative ELPAC"), and as appropriate to the LEA student, and mandated by LEA pursuant to LEA, State of California, and federal guidelines.

CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to CONTRACTOR’S qualified staff.

CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

29. MANDATED ATTENDANCE AT LEA MEETINGS

CONTRACTOR shall attend LEA-mandated meetings when legal mandates and/or LEA Procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, data collection, standardized testing, and IEPs. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings does not constitute a billable service hour(s).

30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CONTRACTOR shall comply with the requirements of Education Code section 49005, *et seq.*, 56521.1 and 56521.2. CONTRACTOR shall ensure that CONTRACTOR utilizes a multi-tier system of support ("MTSS") to address student needs. CONTRACTOR shall also ensure that all staff are trained on the use of positive behavior interventions and supports consistent with this Contract.

LEA students who exhibit behaviors that interfere with their learning or the learning of others must receive timely and appropriate assessments and positive supports and interventions in accordance with the federal law and its implementing regulations. If the IEP team determines that a student's behavior impedes his or her learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. This could mean that instead of developing a Behavior Intervention Plan ("BIP"), the IEP team may conclude it is sufficient to address the student's behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

CONTRACTOR shall maintain a written policy pursuant to California Education Code section 56521.1 regarding emergency interventions and behavioral emergency reports ("BERs"). CONTRACTOR shall inform each of its employees about the policy, provide each employee a copy thereof, and provide training to all employees regarding the policy. CONTRACTOR shall ensure that all of its staff members are trained in crisis intervention, emergency procedures, and evidenced-based practices and interventions specific to the unique behavioral needs of the CONTRACTOR's pupil population. Training shall include certification by an approved LEA crisis intervention program. The training shall be provided within 30 days of employment to new staff who have any contact or interaction with pupils during the school day, and annually to all staff who have any contact or interaction with pupils during the school day. (Ed. Code 56366.10(f).) The CONTRACTOR shall select and conduct the training in accordance with California Education Code section 56366.1. CONTRACTOR shall maintain accurate written records documenting all training completed by all of CONTRACTOR's employees. Evidence of all trainings shall be submitted to LEA at least annually at the beginning of the school year, and within five (5) business days of completion of training or any new hire upon LEA request.

Pursuant to Education Code section 56521.1, emergency interventions shall not be used as a substitute for a BIP and shall not be employed longer than necessary to contain the behavior. Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to a LEA student or others and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. If a situation requires prolonged use of emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency. Consistent with Section 44 of this Contract, LEA may observe and/or audit CONTRACTOR's implementation of BIPs, staff use of behavior interventions, including emergency interventions, at any time, and without prior notice.

CONTRACTOR shall complete a BER when an emergency occurs that is defined as a serious, dangerous behavior that staff has determined to present a clear and present danger to others. It requires a non-violent physical intervention to protect the safety of student, self, or others and a physical intervention has been used; or a physical intervention has not been used, but an injury or serious property damage has occurred. The use of Personal Safety Techniques (which may or may not have been used) does not determine whether a BER is required. Emergencies *require* a BER form be completed and submitted to the LEA within twenty-four (24) hours for administrative action. CONTRACTOR shall notify Parent within twenty-four (24) hours via telephone. If the student's IEP does not contain a BIP, an IEP team shall schedule a meeting to review the BER, determine if there is a necessity for a functional behavioral assessment ("FBA"), and to determine an interim plan, or both. If the student already has a BIP, the IEP team shall review and modify the BIP if a new serious behavior has been exhibited or existing behavioral interventions have proven to be ineffective. CONTRACTOR shall schedule with LEA an IEP meeting within two (2) days.

Pursuant to Education Code section 56521.2, CONTRACTOR shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following:

1. any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock;
2. an intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual;
3. an intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;
4. an intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma;
5. restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention;
6. locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room;
7. an intervention that precludes adequate supervision of the individual;
8. an intervention that deprives the individual of one or more of his or her senses.

CONTRACTOR shall comply with Education Code section 49005.8. Specifically, Contractor shall not do any of the following:

1. Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
2. Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
3. Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places his or her body weight against the pupil's torso or back.
4. Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
5. Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's back.
6. 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 pupil or others.

CONTRACTOR shall keep constant, direct observation of a pupil who is in seclusion, which may be through observation of the pupil through a window, or another barrier, through which the educational provider is able to make direct eye contact with the pupil. This observation shall not be through indirect means, including through a security camera or a closed-circuit television.

CONTRACTOR shall afford pupils who are restrained 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 pupil and others.

If prone restraint techniques are used by CONTRACTOR, a staff member shall observe the pupil for any signs of physical distress throughout the use of prone restraint. Whenever possible, the staff member monitoring the pupil shall not be involved in restraining the pupil.

In the case of a child whose behavior impedes the child's learning or that of others, the IEP team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. CONTRACTOR shall immediately notify LEA via telephone of any severe or increasingly frequent behavior problem, any emergency intervention in response to a previously unseen serious behavior problem, or where a previously designed behavior intervention is ineffective, that may require an IEP team meeting.

All restraint practices must be reviewed and revised when they have an adverse effect on a student and are used repeatedly for an individual child, either on multiple occasions within the same classroom or multiple uses by the same individual. CONTRACTOR shall notify the Parent when any type of physical or mechanical restraint or seclusion has been used. Upon the use of any type of physical or mechanical restraint or seclusions of an LEA student, CONTRACTOR shall complete a BER per the reporting and notification requirements listed above.

BEHAVIOR INTERVENTION REPORTING: Twice annually, CONTRACTOR shall certify to LEA that (a) CONTRACTOR has reviewed the BERs for each LEA student in conjunction with that student's IEP and BIP; (b) Staff are trained to implement each LEA student's BIP, including approved or prohibited restraint techniques for each student; (c) emergency interventions have only been used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to LEA students or others and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior; and (d) BERs have been properly completed and timely forwarded to LEA as required by this Contract.

CONTRACTOR's failure to comply with any of the requirements of Section 30: Positive Behavior Interventions and Supports shall constitute sufficient good cause for immediate termination of this Contract by LEA.

31. STUDENT DISCIPLINE

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with State of California and federal law and regulations. Using forms developed by the California Department of Education or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Codes 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code Sections 48900 and 48915. (Ed. Code § 49006.)

When CONTRACTOR seeks to remove a LEA student from the student's current educational placement for disciplinary reasons, CONTRACTOR shall immediately (within 24 hours) submit a written discipline report to LEA. Written discipline reports shall include, but not be limited to: the student's name, grade, race, ethnicity, and gender; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. A copy of the LEA student's behavior plan, if any, shall be submitted with the written discipline report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10th) day after the decision is made to suspend the student for more than ten (10) school days or recommend expulsion of the

student. LEA shall notify and invite CONTRACTOR representatives to the IEP team meeting where the manifestation determination will be made.

32. IEP TEAM MEETINGS

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each LEA student placed with CONTRACTOR, including all state assessment results pursuant to the requirements of Education Code section 52052; (2) whether or not the needs of the LEA student continue to be best met at the NPS; and (3) whether changes to the student's IEP are necessary, including whether the LEA student may be transitioned to a public school setting. (California Education Code sections 56366(a)(2)(B)(i) and (ii) and California Education Code section 56345(b)(4).)

If an LEA student is to be transferred from a NPS setting into a regular class setting in a public school for any part of the school day, the IEP team shall document, a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each LEA student shall be allowed to provide confidential input to any representative of the student's IEP team. Except as otherwise provided in the Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding LEA students for whom ISAs have been or may be executed. At any time during the term of this Contract, the Parent, CONTRACTOR, or LEA may request a review of the LEA student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, CONTRACTOR, LEA, and Parent in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to CONTRACTOR, LEA, and Parent. CONTRACTOR shall provide to LEA, at no cost and prior to an annual or triennial IEP team meeting, documentation regarding the student's progress on goals and any and all assessments and written assessment reports (including testing protocols) created by CONTRACTOR and any of its agents or subcontractors, upon request and/or pursuant to LEA Procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Contract.

It is understood that CONTRACTOR shall utilize the LEA approved electronic IEP system for all IEP planning and progress reporting at LEA's discretion. LEA may provide training for any CONTRACTOR to ensure access to the approved system. CONTRACTOR shall maintain confidentiality of all IEP data on the approved system and shall protect the password requirements of the system. When a LEA student dis-enrolls from the NPS/A, the CONTRACTOR shall discontinue use of the approved system for that student.

Changes in any LEA student's educational program, including instruction, services, or instructional setting provided under this Contract, may only be made on the basis of revisions to the student's IEP. In the event that CONTRACTOR believes a LEA student requires a change of placement, CONTRACTOR may request a review of the student's IEP for the purposes of consideration of a change in the student's placement. A LEA student is entitled to remain in the last agreed upon and implemented placement unless Parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415(k)(4) of Title 20 of the United States Code.

33. SURROGATE PARENTS AND FOSTER YOUTH

CONTRACTOR shall comply with LEA surrogate parent assignments. Surrogate parents shall serve as the child's Parent and have all the rights relative to the student's education that a parent has under the Individuals with Disabilities Education Act pursuant to 20 U.S.C. sections 1414-1482 and 34 C.F.R. sections 300.1-300.756. A pupil in foster care shall be defined pursuant to California Education Code section 42238.01(b). LEA shall annually notify CONTRACTOR who LEA has designated as the educational liaison for foster children. When a pupil in foster care is enrolled in a NPS by LEA any time after the completion of the student's second year of high school, CONTRACTOR shall schedule the pupil in courses leading towards graduation based on the diploma requirements of LEA unless provided notice otherwise in writing pursuant to Section 51225.1.

34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. Participation includes CONTRACTOR's staff being made available for witness preparation and testimony as is necessary to facilitate a due process hearing. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other State and/or federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/ISA.

35. COMPLAINT PROCEDURES

CONTRACTOR shall maintain and adhere to its own written procedures for responding to Parent complaints. These procedures shall include annually notifying and providing Parents of LEA students with appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 *et seq.*; (2) Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a); (3) Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c); (4) Title IX Student Grievance Procedure, Title IX 106.8(a), (d) and 106.9(a); and (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act ("HIPAA"). CONTRACTOR shall include verification of these procedures to the LEA. CONTRACTOR shall immediately (within 24 hours) notify LEA of any complaints filed against it related to LEA students and provide LEA with all documentation related to the complaints and/or its investigation of complaints, including any and all reports generated as a result of an investigation.

36. LEA STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to Parents, with a concurrent copy sent to LEA, at least four (4) written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at CONTRACTOR's place of business and shall be submitted to the LEA and LEA student's Parent quarterly.

CONTRACTOR shall also provide LEA representatives access to supporting documentation used to determine progress on any goal or objective, transition plans, and behavior intervention plans, including but not limited to log sheets, chart notes, observation notes, data sheets, pre-/post-tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior intervention plans. LEA may request such data at any time within five (5) years of the date of service. CONTRACTOR shall maintain such information for at least five (5) years and shall provide this data supporting progress to LEA within five (5) business days of request. Additional time may be granted as needed by the LEA.

CONTRACTOR shall complete academic or other evaluations of the LEA student at least ten (10) days prior to the student's IEP team meeting for the purpose of reporting the LEA student's present levels of performance at the IEP team meeting as required by State and federal laws and regulations and pursuant to LEA Procedures, and/or LEA practices. CONTRACTOR shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team at least five (5) business days prior to the IEP meeting. CONTRACTOR shall maintain supporting documentation, such as test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

CONTRACTOR is responsible for all evaluation costs regarding the updating of goals and objectives, progress reporting, and development of present levels of performance. All assessments resulting from an assessment plan shall be provided by LEA unless LEA specifies in writing a request that CONTRACTOR perform such assessment. Any assessment and/or evaluation costs may be added to the ISA and/or approved separately by LEA at LEA's sole discretion.

It is understood that all billable hours must be in direct services to LEA students as specified in the ISA. For NPA services, supervision provided by a qualified individual as specified in Title 5 Regulation, subsection 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

CONTRACTOR shall not charge a LEA student's Parent(s) or LEA for the provision of progress reports, report cards, and/or any evaluations conducted in order to obtain present levels of performance, interviews, and/or attendance at any meetings. It is understood that all billable hours are limited to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the student's record and shall be made available to LEA upon written request.

37. TRANSCRIPTS

When CONTRACTOR is a NPS, CONTRACTOR shall prepare transcripts at the close of each semester, or upon LEA student transfer, for LEA students in grades nine (9) through twelve (12) inclusive, and submit such transcripts on LEA-approved forms to the LEA student's school of residence for evaluation of progress toward completion of diploma requirements as specified in LEA Procedures. CONTRACTOR shall submit to LEA, the names of LEA students and their schools of residence for whom transcripts have been submitted as specified by LEA. All transcripts shall be maintained by CONTRACTOR and furnished to LEA upon request, consistent with the parameters of Sections 9 and 26 of this Contract.

38. LEA STUDENT CHANGE OF RESIDENCE

Upon enrollment, CONTRACTOR shall notify Parents in writing of their obligation to notify CONTRACTOR of an LEA student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to Parents. Within five (5) school days from the date CONTRACTOR becomes aware of a LEA student's change of residence, CONTRACTOR shall notify LEA in writing of the LEA student's change of residence as specified in LEA Procedures.

If CONTRACTOR had knowledge or should reasonably have had knowledge of an LEA student's change of residence and CONTRACTOR fails to follow the procedures specified in this section, LEA shall not be responsible for the costs of services delivered following the LEA student's change of residence.

39. WITHDRAWAL OF LEA STUDENT FROM NPS/A

CONTRACTOR shall immediately report to LEA via telephone and electronically (within 24 hours) and in writing to LEA within five (5) business days when a LEA student is withdrawn from school and/or services without prior notice. This includes but is not limited to a LEA student's change of residence to a residence outside of LEA boundaries, and LEA student's discharge against professional advice from a NPS and/or residential treatment center ("RTC"). CONTRACTOR shall assist LEA to verify potential dropouts three (3) times per year.

40. PARENT ACCESS

CONTRACTOR shall provide for reasonable parental access to LEA students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and student living quarters when applicable. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTOR operating programs associated with a NPS/RTC shall cooperate with a Parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. CONTRACTOR shall require that Parents obtain prior written authorization for therapeutic visits from CONTRACTOR and LEA at least thirty (30) days in advance. When requested, CONTRACTOR shall facilitate all Parent travel and

accommodations and for providing travel information to the parent as appropriate. Payment by LEA for approved travel-related expenses shall be made directly through LEA consistent with LEA Procedures.

CONTRACTOR providing services in a LEA student's home as specified in the IEP shall ensure that at least one Parent of the child, or an adult caregiver with the Parent's written and signed authorization to make decisions in an emergency, is present. The names of any adult caregiver other than the Parent shall be provided to the LEA prior to the start of any home based services, including written and signed authorization in emergency situations. CONTRACTOR shall ensure that the Parent informs the LEA of any changes of caregivers and provide written authorization for emergencies. The adult caregiver cannot also be an employee or volunteer associated with CONTRACTOR.

CONTRACTOR shall notify LEA in writing immediately (within 24 hours) of all problems and/or concerns reported to Parents, both verbal and written.

41. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS

If CONTRACTOR is a LCI, CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code 56366 (a) (2) (C), 56366.9 (c) (1), Health and Safety Code section 1501.1 and any other applicable laws and/or regulations, including LEA guidelines and LEA Procedures. An LCI shall not require that a pupil be placed in its NPS as a condition of being placed in its residential facility.

If CONTRACTOR is a NPS/RTC, CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1400 et seq. including the federal regulations 34 C.F.R section 300 et seq. and Education Code section 56000 et seq. including Title 5 of the California Code of Regulations section 3000 et seq.. CONTRACTOR shall comply with all monitoring requirements set forth in Section 43 below.

If CONTRACTOR is a NPS that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA, on a quarterly basis, a list of all LEA students, including those identified as eligible for special education. For those identified as special education students, the list shall include: 1) special education eligibility at the time of enrollment and; 2) the educational placement and services specified in each student's IEP at the time of enrollment. A copy of the current IEP shall be provided to the LEA.

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between LEA and Parent, LEA is not responsible for the costs associated with NPS placement until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the LEA student's Parent or another adult with educational decision-making rights.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

42. STATE MEAL MANDATE

When CONTRACTOR is a NPS, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49005 et seq.; 49501.5, the universal meal mandate enacted by AB 130 (2021-2022); 49530 et seq; and 49550 et seq.

43. MONITORING

When CONTRACTOR is a NPS, LEA (or SELPA) shall conduct at least one onsite monitoring visit during each school year to the NPS at which LEA has a student attending and with which it maintains a master

contract. The monitoring visit shall include, but is not limited to, a review of services provided to the student through the ISA between LEA and the NPS, a review of progress the student is making toward the goals set forth in the student's IEP, a review of progress the student is making toward the goals set forth in the student's BIP, if applicable, an observation of the pupil during instruction, and a walkthrough of the facility. LEA (or SELPA) shall report the findings resulting from the monitoring visit to the California Department of Education within 60 calendar days of the onsite visit.

LEA (or SELPA) shall conduct an onsite visit to the NPS before placement of a student if LEA does not have any students enrolled at the NPS at the time of placement. (Ed. Code § 56366.1.)

CONTRACTOR shall allow LEA representatives access to its facilities for additional periodic monitoring of each LEA student's instructional program. LEA shall have access to observe each LEA student at work, observe the instructional setting, interview CONTRACTOR, and review each LEA student's records and progress held by CONTRACTOR. LEA's access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to CONTRACTOR's site administrative office. CONTRACTOR and LEA shall be invited to participate in the review of each LEA student's progress.

If CONTRACTOR is also an LCI and/or NPS/RTC, the CDE shall annually evaluate whether CONTRACTOR is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b). LEA may also conduct its own onsite review of a NPS using LEA's Quality On-Site NPS Review Rubric.

The State Superintendent of Public Instruction ("Superintendent") shall monitor CONTRACTOR'S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in year one; (2) Superintendent shall conduct an onsite review in year two; and (3) Superintendent shall conduct a follow-up visit in year three.

CONTRACTOR shall participate in any LEA or CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code section 56366.1(j). This review will address programmatic aspects of the NPS, compliance with relevant State and federal regulations, and Contract compliance. If requested by LEA, CONTRACTOR shall complete and submit a Nonpublic School/Agency Self-Review Assessment to LEA and CDE. CONTRACTOR shall conduct any follow-up or corrective action procedures related to review findings.

CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance.

When CONTRACTOR is a NPS, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card as appropriate in accordance with California Education Code Section 33126.

PERSONNEL

44. CLEARANCE REQUIREMENTS

If CONTRACTOR is a NPA:

When CONTRACTOR is an NPA, all employees, volunteers, and subcontractors of CONTRACTOR who will or are likely to interact with LEA students shall obtain clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI"). Notwithstanding the restrictions on sharing and destroying criminal background check information and notwithstanding the express provisions of California Education Code sections 44237, 45125.1, and 56366.1, CONTRACTOR shall require all employees, volunteers, and

subcontractors to submit fingerprints through LEA's Live Scan system, regardless of whether CONTRACTOR requires its employees and volunteers to submit fingerprints for background checks in accordance with its own procedures. In addition, CONTRACTOR shall require all employees, volunteers, and subcontractors who will interact with LEA students outside the immediate supervision and control of the student's Parent or an LEA employee to enroll in LEA's subsequent arrest notification service as required by California Penal Code section 11105.2.

No employees, volunteers, or subcontractors of CONTRACTOR who have been convicted of a violent or serious felony, as those terms are defined in California Education Code Section 44237 subdivision (h) shall interact with LEA students outside the immediate supervision and control of the student's Parent or an LEA employee, unless despite the employee's, volunteer's, or subcontractor's conviction of a violent or serious felony, they have met the criteria to be eligible for employment pursuant to California Education Code section 44237 subdivisions (i) or (j). CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers shall not interact with LEA students unless and until CDOJ and DBI clearances are ascertained through LEA's Live Scan system.

If CONTRACTOR is a NPS or RTC:

When CONTRACTOR is an NPS or RTC, CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1, 35021.2, and 56366.1 including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for CONTRACTOR's employees and volunteers who will have or likely may have any direct contact with LEA students. In addition, if CONTRACTOR is located outside of California, then the CONTRACTOR shall also obtain clearance from its state's department of justice. CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers shall not come in contact with LEA students until CDOJ, its state's DOJ, and FBI clearance are ascertained. CONTRACTOR shall certify in writing to LEA that none of its employees, and volunteers, unless CONTRACTOR determines that the volunteers will have no direct contact with students, or subcontractors who may come into contact with LEA students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237(i) or (j). Upon request, clearance certification shall be submitted to the LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from CDOJ as required by California Penal Code section 11105.2. CONTRACTOR shall certify to LEA that CONTRACTOR'S employees, volunteers, and subcontractors have successful background checks and CONTRACTOR enrolled in subsequent arrest notification service for all employees, volunteers, and subcontractors who may come into contact with LEA students.

Notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to LEA evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, employee, volunteer, and subcontractor of the CONTRACTOR. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Background clearances and proof of subsequent arrest notification service, as required by California Penal Code section 11105.2, for all staff shall be provided to the LEA upon request.

45. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(r), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each

profession, and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

CONTRACTOR shall ensure that all staff are appropriately credentialed to provide instruction and services to students with the disabling conditions placed in their program/school through documentation provided to the CDE. (Cal. Code Regs., tit. 5, § 3064(a).)

In accordance with California Education Code section 56366.1(a)(5), when CONTRACTOR is a NPS, an appropriately qualified person shall serve as curricular and instructional leader, and be able to provide leadership, oversight and professional development. The administrator of the NPS holds or is in the process of obtaining one of the following: (A) An administrative credential granted by an accredited postsecondary educational institution and two years of experience with pupils with disabilities. (B) A pupil personnel services credential that authorizes school counseling or psychology. (C) A license as a clinical social worker issued by the Board of Behavioral Sciences. (D) A license in psychology regulated by the Board of Psychology. (E) A master's degree issued by an accredited postsecondary institution in education, special education, psychology, counseling, behavioral analysis, social work, behavioral science, or rehabilitation. (F) A credential authorizing special education instruction and at least two years of experience teaching in special education before becoming an administrator. (G) A license as a marriage and family therapist certified by the Board of Behavioral Sciences. (H) A license as an educational psychologist issued by the Board of Behavioral Sciences. (I) A license as a professional clinical counselor issued by the Board of Behavioral Sciences. (California Education Code §56366.1(a)(5)) CONTRACTOR shall maintain, and provide to the LEA upon request, documentation of its administrator's qualifications in accordance with the above.

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to federal requirements and California Education Code sections 45340 *et seq.* and 45350 *et seq.* Specifically, all paraprofessionals, including but not limited to, instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent) and at least one of the following qualifications: (a) completed at least two (2) years of study at an institution of higher education; or (b) obtained an associate's (or higher) degree; or (c) met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State and serving a LEA student shall be certified or licensed by that state where it is located to provide special education and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. § 1400 *et seq.*).

46. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the Sacramento County Superintendent of Schools. CONTRACTOR shall comply with the requirements of Section 44 (Clearance Requirements) and provide LEA with verified dates of Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any LEA student.

CONTRACTOR shall monitor the status of licenses, credentials, certifications, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall notify LEA and CDE in writing within thirty (30) days when personnel changes

occur which may affect the provision of special education and/or related services to LEA students. CONTRACTOR shall notify LEA within thirty (30) days if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, challenged pursuant to an administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Contract. LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period which such person is providing services under this Contract.

CONTRACTOR'S failure to notify LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and/or suspension or and shall be good cause for termination of this Contract by LEA.

CONTRACTOR shall identify to LEA any employee (or CONTRACTOR, if CONTRACTOR is an individual) expected to perform services under this Agreement who is then-receiving California State Teachers' Retirement System ("CalSTRS") benefits, and who may perform creditable service for the LEA as defined in Education Code 22119.5. Identification to LEA shall include the individual's full legal name and STRS and social security identification numbers. Before any services by the individual are provided, the CONTRACTOR shall provide to LEA a signed written confirmation from the individual that he/she is aware of the separation-from-service requirement and earnings limitations imposed by Education Code sections 22714, 24114, 24116, 24214, 24214.5, and 24215. CONTRACTOR shall thereafter provide on a monthly basis to the employee and LEA the actual amounts paid to the individual for services rendered under this Contract, with LEA responsible for reporting the individual's earnings to CalSTRS as required by law or regulation, including but not limited to Education Code section 22461.

47. STAFF ABSENCE

When CONTRACTOR is a NPS and CONTRACTOR's classroom teacher is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to the LEA documentation of substitute coverage. Substitute teachers shall remain with their assigned class during all instructional time.

The LEA shall not be responsible for any payment for instruction and/or services when an appropriately credentialed substitute teacher is not provided in accordance with California Education Code section 56061.

When CONTRACTOR is a NPA and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. It is understood that the parent of a LEA student shall not be deemed to be a qualified substitute for their student. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and authorized LEA representative.

48. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME

It is understood that all employees, subcontractors, and volunteers of any certified NPS/A shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR.

For services provided on a public school campus, CONTRACTOR shall comply with California Penal Code section 627.1 *et seq.*, as well as all other LEA Procedures and school campus-specific policies and procedures regarding visitors to/on school campuses. Such LEA Procedures shall be made available to the CONTRACTOR upon request. It is understood that the LEA public school credentialed classroom teacher is responsible for the instructional program, and all NPA service providers shall work collaboratively with the classroom teacher, who shall remain in charge of the instructional program. Failure to comply with this and all LEA requirements in this regard shall be sufficient cause for LEA to terminate this Contract.

CONTRACTOR providing services outside of the student's school as specified in the IEP shall ensure that at least one Parent of the child or an adult caregiver with written and signed authority to make decisions in an emergency is present during provision of services. The names of any adult caregiver other than the Parent shall be provided to LEA prior to the start of any home-based services, including written and signed authorization in emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider. All problems and/or concerns reported by CONTRACTOR to Parents, in either verbal or written form, shall also be immediately (within 24 hours) reported to the LEA.

HEALTH AND SAFETY MANDATES

49. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, State, and local, and laws, regulations, ordinances, policies, and procedures, and LEA Procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 *et. seq.*, 49406, and Health and Safety Code section 121545(a) regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with a LEA student.

CONTRACTOR shall comply with OSHA Blood-Borne Pathogens Standards, 29 Code of Federal Regulations (CFR) section 1910.1030 *et seq.* and Cal/OSHA's Blood-Borne Pathogens Standards, Title 8 of the California Code of Regulations section 5193, when providing medical treatment or assistance to a student. CONTRACTOR further agrees to provide annual training regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code.

See also the Health and Safety Addendum to Master Contract 2023-2024 in Exhibit C.

50. FACILITIES AND FACILITIES MODIFICATIONS

CONTRACTOR shall provide special education and/or related services to students in facilities that comply with all applicable federal, State, and local laws, regulations, and ordinances related, but not limited to: disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity. When CONTRACTOR is a NPS, CONTRACTOR shall conduct fire drills as required by Title 5 California Code of Regulations section 550. During the duration of this Contract, if CONTRACTOR is subject to fines, penalties and findings of non-compliance, CONTRACTOR shall assume any and all responsibilities for payment of such financial obligations. CONTRACTOR shall also be responsible for any structural changes and/or modifications to CONTRACTOR's facilities as required complying with applicable federal, State, and local laws, regulations, and ordinances. Failure to notify the LEA and CDE of any changes in, major modification or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Contract by LEA.

In signing this Contract, CONTRACTOR certifies that its facilities either comply with federal and State of California and local laws regarding disability access, or possesses and has available upon demand, a self-evaluation and/or transition plan in accordance with said laws.

51. ADMINISTRATION OF MEDICATION

CONTRACTOR shall comply with the requirements of California Education Code section 49422 *et seq.* when CONTRACTOR serves a LEA student who is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the student with the administration of such medication after the student's Parent(s) provides to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the student's Parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each student to whom medication is administered. Such written log shall specify the student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for storing medications in a secure location and ensuring appropriate staff training in the administration of such medication consistent with physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and Parent.

52. INCIDENT/ACCIDENT REPORTING

CONTRACTOR shall submit within 24 hours, electronically, any accident or incident report to LEA. CONTRACTOR shall properly submit required accident or incident reports pursuant to and as specified in LEA Procedures.

53. CHILD ABUSE REPORTING

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 *et seq.* and Education Code 44691. In addition, CONTRACTOR is to read and become familiar with the LEA's Mandated Child Abuse and Neglect Reporting Policies (BP 5141.4 and AR 5141.4.). To protect the privacy rights of all parties involved (i.e., reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates. A written statement from CONTRACTOR acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the LEA before execution of this Contract and upon subsequent request from LEA.

In the event there is a suspicion of abuse conducted by anyone (students, staff, contractor or others) on or off campus, CONTRACTOR is to file the appropriate report to the Sacramento County Sheriff. CONTRACTOR is also to confidentially notify LEA's Legal Compliance Department ("Legal Compliance") of the report. CONTRACTOR is to cooperate with any investigation conducted by LEA in connection with such report.

54. SEXUAL HARASSMENT

CONTRACTOR shall have a Sexual and Gender Identity Harassment Policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the CONTRACTOR's policy, as well as federal and State law. The policy should include procedures to make complaints without fear of retaliation, and for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures pursuant to Government Code 12950.1.

55. REPORTING OF MISSING CHILDREN

CONTRACTOR assures LEA that all of its staff members, including volunteers, independent contractors and subcontractors, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370 *et seq.* A written statement acknowledging the legal

requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to the LEA by CONTRACTOR before execution of this Contract and in response to subsequent requests by LEA. The written statement shall be submitted as specified by LEA.

FINANCIAL

56. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES

CONTRACTOR shall assure that the NPS/A has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every student.

CONTRACTOR shall comply with all LEA Procedures concerning enrollment, contracting, attendance reporting, service tracking and billing including requirements of electronic billing as specified by LEA Procedures, as well as provide all such records requested by LEA concerning the same. CONTRACTOR shall be paid for the provision of special education and/or related services specified in the LEA student's IEP and ISA which are provided on billable days of attendance. All payments to CONTRACTOR by LEA shall be made in accordance with the terms and conditions of this Contract and in compliance with LEA Procedures, and governed by all applicable federal and State of California laws.

If CONTRACTOR is a NPS, CONTRACTOR shall ensure that the NPS's enrollment procedures include verification of required immunizations (including but not limited to the adolescent pertussis booster vaccination (Tdap) for all students entering the seventh grade).

CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program, service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this Contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and in addition, on a LEA form with signatures in the manner prescribed by LEA. At a minimum, each invoice must contain the following information: type of service provided; month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the IEP or agreed to by the LEA; name of staff who provided the service and the individual's licensing and credentials; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of NPS/A administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up sessions consistent with this Contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and name of each LEA student for whom the service was provided.

In the event services were not provided, each invoice shall include the rationale for why the services were not provided.

Such an invoice is subject to all conditions of this Contract. At the discretion of LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to CONTRACTOR at no additional charge for such training.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in California Education Code Section 56366.5. CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

In no case shall initial payment claim submission for any Contract fiscal year (July through June) extend beyond December 31st after the close of the fiscal year. In no case shall any rebilling for the Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal year unless approved by LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of LEA, then no limit is set provided that LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

57. RIGHT TO WITHHOLD PAYMENT

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this Contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice, as required by EC 56366.5(a); (e) education and/or related services are provided to students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (f) LEA has not received prior to school closure or contract termination, all documents concerning one or more LEA students enrolled in CONTRACTOR's educational program; (g) CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change of residence to another district, but fails to notify LEA within five (5) days of such confirmation; (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a LEA student; or (i) CONTRACTOR fails to provide the required liability/insurance documentation as outlined in Section 15 of this Contract. It is understood that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. In addition, final payment may be withheld by LEA until completion of a review or audit, if deemed necessary by LEA. Such review or audit will be completed within ninety (90) days. The final payment may be adjusted to offset any previous payments to CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

The amount which may be withheld by LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a) the value of the service CONTRACTOR failed to perform; (b) the amount of overpayment; (c) the entire amount of the invoice for which satisfactory documentation has not been provided by CONTRACTOR; (d) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified; (e) the proportionate amount of the invoice related to the applicable LEA student for the time period from the date the violation occurred and until the violation is cured; or (f) the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the LEA student.

If LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding

payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies or submit to LEA written documentation demonstrating that the basis or bases cited by LEA for withholding payment is unfounded. Upon receipt of CONTRACTOR's written request showing good cause, LEA shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR's notice within thirty (30) business days by indicating that a warrant for the amount of payment will be made or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

After forty-five (45) business days: The CONTRACTOR may notify the LEA's Authorized Representative of the dispute in writing. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

After sixty (60) business days: Pursuant to the provisions of Education Code section 56366(c)(2), the LEA or CONTRACTOR may appeal to the Sacramento County Superintendent of Schools so long as the County Superintendent of Schools is not participating in the Local Plan involved in the NPS/A contract to negotiate the contract. Within thirty (30) days of receipt of this appeal, the Sacramento County Superintendent of Schools or a designee, shall mediate the formulation of a contract, which shall be binding on both parties. Alternatively, the parties may agree to retain the services of a mutually agreed upon mediator to negotiate the contract.. Both parties agree to pay for their own costs and expenses arising out of any such mediation. Each party agrees to act in good faith in participating in any mediation process agreed to by the parties.

58. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to LEA students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to LEA students. CONTRACTOR shall provide prior written notice of the rights and protections required by Title 34 of the Code of Federal Regulations section 300.154(d) whenever it seeks to use the LEA students' public benefits to pay for special education and related services. Such notice shall be provided before seeking payment from Medi-Cal for the first time and annually.

59. PAYMENT FOR ABSENCES

NONPUBLIC SCHOOL (NPS) STAFF ABSENCE

Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage pursuant to the LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher.

Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this Contract and as determined by LEA) substitute. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision

of “make-up” services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided unless otherwise agreed in a LEA student’s IEP.

NONPUBLIC SCHOOL (NPS) STUDENT ABSENCE

If CONTRACTOR is a NPS, no later than the tenth (10th) cumulative day of a LEA student’s unexcused absence, CONTRACTOR shall notify the LEA of such absence.

Criteria for a billable day for payment purposes is one (1) day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student’s attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. *Per Diem* rates for LEA students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. LEA shall not be responsible for payment of related services for days on which a student’s attendance does not qualify for Average Daily Attendance (“ADA”) reimbursement under state law, nor shall student be eligible for make-up services.

NONPUBLIC AGENCY (NPA) STAFF ABSENCE

When CONTRACTOR is a NPA and CONTRACTOR’s service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this Contract and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR’s service providers. LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of “make-up” services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not “bank” or “carry over” make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

NONPUBLIC AGENCY (NPA) STUDENT ABSENCE

If CONTRACTOR is a NPA, it shall notify LEA of the absence of a LEA student no later than the fifth (5th) consecutive service day of the student’s absence. LEA shall not be responsible for the payment of services when a student is absent.

60. LEA and/or NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY

The following shall apply in the event of a LEA or NPS school closure due to an emergency in accordance with Education Code sections 41422 and 46392:

- a. If CONTRACTOR remains open, if allowed, during an emergency for the reasons set forth in Education Code section 41422 and serves LEA students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether LEA is open or closed.
- b. If CONTRACTOR is closed during an emergency for the reasons set forth in Education Code section 41422, if LEA is able to obtain alternative placement for the LEA student, CONTRACTOR shall not receive payment for days the student is not in attendance due to CONTRACTOR's NPS closure. If LEA is unable to obtain an alternative placement for the LEA student, CONTRACTOR shall receive payment consistent with the signed ISA, as though the student were continuing in regular attendance, until an alternative placement can be found, so long as CONTRACTOR complies with Section 60(d), below.
- c. If both LEA and CONTRACTOR are closed during an emergency for the reasons set forth in Education Code section 41422, on days LEA is funded, CONTRACTOR shall receive payment consistent with the LEA student's ISA, until an alternative placement for the LEA student can be found so long as CONTRACTOR complies with Section 60(d), below. If LEA is able to obtain an alternative placement

for the LEA student, CONTRACTOR shall not receive payment for days the student is not in attendance due to CONTRACTOR'S NPS closure.

- d. CONTRACTOR shall, in the case of school closures during an emergency for the reasons set forth in Education Code section 41422, implement the LEA student's IEP in accordance with Education Code 56345(a)(9) pertaining to emergency conditions and continue implementing ISAs for enrolled students. CONTRACTOR shall ensure its students have reliable internet accessibility as well as the physical technology (i.e. Chromebooks, i-Pad, hot-spots etc.) as required to access and participate.
- e. In the event of CONTRACTOR'S closure during an emergency, LEA reserves the right to withhold payment to CONTRACTOR for instruction and services not rendered pursuant to an LEA student's ISA, consistent with Section 59.

When the emergency school closure is lifted, CONTRACTOR shall notify LEA of any lost instructional minutes for any LEA student. CONTRACTOR and LEAs shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend IEP and ISA paperwork as appropriate.

61. INSPECTION AND AUDIT

The CONTRACTOR shall maintain and LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Contract.

CONTRACTOR shall provide access to LEA to all records including, but not limited to those documents identified in Section 9 of this Contract. CONTRACTOR shall also make available to LEA all budgetary information including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR (to be specified by LEA) at all reasonable times and without charge. CONTRACTOR shall provide all records to LEA within five (5) working days of a written request. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR's offices for purposes of interviewing CONTRACTOR's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to LEA, unless LEA agrees to the use of the electronic format. Such access shall also include unannounced inspections by LEA.

CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

If an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR's over billing or failure to perform, in whole or in part, any of its obligations under this Contract, LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR's over billing and/or failure to perform, in whole or in part, any of its obligations under this Contract, as determined by an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

62. RATE SCHEDULE

The attached Rate Schedule (Exhibit A) limits the number of LEA students that may be enrolled and maximum dollar amount of the Contract. It may also limit the maximum number of LEA students that can be provided specific services. Per Diem rates for LEA students whose IEPs authorize less than a full

instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as set forth in paragraph 23, above, and noted in California Education Code Section 46200-46208.

Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and federal law, and the codes and charges for such educational and/or related services during the term of this Contract, shall be as stated in Exhibit A.

When CONTRACTOR is a NPS associated with a RTC (“NPS/RTC”), Educationally Related Mental Health Services (“ERMHS”) are provided in an integrated, intensive, educationally related therapeutic residential setting which includes social emotional/behavior support through individual counseling, group counseling, family consultation and support, as appropriate. It is a collaborative model which includes educational professionals and related service providers, where all supports and services are integrated in the NPS/RTC program. Costs for ERMHS are all inclusive and combined with the daily rate as ERMHS+RB (“ERMHS + Room and Board”). ERMHS plus Room and Board payments are based on positive attendance (payable for up to a maximum of 365 days) only, with up to a maximum of 10 days payment per LEA student, per contract year, when a bed is unoccupied, for home visits of a therapeutic nature. Any NPS or RTC requesting a change in rate for any services provided during a subsequent contract year must make a request in writing to the Sacramento County SELPA Directors, with a copy sent to LEA Director or designee, by January 15th of each calendar year. Increases will only be considered for approval for entities that have received a positive review on the LEA's Quality On-Site NPS Review Rubric.

63. DEBARMENT CERTIFICATION

By signing this Contract, CONTRACTOR certifies that:

- (a) CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any federal agency, and
- (b) CONTRACTOR and any of its shareholders, partners, or executive officers have not, within a three-year period preceding this Contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a federal, any state or local government contract or subcontract; violation of federal or any state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: February 20, 2024

Attachments: _____

From: Clarence Isadore, Principal

Item Number: 10.9

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

SUBJECT:

Request to Approve the Overnight Travel for Rio Vista High School's Future Farmers of America (FFA) Members to Attend the FFA State Leadership Conference March 21-24, 2024 in Sacramento

BACKGROUND:

Rio Vista High School's FFA department is requesting to attend the Annual State Leadership Conference where student accomplishments will be celebrated. There will be student lead programs, motivational speakers, educational workshops, agriculture business opportunities.

STATUS:

Two Agricultural teachers and four students will be attending the three-day conference and will be staying overnight as the sessions start early each day. Overnight fieldtrips require board approval.

PRESENTER:

Clarence Isadore, Principal

OTHER PEOPLE WHO MIGHT BE PRESENT:

Maureen Reis, Agriculture Advisor and Tyer Yates, Agriculture Teacher

COST AND FUNDING SOURCES:

Agriculture Incentive Grant: \$1,201.44 and District matching funds \$1,200: Totaling \$2,401.44

RECOMMENDATION:

That the Board approves the overnight travel for Rio Vista High School's FFA leadership members attend the Annual State Leadership Conference in Sacramento

Time allocated: 2 minutes



CALIFORNIA ASSOCIATION FUTURE FARMERS OF AMERICA
AGRICULTURAL EDUCATION
1430 "N" STREET, SUITE 4202
SACRAMENTO, CA 95814
www.calaged.org

November 30, 2023

To: FFA Chapter Advisors
From: Hugh Mooney, Assistant State FFA Advisor
Subject: *96th Annual State Leadership Conference – March 21-24, 2024*

FFA Chapter Advisors,

This year FFA members from all corners of the state will convene in Sacramento, March 21-24, 2024, for the 96th Annual State FFA Leadership Conference where student accomplishments will be celebrated. Those attending this student led program will hear from motivational speakers, take part in educational workshops, engage with industry and colleges in the career expo, have the opportunity to visit agricultural business' through sponsored tours, and attend exciting sessions in the Golden One Arena.

For the latest information and most current schedule you are encouraged to visit calaged.org.

Timeline

December 1, 2023 – Early Registration and Hotel Reservations Opens

January 16, 2024 – Early Registration Closes

February 15, 2024 – School or cashier check payable to California Association FFA or a copy of a school purchase order to cover all registration fees. If mailing your forms, they must be postmarked by February 15, 2024, to be eligible for the early registration rate and mailed to: California FFA Center, State FFA Leadership Conference Registration, P.O. Box 460, Galt, CA 95632

Based on your registration, we commit to legal contracts for meals, materials, and facilities. Therefore, once you register online it is considered final and your chapter is financially liable. Information will be emailed in March regarding where and when to pick up registration materials at the conference site. Substitutions will be allowed. If you have any questions, do not hesitate to call.

It is our goal to provide a safe and educational activity. We will continue to monitor County and State Health Departments to ensure we are adhering to their recommendations. Any changes will be communicated to teachers of students registered to participate in the FFA activity.

Registration

The popular Administrator Conference will return with the State Leadership Conference in 2024. The conference is coordinated through the Agricultural Education Professional Development Contract. Registration and schedule will be provided as an update on calaged.org. For planning purposes, the conference will be held Thursday, March 21 and Friday, March 22.

The latest information on the following will be posted on calaged.org when available.

- Schedule
- Hotels
- Meal Vouchers
- Tours
- Leadership Workshops
- One-Day Registration
- Nominating Committee
- State Officer Candidates

Terms & Conditions

Please remember when you register your chapter for the 96th State FFA Leadership Conference you are agreeing to the following terms and conditions:

1. **Liability Waiver** - The California Association FFA is not directly responsible for students, advisors or chaperones attending events sanctioned by the state association. Local school districts and designated advisors/chaperones are responsible for the oversight and management of themselves and their students. Local management also includes securing proper insurance and medical waivers as designated by a chapter's local school board.
2. **Multimedia Recording and Usage Policy** – The California Association FFA staff and its designees may capture photos, video and other recordings of participants before, during and after events sanctioned by the state association. Please be aware that all recorded media may be used by the California Association of FFA in future print materials, online materials (including FFA websites and official social media accounts) signage, slideshows, podcasts, videos and other uses in physical and digital forms. Attendance at events sanctioned by the state association implies your consent to be photographed, videotaped and otherwise recorded for these purposes.
3. **Food Allergies Disclaimer** – Events sanctioned by the California Association FFA are activities that bring thousands of participants together in a number of activities and conferences throughout the state of California, under the supervision of their local school districts via their advisors and chaperones. All individuals with food allergies are responsible for taking necessary precautions to protect their health. Due to the nature and location of various activities, the California Association of FFA cannot provide accommodations for food allergies or be held accountable for issues arising from food allergies.

Please reach out to either myself, the assistant state advisor or your regional supervisor should you have questions. See you in Sacramento in March!

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

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: February 20, 2024

Attachments: _____

From: Codi Agan, Director of Personnel

Item Number: 10.10

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

SUBJECT:

Request to Approve the Unpaid Leave of Absence Made by Employee #002374 at D.H. White Elementary School, from April 18, 2024 through May 3, 2024

BACKGROUND:

Request made by employee #002374, Teacher at D.H. White Elementary School, for unpaid Leave of Absence from April 18, 2024 – May 3, 2024, due to the need travel to out of country for the birth of their child and secure documents for their child's return to the US. Employee #002374 does not meet the eligibility for parental leave due to being hired this year in turn this is why a leave of absences is being requested.

STATUS:

PRESENTER:

Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Staff

COST AND FUNDING SOURCES:

RECOMMENDATION:

That the Board approves the requested unpaid leave of absence made by employee #002374 from April 18, 2024 – May 3, 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: February 20, 2024

Attachments: _____

From: Tammy Busch, Asst. Superintendent of Business Services

Item Number: 10.11

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

SUBJECT:

Request to Declare as Surplus, River Delta Unified School District Vehicles That are Non-Operational and Deem Their Value as Listed:

1. VAN #61 - 2000 Ford E-350, Mileage 237,382 - \$500
2. VAN #73 - 2004 Ford E-350, Mileage 266,815 - \$500
3. TRK #71 – 2000 Ford F-150, Mileage 195,107- \$500

BACKGROUND:

Items to be surplus requires the Board to declare them as surplus and deem a monetary value.

STATUS:

Vehicles listed have numerous transmission, electrical and cooling issues and have been non-operational and out of service for an extended period of time. The cost of making them operational exceeds their value. Vehicles to be auctioned on www.GovDeals.com as per District agreement.

PRESENTER:

Tammy Busch, Assistant Superintendent of Business Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

Any funds received from the sale of the vehicles will be deposited into the general fund for reallocation.

RECOMMENDATION:

That the Board approves the request to declare the identified vehicles as surplus and deem their value as listed.

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: February 20, 2024

Attachments: _____

From: Dr. MJ Kiwan Gomez, Principal Bates Elementary

Item Number: 10.12

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

SUBJECT:

Request to Approve the Overnight Field Trip for Bates Elementary School 3rd/4th Grade Students to Attend Coloma Outdoor Discovery School from April 9 through April 10, 2024

BACKGROUND:

Students in the 3rd and 4th grade attend the Coloma Outdoor Discovery School for hands on American Gold Rush California history. The students spend their days visiting historical locations in the park, learning the history of the folks who came to Coloma because of the Gold Rush, experience a day in the life of a miner, hiking and pan for gold.

STATUS:

Overnight travel for students requires Board approval.

PRESENTER:

Dr. MJ Kiwan Gomez

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

\$4775.00 plus transportation costs funded by ESSER III Funds

RECOMMENDATION:

That the Board approves the 3rd/4th Grade Overnight Student Educational California History Camp to Coloma Outdoor Discovery School for 19 students from Bates Elementary School from April 9 through April 10, 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: February 20, 2024

Attachments: X

From: Nancy Vielhauer, Asst. Superintendent of Educational Services Item Number: 10.13

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

SUBJECT:

Request to Approve the School Accountability Report Card Reported in 2023-2024 for School Year 2022-2023

BACKGROUND:

Pursuant to Education Code Section 35256, state law requires all public schools receiving state funding to prepare and distribute a School Accountability Report Card (SARC). The purpose of the report card is to provide parents and the community with important information about each public school.

The governing board of each school district annually shall issue a School Accountability Report Card for each school in the school district, publicize those reports, and notify parents or guardians of pupils that a hard copy will be provided upon request. Commencing with the 2008–09 school year, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

STATUS:

River Delta Unified School District’s School Accountability Report Cards for 2022-2023 are presented to the Governing Board for approval. It is the recommendation of the Superintendent that the Governing Board approve the versions of the School Accountability Report Cards for the 2022-2023 school year as presented.

PRESENTER:

Nancy Vielhauer, Asst. Superintendent of Educational Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

Site Principals

COST AND FUNDING SOURCES:

There is no financial impact at this time.

RECOMMENDATION:

That the Board approves each SARC for District school sites as presented.

Time allocated: 2 minutes

Bates Elementary

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Bates Elementary
Street	180 Primasing Ave. Courtland
City, State, Zip	CA 95615-0308
Phone Number	(916) 775-1771
Principal	Dr. MJ Kiwan Gomez
Email Address	mjkiwangomez@rdusd.org
School Website	https://www.rdusd.org/schools/bates-elementary-school
County-District-School (CDS) Code	34674136033641

2023-24 District Contact Information

District Name	River Delta Joint Unified
Phone Number	(707) 374-1700
Superintendent	Katherine Wright
Email Address	kwright@rdusd.org
District Website	http://www.riverdelta.org/

2023-24 School Description and Mission Statement

Mission Statement: Blending tradition and Technology so that All Students Learn

Our Vision: The aim of Bates Elementary School is to promote responsible and productive citizens with strong critical thinking and academic skills by providing a rigorous, dynamic, comprehensive curriculum delivered in partnership with the community, family, and competent, qualified staff in a safe and caring environment.

Our teachers and staff work hard to provide the best educational experience for our students. Parent partnership is a high priority and is essential for student success. Bates Elementary School has a rich tradition of outstanding student achievement and we provide a sound, standards-based education while promoting the high moral character of all students.

The critical objectives of Bates School are:

- Increase student achievement in Reading, Language Arts, and Mathematics.
- Provide adequate staff development to support these academic areas.
- Provide the best possible technology to support all educational programs.
- Improve the classroom libraries, thus promoting literacy skills.
- Encourage parental involvement and support of the school.
- Improve assessment and data analysis to provide better feedback on students' achievement.
- Provide strategies for students at risk of school failure.
- Provide services for at-risk students.
- Provide enrichment opportunities for students.
- Provide a bully-free environment.

Bates Elementary is dedicated to the implementation of the Advancement Via Individual Determination (AVID) as well as in the RTI and ELD classroom. We strive to provide our students with a suite of resources, and ongoing support to ensure a lasting impact that maximizes their potential. The work we do at Bates Elementary aligns with AVID's goals to accelerate and enhance the work that is already happening. AVID provides scaffolding support that educators and students need to encourage college and career readiness and success for all. It is a long-term goal for Bates Elementary.

In 2020-2021, Bates Elementary implemented a Dual Immersion program in Spanish in the Transitional Kinder and Kinder

2023-24 School Description and Mission Statement

levels. In 2022-2023, the leadership with parental support started the 50/50 dual language immersion model in all of the grades, TK- 6th.

Title I and other categorical program services are being provided for the students. The school has seven certificated staff members. These certificated staff members include a part-time band teacher, a part-time Special Education Resource teacher, and a part-time counselor. The remaining four certificated staff members serve students in grades TK-6. The classified staff members include two full-time staff members and eight part-time.

In addition to the teaching staff, Bates School has one full-time administrator, one full-time and one half-time custodian, and one full-time secretary. All of these staff members support the school's program daily. Part-time health, speech, and psychological services are provided for the children. Bates Elementary offers the Catalyst program and the staff consists of six part-time classified staff members with various responsibilities.

The TK/Kindergarten through Sixth-grade programs stress basics and the core courses. Each teacher provides sheltered or differentiated instruction in English and Spanish. TK-3 classrooms is 19. The overall average number of students in K-6 classrooms is 16 students. Bates will continue to serve students in transitional kinder through sixth grade.

The school campus is a composite of two older wings that were originally built in 1934 and 1957. In 1975, the two older wings were covered with a single roof, merging them into a single building. Bates School is committed to preparing students with 21st Century skills. Our Single Plan for Student Achievement (SPSA) provides direction to a program that blends the strengths of traditional, skill-based education with the best of technology-enhanced education. The School Site Council (SSC), English Language Advisory Council (ELAC), teaching staff, instructional aides, office staff, custodial staff, Principal, and parents are responsible for the successful implementation of this plan.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	14
Grade 1	9
Grade 2	10
Grade 3	9
Grade 4	16
Grade 5	12
Grade 6	13
Total Enrollment	83

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	55.4%
Male	44.6%
Filipino	1.2%
Hispanic or Latino	95.2%
Native Hawaiian or Pacific Islander	1.2%
White	2.4%
English Learners	54.2%
Migrant	44.6%
Socioeconomically Disadvantaged	86.7%
Students with Disabilities	4.8%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.40	84.38	105.00	84.84	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.90	3.17	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	15.63	8.50	6.86	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	6.30	5.11	18854.30	6.86
Total Teaching Positions	6.40	100.00	123.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.40	100.00	97.00	82.28	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.00	4.31	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	8.80	7.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.70	0.59	11953.10	4.28
Unknown	0.00	0.00	6.20	5.30	15831.90	5.67
Total Teaching Positions	6.40	100.00	117.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Wonders K-6 Adopted in 2016. There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.	Yes	0%

	<p>Dual Immersion Program uses the district's McGraw-Hill Maravillas. There is sufficient amount of textbooks for all students in transitional kindergarten and kindergarten students. Each year we will be adding a grade level to this program.</p> <p>The annual public hearing of the RDUSD Board of Trustees to report sufficiency of textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021</p>		
Mathematics	<p>Houghton Mifflin Math Expressions K-5 Adopted 2015; Big Ideas Learning Larson Big Ideas Math 6th grade Adopted in 2015; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.</p> <p>Dual Immersion Program uses the Houghton Mifflin Math Expressions in Spanish for Transitional Kindergarten and kindergarten students. Each year we will be adding another grade to this program.</p> <p>The annual public hearing of the RDUSD Board of Trustees to report sufficiency of textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.</p>	Yes	0%
Science	<p>Grades K-5, Twig Science (English and Spanish versions) by Twig Education adopted 2019; Grade 6 Elevate Science by Pearson Education adopted 2019. There is a sufficient amount of textbooks available for in-class and take-home use for all students, including English Learners.</p>	Yes	0%
History-Social Science	<p>Pearson My World Interactive K-5 in English and Spanish Adopted 2018. Grade 6 Ancient World History in English and Spanish by Savvas adapted 2018. There is a sufficient amount of textbooks available for in-class and take-home use for all students, including English Learners.</p>	Yes	0%
Foreign Language	n/a		n/a
Health	Puberty Talk Elementary, 2022 Edition by Health Connected	Yes	0
Visual and Performing Arts	n/a		n/a
Science Laboratory Equipment (grades 9-12)	N/A	N/A	n/a

School Facility Conditions and Planned Improvements

The safety of our students and staff is a top priority at Bates Elementary School. The school is enclosed by fencing in front of the campus with an updated locking entrance/gate for visitors to be "buzzed in" during instructional time. All visitors must sign in and are provided with a visitor's badge. All grounds and buildings are properly supervised during student hours, as evidenced by the school's duty schedule. Planned supervision programs and special drills are designed to protect students and staff. The total existing building area at Bates is 35,512 square feet. The school campus is a composite of two older wings built in 1934 and 1957. In 1975, these wings were covered with one roof, merging them into a single building. The site is generally rectangular except for a narrow "dog leg" on the east end of the property, which encompasses the classroom wing and primary play area. The parking lot was resurfaced in 2003.

The school facility supports teaching and learning. Classrooms are spacious and safe for both students and staff. Playgrounds are ADA-accessible and monitored continually for safety factors. The computer lab was upgraded in 2017. The asphalt playground on the east side of the campus was relocated in 2004. The Courtland community does not have utility systems for water supply. The site has two wells, one for drinking water and one for irrigation.

Although the building is older, it is well-kept by staff, students, and district maintenance staff with established daily cleaning schedules. District maintenance staff ensures that repairs necessary to keep the school in good working order are completed promptly. All classrooms, the cafeteria, and bathrooms are cleaned daily. The custodial staff is quick to respond to emergency clean-ups both in the building and on the playground. They monitor the building, grounds, and equipment for safety issues. District gardeners help maintain the grounds. No construction projects are scheduled at this time.

Maintenance and Repair Process:

We use a district-wide software solution called SchoolDude for all maintenance and repair requests. This system allows multiple requesters across all school sites to identify and request repairs or maintenance at their school site. This system is monitored daily for new requests, progress reporting, and work order completion.

Cleaning Process

We provide regular cleaning of all surfaces with general cleaning agents and clearly outline which surfaces need to be disinfected. Soap and towels or hand dryers are available at every sink. Floors are swept daily and mopped regularly or as needed. We use the International Sanitary Supply Association (ISSA) Cleaning Standards for measuring cleanliness for all facilities. We provide an internal audit twice a year for each school site to ensure the standard of cleanliness is met.

Deferred Maintenance:

Deferred maintenance is captured in our SchoolDude software program. Once a deferred maintenance project or repair is identified, it is quantified (budget estimates), and prioritized as a future maintenance project, capital renewal, or replacement project according to the urgency of need and significance within the district.

Year and month of the most recent FIT report

1/11/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	C Building E side of Building: HVAC is scheduled to update some of the units in 2024. Electrical panels are old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire system is adequate and need to be brought up to code. Windows need to be replaced. Roof repairs were completed of known issues. E Building W side of Building: HVAC is scheduled to update some of the units in 2024. Electrical panels are old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire system is adequate and need to be brought up to code. Windows need to be replaced. Roof repairs were completed of known issues. G Building Center of Building: HVAC is scheduled to update some of the units in 2024. Electrical panels are

School Facility Conditions and Planned Improvements

			<p>old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire system is adequate and need to be brought up to code. Roof repairs were completed of known issues. Multi Purpose room / Kitchen: HVAC is scheduled to update some of the units in 2024. Electrical panels are old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire system is adequate and need to be brought up to code. Roof repairs were completed of known issues.</p>
<p>Interior: Interior Surfaces</p>		X	<p>C Building E side of Building: HVAC is scheduled to update some of the units in 2024. Electrical panels are old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire system is adequate and need to be brought up to code. Windows need to be replaced. Roof repairs were completed of known issues.</p> <p>E Building W side of Building: HVAC is scheduled to update some of the units in 2024. Electrical panels are old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire system is adequate and need to be brought up to code. Windows need to be replaced. Roof repairs were completed of known issues.</p> <p>G Building Center of Building: HVAC is scheduled to update some of the units in 2024. Electrical panels are old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire system is adequate and need to be brought up to code. Roof repairs were completed of known issues. Multi Purpose room / Kitchen: HVAC is scheduled to update some of the units in 2024. Electrical panels are old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire system is adequate and need to be brought up to code. Roof repairs were completed of known issues.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	X		
<p>Electrical</p>		X	<p>C Building E side of Building: HVAC is scheduled to update some of the units in 2024. Electrical panels are old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire system is adequate and need to be brought up to code. Windows need to be replaced. Roof repairs were completed of known issues.</p> <p>E Building W side of Building: HVAC is scheduled to update some of the units in 2024. Electrical panels are old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire system is adequate and need to be brought up to code. Windows need to be replaced. Roof repairs were completed of known issues.</p> <p>G Building Center of Building: HVAC is scheduled to update some of the units in 2024. Electrical panels are old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire</p>

School Facility Conditions and Planned Improvements

			<p>system is adequate and need to be brought up to code. Roof repairs were completed of known issues. Multi Purpose room / Kitchen: HVAC is scheduled to update some of the units in 2024. Electrical panels are old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire system is adequate and need to be brought up to code. Roof repairs were completed of known issues.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		X	<p>C Building E side of Building: HVAC is scheduled to update some of the units in 2024. Electrical panels are old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire system is adequate and need to be brought up to code. Windows need to be replaced. Roof repairs were completed of known issues.</p> <p>E Building W side of Building: HVAC is scheduled to update some of the units in 2024. Electrical panels are old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire system is adequate and need to be brought up to code. Windows need to be replaced. Roof repairs were completed of known issues.</p> <p>Multi Purpose room / Kitchen: HVAC is scheduled to update some of the units in 2024. Electrical panels are old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire system is adequate and need to be brought up to code. Roof repairs were completed of known issues.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		X	<p>C Building E side of Building: HVAC is scheduled to update some of the units in 2024. Electrical panels are old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire system is adequate and need to be brought up to code. Windows need to be replaced. Roof repairs were completed of known issues.</p> <p>E Building W side of Building: HVAC is scheduled to update some of the units in 2024. Electrical panels are old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire system is adequate and need to be brought up to code. Windows need to be replaced. Roof repairs were completed of known issues.</p> <p>G Building Center of Building: HVAC is scheduled to update some of the units in 2024. Electrical panels are old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire system is adequate and need to be brought up to code. Roof repairs were completed of known issues.</p> <p>Multi Purpose room / Kitchen: HVAC is scheduled to update some of the units in 2024. Electrical panels are old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire system is adequate and need to be brought up to code. Roof repairs were completed of known issues.</p>

School Facility Conditions and Planned Improvements

<p>Structural: Structural Damage, Roofs</p>			X	<p>C Building E side of Building: HVAC is scheduled to update some of the units in 2024. Electrical panels are old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire system is adequate and need to be brought up to code. Windows need to be replaced. Roof repairs were completed of known issues.</p> <p>E Building W side of Building: HVAC is scheduled to update some of the units in 2024. Electrical panels are old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire system is adequate and need to be brought up to code. Windows need to be replaced. Roof repairs were completed of known issues.</p> <p>G Building Center of Building: HVAC is scheduled to update some of the units in 2024. Electrical panels are old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire system is adequate and need to be brought up to code. Roof repairs were completed of known issues.</p>
<p>External: Playground/School Grounds, Windows/Doors/Gates/Fences</p>			X	<p>C Building E side of Building: HVAC is scheduled to update some of the units in 2024. Electrical panels are old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire system is adequate and need to be brought up to code. Windows need to be replaced. Roof repairs were completed of known issues.</p> <p>E Building W side of Building: HVAC is scheduled to update some of the units in 2024. Electrical panels are old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire system is adequate and need to be brought up to code. Windows need to be replaced. Roof repairs were completed of known issues.</p> <p>G Building Center of Building: HVAC is scheduled to update some of the units in 2024. Electrical panels are old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire system is adequate and need to be brought up to code. Roof repairs were completed of known issues.</p> <p>Multi Purpose room / Kitchen: HVAC is scheduled to update some of the units in 2024. Electrical panels are old and parts aren't available. Restrooms received some updates. A few fountains were updated. Fire system is adequate and need to be brought up to code. Roof repairs were completed of known issues.</p>

Overall Facility Rate

Exemplary	Good	Fair	Poor
			X

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	42	22	43	34	47	46
Mathematics (grades 3-8 and 11)	27	14	27	23	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	50	50	100.00	0.00	22.00
Female	27	27	100.00	0.00	22.22
Male	23	23	100.00	0.00	21.74
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	49	49	100.00	0.00	22.45
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	23	23	100.00	0.00	4.35
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	49	49	100.00	0.00	22.45
Students Receiving Migrant Education Services	24	24	100.00	0.00	16.67
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	50	50	100.00	0.00	14.00
Female	27	27	100.00	0.00	11.11
Male	23	23	100.00	0.00	17.39
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	49	49	100.00	0.00	12.24
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	23	23	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	49	49	100.00	0.00	14.29
Students Receiving Migrant Education Services	24	24	100.00	0.00	12.50
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	0.00	8.33	24.88	18.69	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	12	12	100.00	0.00	8.33
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	12	12	100.00	0.00	8.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11	11	100.00	0.00	9.09
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	0	0	0	0	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	NA	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA	NA

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parent involvement is a high priority at Bates Elementary. We encourage families and community members to get involved in various ways. Parents can participate in the Bates Parent Teacher Association (PTA), English Language Advisory Committee (ELAC), and the School Site Council (SSC). The ELAC parents meet monthly to focus on advising ways to improve and implement effective strategies and/or procedures for our English Language Learners and the school as a whole. The School Site Council (SSC) members are important in the decision-making and goal-setting process for our school. The SSC parent members are encouraged to help improve student achievement and the overall well-being of the students. SSC is the governance council for the school. Voting members are elected each Fall. Half of the committee is composed of parents and community members and the other half is composed of school employees. Meetings are held quarterly from 3:30- 4:30 pm in the school's conference room or via Zoom. All parents and community members are welcome to attend. The meeting agenda and minutes are posted 72 hours in advance of the meeting at the school; hard copies are available in the school office.

Parents are also encouraged to attend all parent meetings and events to give them the opportunity to be engaged and aware of the different school events happening at the school site as well as to informational presentations scheduled upon parent requests.

If anyone is interested in attending any of these meetings, please contact the school principal. In addition to attending meetings, parents and community members may also volunteer in the classroom. The principal can also assist with directing potential volunteers to a place that matches their interests and the school's needs.

Parents and the community are encouraged to attend school activities such as Monthly Student Recognition Assemblies, field trips, and family potlucks, along with other PTA-organized events. If parents have any questions about the school or their child's education, they are encouraged to call the school office and speak to our bilingual office manager.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	85	84	11	13.1
Female	47	47	3	6.4
Male	38	37	8	21.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	81	80	11	13.8
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	0	0	0	0.0
White	2	2	0	0.0
English Learners	46	45	7	15.6
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	79	78	11	14.1
Students Receiving Migrant Education Services	37	37	3	8.1
Students with Disabilities	4	4	0	0.0

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.11	5.88	0.04	4.81	6.23	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.21	0.13	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.88	0
Female	2.13	0
Male	10.53	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	4.94	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	8.7	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	6.33	0
Students Receiving Migrant Education Services	2.7	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Bates Elementary has an established safety team that collaborates with local law enforcement, fire, and emergency management agencies. We meet with the team during our staff meetings to develop or revise the safety plan to ensure effectiveness. After the plan is revised, students and staff are trained on how to use the plan. Exercises and drills are then conducted to test the plan's effectiveness and revisions are done depending on the turnout of the exercises and drills. A school safety plan consists of three components, Prevention, Response, and Recovery. Each component is vital to the effectiveness of the overall plan.

The plan also provides a climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution. We provide disciplinary policies and procedures that contain prevention strategies as well as behavioral expectations and consequences for violations. We provide a curriculum that emphasizes prevention and alternatives to violence. This includes multicultural education, character/value education, and conflict resolution. We implement parental involvement strategies that ensure parental support and reinforcement of the school's rules. Students and parents are informed of the school rules and discipline strategies upon entering and are held to those standards while attending. We provide an assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for the closing of campus to outsiders, securing the campus perimeter, and protecting buildings against vandalism.

Procedures are in place for the site to follow in the event of a disaster, which include student supervision, facility monitoring using surveillance cameras, and parental notification. The following conditions provide Bates Elementary students with a safe school environment before, during, and after school. Before school supervision begins at 6:30 AM. Recesses and cafeteria supervision provided support staff depending on the number of students and the lunch schedule. All visitors and parents are required to check in at the office before accessing the classrooms. All classrooms have access to a schoolwide all-call system. All teachers and staff have a working walkie-talkie in their classroom. We have monthly fire drills. A lockdown procedure is in place and practiced periodically.

2023-24 School Safety Plan

The school's emergency plan was updated by a district committee and approved by the School Site Council on September 29, 2023.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	21		1	
Other	20	2	2	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	1		
Other	19	4		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	1	0	0
1	9	1	0	0
2	0	0	0	0
3	0	0	0	0
4	16	1	0	0
5	12	1	0	0
6	13	1	0	0
Other	19	1	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	0.1
Nurse	0.1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10390	2875	7515	64254
District	N/A	N/A	6827	\$60,719
Percent Difference - School Site and District	N/A	N/A	9.6	6.9
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	13.1	-20.8

Fiscal Year 2022-23 Types of Services Funded

The After School Education and Safety (ASES) grant provides extended-day activities for students. All students are provided the opportunity to attend our free-of-cost Catalyst after school program. This program provides for homework help, tutoring, enrichment activities, and intramural sporting events. It runs from 6:30 am to 8:30 am and from the end of each school day until 6:00 pm.

LCFF funding is allocated to the site to support instructional programming needs as determined by the local School Site Council and advised by the ELAC parents.

In addition, we have a part-time counselor who provides social and emotional support to all students. Some examples of the support include one-on-one and group counseling for identified students, peer mediation for all students, and parent night workshops.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,482	\$50,875
Mid-Range Teacher Salary	\$65,313	\$79,761
Highest Teacher Salary	\$86,350	\$103,045
Average Principal Salary (Elementary)	\$120,312	\$128,154
Average Principal Salary (Middle)	\$91,308	\$131,774
Average Principal Salary (High)	\$125,654	\$142,676
Superintendent Salary	\$169,987	\$211,462
Percent of Budget for Teacher Salaries	30.76%	30.11%
Percent of Budget for Administrative Salaries	5.85%	5.49%

Professional Development

The District provides professional development training each year. The primary areas of focus of staff development have focused on raising student achievement and teaching to Common Core State Standards. Professional development is delivered primarily through attendance at workshops, attendance at conferences, or virtual conferences. Our teachers are also supported and mentored during implementation through peer coaching and teacher-administration meetings. Teachers are provided with additional ongoing training/coaching to enhance their daily lessons. Additional training is provided when needed or per teacher request.

RDUSD's districtwide professional development occurred in August 2022 and spring of 2023. Our PD in August 2022 was Diversity, Equity and Inclusion, Academic Conversations for teachers. Additional PD was provided by health providers and administrators. Special Educations staff were provided professional development on utilization of SEIS and procedural best practices. For General Education teachers the district office provided support with technology and differentiated instruction strategies. In spring of 2023 the PD for certificated staff focused on integrated English Language Development standards.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
---------	---------	---------	---------

Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	1.5	1.5	1.5
--	-----	-----	-----

Clarksburg Middle School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Clarksburg Middle School
Street	52870 Netherlands Rd.
City, State, Zip	Clarksburg, CA 95612-5078
Phone Number	(916) 744-1714
Principal	Craig Cornelson
Email Address	rcornelson@rdusd.org
School Website	https://rdusd-
County-District-School (CDS) Code	34674130112078

2023-24 District Contact Information

District Name	River Delta Joint Unified
Phone Number	(707) 374-1700
Superintendent	Katherine Wright
Email Address	kwright@rdusd.org
District Website	https://rdusd-ca.schoolloop.com/

2023-24 School Description and Mission Statement

Clarksburg Middle School provides a comprehensive educational experience for all middle school students. From the safety of our small campus, we will provide a respectful learning environment, a rigorous and effective instructional program, and all aspects of the school will contribute to providing students with the skills they need to be successful learners. The middle school curriculum and structure is designed to prepare students for successful entry into the high school setting.

Mission: To provide a high quality and equitable education for all students in a committed learning community. Students will achieve at their highest potential through participation in academics, the arts, athletics, AVID, and agriculture programs.

Vision: All students at Delta High School and Clarksburg Middle School are educated for college and career readiness and individually prepared to become citizens who show respect, make good decisions, and think critically to solve problems.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	64
Grade 8	72
Grade 9	64
Total Enrollment	200

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51%
Male	49%
Asian	0.5%
Black or African American	1.5%
Filipino	0.5%
Hispanic or Latino	72%
Native Hawaiian or Pacific Islander	1%
Two or More Races	5%
White	18%
English Learners	25%
Homeless	3.5%
Migrant	20.5%
Socioeconomically Disadvantaged	64.5%
Students with Disabilities	8.5%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.10	74.27	105.00	84.84	228366.10	83.12
Intern Credential Holders Properly Assigned	2.20	18.28	3.90	3.17	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.90	7.36	8.50	6.86	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	6.30	5.11	18854.30	6.86
Total Teaching Positions	12.30	100.00	123.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.40	68.45	97.00	82.28	234405.20	84.00
Intern Credential Holders Properly Assigned	2.10	19.69	5.00	4.31	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.70	7.08	8.80	7.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.70	0.59	11953.10	4.28
Unknown	0.50	4.60	6.20	5.30	15831.90	5.67
Total Teaching Positions	10.80	100.00	117.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.10
Misassignments	0.90	0.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.90	0.70

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.1	15.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	16.9	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill, StudySync, Grades 7-9, Adopted 2016; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.	Yes	0%

	The annual public hearing of the RDUSD Board of Trustees to report sufficiency of textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021		
Mathematics	Big Ideas Learning, Larson Big Ideas Math: Course 1-3, Grades 7-8, Adopted in 2014; Big Ideas Learning, Larson Big Ideas: Algebra 1, Adopted in 2015; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners. The annual public hearing of the RDUSD Board of Trustees to report sufficiency of textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021	Yes	0%
Science	Grades 7 and 8 Elevate Science by Pearson adopted in 2019; Pearson publishing's Miller and Levine Biology (c) 2020 for CP Biology adopted 2019; Pearson Prentice Hall Earth Science adopted 2019. There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners. The annual public hearing of the RDUSD Board of Trustees to report sufficiency of textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.	Yes	0%
History-Social Science	Pearson Medieval Early Times Grade 7 Adopted in 2018 Pearson Middle Grades American History: Growth and Conflict Grade 8 Adopted in 2018 Glencoe, World History: The Modern Era Grade 9, Geography, Adopted in 2018; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners. The annual public hearing of the RDUSD Board of Trustees to report sufficiency of textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.	Yes	0%
Foreign Language	Spanish 1: Holt McDougal, Avancemos: Level 1, Grade 9, Adopted in 2008 There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners. The annual public hearing of the RDUSD Board of Trustees to report sufficiency of textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.	Yes	0%
Health	Holt, Rinehart, Winston Decisions for Health, Level Red Grade 7 Adopted in 2005 Holt, Rinehart, Winston Decisions for Health, Level Blue Grade 8 Adopted in 2005 Holt, Rinehart, Winston Lifetime	Yes	0%

	Health Grade 9 Adopted in 2005. Puberty Talk Seminars for Grades 5-7, Teen Talks Seminars for grades 9-12 by Health Connected adopted 2022. There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.		
Visual and Performing Arts	All students have access to the associated and appropriate instructional materials and supplies	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

Clarksburg Middle School has 8 permanent classrooms and includes an administrative section of the building for the school secretary, school nurse, and administration. It has a blacktop area that includes basketball courts, playing fields and a play structure that is shared with Delta Elementary Charter School. Students, parents, and staff consider Clarksburg Middle School a very safe and clean facility. Clarksburg Middle School is blessed in that the local community provides a watchful eye within our small community, contacting the school if they observe suspicious activity. All staff teach in their own classroom and have access to mobile Chromebook carts. All classrooms have telephones and each teacher has a computer with internet access. The district and school are currently working with a community organization to build a recreational facility that will increase opportunities for new sports offerings and updated locker rooms, baseball/softball fields, tennis courts, and soccer fields, along with a running/walking trail and swimming pool. Our school cafeteria and band room renovation project is underway and we are excited and ready to celebrate its completion in the the spring of 2024.

Our team has replaced air filters and provides all general and preventative maintenance and complete repair requests in a timely manner. Our school site council has a standing agenda item to report out on current projects for public awareness and an opportunity for ongoing input. The site council as well as the public assist with identifying concerns and make recommendations from their perspective, and there is a regular facilities update at every school site council meeting.

Maintenance and Repair Process:

We continue to use SchoolDude software for all requests for maintenance and repairs and administration and the custodial staff have excellent communication to resolve any issues that need immediate attention. SchoolDude provides a direct link to our Director of Maintenance, Operations, and Transportation and he is always aware of our campus needs as he monitors the system for new requests, progress on tasks, and completion.

Cleaning Process:

We provide regular cleaning of all surfaces with general cleaning agents and clearly outline which surfaces need to be disinfected. Soap and towels or hand dryers are available at every sink. Floors are swept on a daily basis and mopped regularly or as needed. We use the International Sanitary Supply Association (ISSA) Cleaning Standards for measuring cleanliness for all facilities. We provide an internal audit twice a year for each school site to ensure the standard of cleanliness is met.

Deferred Maintenance:

Deferred maintenance is captured in our SchoolDude software program. Once a deferred maintenance project or repair is identified, it is quantified (budget estimates), and prioritized as a future maintenance project, capital renewal, or a replacement project according to the urgency of need and significance within the district.

Year and month of the most recent FIT report

1/10/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	ADMIN OFFICE: Some of the HVAC systems are scheduled to be replaced in 2024. . Restrooms are in

School Facility Conditions and Planned Improvements

				<p>poor condition and need to be updated. Sinks and faucets are in poor condition and need to be replaced. Roofs repairs were made for known issues. Windows are in poor condition and need to be replaced.</p> <p>MAIN BUILDING: Some of the HVAC systems are scheduled to be replaced in 2024. Restrooms are in poor condition and need to be updated. Sinks and faucets are in poor condition and need to be replaced. Roofs repairs were made for known issues. Windows are in poor condition and need to be replaced.</p> <p>SMALL OFFICE: The HVAC systems are scheduled to be replaced in 2024. Restrooms are in poor condition and need to be updated. Roofs repairs were made for known issues. Windows are in poor condition and need to be replaced.</p>
<p>Interior: Interior Surfaces</p>			X	<p>ADMIN OFFICE: Some of the HVAC systems are scheduled to be replaced in 2024. Restrooms are in poor condition and need to be updated. Sinks and faucets are in poor condition and need to be replaced. Roofs repairs were made for known issues. Windows are in poor condition and need to be replaced.</p> <p>MAIN BUILDING: Some of the HVAC systems are scheduled to be replaced in 2024. Restrooms are in poor condition and need to be updated. Sinks and faucets are in poor condition and need to be replaced. Roofs repairs were made for known issues. Windows are in poor condition and need to be replaced.</p> <p>SMALL OFFICE: The HVAC systems are scheduled to be replaced in 2024. Restrooms are in poor condition and need to be updated. Roofs repairs were made for known issues. Windows are in poor condition and need to be replaced.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	X			
<p>Electrical</p>			X	<p>ADMIN OFFICE: Some of the HVAC systems are scheduled to be replaced in 2024. Restrooms are in poor condition and need to be updated. Sinks and faucets are in poor condition and need to be replaced. Roofs repairs were made for known issues. Windows are in poor condition and need to be replaced.</p> <p>MAIN BUILDING: Some of the HVAC systems are scheduled to be replaced in 2024. Restrooms are in poor condition and need to be updated. Sinks and faucets are in poor condition and need to be replaced. Roofs repairs were made for known issues. Windows are in poor condition and need to be replaced.</p> <p>SMALL OFFICE: The HVAC systems are scheduled to be replaced in 2024. Restrooms are in poor condition and need to be updated. Roofs repairs were made for known issues. Windows are in poor condition and need to be replaced.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>			X	<p>ADMIN OFFICE: Some of the HVAC systems are scheduled to be replaced in 2024. Restrooms are in poor condition and need to be updated. Sinks and faucets are in poor condition and need to be replaced.</p>

School Facility Conditions and Planned Improvements

				<p>Roofs repairs were made for known issues. Windows are in poor condition and need to be replaced.</p> <p>MAIN BUILDING: Some of the HVAC systems are scheduled to be replaced in 2024. Restrooms are in poor condition and need to be updated. Sinks and faucets are in poor condition and need to be replaced.</p> <p>Roofs repairs were made for known issues. Windows are in poor condition and need to be replaced.</p> <p>SMALL OFFICE: The HVAC systems are scheduled to be replaced in 2024. Restrooms are in poor condition and need to be updated. Roofs repairs were made for known issues. Windows are in poor condition and need to be replaced.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>			X	<p>ADMIN OFFICE: Some of the HVAC systems are scheduled to be replaced in 2024. Restrooms are in poor condition and need to be updated. Sinks and faucets are in poor condition and need to be replaced.</p> <p>Roofs repairs were made for known issues. Windows are in poor condition and need to be replaced.</p> <p>MAIN BUILDING: Some of the HVAC systems are scheduled to be replaced in 2024. Restrooms are in poor condition and need to be updated. Sinks and faucets are in poor condition and need to be replaced.</p> <p>Roofs repairs were made for known issues. Windows are in poor condition and need to be replaced.</p> <p>SMALL OFFICE: The HVAC systems are scheduled to be replaced in 2024. Restrooms are in poor condition and need to be updated. Roofs repairs were made for known issues. Windows are in poor condition and need to be replaced.</p>
<p>Structural: Structural Damage, Roofs</p>	X			
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>			X	<p>ADMIN OFFICE: Some of the HVAC systems are scheduled to be replaced in 2024. Restrooms are in poor condition and need to be updated. Sinks and faucets are in poor condition and need to be replaced.</p> <p>Roofs repairs were made for known issues. Windows are in poor condition and need to be replaced.</p> <p>MAIN BUILDING: Some of the HVAC systems are scheduled to be replaced in 2024. Restrooms are in poor condition and need to be updated. Sinks and faucets are in poor condition and need to be replaced.</p> <p>Roofs repairs were made for known issues. Windows are in poor condition and need to be replaced.</p> <p>SMALL OFFICE: The HVAC systems are scheduled to be replaced in 2024. Restrooms are in poor condition and need to be updated. Roofs repairs were made for known issues. Windows are in poor condition and need to be replaced.</p>

Overall Facility Rate

Exemplary	Good	Fair	Poor
			X

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	29	22	43	34	47	46
Mathematics (grades 3-8 and 11)	12	11	27	23	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	136	133	97.79	2.21	21.80
Female	74	73	98.65	1.35	24.66
Male	62	60	96.77	3.23	18.33
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	110	108	98.18	1.82	20.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	33.33
English Learners	39	38	97.44	2.56	5.26
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	103	100	97.09	2.91	19.00
Students Receiving Migrant Education Services	30	28	93.33	6.67	14.29
Students with Disabilities	13	11	84.62	15.38	18.18

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	136	136	100.00	0.00	11.03
Female	74	74	100.00	0.00	8.11
Male	62	62	100.00	0.00	14.52
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	110	110	100.00	0.00	10.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	20.00
English Learners	39	39	100.00	0.00	2.56
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	103	103	100.00	0.00	7.77
Students Receiving Migrant Education Services	30	30	100.00	0.00	6.67
Students with Disabilities	13	13	100.00	0.00	7.69

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	15.38	7.04	24.88	18.69	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	72	71	98.61	1.39	7.04
Female	36	35	97.22	2.78	2.86
Male	36	36	100.00	0.00	11.11
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	61	60	98.36	1.64	5.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	20	20	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	58	57	98.28	1.72	7.02
Students Receiving Migrant Education Services	18	17	94.44	5.56	0.00
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	NA	NA	NA	NA	NA
Grade 7	98.4	100	98.4	98.4	96.8
Grade 9	100	100	100	100	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Clarksburg Middle School supports and encourages parental, guardian, and community involvement through the following organizations: Delta Heavenly Boosters, Friends of Clarksburg, Walnut Grove Rotary, Spirited Saints, and Agriculture Boosters assist with providing students and teachers with materials and supplies through generous donations and fundraising events. The English Learner Advisory Council (ELAC), Ag Advisory Committee, and the School Site Council (SSC) assist with education and activity planning for students. The school community can also post through Parent Square, our school marquee, and the District website, and do receive regular updates from our Looking Ahead school flyer and school webpage located on the District website. The before mentioned groups meet regularly throughout the school year and actively engage in the school planning and implementation process of educational goals. The dates and times of the meetings are listed through the school communication system and scheduled on the school's events calendar. The organizations have open attendance and new participants are always welcome. Parents and community members are invited to many school activities and events throughout the year, including Back-to-School Night, Academic Forums, College/Career events, Associated Student Body (ASB) activities, Athletic Events, Future Farmers Association (FFA) events, and Visual and Performing Arts concerts and dramas. Virtual events are available, if a parent requests a virtual option and translators and devices are accessible to ensure all families can access school information. There is a rich tradition of community support and parental involvement, especially as topics relate specifically to education and academics.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	219	210	58	27.6
Female	110	107	28	26.2
Male	109	103	30	29.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	3	3	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	160	153	48	31.4
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	10	10	2	20.0
White	38	36	6	16.7
English Learners	55	53	23	43.4
Foster Youth	0	0	0	0.0
Homeless	12	12	5	41.7
Socioeconomically Disadvantaged	154	149	49	32.9
Students Receiving Migrant Education Services	45	44	15	34.1
Students with Disabilities	22	19	7	36.8

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	10.33	10.50	0.04	4.81	6.23	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.21	0.13	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.5	0
Female	7.27	0
Male	13.76	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	9.38	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	7.89	0
English Learners	12.73	0
Foster Youth	0	0
Homeless	8.33	0
Socioeconomically Disadvantaged	11.69	0
Students Receiving Migrant Education Services	4.44	0
Students with Disabilities	9.09	0

2023-24 School Safety Plan

The Delta High School and Clarksburg Middle Site Safety Committee review and update this plan for the current school year. The document was approved by the school site council and Board in December of 2023. School staff and students practice regularly scheduled drills based on the school safety plan. The plan consists of a multitude of procedures and protocols that include reports of maintenance concerns, mental health/harassment/bullying/graffiti reports, and behavioral expectations for students and visitors to campus. The plan focuses on a collaboration between the community, parents, students, and teachers to resolve any issue together, in the most effective way possible.

Components of the plan also include specific protocols for emergency situations that may arise that include, but are not limited to, stray animals, all emergency drills, and other events such as natural disaster, power outage, and threats.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	4	4	
Mathematics	15	6		
Science	28		4	
Social Science	24	1	2	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	8	3	
Mathematics	21	3	3	
Science	21	2	2	
Social Science	23	2	2	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	3	2	1
Mathematics	12	6	2	0
Science	23	1	3	0
Social Science	30	0	2	1

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	285.71

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	0.1
Nurse	0.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7926	2196	5730	59297
District	N/A	N/A	6827	\$60,719
Percent Difference - School Site and District	N/A	N/A	-17.5	-1.1
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-14.0	-28.7

Fiscal Year 2022-23 Types of Services Funded

River Delta Unified School District provides educational services, transportation, food services, health screenings, instructional materials, and maintenance upkeep for facilities. Supplemental programs are funded through LCFF.

Clarksburg Middle School receives undesignated block grant, LCFF, and Lottery funding to support our student needs. These funds support counseling services, professional development, English Language Development (ELD), Special Education, GATE, and our Athletics programs. Additionally, CMS receives funding for Migrant Education Advisor Program (MEAP) for qualifying students.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,482	\$50,875
Mid-Range Teacher Salary	\$65,313	\$79,761
Highest Teacher Salary	\$86,350	\$103,045
Average Principal Salary (Elementary)	\$120,312	\$128,154
Average Principal Salary (Middle)	\$91,308	\$131,774
Average Principal Salary (High)	\$125,654	\$142,676
Superintendent Salary	\$169,987	\$211,462
Percent of Budget for Teacher Salaries	30.76%	30.11%
Percent of Budget for Administrative Salaries	5.85%	5.49%

Professional Development

New teachers to our district were offered a two-day training prior to the start of the contracted first day of work for teachers. Professional development for all staff happens at the beginning of the year during the pre-service days with emphasis on providing engaging and relevant instruction for students as well as supporting their continued social/emotional well-being. The Special Education team of teachers receive site-specific training to ensure that the services in a student's educational path is followed. The staff will also be focusing on components of professional learning communities (PLC) and academic conversations to ensure rigor and high academic standards in the classroom.

RDUSD's districtwide professional development occurred in August 2022 and spring of 2023. Our PD in August 2022 was Diversity, Equity and Inclusion, Academic Conversations for teachers. Additional PD was provided by health providers and administrators. Special Educations staff were provided professional development on utilization of SEIS and procedural best practices. For General Education teachers the district office provided support with technology and differentiated instruction strategies. In spring of 2023 the PD for certificated staff focused on integrated English Language Development standards.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	1.5	2	2

D.H. White Elementary School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	D.H. White Elementary School
Street	500 Elm Way
City, State, Zip	Rio Vista, CA 94571-1304
Phone Number	(707) 374-5335
Principal	Jennie Gornto
Email Address	jgornto@rdusd.org
School Website	https://rdusd-
County-District-School (CDS) Code	34674136033716

2023-24 District Contact Information

District Name	River Delta Joint Unified
Phone Number	(707) 374-1700
Superintendent	Katherine Wright
Email Address	kwright@rdusd.org
District Website	http://www.riverdelta.org/

2023-24 School Description and Mission Statement

D.H. White Elementary School is located in the Delta Region of Solano County in Rio Vista, California. We are part of the River Delta Unified School District, which serves the communities located on the Sacramento River from Rio Vista to Clarksburg. Our district office is located in Rio Vista, CA. D.H. White Elementary School serves students from transitional kindergarten to sixth grade. Our core program consists of 25 teachers: 20 of them teaching in general education classrooms and two providing special education services, and one providing counseling services full-time. We also provide Speech and Language Therapy, Behavior intervention, Occupational Therapy, Physical Therapy, and adaptive Physical education. Additionally, our staff includes a principal, a part-time vice principal, a secretary, an office assistant, a part-time Nurse, a full-time Intervention Teacher, one full-time Intervention aide, two full-time custodians, and three part-time lunch monitors. In addition, one behavior aide, 8 instructional aides provide assistance to students who are eligible for our Special Education program. Our student demographic are as follows: 44.39% Hispanic, 36.68% Caucasian, 3.97% African American, 0.93% Asian, 11.68% multi-ethnic, 1.17% American-Indian, 0.47% Pacific Islander, 0.70% Filipino. About 53% of the school population is eligible for the free or reduced lunch program.

Mission Statement:

D.H. White Elementary School is committed to the education of all students in a secure, nurturing, and stimulating environment where students show respect, make good decisions, and solve problems. We will teach to mastery of the common core standards with high expectations for all students to achieve. Establish and maintain behavioral norms for all students, involve parents and the community as educational partners, and use data to make changes in instruction for continuous improvement.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	68
Grade 1	74
Grade 2	55
Grade 3	54
Grade 4	43
Grade 5	45
Grade 6	65
Total Enrollment	404

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3%
Male	51.7%
American Indian or Alaska Native	0.7%
Asian	1%
Black or African American	4%
Filipino	1%
Hispanic or Latino	42.1%
Native Hawaiian or Pacific Islander	1.5%
Two or More Races	11.1%
White	37.6%
English Learners	16.1%
Foster Youth	0.2%
Homeless	1.7%
Migrant	3%
Socioeconomically Disadvantaged	59.7%
Students with Disabilities	13.4%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.50	90.70	105.00	84.84	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.90	3.17	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	9.30	8.50	6.86	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	6.30	5.11	18854.30	6.86
Total Teaching Positions	21.50	100.00	123.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.00	85.00	97.00	82.28	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.00	4.31	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	15.00	8.80	7.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.70	0.59	11953.10	4.28
Unknown	0.00	0.00	6.20	5.30	15831.90	5.67
Total Teaching Positions	20.00	100.00	117.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	2.00	3.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.00	3.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.2	21
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.5	4.7

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Wonders K-6 adopted in 2016; there is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.	Yes	0

	The annual public hearing of the RDUSD Board of Trustees to report sufficiency textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.		
Mathematics	<p>Houghton Mifflin-Harcourt Math Expressions K-5 adopted in 2015 and 6th grade math is Houghton Mifflin-Harcourt Big Ideas Math adopted in 2014. There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.</p> <p>The annual public hearing of the RDUSD Board of Trustees to report sufficiency textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.</p>	Yes	0
Science	<p>Houghton Mifflin California Science K-5 adopted in 2008 and 6th grade uses Elevate Science by Pearson adopted in 2019. There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.</p> <p>The annual public hearing of the RDUSD Board of Trustees to report sufficiency textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.</p>	Yes	0
History-Social Science	<p>Pearson Prentice Hall My-World Interactive K-6 Adopted in 2018; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.</p> <p>The annual public hearing of the RDUSD Board of Trustees to report sufficiency textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.</p>	Yes	0
Foreign Language	n/a		n/a
Health	Puberty Talk Elementary, 2022 Edition by Health Connected	Yes	0
Visual and Performing Arts	n/a		n/a
Science Laboratory Equipment (grades 9-12)	N/A	N/A	n/a

School Facility Conditions and Planned Improvements

DH White School's most recent facility renovation through bond measure J was the removal of portable 21 and the installation of 2 classrooms, rooms 24 and 25. The roofs of Buildings A and B were replaced during summer break of 2023. New carpet was installed in 2014. The site has a long-range building plan to accommodate future growth in the community as well as an administrative building set to break ground in 2024.

The school has two full-time custodians. The head custodian works on-site in the morning. The other full-time custodian works during the early afternoon and evening hours. Classrooms, cafeteria, and bathrooms are cleaned daily. The custodial staff is quick to respond to emergency clean ups both in the building and on the playground. They monitor the building, grounds and equipment for safety issues.

D.H. White School is wheelchair accessible in all areas, including restrooms and playground equipment.

D.H. White School installed new outdoor lights throughout the campus in 2017.

Maintenance and Repair Process:

We use a district wide software solution called SchoolDude for all maintenance and repairs requests. This system allows multiple requesters across all school sites to identify and request repairs or maintenance at their school site. This system is monitored daily for new requests, progress reporting and work order completion.

Cleaning Process

We provide regular cleaning of all surfaces with general cleaning agents and clearly outline which surfaces need to be disinfected. Soap and towels or hand dryers are available at every sink. Floors are swept on a daily basis and mopped regularly or as needed. We use the International Sanitary Supply Association (ISSA) Cleaning Standards for measuring cleanliness for all facilities. We provide an internal audit twice a year for each school site to ensure the standard of cleanliness is met.

Deferred Maintenance:

Deferred maintenance is captured in our SchoolDude software program. Once a deferred maintenance project or repair is identified, it is quantified (budget estimates), and prioritized as a future maintenance project, capital renewal, or a replacement project according to the urgency of need and significance within the district.

Year and month of the most recent FIT report

1/11/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	A Building: HVAC equipment type and age varies from 16 to 25 years old and some units will be replaced in 2024, Older buildings have obsolete electrical panels for which parts are no longer available. Roof has been resurfaced and all know leaks addressed. Fire Systems will need to be upgraded to meet code compliance and requirements. B Building: HVAC equipment type and age varies from 16 to 25 years old, Older buildings have obsolete electrical panels for which parts are no longer available. Roofs have been resurfaced and all know issues have been addressed.. Fire Systems should be upgraded to meet code compliance and requirements. Multi Room: HVAC Swamp coolers are breaking down Portables 14-23:
Interior: Interior Surfaces			X	A Building: HVAC equipment type and age varies from 16 to 25 years old and some units will be replaced in

School Facility Conditions and Planned Improvements

				<p>2024, Older buildings have obsolete electrical panels for which parts are no longer available. Roof has been resurfaced and all know leaks addressed. Fire Systems will need to be upgraded to meet code compliance and requirements.</p> <p>Admin Office: Admin office is set to be moderized starting in 2024 and an additional structure to be built.</p> <p>B Building: HVAC equipment type and age varies from 16 to 25 years old, Older buildings have obsolete electrical panels for which parts are no longer available. Roofs have been resurfaced and all know issues have been addressed.. Fire Systems shound be upgraded to meet code compliance and requirements.</p> <p>Portables 14-23:</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	<p>A Building: HVAC equipment type and age varies from 16 to 25 years old and some units will be replaced in 2024, Older buildings have obsolete electrical panels for which parts are no longer available. Roof has been resurfaced and all know leaks addressed. Fire Systems will need to be upgraded to meet code compliance and requirements.</p> <p>Admin Office: Admin office is set to be moderized starting in 2024 and an additional structure to be built.</p> <p>B Building: HVAC equipment type and age varies from 16 to 25 years old, Older buildings have obsolete electrical panels for which parts are no longer available. Roofs have been resurfaced and all know issues have been addressed.. Fire Systems shound be upgraded to meet code compliance and requirements.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		<p>A Building: HVAC equipment type and age varies from 16 to 25 years old and some units will be replaced in 2024, Older buildings have obsolete electrical panels for which parts are no longer available. Roof has been resurfaced and all know leaks addressed. Fire Systems will need to be upgraded to meet code compliance and requirements.</p> <p>B Building: HVAC equipment type and age varies from 16 to 25 years old, Older buildings have obsolete electrical panels for which parts are no longer available. Roofs have been resurfaced and all know issues have been addressed.. Fire Systems shound be upgraded to meet code compliance and requirements.</p>
Safety: Fire Safety, Hazardous Materials			X	<p>A Building: HVAC equipment type and age varies from 16 to 25 years old and some units will be replaced in 2024, Older buildings have obsolete electrical panels for which parts are no longer available. Roof has been resurfaced and all know leaks addressed. Fire Systems will need to be upgraded to meet code compliance and requirements.</p>

School Facility Conditions and Planned Improvements

			<p>Admin Office: Admin office is set to be modernized starting in 2024 and an additional structure to be built.</p> <p>B Building: HVAC equipment type and age varies from 16 to 25 years old, Older buildings have obsolete electrical panels for which parts are no longer available. Roofs have been resurfaced and all know issues have been addressed.. Fire Systems should be upgraded to meet code compliance and requirements.</p> <p>Multi Room: HVAC Swamp coolers are breaking down</p> <p>Portables 14-23:</p>
Structural: Structural Damage, Roofs		X	<p>Admin Office: Admin office is set to be modernized starting in 2024 and an additional structure to be built.</p> <p>Portables 14-23:</p>
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X <p>A Building: HVAC equipment type and age varies from 16 to 25 years old and some units will be replaced in 2024, Older buildings have obsolete electrical panels for which parts are no longer available. Roof has been resurfaced and all know leaks addressed. Fire Systems will need to be upgraded to meet code compliance and requirements.</p> <p>Admin Office: Admin office is set to be modernized starting in 2024 and an additional structure to be built.</p> <p>B Building: HVAC equipment type and age varies from 16 to 25 years old, Older buildings have obsolete electrical panels for which parts are no longer available. Roofs have been resurfaced and all know issues have been addressed.. Fire Systems should be upgraded to meet code compliance and requirements.</p>

Overall Facility Rate

Exemplary	Good	Fair	Poor
			X

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	40	35	43	34	47	46
Mathematics (grades 3-8 and 11)	28	29	27	23	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	203	198	97.54	2.46	34.85
Female	89	87	97.75	2.25	42.53
Male	114	111	97.37	2.63	28.83
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	83	82	98.80	1.20	26.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	24	96.00	4.00	45.83
White	81	79	97.53	2.47	40.51
English Learners	33	32	96.97	3.03	9.38
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	131	126	96.18	3.82	29.37
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	30	29	96.67	3.33	0.00

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	203	197	97.04	2.96	29.44
Female	89	86	96.63	3.37	31.40
Male	114	111	97.37	2.63	27.93
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	83	82	98.80	1.20	18.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	23	92.00	8.00	43.48
White	81	79	97.53	2.47	35.44
English Learners	33	32	96.97	3.03	3.13
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	131	125	95.42	4.58	26.40
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	30	29	96.67	3.33	6.90

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	36.21	23.81	24.88	18.69	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	45	43	95.56	4.44	23.26
Female	20	18	90.00	10.00	33.33
Male	25	25	100.00	0.00	16.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	17	17	100.00	0.00	11.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	17	89.47	10.53	29.41
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	26	24	92.31	7.69	12.50
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97.9	97.9	95.7	97.9	97.9
Grade 7	NA	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA	NA

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parental involvement is available through our school's Parent Teacher Club (PTC), LCAP preparation committee, School Site Council, and the English Language Advisory Committee (ELAC), which have regular meetings and provides many opportunities to assist students and staff. We also offer a variety of on campus events not limited to, assemblies, Family nights, special events.

The School Site Council meets 4 to 5 times throughout the year. Their role is to write the Single Plan for Student Achievement (SPSA) each year and the Site Safety Plan, along with monitoring its implementation in the following year. Parents of students who are learning English as their second language have an opportunity to be a members of English Language Acquisition Committee (ELAC). ELAC meetings held, a minimum of four times a year on our campus. At ELAC, we discuss ways to improve the educational experience for English Language Learners.

Parents and other community members have an opportunity to meet with the site and district administration when preparing, reviewing, and updating the Local Control Accountability Plan (LCAP) that sets the objectives for how the district will spend its state and federally allocated funding.

Parents are also invited to attend events where they can directly interact with administration to discuss current school initiatives, trends, learning opportunities, etc.

We are always looking for parents to volunteer in classrooms or for special events. Parents who are interested in doing so should contact your child's teacher or the principal by calling the school office at 707-374-5335, for further details on how to offer your time and support to our school.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	449	430	165	38.4
Female	218	207	73	35.3
Male	231	223	92	41.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	1	33.3
Asian	4	4	2	50.0
Black or African American	24	19	6	31.6
Filipino	4	4	2	50.0
Hispanic or Latino	189	182	73	40.1
Native Hawaiian or Pacific Islander	6	6	1	16.7
Two or More Races	51	48	19	39.6
White	166	162	60	37.0
English Learners	72	72	28	38.9
Foster Youth	3	3	2	66.7
Homeless	12	11	8	72.7
Socioeconomically Disadvantaged	296	285	123	43.2
Students Receiving Migrant Education Services	17	17	6	35.3
Students with Disabilities	64	62	23	37.1

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.68	4.23	0.04	4.81	6.23	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.21	0.13	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.23	0
Female	1.38	0
Male	6.93	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	4.17	0
Filipino	0	0
Hispanic or Latino	3.17	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	1.96	0
White	6.63	0
English Learners	2.78	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	4.39	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.25	0

2023-24 School Safety Plan

D.H. White Elementary School, through the Site Council and the Site Safety Committee, has developed a Safe School Plan that encompasses three areas: (1) emergency procedures, (2) general school climate, and (3) school health issues. The school follows guidelines for frequency of emergency drills, maintains and labels appropriate exit routes, and provides a copy of the emergency plan, procedures, and telephone tree to each teacher. The school has monthly fire drills and practices lockdown drills quarterly. We also participate in the "Great California Shakeout" Earthquake drill.

Character Education is taught through teacher led lessons. The "Character Trait of the Month" and the school's discipline is built around the life skills that build character. The site has monthly Character Education and attendance incentives. Principal's 200 is a opportunity for teachers to recognize positive student behavior through rewards and public recognition. Our school also participates in PBIS rewards and has a peacemaker program on campus.

The site promotes the district healthy snacks policy, Second Chance breakfast, and provides a peanut-free and gluten-free zone in the cafeteria.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	4		
1	18	2		
2	20	2		
3	22		2	
4	29		2	
5	22		2	
6	24		3	
Other	14	2		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	3	
1	17	3		
2	22		2	
3	16	2		
4	25		2	
5	29		2	
6	23		2	
Other	13	2		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	2	0
1	21	1	2	0
2	21	0	2	0
3	23	0	2	0
4	29	0	1	0
5	22	0	2	0
6	32	0	2	0
Other	17	3	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	0.1
Nurse	0.4
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	5844	4600	1244	69438
District	N/A	N/A	6827	\$60,719
Percent Difference - School Site and District	N/A	N/A	-138.3	14.6
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-136.5	-13.1

Fiscal Year 2022-23 Types of Services Funded

Our Special Education services are district-funded. To meet the diverse needs of our community our program provides a Mild-Moderate resource environment and Moderate-Severe SDC model environment.

We have a full-time intervention teacher, who services at-risk students five days a week. This position is multi-funded from site Title I funds and district Title I,II, and III funds.

We have a full-time intervention aide, who services at-risk students five days a week. This position is funded from site funds.

We also offer site-funded after school enrichment programs, which are run by credentialed teaching staff. This is funded by Lottery (1100).

DH White received Title I, Lottery and LCFF funding for instructional program supports as deemed appropriate by the Site Council.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,482	\$50,875
Mid-Range Teacher Salary	\$65,313	\$79,761
Highest Teacher Salary	\$86,350	\$103,045
Average Principal Salary (Elementary)	\$120,312	\$128,154
Average Principal Salary (Middle)	\$91,308	\$131,774
Average Principal Salary (High)	\$125,654	\$142,676
Superintendent Salary	\$169,987	\$211,462
Percent of Budget for Teacher Salaries	30.76%	30.11%
Percent of Budget for Administrative Salaries	5.85%	5.49%

Professional Development

The District provides professional development training each year. The primary areas of focus of staff development has been raising student achievement and teaching to Common Core State Standards, district adopted curriculum, MAP Score analysis, Social and Emotional Learning, along with Mental Health Professional development is delivered primarily through attendance at workshops, attendance at conferences or virtual conferences. Our teachers are also supported and mentored during implementation through peer coaching and teacher-administration meetings. Special Education Staff received CPI (Crisis Prevention Institute) training. Teachers are provided with additional ongoing training/coaching to enhance their daily lessons. Additional training is provided when needed or per teacher request.

RDUSD's districtwide professional development occurred in August 2022 and spring of 2023. Our PD in August 2022 was Diversity, Equity and Inclusion, Academic Conversations for teachers. Additional PD was provided by health providers and administrators. Special Educations staff were provided professional development on utilization of SEIS and procedural best practices. For General Education teachers the district office provided support with technology and differentiated instruction strategies. In spring of 2023 the PD for certificated staff focused on integrated English Language Development standards. The training was generated based on teacher need and interest, designed specifically to support our educators with resources and information specific to RDUSD student and staff needs.

Site level Professional development provided has been Academic conversations, Lexia, Power up, TESLO for ELL, and NEWSELA.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	1.5	1.5	1.5

Delta High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Delta High School
Street	52810 Netherlands Ave.
City, State, Zip	Clarksburg, CA 95612-0100
Phone Number	(916) 744-1714
Principal	Craig Cornelson, Principal
Email Address	rcornelson@rdusd.org
School Website	https://rdusd-
County-District-School (CDS) Code	34674135731708

2023-24 District Contact Information

District Name	River Delta Joint Unified
Phone Number	(707) 374-1700
Superintendent	Katherine Wright
Email Address	kwright@rdusd.org
District Website	https://rdusd-ca.schoolloop.com

2023-24 School Description and Mission Statement

Delta High School provides a comprehensive educational experience for high school students from grades 10-12. From the safety of our small campus to the importance of a respectful learning environment promoting rigor and meaningful instructional programs, all aspects of the school contribute to providing students with the skills they need to be successful learners. It is our goal to create an equitable learning environment so that we meet all students at their level of need. We believe that by increasing the number of students meeting college entrance requirements, matching those requirements to complement career and technical pathways, and offering a diverse extra-curricular program, we meet every student by need.

Mission: To provide a high quality and equitable education for all students in a committed learning community. Students will achieve at their highest potential through participation in academics, the arts, athletics, AVID, agricultural programs and clubs.

Vision: All students at Delta High School are educated for college and career readiness and individually prepared to become citizens who show respect, make good decisions, and think critically to solve problems.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	77
Grade 11	49
Grade 12	77
Total Enrollment	203

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2%
Male	49.8%
American Indian or Alaska Native	0.5%
Black or African American	1%
Filipino	0.5%
Hispanic or Latino	66.5%
Native Hawaiian or Pacific Islander	1%
Two or More Races	3.4%
White	27.1%
English Learners	14.8%
Homeless	1%
Migrant	18.2%
Socioeconomically Disadvantaged	59.6%
Students with Disabilities	11.8%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.30	79.28	105.00	84.84	228366.10	83.12
Intern Credential Holders Properly Assigned	0.70	6.05	3.90	3.17	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.40	4.18	8.50	6.86	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	1.20	10.23	6.30	5.11	18854.30	6.86
Total Teaching Positions	11.70	100.00	123.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.40	69.28	97.00	82.28	234405.20	84.00
Intern Credential Holders Properly Assigned	1.10	9.72	5.00	4.31	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.50	12.52	8.80	7.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.30	3.05	0.70	0.59	11953.10	4.28
Unknown	0.60	5.27	6.20	5.30	15831.90	5.67
Total Teaching Positions	12.10	100.00	117.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.40
Misassignments	0.40	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.40	1.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.30
Total Out-of-Field Teachers	0.00	0.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.3	19
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill, StudySync, Grade 9-12, Adopted June 2016; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.	Yes	0%

	<p>Adopted by the RDUSD Board of Trustees in June 2016 and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE. The annual public hearing of the RDUSD Board of Trustees to report sufficiency textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.</p>		
Mathematics	<p>Big Ideas Learning, Larson Big Ideas Math: Algebra 1, adopted May 2015, Algebra 2, adopted Sept 2017, Geometry, adopted June 2016; Cengage Learning Pre-Calculus with Calc Chat and Calc View for Math Analysis H, adopted 2015; Houghton Mifflin, Early Transcendental Functions: Calculus AB/AP, Adopted in June 2015; W.H.Freeman, The Practice of Statistics: AP Statistics, Adopted in June 2015 There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.</p> <p>All textbooks and materials are adopted by the RDUSD Board of Trustees and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE. The annual public hearing of the RDUSD Board of Trustees to report sufficiency textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.</p>	Yes	0%
Science	<p>Pearson publishing's Miller and Levine Biology (c) 2020 for CP Biology adopted 2019 and Campbell's Biology for AP Biology, adopted 2021; Pearson Prentice Hall Earth Science (c) 2017; Holt, Rhinehart and Winston Modern Chemistry for CP Chemistry, Pearson's The Central Science 14th edition for AP Chemistry, adopted 2021; Prentice Hall Conceptual Physics for CP Physics, adopted 2007; CRC Press, Principles of Soil Chemistry for Ag Environmental Science, Adopted in 2016; Delmar Cengage Learning, Modern Livestock and Poultry, Adopted in 2010; Cengage Learning, College Physics (for AP Physics, Adopted in 2009. There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.</p> <p>The annual public hearing of the RDUSD Board of Trustees to report sufficiency textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.</p>	Yes	0%
History-Social Science	<p>Pearson Prentice Hall's World History: The Modern Era for CP World History and Geography, adopted 2018; , United States History: The Twentieth Century (c) 2019 , Adopted in 2018; Pearson, Magruder's American Government (c) 2019 for CP United States Government, Adopted in June 2018; Pearson, Government in American: People, Politics and Policy for AP Government, Adopted 2015; Bedford St. Martn's America's History For the AP Course, 8th Ed. (c) 2014 for AP US History. There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.</p>	Yes	0%

	Adopted by the RDUSD Board of Trustees in June 2018 and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE. The annual public hearing of the RDUSD Board of Trustees to report sufficiency textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.		
Foreign Language	<p>McDougal-Littel, Avancemos, Levels 1-4, Adopted in 2009; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.</p> <p>Adopted by the RDUSD Board of Trustees in June 2007 and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE. The annual public hearing of the RDUSD Board of Trustees to report sufficiency textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.</p>	Yes	0%
Health	<p>Holt, Rinehart, and Winston, Lifetime Health, Grades 9-12, Adopted in 2006; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.</p> <p>Teen Talk High School for Grades 9-12, 2022 Edition by Health Connected</p> <p>The annual public hearing of the RDUSD Board of Trustees to report sufficiency textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.</p>	Yes	0%
Visual and Performing Arts	All students have access to art equipment and supplies.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

Delta High School's local community provides a watchful eye around our small campus, contacting the school if they observe suspicious activity. All staff teach in their own classroom and have access to mobile labs of Chromebooks. All classrooms have telephones and each teacher has a computer with internet access. The district and school are currently working with a community organization to build a recreational facility that will increase opportunities for new sports offerings and updated locker rooms, baseball/softball fields, tennis courts, and soccer fields, along with a running/walking trail and swimming pool. The district is also currently renovating the cafeteria and music building for planned completion at the conclusion of the 2023-2024 school year.

We continue to use SchoolDude software for all requests for maintenance and repairs and administration and the custodial staff have excellent communication to resolve any issues that need immediate attention. SchoolDude provides a direct link to our Director of Maintenance, Operations, and Transportation and he is always aware of our campus needs as he monitors the system for new requests, progress tasks and completion.

Our team has replaced air filters and provides all general and preventative maintenance and complete repair requests in a timely manner. This school year, the school site council has a standing agenda item were facilities updates are regularly provided to the team and general public. This dedicated time also provides an opportunity for feedback from our educational partners.

Cleaning Process

We provide regular cleaning of all surfaces with general cleaning agents and clearly outline which surfaces need to be disinfected. Soap and towels or hand dryers are available at every sink. Floors are swept on a daily basis and mopped regularly or as needed. We use the International Sanitary Supply Association (ISSA) Cleaning Standards for measuring cleanliness for all facilities. We provide an internal audit twice a year for each school site to ensure the standard of cleanliness is met.

Deferred Maintenance:

Deferred maintenance is captured in our SchoolDude software program. Once a deferred maintenance project or repair is identified, it is quantified (budget estimates), and prioritized as a future maintenance project, capital renewal, or a replacement project according to the urgency of need and significance within the district.

Year and month of the most recent FIT report

1/10/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			E Building Weight Room: HVAC is scheduled to be replaced in 2024. Windows need repair or replacement. Paint and floors need repair/replacement. Electrical panels and systems need to be upgraded. Roofs repairs were completed of know issues. Media Center: The HVAC systems needs repairs or replacement. Windows need repair or replacement. Paint and floors need repair/replacement. Electrical panels and systems need to be upgraded. Roofs need repairs
Interior: Interior Surfaces			X	Admin Building: The hallway on one side needs to be replaced. Windows need repair or replacement. Paint and floors need repair/replacement. Electrical panels and systems need to be upgraded. Bathroom are scheduled to be upgraded in 2024. Roofs repairs were completed. E Building Weight Room: HVAC is scheduled to be replaced in 2024. Windows need repair or replacement. Paint and floors need

School Facility Conditions and Planned Improvements

				<p>repair/replacement. Electrical panels and systems need to be upgraded. Roofs repairs were completed of know issues.</p> <p>Media Center: The HVAC systems needs repairs or replacement. Windows need repair or replacement. Paint and floors need repair/replacement. Electrical panels and systems need to be upgraded. Roofs need repairs</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	<p>Admin Building: The hallway on one side needs to be replaced. Windows need repair or replacement. Paint and floors need repair/replacement. Electrical panels and systems need to be upgraded. Bathroom are scheduled to be upgraded in 2024. Roofs repairs were completed.</p> <p>E Building Weight Room: HVAC is scheduled to be replaced in 2024. Windows need repair or replacement. Paint and floors need repair/replacement. Electrical panels and systems need to be upgraded. Roofs repairs were completed of know issues.</p> <p>Media Center: The HVAC systems needs repairs or replacement. Windows need repair or replacement. Paint and floors need repair/replacement. Electrical panels and systems need to be upgraded. Roofs need repairs</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	<p>Admin Building: The hallway on one side needs to be replaced. Windows need repair or replacement. Paint and floors need repair/replacement. Electrical panels and systems need to be upgraded. Bathroom are scheduled to be upgraded in 2024. Roofs repairs were completed.</p>
Safety: Fire Safety, Hazardous Materials			X	<p>E Building Weight Room: HVAC is scheduled to be replaced in 2024. Windows need repair or replacement. Paint and floors need repair/replacement. Electrical panels and systems need to be upgraded. Roofs repairs were completed of know issues.</p> <p>H Building Charter:</p> <p>Media Center: The HVAC systems needs repairs or replacement. Windows need repair or replacement. Paint and floors need repair/replacement. Electrical panels and systems need to be upgraded. Roofs need repairs</p>
Structural: Structural Damage, Roofs	X			<p>Media Center: The HVAC systems needs repairs or replacement. Windows need repair or replacement. Paint and floors need repair/replacement. Electrical panels and systems need to be upgraded. Roofs need repairs</p>

School Facility Conditions and Planned Improvements

<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>			X	<p>Admin Building: The hallway on one side needs to be replaced. Windows need repair or replacement. Paint and floors need repair/replacement. Electrical panels and systems need to be upgraded. Bathroom are scheduled to be upgraded in 2024. Roofs repairs were completed.</p> <p>Café/Music Building: HVAC is scheduled to be replaced in 2024. Windows are in need or replacement. Doors are scheduled to be updated in 2024 with the renovations. Paint and floors are scheduled to be updated in 2024 with the renovations . Electrical panels are in the process of being replaced now. Bathrooms are being updated with the renovations. Fountians need to be updated. Roofs will be repaired as part of the renovations.</p> <p>E Building Weight Room: HVAC is scheduled to be replaced in 2024. Windows need repair or replacement. Paint and floors need repair/replacement. Electrical panels and systems need to be upgraded. Roofs repairs were completed of know issues.</p> <p>Media Center: The HVAC systems needs repairs or replacement. Windows need repair or replacement. Paint and floors need repair/replacement. Electrical panels and systems need to be upgraded. Roofs need repairs</p>
--	--	--	---	--

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	43	53	43	34	47	46
Mathematics (grades 3-8 and 11)	10	5	27	23	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	46	45	97.83	2.17	53.33
Female	28	27	96.43	3.57	74.07
Male	18	18	100.00	0.00	22.22
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	30	30	100.00	0.00	43.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	16	15	93.75	6.25	73.33
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	32	32	100.00	0.00	46.88
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	46	44	95.65	4.35	4.55
Female	28	26	92.86	7.14	3.85
Male	18	18	100.00	0.00	5.56
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	30	29	96.67	3.33	3.45
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	16	15	93.75	6.25	6.67
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	32	31	96.88	3.12	3.23
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	25.00	30.43	24.88	18.69	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	70	69	98.57	1.43	30.43
Female	33	32	96.97	3.03	28.13
Male	37	37	100.00	0.00	32.43
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	48	47	97.92	2.08	21.28
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	19	19	100.00	0.00	47.37
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	41	40	97.56	2.44	17.50
Students Receiving Migrant Education Services	11	11	100.00	0.00	18.18
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

Delta High School offers a CTE pathway through its Agricultural Program. The AG program consists of beginning classes that start in middle school and continue on through high school. The high school courses consist of Ag Construction I-IV; Ag Mechanics I-IV, Floral and Nursery Careers as well as science classes such as Ag Biology and Earth Science.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	100
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	81.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	49.23

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	NA	NA	NA	NA	NA
Grade 7	NA	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA	NA

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Delta High School supports and encourages parental, guardian, and community involvement through the following organizations: Delta Heavenly Boosters, Friends of Clarksburg, Walnut Grove Rotary, Spirited Saints, and Agriculture Boosters assist with providing students and teachers with materials and supplies through generous donations and fundraising events. The English Learner Advisory Council (ELAC), Ag Advisory Committee, and the School Site Council (SSC) assist with education and activity planning for students. The school community can also post through Parent Square, on our school marquee, and at the District website, and the school community does receive regular updates from our Looking Ahead school flyer and school webpage accessible through the District website. The before mentioned groups meet regularly throughout the school year and actively engage in the school planning and implementation process of school initiatives. The dates and times of the meetings are listed through the school communication system and scheduled on the school's events calendar. The organizations have open attendance and new participants are always welcome. Parents and community members are invited to many school activities and events throughout the year, including Back-to-School Night, Academic Forums, College/Career events, Associated Student Body (ASB) activities, Athletic Events, Future Farmers Association (FFA) events, and Visual and Performing Arts concerts and dramas are some, but not all activities available to the public. Virtual events are also available if a parent requests a virtual option and translators and devices are accessible to ensure all families can access school information. There is a rich tradition of community support and parental involvement, especially as topics relate specifically to education and academics.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	3	1.5	0	2.8	0.6	2.2	9.4	7.8	8.2
Graduation Rate	95.5	98.5	100	92.8	97.1	95.6	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	75	75	100.0
Female	36	36	100.0
Male	39	39	100.0
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	50	50	100.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	22	22	100.0
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	51	51	100.0
Students Receiving Migrant Education Services	13	13	100.0
Students with Disabilities	16	16	100.0

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	222	208	54	26.0
Female	110	105	25	23.8
Male	112	103	29	28.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	0	0	0	0.0
Black or African American	2	2	1	50.0
Filipino	1	1	0	0.0
Hispanic or Latino	151	139	37	26.6
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	7	7	2	28.6
White	58	56	14	25.0
English Learners	35	33	12	36.4
Foster Youth	1	0	0	0.0
Homeless	2	2	1	50.0
Socioeconomically Disadvantaged	146	136	40	29.4
Students Receiving Migrant Education Services	39	38	9	23.7
Students with Disabilities	29	26	8	30.8

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.42	7.76	2.70	0.04	4.81	6.23	0.20	3.17	3.60
Expulsions	0.00	1.29	0.00	0.00	0.21	0.13	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.7	0
Female	0.91	0
Male	4.46	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	3.97	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	5.71	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	4.11	0
Students Receiving Migrant Education Services	7.69	0
Students with Disabilities	13.79	0

2023-24 School Safety Plan

Delta High School has a joint Site Safety Committee with its neighboring school, Clarksburg Middle School. This committee is currently reviewing and updating this plan for the current school year. The document will be presented and approved by the school safety committee and school site council, then going to the school board for current year approval. The plan consists of a multitude of procedures and protocols that include reports of maintenance concerns, mental health/harassment/bullying/graffiti reports, and behavioral expectations for students and visitors to campus. The plan focuses on a collaboration between the community, parents, students, and teachers to resolve any issue together, in the most effective way possible.

Components of the plan also include specific protocols for emergency situations that may arise that include, but are not limited to, stray animals, all emergency drills, and other events such as natural disaster, power outage, and threats.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	3	4	
Mathematics	19	4	2	
Science	29		2	
Social Science	29		5	1

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	6	2	
Mathematics	15	5	3	
Science	20	1	2	
Social Science	18	3	4	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	5	1	1
Mathematics	15	4	2	0
Science	15	3	2	0
Social Science	16	5	3	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	156.15

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	0.1
Nurse	0.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7985	1535	6451	68581
District	N/A	N/A	6827	\$60,719
Percent Difference - School Site and District	N/A	N/A	-5.7	13.4
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-2.2	-14.3

Fiscal Year 2022-23 Types of Services Funded

Delta High School receives undesignated block grant, LCFF, and Lottery funding to support our student needs. These funds support counseling services, professional development, English Language Development (ELD), Special Education, GATE, and our Athletics programs. Additionally, DHS receives funding for Migrant Education Advisor Program (MEAP) for qualifying students. Delta High School also receives Ag Incentive grant funding, as well as ROP and Perkins funding for vocational and CTE courses.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,482	\$50,875
Mid-Range Teacher Salary	\$65,313	\$79,761
Highest Teacher Salary	\$86,350	\$103,045
Average Principal Salary (Elementary)	\$120,312	\$128,154
Average Principal Salary (Middle)	\$91,308	\$131,774
Average Principal Salary (High)	\$125,654	\$142,676
Superintendent Salary	\$169,987	\$211,462
Percent of Budget for Teacher Salaries	30.76%	30.11%
Percent of Budget for Administrative Salaries	5.85%	5.49%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	20.2
-----------------------------------	------

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	1
Fine and Performing Arts	2
Foreign Language	0
Mathematics	0
Science	0
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	5

Professional Development

New teachers to our district were offered a two-day training prior to the start of the contracted first day of work for teachers. Professional development for all staff happens at the beginning of the year during the pre-service days with emphasis on creating engaging and student centered instruction and promoting the social/emotional well-being of our students. District-wide trainings continue to support our special education team of teachers with site-specific training options for the staff to ensure that the services in a student's educational path is followed. The staff will also be focusing on components of professional learning communities (PLC) to ensure rigor and high academic standards in the classroom.

Professional Development

RDUSD's districtwide professional development occurred in August 2022 and spring of 2023. Our PD in August 2022 was Diversity, Equity and Inclusion, Academic Conversations for teachers. Additional PD was provided by health providers and administrators. Special Educations staff were provided professional development on utilization of SEIS and procedural best practices. For General Education teachers the district office provided support with technology and differentiated instruction strategies. In spring of 2023 the PD for certificated staff focused on integrated English Language Development standards.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	1.5	2	2

Isleton Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Isleton Elementary School
Street	412 Union St.
City, State, Zip	Isleton, CA 95641-0728
Phone Number	(916) 777-6515
Principal	Mrs. Stacy Wallace
Email Address	swallace@rdusd.org
School Website	https://rdusd-
County-District-School (CDS) Code	34674136033666

2023-24 District Contact Information

District Name	River Delta Joint Unified
Phone Number	(707) 374-1700
Superintendent	Mrs. Katherine Wright
Email Address	kwright@rdusd.org
District Website	http://www.riverdelta.org/

2023-24 School Description and Mission Statement

Isleton Elementary School

Isleton Elementary School is a community-centered school located on the Sacramento River in the California Delta in the River Delta Unified School District. Isleton Elementary is a small school serving students from Transitional Kindergarten through sixth grade and also houses the RDUSD State Pre-School onsite. We proudly serve a student population of 180 students, 65% of which are Hispanic and 78% are eligible for the free and reduced school lunch program, with an additional 24 students in our State Preschool.

Isleton School is committed to equipping our students with the tools they need for academic achievement, personal growth, and social emotional success. Our staff strives to provide our students with excellent child-centered educational opportunities, which they will continue to build upon for the remainder of their lives. The effort includes a focus on development in the areas of reading, writing, math, science, physical fitness, technology and the arts so students will build skills in order to have lifelong success in school and be career ready.

Our teachers and staff work hard to provide the best educational experience for our students, we create an atmosphere where learning is treasured. We value the use of academic language and collaborative classroom discussions. Isleton Elementary has a rich tradition of outstanding student academic achievement, being awarded the Distinguished School Award in 2012. We provide a sound standards based education while promoting high moral character of all students. Isleton also focuses on the social and emotional well being of all of our students. Our school embraces the integration of the arts, sports and technology, we foster creativity, as well as critical thinking and communication skills that will be necessary for success in the 21st century.

Community members, parents, staff members, and students collaborate to create a positive learning atmosphere needed for outstanding academic achievement. Parent partnership is a high priority for Isleton School and is essential for student success.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	31
Grade 1	21
Grade 2	22
Grade 3	21
Grade 4	29
Grade 5	25
Grade 6	26
Total Enrollment	175

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6%
Male	51.4%
American Indian or Alaska Native	0.6%
Black or African American	1.1%
Filipino	0.6%
Hispanic or Latino	60.6%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	5.1%
White	31.4%
English Learners	26.9%
Homeless	6.9%
Migrant	9.1%
Socioeconomically Disadvantaged	65.7%
Students with Disabilities	12%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.50	100.00	105.00	84.84	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.90	3.17	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	8.50	6.86	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	6.30	5.11	18854.30	6.86
Total Teaching Positions	8.50	100.00	123.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.00	88.89	97.00	82.28	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.00	4.31	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	11.11	8.80	7.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.70	0.59	11953.10	4.28
Unknown	0.00	0.00	6.20	5.30	15831.90	5.67
Total Teaching Positions	9.00	100.00	117.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Wonders K-6 Adopted in 2016; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.	Yes	0

	The annual public hearing of the RDUSD Board of Trustees to report sufficiency of textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.		
Mathematics	Houghton Mifflin-Harcourt Math Expressions K-5 Adopted 2015 Big Ideas Learning Larson Big Ideas Math 6th grade Adopted 2015; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners. The annual public hearing of the RDUSD Board of Trustees to report sufficiency of textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.	Yes	0
Science	Houghton Mifflin California Science K-6 Adopted 2008; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners. The annual public hearing of the RDUSD Board of Trustees to report sufficiency of textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.	Yes	0
History-Social Science	Pearson My World Interactive K-6 Adopted 2018; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners. The annual public hearing of the RDUSD Board of Trustees to report sufficiency of textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.	Yes	0
Foreign Language	n/a		n/a
Health	Puberty Talk Elementary, 2022 Edition by Health Connected	Yes	0
Visual and Performing Arts	n/a		n/a
Science Laboratory Equipment (grades 9-12)	N/A	N/A	n/a

School Facility Conditions and Planned Improvements

Isleton Elementary School is divided into two separate land parcels, with D street running down the middle between them. All buildings including classrooms, cafeteria, and all restrooms receive daily interior cleaning by the district's custodial staff. Isleton has one full-time custodian along with one half-time custodian. The full-time custodian is on duty from 7:00am to 3:30pm and the half-time custodian is on duty from 3:00pm to 7:00pm. They perform routine custodial needs the school has as well as respond to any emergency needs in the classrooms or on the playgrounds as needed. Isleton Elementary School has also worked in conjunction with Bay Alarm to install three security cameras around campus.

Maintenance and Repair Process:

We use a district wide software solution called School Dude for all maintenance and repairs requests. This system allows multiple requesters across all school sites to identify and request repairs or maintenance at their school site. This system is monitored daily for new requests, progress reporting and work order completion.

Cleaning Process

We provide regular cleaning of all surfaces with general cleaning agents and clearly outline which surfaces need to be disinfected. Soap and towels or hand dryers are available at every sink. Floors are swept on a daily basis and mopped regularly or as needed. We use the International Sanitary Supply Association (ISSA) Cleaning Standards for measuring cleanliness for all facilities. We provide an internal audit twice a year for each school site to ensure the standard of cleanliness is met.

Deferred Maintenance:

Deferred maintenance is captured in our School Dude software program. Once a deferred maintenance project or repair is identified, it is quantified (budget estimates), and prioritized as a future maintenance project, capital renewal, or a replacement project according to the urgency of need and significance within the district.

Year and month of the most recent FIT report

01.05.2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		Admin: Admin building is scheduled to be modernized starting in 2024 Gymnasium: Fire system should be upgraded to meet code compliance and requirements. Window upgrades. Old boiler system for heat needs to be updated. Bathrooms need ADA upgrades Portables 1,2 &3: Fire system should be upgraded to meet code compliance and requirements. Some HVAC systems will be replaced in 2024
Interior: Interior Surfaces			X	Admin: Admin building is scheduled to be modernized starting in 2024 Gymnasium: Fire system should be upgraded to meet code compliance and requirements. Window upgrades. Old boiler system for heat needs to be updated. Bathrooms need ADA upgrades
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Admin: Admin building is scheduled to be modernized starting in 2024 Cafferteria: The cafeteria is part of the moderization procet starting in 2024. Fire system should be upgraded to meet code compliance and requirements.

School Facility Conditions and Planned Improvements

				Window upgrades. The overhead walk ways have some dry rot Gymnasium: Fire system should be upgraded to meet code compliance and requirements. Window upgrades. Old boiler system for heat needs to be updated. Bathrooms need ADA upgrades
Safety: Fire Safety, Hazardous Materials			X	Admin: Admin building is scheduled to be modernized starting in 2024 Caffeteria: The cafeteria is part of the moderization procet starting in 2024. Fire system should be upgraded to meet code compliance and requirements. Window upgrades. The overhead walk ways have some dry rot Gymnasium: Fire system should be upgraded to meet code compliance and requirements. Window upgrades. Old boiler system for heat needs to be updated. Bathrooms need ADA upgrades Portables 1,2 &3: Fire system should be upgraded to meet code compliance and requirements. Some HVAC systems will be replaced in 2024
Structural: Structural Damage, Roofs	X			Cafferteria: The cafeteria is part of the moderization procet starting in 2024. Fire system should be upgraded to meet code compliance and requirements. Window upgrades. The overhead walk ways have some dry rot
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Admin: Admin building is scheduled to be modernized starting in 2024 Cafferteria: The cafeteria is part of the moderization procet starting in 2024. Fire system should be upgraded to meet code compliance and requirements. Window upgrades. The overhead walk ways have some dry rot

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	48	52	43	34	47	46
Mathematics (grades 3-8 and 11)	38	42	27	23	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	103	100	97.09	2.91	52.00
Female	48	45	93.75	6.25	46.67
Male	55	55	100.00	0.00	56.36
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	66	65	98.48	1.52	47.69
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	29	28	96.55	3.45	57.14
English Learners	24	23	95.83	4.17	21.74
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	75	74	98.67	1.33	47.30
Students Receiving Migrant Education Services	13	13	100.00	0.00	30.77
Students with Disabilities	12	11	91.67	8.33	27.27

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	103	101	98.06	1.94	41.58
Female	48	46	95.83	4.17	34.78
Male	55	55	100.00	0.00	47.27
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	66	66	100.00	0.00	39.39
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	29	28	96.55	3.45	46.43
English Learners	24	24	100.00	0.00	20.83
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	75	74	98.67	1.33	35.14
Students Receiving Migrant Education Services	13	13	100.00	0.00	30.77
Students with Disabilities	12	11	91.67	8.33	27.27

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	50.00	46.15	24.88	18.69	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	27	26	96.30	3.70	46.15
Female	12	11	91.67	8.33	36.36
Male	15	15	100.00	0.00	53.33
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	15	15	100.00	0.00	53.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	23	22	95.65	4.35	40.91
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	NA	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA	NA

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

At Isleton Elementary parent involvement is a high priority, we value and encourage the partnership between parents and the school in a number of ways. Parents can participate in the Isleton Parent Teacher Association (PTA), English Language Advisory Committee (ELAC), and the School Site Council (SSC). The ELAC members meet monthly to focus on improving and implementing effective strategies and procedures for our English Language Learners. The School Site Council members are critical to the decision making and goal setting process for our school. They meet at least 4 times throughout the school year, they receive nominations and are elected by families in our school community. Their role is to write the Single Plan for Student Achievement or (SPSA).

Isleton also has other opportunities for parent involvement they can volunteer in the classrooms, volunteer to supervise on field trips, participate in the First Five Playgroups and activities, and attend Family Enrichment Nights or Activities. We also encourage parents to attend our Paw Power Assemblies which are the last Wednesday's of the month and recognize students for their great character, and attendance

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	197	193	47	24.4
Female	102	99	27	27.3
Male	95	94	20	21.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	0	0	0	0.0
Black or African American	3	3	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	119	115	21	18.3
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	10	10	4	40.0
White	61	61	21	34.4
English Learners	50	49	7	14.3
Foster Youth	0	0	0	0.0
Homeless	15	15	12	80.0
Socioeconomically Disadvantaged	147	144	37	25.7
Students Receiving Migrant Education Services	20	20	1	5.0
Students with Disabilities	25	24	8	33.3

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.16	4.06	0.04	4.81	6.23	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.21	0.13	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.06	0
Female	0.98	0
Male	7.37	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.52	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	8.2	0
English Learners	4	0
Foster Youth	0	0
Homeless	33.33	0
Socioeconomically Disadvantaged	4.76	0
Students Receiving Migrant Education Services	10	0
Students with Disabilities	20	0

2023-24 School Safety Plan

The Isleton School Site Safety Plan is aligned with the River Delta Unified School District Safety Plan. It addresses the need to understand and practice effective evacuation and communication systems in case of an emergency situation. The school follows guidelines for the frequency of emergency drills, and provides a copy of the emergency plan to every teacher. The students receive training and practice emergency procedures including fire, lockdown, and earthquake drills. The physical environment is being monitored by adults on a regular basis to ensure safe conditions at all times for students, staff, and parents. Isleton Elementary has the Catapult Emergency Management System in order to alert staff, and accurately account for students in the case of an emergency in a fast and accurate manner.

Isleton Elementary also emphasizes a focus on the social well-being of its students, Character Education is taught throughout the grade levels. The school site has monthly Character Ed assemblies where we honor the students and staff member who exemplify the character trait of the month. Isleton Elementary has created a school Kindness Club lead by our school counselors, the main focus of the club is to spread kindness throughout campus. The Kindness Club organizes fun events for the students to do at lunch time, sends out positive messages to students, and help to mentor students how to show kindness. Isleton Elementary is a participating school in the Sacramento County Office of Education Mental Health Collaborative, where they are implementing a mental health clinician to placed on campuses throughout the county. Through this collaborative we a full time licensed Marriage and Family counselor on campus to provide support to our students, and families. The Site Safety Plan was reviewed, revised and approved on November 2023 by our Isleton Elementary School Site Council.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1		
1	22		1	
2	22		1	
3	20	1		
4	22		1	
5	22		1	
6	13	1	1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		1	
1	20	1		
2	22		1	
3	24		1	
4	21		1	
5	22		1	
6	24		1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	1	1	0
1	21	0	1	0
2	22	0	1	0
3	21	0	1	0
4	29	0	1	0
5	13	1	1	0
6	26	0	1	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	0.1
Nurse	0.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8153	1777	6376	80443
District	N/A	N/A	6827	\$60,719
Percent Difference - School Site and District	N/A	N/A	-6.8	29.2
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-3.4	1.6

Fiscal Year 2022-23 Types of Services Funded

Isleton Elementary School uses LCFF funding allocated by the district to support instructional programming needs. In addition, the school has been identified as a federally-funded Title I school. The school also receives Lottery and the ASES funding. These funds help provide arts integration, supplemental curriculum, technology, and additional staffing support to increase student achievement and parent communication as well as engagement. ASES funding is used to support the After School Program. The After School Program ensures Isleton School has academic enrichment and support every day until 6 pm. The ASES program also provides enrichment opportunities for the students, they have arts education, sports opportunities, as well as mindfulness and yoga.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,482	\$50,875
Mid-Range Teacher Salary	\$65,313	\$79,761
Highest Teacher Salary	\$86,350	\$103,045
Average Principal Salary (Elementary)	\$120,312	\$128,154
Average Principal Salary (Middle)	\$91,308	\$131,774
Average Principal Salary (High)	\$125,654	\$142,676
Superintendent Salary	\$169,987	\$211,462
Percent of Budget for Teacher Salaries	30.76%	30.11%
Percent of Budget for Administrative Salaries	5.85%	5.49%

Professional Development

The District provides professional development training each year. The primary areas of focus for staff development has been raising student achievement and teaching to Common Core State Standards, district adopted curriculum, and Academic Conversations training. Professional development is delivered primarily through attendance at workshops, attendance at conferences or virtual conferences as well as being present for District Pre-Service days. Our teachers are also supported and mentored during implementation through peer coaching and teacher-administration meetings. Teachers are provided with

Professional Development

additional ongoing training/coaching to enhance their daily lessons. Additional training is provided when needed or per teacher request. A large focus of training was dedicated to addressing the increasing needs of our students Social and Emotional Well-being.

RDUSD's districtwide professional development occurred in August 2022 and continued in Spring of 2023. Our PD in August 2022 was Academic Conversations for teachers, additional PD was provided by health providers and administrators. Special Educations staff were provided professional development on utilization of SEIS and procedural best practices. For General Education teachers the district office provided support with technology and differentiated instruction strategies. Then in Spring 2023 we conducted a series of training for our General Education Teachers that focused on Best Teaching Practices for Integrated English Language Development students.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	1.5	1.5	1.5

Mokelumne Continuation High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Mokelumne Continuation High School
Street	160 Courtland High School Ln.
City, State, Zip	Courtland, CA 95615
Phone Number	(916) 775-1771
Principal	Dr. MJ Kiwan Gomez
Email Address	mjkiwangomez@rdusd.org
School Website	https://rdusd-
County-District-School (CDS) Code	34674133430550

2023-24 District Contact Information

District Name	River Delta Joint Unified
Phone Number	(707) 374-1700
Superintendent	Katherine Wright
Email Address	kwright@rdusd.org
District Website	http://www.riverdelta.org/

2023-24 School Description and Mission Statement

Mokelumne High School's mission is to develop a student through an individualized learning environment. We believe all students can learn with different styles, rates, and modes. We encourage our students to become part of community service and career partnerships. These activities promote positive self-esteem, encouraging academic, career, and working skills; decision-making skills; problem-solving skills; and interpersonal skills. Students are provided with the opportunity to recover credits and complete courses required for high school graduation; a program of instruction that emphasizes occupational orientation, or a work-study program that offers guidance services to meet students' special needs; a program designed to meet each student's educational needs with classroom instruction supplemented by independent study, regional occupational programs, work-study, career counseling, and/or job placement services. Even though most of the students at Mokelumne High School are credit deficient, others may need a different learning environment based on their individual needs. Some students choose continuation education because of family needs or other circumstances. Students who attend continuation high schools must spend 20 hours per week in our physical classroom.

Mokelumne High School students are encouraged to understand and obey laws, manage money wisely, and engage in constructive recreational activities. The students who attend Mokelumne HS take online courses and receive direct instruction from a credentialed teacher, as well as receive college and career guidance from support staff and administration. In addition, a support staff provides additional help students may need to complete their courses. The school population and profile undergo constant change, as we intake and exit students on an as-needed basis. While some students graduate from Mokelumne High School, many of our students complete the required courses and return to their comprehensive high school in their residential area to complete graduation requirements and graduate. We strive to provide a positive learning environment created by a one-on-one relationship between staff and students. It is a nurturing environment based on trust, support, encouragement, and understanding. We maintain constant communication between the school and home, which helps sustain this positive environment. Each student is provided with a daily planner/agenda containing an annual calendar, a weekly assignment calendar, rules, procedures, and expectations for the school. The teacher establishes classroom behavior, expectations, and consequences policies. In addition, students are recognized for positive activities and behavior throughout the school year. To prepare Mokelumne students for the opportunity to explore college and career options, the staff and administration arrange college campus trips as well as classroom presentations.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	1
Grade 12	3
Total Enrollment	4

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	25%
Male	75%
Hispanic or Latino	75%
White	25%
English Learners	50%
Migrant	25%
Socioeconomically Disadvantaged	75%
Students with Disabilities	75%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.40	38.26	105.00	84.84	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.90	3.17	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	8.50	6.86	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.70	61.74	6.30	5.11	18854.30	6.86
Total Teaching Positions	1.10	100.00	123.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.50	44.25	97.00	82.28	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.00	4.31	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	8.80	7.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.30	29.20	0.70	0.59	11953.10	4.28
Unknown	0.30	26.55	6.20	5.30	15831.90	5.67
Total Teaching Positions	1.10	100.00	117.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.30
Total Out-of-Field Teachers	0.00	0.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The students at Mokelumne High School meet their graduation requirements by enrolling in courses offered online through Edgenuity as well as direct instruction from the teacher for support classes. These courses are self-paced and provide the students the opportunity to complete them at a pace that suits their individual needs. Students are expected to put time and effort into completing their assigned courses. Students enroll in multiple courses concurrently and as they complete one course, another can be added. Edgenuity courses can be worked on at any computer that has internet access (school, home, library, etc.). To receive a passing grade in an Edgenuity course, the students must complete the course requirements with a passing grade. This unique opportunity has proven to be a successful way for students to complete courses they were not able to finish earlier and gives students the opportunity to take courses not otherwise offered at this school site.

Year and month in which the data were collected	December 2023
--	---------------

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English Language Development English 3D - Houghton Mifflin Copy Right 2011 Edgenuity Available to all students	Yes	0%
Mathematics	Imagine Learning Edgenuity https://www.imaginelearning.com/	Yes	0%
Science	Imagine Learning Edgenuity https://www.imaginelearning.com/	Yes	0%
History-Social Science	Imagine Learning Edgenuity https://www.imaginelearning.com/	Yes	0%
Foreign Language	Imagine Learning Edgenuity https://www.imaginelearning.com/	Yes	0%
Health	Imagine Learning Edgenuity https://www.imaginelearning.com/	Yes	0%
Visual and Performing Arts	Imagine Learning Edgenuity https://www.imaginelearning.com/		n/a
Science Laboratory Equipment (grades 9-12)	N/A	N/A	n/a

School Facility Conditions and Planned Improvements

Although the building is older, it is well-kept by staff, students, and district maintenance staff with established daily cleaning schedules. District maintenance staff ensure that repairs necessary to keep the school in good working order are completed in a timely manner. The classroom, office, and bathroom are cleaned daily. The custodial staff is quick to respond to emergency clean-ups both in the building and on campus. They monitor the building, grounds, and equipment for safety issues. A district gardener helps maintain the grounds twice a week.

Maintenance and Repair Process:

We use a district-wide software solution called SchoolDude for all maintenance and repair requests. This system allows multiple requesters across all school sites to identify and request repairs or maintenance at their school site. This system is monitored daily for new requests, progress reporting, and work order completion. In case of emergencies, district staff is notified via email, phone, or text to follow up with the work order submitted.

Cleaning Process

We provide regular cleaning of all surfaces with general cleaning agents and clearly outline which surfaces need to be disinfected. Soap and towels or hand dryers are available at every sink. Floors are swept on a daily basis and mopped regularly or as needed. We use the International Sanitary Supply Association (ISSA) Cleaning Standards for measuring cleanliness for all facilities. We provide an internal audit twice a year for each school site to ensure the standard of cleanliness is met.

Deferred Maintenance:

Deferred maintenance is captured in our SchoolDude software program. Once a deferred maintenance project or repair is identified, it is quantified (budget estimates) and prioritized as a future maintenance project, capital renewal, or replacement project according to the urgency of need and significance within the district.

Year and month of the most recent FIT report

1/12/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	Community Day: HVAC Systems are old and need to be updated. Floors are chipped and in need of repair or replacement. Bathroom need a complete remodel. Drinking fountain need to be replaced. Fire Systems are antiquated and need an upgrade. Roofs do not leak, however are in need of new roof coatings. windows need to be repaired and or updated. Needs to be painted. Mokelumne: HVAC Systems are old and need to be updated. Floors are chipped and in need of repair or replacement. Bathroom need a complete remodel. Drinking fountain need to be replaced. Fire Systems are antiquated and need an upgrade. Roofs do not leak, however are in need of new roof coatings. windows need to be repaired and or updated. Needs to be painted
Interior: Interior Surfaces			X	Community Day: HVAC Systems are old and need to be updated. Floors are chipped and in need of repair or replacement. Bathroom need a complete remodel. Drinking fountain need to be replaced. Fire Systems are antiquated and need an upgrade. Roofs do not leak, however are in need of new roof coatings. windows need to be repaired and or updated. Needs to be painted. Mokelumne: HVAC Systems are old and need to be updated. Floors are chipped and in need of repair or

School Facility Conditions and Planned Improvements

				replacement. Bathroom need a complete remodel. Drinking fountain need to be replaced. Fire Systems are antiquated and need an upgrade. Roofs do not leak, however are in need of new roof coatings. windows need to be repaired and or updated. Needs to be painted
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Community Day: HVAC Systems are old and need to be updated. Floors are chipped and in need of repair or replacement. Bathroom need a complete remodel. Drinking fountain need to be replaced. Fire Systems are antiquated and need an upgrade. Roofs do not leak, however are in need of new roof coatings. windows need to be repaired and or updated. Needs to be painted. Mokulemne: HVAC Systems are old and need to be updated. Floors are chipped and in need of repair or replacement. Bathroom need a complete remodel. Drinking fountain need to be replaced. Fire Systems are antiquated and need an upgrade. Roofs do not leak, however are in need of new roof coatings. windows need to be repaired and or updated. Needs to be painted
Safety: Fire Safety, Hazardous Materials			X	Community Day: HVAC Systems are old and need to be updated. Floors are chipped and in need of repair or replacement. Bathroom need a complete remodel. Drinking fountain need to be replaced. Fire Systems are antiquated and need an upgrade. Roofs do not leak, however are in need of new roof coatings. windows need to be repaired and or updated. Needs to be painted. Mokulemne: HVAC Systems are old and need to be updated. Floors are chipped and in need of repair or replacement. Bathroom need a complete remodel. Drinking fountain need to be replaced. Fire Systems are antiquated and need an upgrade. Roofs do not leak, however are in need of new roof coatings. windows need to be repaired and or updated. Needs to be painted
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Community Day: HVAC Systems are old and need to be updated. Floors are chipped and in need of repair or replacement. Bathroom need a complete remodel. Drinking fountain need to be replaced. Fire Systems are antiquated and need an upgrade. Roofs do not leak, however are in need of new roof coatings. windows need to be repaired and or updated. Needs to be painted. Mokulemne: HVAC Systems are old and need to be updated. Floors are chipped and in need of repair or

School Facility Conditions and Planned Improvements

replacement. Bathroom need a complete remodel. Drinking fountain need to be replaced. Fire Systems are antiquated and need an upgrade. Roofs do not leak, however are in need of new roof coatings. windows need to be repaired and or updated. Needs to be painted

Overall Facility Rate

Exemplary	Good	Fair	Poor
			X

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	--	--	43	34	47	46
Mathematics (grades 3-8 and 11)	--	--	27	23	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	0	0	0	0	0
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	0	0	0	0	0
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)			24.88	18.69	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--				
Female	0	0	0	0	0
Male	--				
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--				
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--				
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--				
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--				

2022-23 Career Technical Education Programs

Although Career Technical Education (CTE) courses are not available, we provide ongoing education in career and vocational guidance. Students at Mokelumne High School have monthly college presentations based on their student's interests. In addition, students have the opportunity to explore their college and career options by participating in and attending the field trip to the community college to learn about the different certificate and associate programs. Unique and individualized instructional strategies and classroom practices encourage students to achieve their goals. The addition of technology, business partnerships, community service, and career guidance along with traditional high school classes provide diversity and challenge.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	75
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents of students at Mokelumne High are encouraged to engage in their student's educational plans. They are invited to volunteer at the school. The parents are informed as to any upcoming activities via ParentSquare, email, phone, flyers, and other social media. In addition, the classroom teacher makes positive parent contact to inform them of the progress of students and to encourage parent involvement. Every student has an initial meeting with the parent and administration to review student plans, goals, and expectations. The student's goals are reviewed at the beginning of each semester. Additional parent meetings are scheduled based on student needs and academic progress.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	25	--	--	2.8	0.6	2.2	9.4	7.8	8.2
Graduation Rate	75	--	--	92.8	97.1	95.6	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	0.0	0.0	0.0
Male	--	--	--
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	12	10	10	100.0
Female	1	1	1	100.0
Male	11	9	9	100.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	7	5	5	100.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	1	100.0
White	4	4	4	100.0
English Learners	4	3	3	100.0
Foster Youth	0	0	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	10	9	9	100.0
Students Receiving Migrant Education Services	4	3	3	100.0
Students with Disabilities	4	3	3	100.0

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00		0.00	0.04	4.81	6.23	0.20	3.17	3.60
Expulsions	0.00		0.00	0.00	0.21	0.13	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Mokelumne High School has an established safety team that collaborates with local law enforcement, fire, and emergency management agencies. We meet with the team during our staff meetings to develop or revise the safety plan to ensure effectiveness. After the plan is revised, students and staff are trained on how to use the plan. Exercises and drills are then conducted to test the plan's effectiveness and revisions are done depending on the turnout of the exercises and drills. A school safety plan consists of three components, Prevention, Response, and Recovery. Each component is vital to the effectiveness of the overall plan.

The plan also provides a climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution. We provide disciplinary policies and procedures that contain prevention strategies as well as behavioral expectations and consequences for violations. We provide a curriculum that emphasizes prevention and alternatives to violence. This includes multicultural education, character/value education, and conflict resolution. We implement parental involvement strategies that ensure parental support and reinforcement of the school's rules. Students and parents are informed of the school rules and discipline strategies upon entering and are held to those standards while attending. We provide an assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for the closing of campus to outsiders, securing the campus perimeter, and protecting buildings against vandalism.

We have procedures and protocols in place to ensure a safe school environment before, during, and after school. Students are supervised at all times by a staff member and/or teacher. All visitors are required to check in at the office prior to accessing the classroom. Quarterly fire drills and lockdown drills are scheduled on the master calendar, shared with the district administrators, and practiced regularly as required.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	1	7		
Mathematics	3	4		
Science	1	4		
Social Science	2	5		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	3		
Mathematics	2	4		
Science	1	1		
Social Science	1	3		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	1	5	0	0
Mathematics	3	2	0	0
Science	1	2	0	0
Social Science	1	4	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.1
Social Worker	0.1
Nurse	0.1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	15481	1244	14237	74231
District	N/A	N/A	6827	\$60,719
Percent Difference - School Site and District	N/A	N/A	70.4	21.3
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	73.4	-6.4

Fiscal Year 2022-23 Types of Services Funded

Mokelumne High School is a small, alternative high school program. Students are transferred to Mokelumne High School mainly to recover credit and meet graduation requirements. Special education, Title I, and LCFF dollars support the program through an online learning environment.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,482	\$50,875
Mid-Range Teacher Salary	\$65,313	\$79,761
Highest Teacher Salary	\$86,350	\$103,045
Average Principal Salary (Elementary)	\$120,312	\$128,154
Average Principal Salary (Middle)	\$91,308	\$131,774
Average Principal Salary (High)	\$125,654	\$142,676
Superintendent Salary	\$169,987	\$211,462
Percent of Budget for Teacher Salaries	30.76%	30.11%
Percent of Budget for Administrative Salaries	5.85%	5.49%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
--	---

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

The District provides professional development training each year. The primary areas of focus of staff development have been raising student achievement and teaching to Common Core State Standards, Odysseyware online program, and distance learning. Professional development is delivered primarily through attendance at workshops, attendance at conferences, or virtual conferences. Our teachers are also supported and mentored during implementation through peer coaching and teacher-administration meetings. Teachers at Mokelumne High School are provided with additional ongoing training/coaching to enhance their daily lessons. Additional training is provided when needed.

Professional Development

RDUSD's districtwide professional development occurred in August 2022 and spring of 2023. Our PD in August 2022 was Diversity, Equity and Inclusion, Academic Conversations for teachers. Additional PD was provided by health providers and administrators. Special Educations staff were provided professional development on utilization of SEIS and procedural best practices. For General Education teachers the district office provided support with technology and differentiated instruction strategies. In spring of 2023 the PD for certificated staff focused on integrated English Language Development standards.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	

Rio Vista High School

2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Rio Vista High School
Street	410 South Fourth St.
City, State, Zip	Rio Vista, CA 94571
Phone Number	(707) 374-6336
Principal	Clarence Isadore
Email Address	cisadore@rdusd.org
School Website	https://rdusd-
County-District-School (CDS) Code	34674134835302

2023-24 District Contact Information

District Name	River Delta Joint Unified
Phone Number	(707) 374-1700
Superintendent	Katherine Wright
Email Address	kwright@rdusd.org
District Website	http://www.riverdelta.org/

2023-24 School Description and Mission Statement

In a culturally diverse community, rich in agricultural and family tradition, the River Delta Joint Unified School District will provide a safe, student-centered education which promotes challenging academic standards enhanced by technology, and encourages social responsibility, resourcefulness and an appreciation for continuous learning so that all students are prepared to realize their maximum potential.

Goals:

Our objectives, the desired and measurable results we plan to achieve, are focused on student growth, success, and achievement.

- Students will be able to achieve success at the next educational level.
- Our high school graduates will feel satisfied with their preparation for post-secondary pursuits.

Beliefs:

- We believe in continuous learning. We believe in encouraging and assisting each other.
- We believe that development of self-respect and respect for others is essential.
- We believe that we are responsible for our actions and ourselves.
- We believe that the world is full of infinite opportunities.
- We believe that families and communities working cooperatively create opportunities for success.
- We believe that positive thinking develops a positive attitude.
- We believe that a sense of humor is healthful.
- We believe that some change is inevitable, and how we respond is our choice.

Mission Statement:

Rio Vista High School prepares all students to be life-long learners in a culturally diverse and technologically complex society, and to be able to balance the multiple roles of school, home, community, and career successfully.

Schoolwide Learning Outcomes (S.L.O.s)

It is Great to Be a R.A.M.: Respect, Achieve, Make a Difference!

We Are Critical Thinkers

- We demonstrate willingness to question, and readiness to reconsider.
- We reflect on and evaluate information, details, evidence and his or her own ideas and work in order to draw conclusions, solve problems, or conduct investigations.
- We use logical and effective decision-making.

We Are Skillful Communicators

- We convey coherent messages verbally and in writing.
- We receive and interpret the messages of others.
- We establish and accomplish effective communication through collaborative processes.

2023-24 School Description and Mission Statement

We Are Responsible Citizens with Global Consciousness

- We demonstrate acceptance for individual differences.
- We maintain awareness of rules, laws, and regulations in society and live life accordingly.
- We demonstrate skills in resolving conflicts through positive, non-violent actions.
- We demonstrate personal and civic responsibility through contributions of time and talents to the school and community.
- We accept a lifetime responsibility for our own wellness including physical fitness and proper nutrition.

We Are Technology Users

- We manage technology in an effective manner to complete a talk, product or presentation.
- We select and use a variety of technologies.

We Are Career Planners

- We survey available and emerging career fields.
- We identify steps for career growth and life-long learning.
- We set, pursue, and accomplish positive, achievable and challenging goals.

We Are Adaptable Workers

- We produce quality work.
- We perform responsibly as an individual and team member.
- We use proper ethics and etiquette.
- We take responsibility for our own successes and failures.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	90
Grade 10	97
Grade 11	86
Grade 12	94
Total Enrollment	367

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48%
Male	52%
American Indian or Alaska Native	0.8%
Asian	0.8%
Black or African American	3.8%
Filipino	1.4%
Hispanic or Latino	48.5%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	5.7%
White	37.6%
English Learners	13.1%
Foster Youth	0.3%
Homeless	2.5%
Migrant	6.5%
Socioeconomically Disadvantaged	58%
Students with Disabilities	11.7%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.30	80.51	105.00	84.84	228366.10	83.12
Intern Credential Holders Properly Assigned	0.70	3.12	3.90	3.17	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.50	6.46	8.50	6.86	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	2.30	9.91	6.30	5.11	18854.30	6.86
Total Teaching Positions	24.00	100.00	123.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.00	83.30	97.00	82.28	234405.20	84.00
Intern Credential Holders Properly Assigned	0.70	3.28	5.00	4.31	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.80	3.76	8.80	7.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.70	0.59	11953.10	4.28
Unknown	2.20	9.62	6.20	5.30	15831.90	5.67
Total Teaching Positions	22.80	100.00	117.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.50	0.80
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.50	0.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.7	6.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill, StudySync, Grade 9-12, Adopted June 2016; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.	Yes	0%

	<p>Adopted by the RDUSD Board of Trustees in June 2016 and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE. The annual public hearing of the RDUSD Board of Trustees to report sufficiency textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.</p>		
Mathematics	<p>Big Ideas Learning, Larson Big Ideas Math: Algebra 1, adopted May 2015, Algebra 2, adopted Sept 2017, Geometry, adopted June 2016; Cengage Learning Pre-Calculus with Calc Chat and Calc View for Math Analysis H, adopted 2015; Houghton Mifflin, Early Transcendental Functions: Calculus AB/AP, Adopted in June 2015; W.H.Freeman, The Practice of Statistics: AP Statistics, Adopted in June 2015 There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.</p> <p>All textbooks and materials are adopted by the RDUSD Board of Trustees and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE. The annual public hearing of the RDUSD Board of Trustees to report sufficiency textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.</p>	Yes	0%
Science	<p>Pearson publishing's Miller and Levine Biology (c) 2020 for CP Biology adopted 2019 and Campbell's Biology for AP Biology, adopted 2021; Pearson Prentice Hall Earth Science (c) 2017; Holt, Rhinehart and Winston Modern Chemistry for CP Chemistry, Pearson's The Central Science 14th edition for AP Chemistry, adopted 2021; Prentice Hall Conceptual Physics for CP Physics, adopted 2007; CRC Press, Principles of Soil Chemistry for Ag Environmental Science, Adopted in 2016; Delmar Cengage Learning, Modern Livestock and Poultry, Adopted in 2010; Cengage Learning, College Physics (for AP Physics, Adopted in 2009. There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.</p> <p>The annual public hearing of the RDUSD Board of Trustees to report sufficiency textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.</p>	Yes	0%
History-Social Science	<p>Pearson Prentice Hall's World History: The Modern Era for CP World History and Geography, adopted 2018; , United States History: The Twentieth Century (c) 2019 , Adopted in 2018; Pearson, Magruder's American Government (c) 2019 for CP United States Government, Adopted in June 2018; Pearson, Government in American: People, Politics and Policy for AP Government, Adopted 2015; Bedford St. MArtn's America's History For the AP Course, 8th Ed. (c) 2014 for AP US History. There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.</p> <p>Adopted by the RDUSD Board of Trustees in June 2018 and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE. The annual public hearing</p>	Yes	0%

	of the RDUSD Board of Trustees to report sufficiency textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.		
Foreign Language	<p>McDougal-Littel, Avancemos, Levels 1-4, Adopted in 2009; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.</p> <p>Adopted by the RDUSD Board of Trustees in June 2007 and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE. The annual public hearing of the RDUSD Board of Trustees to report sufficiency textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.</p>	Yes	0%
Health	<p>Holt, Rinehart, and Winston, Lifetime Health, Grades 9-12, Adopted in 2006; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.</p> <p>Teen Talk High School for Grades 9-12, 2022 Edition by Health Connected</p> <p>The annual public hearing of the RDUSD Board of Trustees to report sufficiency textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.</p>	Yes	0%
Visual and Performing Arts	n/a		n/a
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

RVHS underwent a major modernization process in 2010-12. Two re-furbished buildings were completed and occupied by staff and students. A new agricultural classroom, science laboratory, and agricultural barn were added in 2014. A new Health and Fitness

Center including a weight room have recently been completed. Campus and gymnasium roofs were replaced in 2017. Campus beautification and landscaping are continually being reviewed, evaluated, and modernized. Measure J was passed in the spring of 2021, this bond should address necessary facility upgrades. The administration building is in need of modernization and will be addressed in the district's master plan of facilities.

Maintenance and Repair Process:

We use a district wide software solution called SchoolDude for all maintenance and repairs requests. This system allows multiple requesters across all school sites to identify and request repairs or maintenance at their school site. This system is monitored daily for new requests, progress reporting and work order completion.

Cleaning Process

We provide regular cleaning of all surfaces with general cleaning agents and clearly outline which surfaces need to be disinfected. Soap and towels or hand dryers are available at every sink. Floors are swept on a daily basis and mopped regularly or as needed. We use the International Sanitary Supply Association (ISSA) Cleaning Standards for measuring cleanliness for all facilities. We provide an internal audit twice a year for each school site to ensure the standard of cleanliness is met.

Deferred Maintenance:

Deferred maintenance is captured in our SchoolDude software program. Once a deferred maintenance project or repair is identified, it is quantified (budget estimates), and prioritized as a future maintenance project, capital renewal, or a replacement project according to the urgency of need and significance within the district.

Year and month of the most recent FIT report

1/11/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		Ag Shop: Roofs in need of new coatings. Class room windows need to be replaced. Door locks need to be upgraded to meet current standards. Roll up door need to be replaced. Fire systems are antiquated and need to be upgraded. Water fountain needs to be upgraded. Electrical need to be updated to meet the needs of the shop (parts are very hard to come by). Bathroom need a complete remodel Cafeteria: Needs paint and new flooring. Roofs in need of new coatings. Windows need to be repaired or replaced. Fire systems are antiquated and need to be upgraded. Bathroom need a complete remodel. New blind were installed. Gym: Gym Floors have been resurfaced refinished. Roofs in need of new coatings. .Need to update fire systems to meet current standards. The boiler system was serviced and rebuilt by an outside company in 2024.
Interior: Interior Surfaces			X	A Building: Need to updae power panels, paint, and flooring. Bathrooms are old and need a complete remodel. Fire systems are antiquated and need updated. Roofs have been replaced. Windows are in need of reappear and replacement. Door locks need to be upgraded to meet current standards. Electric panels are out dated and hard to find parts. Need to

School Facility Conditions and Planned Improvements

			<p>upgrade Fire systems to meet todays standards. Additional fenicing is to be installed starting in 2024</p> <p>Cafeteria: Needs paint and new flooring. Roofs in need of new coatings. Windowds need to be repaired or replaced. Fire systems are antiquated and need to be upgraded. Bathroom need a complete remodel. New blind were installed.</p> <p>Gym: Gym Floors have been resurfaced refinished. Roofs in need of new coatings. .Need to update fire systems to meet current standards. The boiler system was serviced and rebuilt by an outsdide company in 2024.</p> <p>Library: Roofs in need of new coatings. Windows need to be repaired or replaced.Need to update fire systems to meet current standards</p> <p>Wood Shop: Needs Paint. Windows need to be replaced.Door locks need to be upgraded to meet current standards. Fire systems are antiquated and need to be upgraded. Water fountian need to be upgraded. Electrical panels have been update. Need to update fire systems to meet current standards. Bathrooms are original and need to be updated</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	X		
<p>Electrical</p>		X	<p>A Building: Need to updae power panels, paint, and flooring. Bathrooms are old and need a complete remodel. Fire systems are antiquated and need updated. Roofs have been replaced. Windows are in need of reappear and replacement. Door locks need to be upgraded to meet current standards. Electric panels are out dated and hard to find parts. Need to upgrade Fire systems to meet todays standards. Additional fenicing is to be installed starting in 2024</p> <p>Ag Shop: Roofs in need of new coatings. Class room windows need to be replaced. Door locks need to be upgraded to meet current standards. Roll up door need to be replaced. Fire systems are antiquated and need to be upgraded. Water fountian needs to be upgraded. Electrical need to be updated to meet the needs of the shop (parts are very hard to come by). Bathroom need a complete remodel</p> <p>Cafeteria: Needs paint and new flooring. Roofs in need of new coatings. Windowds need to be repaired or replaced. Fire systems are antiquated and need to be upgraded. Bathroom need a complete remodel. New blind were installed.</p> <p>Library: Roofs in need of new coatings. Windows need to be repaired or replaced.Need to update fire systems to meet current standards</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		X	<p>A Building: Need to updae power panels, paint, and flooring. Bathrooms are old and need a complete remodel. Fire systems are antiquated and need updated. Roofs have been replaced. Windows are in need of reappear and replacement. Door locks need to be upgraded to meet current standards. Electric panels are out dated and hard to find parts. Need to</p>

School Facility Conditions and Planned Improvements

			<p>upgrade Fire systems to meet todays standards. Additional fenicing is to be installed starting in 2024 Ag Shop: Roofs in need of new coatings. Class room windows need to be replaced. Door locks need to be upgraded to meet current standards. Roll up door need to be replaced. Fire systems are antiquated and need to be upgraded. Water fountian needs to be upgraded. Electrical need to be updated to meet the needs of the shop (parts are very hard to come by). Bathroom need a complete remodel Cafeteria: Needs paint and new flooring. Roofs in need of new coatings. Windowds need to be repaired or replaced. Fire systems are antiquated and need to be upgraded. Bathroom need a complete remodel. New blind were installed. Gym: Gym Floors have been resurfaced refinished. Roofs in need of new coatings. .Need to update fire systems to meet current standards. The boiler system was serviced and rebuilt by an outsdide company in 2024. Wood Shop: Needs Paint. Windows need to be replaced.Door locks need to be upgraded to meet current standards. Fire systems are antiquated and need to be upgraded. Water fountian need to be upgraded. Electrical panels have been update. Need to update fire systems to meet current standards. Bathrooms are original and need to be updated</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		<p>X</p>	<p>A Building: Need to updae power panels, paint, and flooring. Bathrooms are old and need a complete remodel. Fire systems are antiquated and need updated. Roofs have been replaced. Windows are in need of reappear and replacement. Door locks need to be upgraded to meet current standards. Electric panels are out dated and hard to find parts. Need to upgrade Fire systems to meet todays standards. Additional fenicing is to be installed starting in 2024 Ag Science: Need to update fire systems to meet current standards. Ag Shop: Roofs in need of new coatings. Class room windows need to be replaced. Door locks need to be upgraded to meet current standards. Roll up door need to be replaced. Fire systems are antiquated and need to be upgraded. Water fountian needs to be upgraded. Electrical need to be updated to meet the needs of the shop (parts are very hard to come by). Bathroom need a complete remodel Cafeteria: Needs paint and new flooring. Roofs in need of new coatings. Windowds need to be repaired or replaced. Fire systems are antiquated and need to be upgraded. Bathroom need a complete remodel. New blind were installed. E Building: Need to update fire systems to meet current standards F Building: Need to upgrade Fire systems to meet todays standards. Gym: Gym Floors have been resurfaced refinished. Roofs in need of new coatings. .Need to update fire systems to meet current standards. The boiler system</p>

School Facility Conditions and Planned Improvements

			<p>was serviced and rebuilt by an outside company in 2024.</p> <p>Library: Roofs in need of new coatings. Windows need to be repaired or replaced. Need to update fire systems to meet current standards</p> <p>Wood Shop: Needs Paint. Windows need to be replaced. Door locks need to be upgraded to meet current standards. Fire systems are antiquated and need to be upgraded. Water fountain need to be upgraded. Electrical panels have been updated. Need to update fire systems to meet current standards. Bathrooms are original and need to be updated</p>
<p>Structural: Structural Damage, Roofs</p>		X	<p>Ag Shop: Roofs in need of new coatings. Class room windows need to be replaced. Door locks need to be upgraded to meet current standards. Roll up door need to be replaced. Fire systems are antiquated and need to be upgraded. Water fountain needs to be upgraded. Electrical need to be updated to meet the needs of the shop (parts are very hard to come by). Bathroom need a complete remodel</p> <p>Cafeteria: Needs paint and new flooring. Roofs in need of new coatings. Windows need to be repaired or replaced. Fire systems are antiquated and need to be upgraded. Bathroom need a complete remodel. New blind were installed.</p> <p>Gym: Gym Floors have been resurfaced refinished. Roofs in need of new coatings. .Need to update fire systems to meet current standards. The boiler system was serviced and rebuilt by an outside company in 2024.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>		X	<p>A Building: Need to update power panels, paint, and flooring. Bathrooms are old and need a complete remodel. Fire systems are antiquated and need updated. Roofs have been replaced. Windows are in need of repair and replacement. Door locks need to be upgraded to meet current standards. Electric panels are out dated and hard to find parts. Need to upgrade Fire systems to meet today's standards. Additional fencing is to be installed starting in 2024</p> <p>Ag Shop: Roofs in need of new coatings. Class room windows need to be replaced. Door locks need to be upgraded to meet current standards. Roll up door need to be replaced. Fire systems are antiquated and need to be upgraded. Water fountain needs to be upgraded. Electrical need to be updated to meet the needs of the shop (parts are very hard to come by). Bathroom need a complete remodel</p> <p>Cafeteria: Needs paint and new flooring. Roofs in need of new coatings. Windows need to be repaired or replaced. Fire systems are antiquated and need to be upgraded. Bathroom need a complete remodel. New blind were installed.</p> <p>Gym: Gym Floors have been resurfaced refinished. Roofs in need of new coatings. .Need to update fire systems to meet current standards. The boiler system</p>

School Facility Conditions and Planned Improvements

			<p>was serviced and rebuilt by an outside company in 2024.</p> <p>Library: Roofs in need of new coatings. Windows need to be repaired or replaced. Need to update fire systems to meet current standards</p> <p>Wood Shop: Needs Paint. Windows need to be replaced. Door locks need to be upgraded to meet current standards. Fire systems are antiquated and need to be upgraded. Water fountain need to be upgraded. Electrical panels have been update. Need to update fire systems to meet current standards. Bathrooms are original and need to be updated</p>
--	--	--	--

Overall Facility Rate

Exemplary	Good	Fair	Poor
			X

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	45	32	43	34	47	46
Mathematics (grades 3-8 and 11)	6	11	27	23	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	87	82	94.25	5.75	31.71
Female	44	43	97.73	2.27	41.86
Male	43	39	90.70	9.30	20.51
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	42	39	92.86	7.14	25.64
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	32	30	93.75	6.25	43.33
English Learners	12	10	83.33	16.67	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	55	51	92.73	7.27	27.45
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	87	82	94.25	5.75	10.98
Female	44	43	97.73	2.27	9.30
Male	43	39	90.70	9.30	12.82
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	42	39	92.86	7.14	10.26
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	32	30	93.75	6.25	13.33
English Learners	12	10	83.33	16.67	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	55	51	92.73	7.27	7.84
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	20.00	13.16	24.88	18.69	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	80	76	95.00	5.00	13.16
Female	35	33	94.29	5.71	9.09
Male	45	43	95.56	4.44	16.28
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	46	45	97.83	2.17	11.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	28	25	89.29	10.71	16.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	48	94.12	5.88	10.42
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

Students at RVHS have the opportunity to participate in numerous Career Technical Education (CTE) pathways during the regular school day. These pathways include Culinary Arts, Construction, Agricultural Mechanics, Agriscience, and Digital Imaging. An Education Pathway was added in the fall of 2021. Most career-to-work sequence courses are elective in nature. However, Agricultural Earth Science, Agricultural Biology and Agriculture Environmental Science are considered core academic courses and in the career-to-work sequence for Vocational Education. Students' academic progress toward graduation must be satisfactory so that students may avail themselves of the career-to-work courses. Due to the small population of students, some of the above pathways have courses that are offered in alternating years.

Post-secondary studies have shown that many students took career-to-work classes were in occupations that reflected their success in those areas. RVHS graduates have attended post-secondary institutions with a combination of vocational, career-to-work, and academic studies in their high school history. This combination of courses taken in our high school curriculum makes for a very well-rounded student in a post-secondary setting who is highly marketable to colleges, universities, and vocational-technical institutions. For example, the agriculture curriculum combines the very nature of academia in the physical and biological sciences while it taps the important resources of possible career interests in the areas of construction, engineering, mechanics, environmental studies, culinary industry, floral design, education, graphic design and ranch and animal science.

The primary representative for the CTE advisory committee is River Delta USD's School-to-Career Coordinator, Jennifer Kitchens. She can be reached at (707) 374-1732.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	324
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	47.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.37
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	53.54

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	96.4	97.6	96.4	97.6	97.6

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Rio Vista High School works diligently with parents to ensure the highest level of academic, social, and emotional success for their children. Parents play a critical role helping their students succeed. Parental support is the most important factor in your child's ability to grow and learn. However, Rio Vista High School proudly and humbly serves as the secondary support factor for their students. We encourage all parents to contact us with any questions or to discuss how parents can best help their child(ren). Parent volunteers are always welcome and appreciated at school-sponsored activities, sporting events, dances, and other extracurricular activities.

Rio Vista High School's School Site Council meets quarterly and consists of one administrator, three certificated teachers, one classified employee, and five parents and one student. Rio Vista High School Booster Club meets monthly on the first Monday of the month at 6:00 pm. The Booster Club supports athletics, arts, and academics. The English Language Committee also meets quarterly in conjunction with Riverview Middle School. All parents are welcomed and encouraged to attend these organizations. RVHS also has an Agricultural Advisory Committee that meets quarterly to support the Agricultural Pathways.

RVHS partners with the English Language Advisory Counsel parents to meet the needs of our English Language Learners. The group meets quarterly as a school site and addressing needs identified by the parents. During the 2021-2022 school year the group held the following engagement events: Breaking Down the Walls, Family Engagement Night, and Mental Health Awareness Night.

Additionally, RVHS provides grade level success meetings for parents who have children in 9th, 10th and 11th grades. Senior parent meetings regarding FAFSA, college admission, and financial aid are held throughout the year. Arena conferencing for parents is available in both the A and B block.

Student Success Team meetings are scheduled as necessary by both staff and parents.

Athletic Awards Nights convene three times a year and an Academic Awards Night is held each year in the Spring. This has enabled teachers and parents to interact in a more informal setting.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	0	0	2.2	2.8	0.6	2.2	9.4	7.8	8.2
Graduation Rate	93.8	96.1	95.6	92.8	97.1	95.6	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	91	87	95.6
Female	39	38	97.4
Male	52	49	94.2
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	49	47	95.9
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	33	31	93.9
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	68	65	95.6
Students Receiving Migrant Education Services	11	10	90.9
Students with Disabilities	11	9	81.8

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	395	379	138	36.4
Female	192	184	70	38.0
Male	203	195	68	34.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	2	66.7
Asian	3	3	0	0.0
Black or African American	16	14	7	50.0
Filipino	5	5	0	0.0
Hispanic or Latino	191	185	60	32.4
Native Hawaiian or Pacific Islander	2	2	2	100.0
Two or More Races	24	22	9	40.9
White	147	141	56	39.7
English Learners	54	51	18	35.3
Foster Youth	1	1	1	100.0
Homeless	16	16	13	81.3
Socioeconomically Disadvantaged	258	250	92	36.8
Students Receiving Migrant Education Services	25	25	2	8.0
Students with Disabilities	48	46	23	50.0

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	10.36	12.15	0.04	4.81	6.23	0.20	3.17	3.60
Expulsions	0.00	0.48	0.51	0.00	0.21	0.13	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	12.15	0.51
Female	9.38	0
Male	14.78	0.99
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	25	6.25
Filipino	0	0
Hispanic or Latino	10.99	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	12.5	0
White	12.93	0.68
English Learners	7.41	0
Foster Youth	0	0
Homeless	18.75	0
Socioeconomically Disadvantaged	14.34	0.78
Students Receiving Migrant Education Services	4	0
Students with Disabilities	4.17	0

2023-24 School Safety Plan

Rio Vista High School's Site Emergency Plan was first developed in August of 2001. The plan is supplemental to the Emergency Preparedness Guidelines for the district. Our plan was last reviewed and updated with staff in August 2023. The local site plan places emphasis on providing for the well-being of all persons. The plan includes specific responsibilities and procedures for staff to follow for all types of emergencies, including evacuation procedures, utility grid locations, and checklists to be used by staff. All classrooms have posted evacuation maps. There are several designated and articulated meeting sites depending on the type of emergency. Staff members are grouped in teams to assist with taking attendance and reporting for accountability. In addition, RDUSD has purchased the Catapult Emergency System for all sites. This student accountability and reporting system operates in real time. Each school is able to identify their own safety team within the Catapult system, which alerts all school and district staff to emergencies in a tri-level degree of seriousness. School Site Council approved this School Safety plan December of 2023.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	13	13	4	
Mathematics	14	10	3	
Science	14	4	2	
Social Science	17	6	7	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	11	5	
Mathematics	15	8	6	
Science	11	5	2	
Social Science	16	6	4	1

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	9	5	1
Mathematics	15	9	4	0
Science	17	3	2	0
Social Science	16	6	3	2

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	183.5

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	0.1
Nurse	0.4
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7756	1913	5843	64254
District	N/A	N/A	6827	\$60,719
Percent Difference - School Site and District	N/A	N/A	-15.5	6.9
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-12.1	-20.8

Fiscal Year 2022-23 Types of Services Funded

RVHS receives lottery funding for basic needs and athletics. Agriculture Incentive Grant funding to support the Agriculture program. Career Technical Education (CTE) Incentive Grant funding for Education, Digital Imaging, Culinary Arts, Welding, Agriculture Science and Construction Pathways. There are multiple opportunities throughout the school year for professional development for our teachers, an annual parent education workshop is offered to the RVHS DELAC representative, and after school tutoring are all funded by the district's Title I funding. The membership fees, Summer Institute registration and associated costs, transportation for college campus field trips for our highly certified AVID program is multi-funded through the district's Supplemental & Concentration allocation and Title I funding. In 2018-19 a Wellness Center was instituted for students. Additionally funds from a community member have been used to renovate and purchase equipment and supplies our Media Center and the RVHS Wellness and Fitness Center.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,482	\$50,875
Mid-Range Teacher Salary	\$65,313	\$79,761
Highest Teacher Salary	\$86,350	\$103,045
Average Principal Salary (Elementary)	\$120,312	\$128,154
Average Principal Salary (Middle)	\$91,308	\$131,774
Average Principal Salary (High)	\$125,654	\$142,676
Superintendent Salary	\$169,987	\$211,462
Percent of Budget for Teacher Salaries	30.76%	30.11%
Percent of Budget for Administrative Salaries	5.85%	5.49%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	18.5
-----------------------------------	------

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	1
Mathematics	1
Science	0
Social Science	1
Total AP Courses Offered Where there are student course enrollments of at least one student.	4

Professional Development

RVHS participated in a mid-cycle WASC Self-study during the 22-23 school year. Staff identified the following three areas for professional development focus: 1). RVHS needs to expand student mental health resources and partnerships to better support students who are facing emotional and mental crisis. A mental health resource committee was established that included staff, students, parents, and administration. The Wellness Center was created and implemented on site. Additionally a variety of trainings and workshops were implemented for staff during early release collaboration. RVHS also created an Advisory Period twice a month where anxiety, mindfulness, and other mental health issues were discussed in small group

Professional Development

forums. 2.) RVHS continues to focus on improving the student achievement in English Language Arts and mathematics with a focus on proficiency on the CAASPP, all students at RVHS were MAP (Measures of Academic Performance) tested twice a year and data was reviewed and analyzed at monthly collaborative staff meetings. RVHS continue to commit to school wide AVID strategies thus strengthening student achievement. Our third identified area for professional development focus: 3). RVHS needs to develop and implement plans to support the achievement of English Learners in academic achievement and language acquisition.

RDUSD's districtwide professional development occurred in August 2022 and spring of 2023. Our PD in August 2022 was Diversity, Equity and Inclusion, Academic Conversations for teachers. Additional PD was provided by health providers and administrators. Special Educations staff were provided professional development on utilization of SEIS and procedural best practices. For General Education teachers the district office provided support with technology and differentiated instruction strategies. In spring of 2023 the PD for certificated staff focused on integrated English Language Development standards.

RVHS has monthly faculty meetings that focus on three areas that include: Formative assessments, making learning relevant, and student engagement. We have incorporated districtwide academic conversations.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	1.5	1.5	

River Delta High/Elementary (Alternative)

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	River Delta High/Elementary (Alternative)
Street	525 S 2nd Street
City, State, Zip	Vista, CA 95615
Phone Number	(707) 374-2345
Principal	Marcy Rossi
Email Address	mrossi@rdusd.org
School Website	https://rdusd-
County-District-School (CDS) Code	34674133430469

2023-24 District Contact Information

District Name	River Delta Joint Unified
Phone Number	(707) 374-1700
Superintendent	Katherine Wright
Email Address	kwright@rdusd.org
District Website	http://www.riverdelta.org/

2023-24 School Description and Mission Statement

The River Delta Elementary/High School was established in November 1989 as an alternative diploma program. The program serves students in grades 3-12. Our school program is designed to provide Independent Study for students who need an alternative to the traditional elementary and high school setting. The school has 2 classrooms: one located in the southern (Rio Vista) areas of the district and one located in the northern (Clarksburg) end. The staff of River Delta Elementary/High School consists of an administrator, two full time teachers, and one part-time secretary. Student/teacher ratio for the high school and elementary school programs is 18 to 1. Students meet weekly usually for one hour or more with their teacher; during this time, the students work is evaluated and assignments are made for the following week. This time is also used for counseling and assessment.

The staff at River Delta Elementary/High School believes all students have the ability and right to learn based on varied styles, rates and modes. We endeavor to provide alternative educational experiences that are designed to build positive character traits in an environment that is tailored to address learning needs and styles that may be outside traditional educational formats. Our ultimate goal is to provide all students the necessary tools to become successful and productive citizens in our learning communities.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	3
Grade 8	2
Grade 10	3
Grade 11	11
Grade 12	9
Total Enrollment	28

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.6%
Male	46.4%
Black or African American	7.1%
Hispanic or Latino	32.1%
Native Hawaiian or Pacific Islander	3.6%
Two or More Races	10.7%
White	42.9%
English Learners	7.1%
Homeless	3.6%
Socioeconomically Disadvantaged	67.9%
Students with Disabilities	14.3%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.00	0.00	105.00	84.84	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.90	3.17	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	8.50	6.86	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.90	100.00	6.30	5.11	18854.30	6.86
Total Teaching Positions	0.90	100.00	123.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.30	16.23	97.00	82.28	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.00	4.31	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	8.80	7.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.70	0.59	11953.10	4.28
Unknown	1.50	83.25	6.20	5.30	15831.90	5.67
Total Teaching Positions	1.90	100.00	117.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Imagine Learning Edgenuity https://www.imaginelearning.com/	Yes	0
Mathematics	Imagine Learning Edgenuity https://www.imaginelearning.com/	Yes	0

Science	Imagine Learning Edgenuity https://www.imaginelearning.com/	Yes	0
History-Social Science	Imagine Learning Edgenuity https://www.imaginelearning.com/	Yes	0
Foreign Language	Imagine Learning Edgenuity https://www.imaginelearning.com/	Yes	0
Health	Imagine Learning Edgenuity https://www.imaginelearning.com/	Yes	0
Visual and Performing Arts	Imagine Learning Edgenuity https://www.imaginelearning.com/	Yes	0

School Facility Conditions and Planned Improvements

The River Delta High/Elementary School's office is located on the Riverview Middle School campus. River Delta High/Elementary School has 2 classrooms: one located at Riverview and one located at Delta High School in Clarksburg. These campuses provides a safe, clean and supportive learning environment for students and staff. Students are seen weekly for at least one hour, in person or remotely. These individual sessions provide multiple opportunities for students and teacher to review student work, discuss future assignments and provide tutoring, as well as other support services when necessary. These appointments offer students supportive learning opportunities through the one-to-one ratio.

Maintenance and Repair Process:

We use a district wide software solution called SchoolDude for all maintenance and repairs requests. This system allows multiple requesters across all school sites to identify and request repairs or maintenance at their school site. This system is monitored daily for new requests, progress reporting and work order completion.

Cleaning Process

We provide regular cleaning of all surfaces with general cleaning agents and clearly outline which surfaces need to be disinfected. Soap and towels or hand dryers are available at every sink. Floors are swept on a daily basis and mopped regularly or as needed. We use the International Sanitary Supply Association (ISSA) Cleaning Standards for measuring cleanliness for all facilities. We provide an internal audit twice a year for each school site to ensure the standard of cleanliness is met.

Deferred Maintenance:

Deferred maintenance is captured in our SchoolDude software program. Once a deferred maintenance project or repair is identified, it is quantified (budget estimates), and prioritized as a future maintenance project, capital renewal, or a replacement project according to the urgency of need and significance within the district.

Year and month of the most recent FIT report

January 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	
Interior: Interior Surfaces			X	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	
Safety: Fire Safety, Hazardous Materials			X	
Structural: Structural Damage, Roofs			X	

School Facility Conditions and Planned Improvements

External:

Playground/School Grounds, Windows/
Doors/Gates/Fences

X

Overall Facility Rate

Exemplary	Good	Fair	Poor
			X

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	15	32	43	34	47	46
Mathematics (grades 3-8 and 11)	0	5	27	23	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	20	19	95.00	5.00	31.58
Female	11	10	90.91	9.09	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	14	13	92.86	7.14	30.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	20	19	95.00	5.00	5.26
Female	11	10	90.91	9.09	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	14	13	92.86	7.14	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	--	--	24.88	18.69	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	14	10	71.43	28.57	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	0	0	0	0	0

2022-23 Career Technical Education Programs

The River Delta High/Elementary School program does not offer CTE classes. Students are encouraged to attend courses offered through our comprehensive high school programs. Presently, we do not have students who are participating in CTE programs.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	65.22
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parental involvement is a cornerstone of our independent study program. Parents are required to accompany students to their introductory meeting, support student learning in their homes, and participate in school functions and activities. Parents are informed of student progress through report cards as well as frequent communication with the teacher. Parents are frequently notified about student progress, as well as in the event that a student falls behind on an assignment. This year, River Delta began a School Site Council for the first time. The SSC consisted of the principal, both teachers, secretary, 2 parents, and a student volunteer. The RDHES SSC met quarterly in 2022-23.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	--	--	18.2	2.8	0.6	2.2	9.4	7.8	8.2
Graduation Rate	--	--	72.7	92.8	97.1	95.6	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	11	8	72.7
Female	--	--	--
Male	--	--	--
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	46	43	11	25.6
Female	26	23	8	34.8
Male	20	20	3	15.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	0	0	0	0.0
Black or African American	3	2	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	16	14	2	14.3
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	5	5	3	60.0
White	19	19	3	15.8
English Learners	4	3	1	33.3
Foster Youth	0	0	0	0.0
Homeless	4	3	2	66.7
Socioeconomically Disadvantaged	32	30	8	26.7
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	5	5	3	60.0

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.82	0.00	0.04	4.81	6.23	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.21	0.13	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Safe schools are orderly and purposeful places where students and staff are free to learn, teach, and work without the threat of physical and psychological harm. River Delta High and Elementary School promotes educationally and psychologically healthy environments for all students and staff. We recognizes that there are comprehensive broad factors directly related to a safe school environment such as the school programs, facilities, staff, parents, students, and the community. We further recognizes that safe school practices make major contributions to academic and school improvement efforts. Although keeping children safe requires a community-wide effort, schools are an important component in this undertaking.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	5		
Mathematics	2	2		
Science	1	4		
Social Science	1	9		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	9		
Mathematics	3	6		
Science	3	6		
Social Science	2	11		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	8	0	0
Mathematics	2	7	0	0
Science	2	6	0	0
Social Science	2	16	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.1
Social Worker	0.1
Nurse	0.1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7163	1304	5858	81427
District	N/A	N/A	6827	\$60,719
Percent Difference - School Site and District	N/A	N/A	-15.3	30.4
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-11.8	2.8

Fiscal Year 2022-23 Types of Services Funded

Our program does not receive categorical funding. The district does, however, support our program by providing district personnel as well as support staff and facilities. Students have access to the district counseling services as well as the ability to meet with the high school guidance counselors located at Rio Vista High School and Delta High School. Staff is also required to attend professional development activities which occur throughout the school year at all of our school programs.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,482	\$50,875
Mid-Range Teacher Salary	\$65,313	\$79,761
Highest Teacher Salary	\$86,350	\$103,045
Average Principal Salary (Elementary)	\$120,312	\$128,154
Average Principal Salary (Middle)	\$91,308	\$131,774
Average Principal Salary (High)	\$125,654	\$142,676
Superintendent Salary	\$169,987	\$211,462
Percent of Budget for Teacher Salaries	30.76%	30.11%
Percent of Budget for Administrative Salaries	5.85%	5.49%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
--	---

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

RDUSD's districtwide professional development occurred in August 2022 and spring of 2023. Our PD in August 2022 was Diversity, Equity and Inclusion, Academic Conversations for teachers. Additional PD was provided by health providers and administrators. Special Educations staff were provided professional development on utilization of SEIS and procedural best practices. For General Education teachers the district office provided support with technology and differentiated instruction strategies. In spring of 2023 the PD for certificated staff focused on integrated English Language Development standards.

Professional Development

River Delta HES also implemented a school-wide Positive Behavior Incentives and Supports (PBIS) plan to support student behaviors and improve the culture on campus. These strategies were discussed and used with students who needed additional supports for behavior and study/work habits.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement			

River Delta Community Day

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	River Delta Community Day
Street	160 Courtland High School Ln.
City, State, Zip	Courtland, CA 95615
Phone Number	(916) 775-1771
Principal	Dr. MJ Kiwan Gómez, Principal
Email Address	mjkiwangomez@rdusd.org
School Website	https://cds-rdusd-ca.schoolloop.com/
County-District-School (CDS) Code	34674130107383

2023-24 District Contact Information

District Name	River Delta Joint Unified
Phone Number	(707) 374-1700
Superintendent	Katherine Wright
Email Address	kwright@rdusd.org
District Website	http://www.riverdelta.org/

2023-24 School Description and Mission Statement

River Delta Community Day School realizes that every student's learning and social development needs are assessed individually. Therefore, staff will provide a non-threatening learning environment that enables students to reach their academic goals through flexible, individualized instruction. Staff recognizes the importance respect and dignity play in molding positive self-respect and self-worth. Students will be assisted in identifying their strengths, maximizing their potential, and encouraged to become productive members of our society.

The purpose of community day school is to provide an education setting for students who have been expelled from a school, students referred by a school attendance review board or probation, and other youth at high risk.

The River Delta Community Day School provides students the opportunity for challenging curriculum and individual instructional strategies to meet the students' learning abilities and modalities, and gets students ready for "real world connections." Additionally, the River Delta Community Day School focuses on the development of social skills, emotional development, and resiliency. Our students are expected to operate in an environment of high expectations for staff and students.

Located in Courtland, River Delta Community School is an alternative educational setting for students in grades 7–12 who have been expelled from the school district, referred by the Probation Department or the School Attendance Review Board, or who are referred by another district-level process. We provide an opportunity for students to complete courses required for middle and high school graduation; a program of instruction that emphasizes occupational orientation, or a program that offers guidance services to meet students' special needs; a program designed to meet each student's educational needs, with classroom instruction supplemented by independent study, regional occupational programs, work-study, career guidance, and/or job placement services.

Due to the uniqueness of our student's families and lifestyles, we expect our program to develop self-confidence, a sense of responsibility, and tolerance and respect for a variety of viewpoints. Students are encouraged to understand and obey laws and regulations, to manage money wisely, and to engage in constructive recreational activities.

The school population and profile undergo constant change, as we intake and exit students on an as-needed basis.

2023-24 School Description and Mission Statement

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.60	54.55	105.00	84.84	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.90	3.17	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	8.50	6.86	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.50	45.45	6.30	5.11	18854.30	6.86
Total Teaching Positions	1.10	100.00	123.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)			97.00	82.28	234405.20	84.00
Intern Credential Holders Properly Assigned			5.00	4.31	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)			8.80	7.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)			0.70	0.59	11953.10	4.28
Unknown			6.20	5.30	15831.90	5.67
Total Teaching Positions			117.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Imagine Learning Edgenuity https://www.imaginelearning.com/	Yes	0%
Mathematics	Imagine Learning Edgenuity https://www.imaginelearning.com/	Yes	0%

Science	Imagine Learning Edgenuity https://www.imaginelearning.com/	Yes	0%
History-Social Science	Imagine Learning Edgenuity https://www.imaginelearning.com/	Yes	0%
Foreign Language	Imagine Learning Edgenuity https://www.imaginelearning.com/	Yes	0%
Health	Imagine Learning Edgenuity https://www.imaginelearning.com/	Yes	0%
Visual and Performing Arts	Imagine Learning Edgenuity https://www.imaginelearning.com/	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

Although the building is older, it is well-kept by staff, students, and district maintenance staff with established daily cleaning schedules. District maintenance staff ensures that repairs necessary to keep the school in good working order are completed promptly. The classroom and bathroom are cleaned daily. The custodial staff is quick to respond to emergency clean-ups both in the building and on the playground, they monitor the building, grounds, and equipment for safety issues. A district gardener helps maintain the grounds.

Unit D which was built in 1957 is located on the same property as Bates Elementary School. This building is approximately 2,369 square feet. The Community Day School is housed in the building. A wall was built to divide the area into two separate classroom/office areas. The Community Day School utilizes approximately 1,184 square feet of the building. The building was re-roofed in 2003 and a new HVAC unit was installed. The windows in the building are the old steel frame style and will eventually need replacing. Electrical service to the building is provided by SMUD. The Courtland community does not have utility systems for water supply. The site has two wells, one for drinking water and one for irrigation.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major school building components. Typically this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Currently, there are no deferred maintenance projects scheduled. Any future needs will be addressed with the facility master plan. This will aid in the planning process for the projects needed.

Maintenance and Repair Process:

We use a district-wide software solution called SchoolDude for all maintenance and repair requests. This system allows multiple requesters across all school sites to identify and request repairs or maintenance at their school site. This system is monitored daily for new requests, progress reporting, and work order completion.

Cleaning Process:

We provide regular cleaning of all surfaces with general cleaning agents and clearly outline which surfaces need to be disinfected. Soap and towels or hand dryers are available at every sink. Floors are swept on a daily basis and mopped regularly or as needed. We use the International Sanitary Supply Association (ISSA) Cleaning Standards for measuring cleanliness for all facilities. We provide an internal audit twice a year for each school site to ensure the standard of cleanliness is met.

Deferred Maintenance:

Deferred maintenance is captured in our SchoolDude software program. Once a deferred maintenance project or repair is identified, it is quantified (budget estimates), and prioritized as a future maintenance project, capital renewal, or a replacement project according to the urgency of need and significance within the district.

Year and month of the most recent FIT report

November 2021

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	HVAC Systems are old and in need of constant repair. Need to replace many of the units as they are 20 years old or older.
Interior: Interior Surfaces			X	Paint is chipping and worn. Cabinets and counter tops are broken and or cracked. We continue to upgrade as possible.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		Continue to provide the facility with a consistent cleaning processes.
Electrical		X		The electrical system is original to the building and parts are becoming unavailable.
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Original restroom and fountain are outdated but functional. Some are need of major repairs or upgrade to meet current ADA standards.
Safety: Fire Safety, Hazardous Materials			X	Some of the Fire Systems are in constant need of repair and do not meet today's standards.
Structural: Structural Damage, Roofs			X	Outside walls and roofs are leaking and need to be resurfaced or replaced.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Windows are old single pane windows that leak and or do not retain heat or air conditioning.

Overall Facility Rate

Exemplary	Good	Fair	Poor
			X

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)					47	46
Mathematics (grades 3-8 and 11)					33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)			24.88	18.69	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2022-23 Career Technical Education Programs

Career Technical Education courses are not available at River Delta Community Day School. The students have an opportunity to do some college and career exploration guided and orchestrated by staff.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents are invited to participate, volunteer in the classroom, and chaperone field trips. Teachers also maintain an ongoing communication with the parents. Please contact the principal at 916-775-1771 for further details on how to offer your time at our school. In some cases, staff reach out to parents to plan for school events.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate				2.8	0.6	2.2	9.4	7.8	8.2
Graduation Rate				92.8	97.1	95.6	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
Non-Binary			
American Indian or Alaska Native	0.0	0.0	0.0
Asian	0.0	0.0	0.0
Black or African American	0.0	0.0	0.0
Filipino	0.0	0.0	0.0
Hispanic or Latino	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.0	0.0	0.0
White	0.0	0.0	0.0
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	0	0	0	0.0
Female	0	0	0	0.0
Male	0	0	0	0.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	0	0	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	0	0	0	0.0
English Learners	0	0	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	0	0	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	0	0	0	0.0

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions				0.04	4.81	6.23	0.20	3.17	3.60
Expulsions				0.00	0.21	0.13	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

River Delta Community Day School has an established safety team that collaborates with local law enforcement, fire, and emergency management agencies. We meet with the team during our staff meetings to develop or revise the safety plan to ensure effectiveness. After the plan is revised, students and staff are trained on how to use the plan. Exercises and drills are then conducted to test the effectiveness and revisions of the plan are done depending on the turnout of the exercises and drills. A school safety plan consists of three components, Prevention, Response, and Recovery. Each component is vital to the effectiveness of the overall plan.

The school safety plan also provides a climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution. We provide disciplinary policies and procedures that contain prevention strategies as well as behavioral expectations and consequences for violations. We provide a curriculum that emphasizes prevention and alternatives to violence. This includes multicultural education, character/value education, and conflict resolution. We implement parental involvement strategies that ensure parental support and reinforcement of the school's rules. We provide an assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for the closing of campus to outsiders, securing the campus perimeter, and protecting buildings against vandalism. We provide staff training in violence prevention and intervention techniques. In addition, we have a working relationship with the Sacramento County Sheriff's Department and California Highway Patrol, whereby they make themselves available to be on campus regularly and talk with students.

The following conditions provide our students with a safe school environment before, during, and after school:

- Classroom and break supervision by a staff member
- All visitors are required to check in at the office before accessing the classroom Fire and Lockdown twice a year.

2023-24 School Safety Plan

- Lockdown procedures in place and practiced.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	0	0	0	0
District	N/A	N/A	6827	\$60,719
Percent Difference - School Site and District	N/A	N/A	-200.0	-200.0
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-200.0	-200.0

Fiscal Year 2022-23 Types of Services Funded

River Delta Community Day School has various funding sources but is primarily funded by the Community Day Schools Grant, general, Title 1 and supplemental funding.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,482	\$50,875
Mid-Range Teacher Salary	\$65,313	\$79,761
Highest Teacher Salary	\$86,350	\$103,045
Average Principal Salary (Elementary)	\$120,312	\$128,154
Average Principal Salary (Middle)	\$91,308	\$131,774
Average Principal Salary (High)	\$125,654	\$142,676
Superintendent Salary	\$169,987	\$211,462
Percent of Budget for Teacher Salaries	30.76%	30.11%
Percent of Budget for Administrative Salaries	5.85%	5.49%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

The District provides professional development training each year. The primary areas of focus of staff development have been raising student achievement and teaching to Common Core State Standards, Edgenuity online program, and distance learning. Professional development is delivered primarily through attendance at workshops, attendance at conferences, or virtual conferences. Our teachers are also supported and mentored during implementation through peer coaching and teacher-administration meetings. Teachers at Community Day School are provided with additional ongoing training/coaching to enhance their daily lessons. Additional training is provided when needed.

Professional Development

RDUSD's districtwide professional development occurred in August 2022 and spring of 2023. Our PD in August 2022 was Diversity, Equity and Inclusion, Academic Conversations for teachers. Additional PD was provided by health providers and administrators. Special Educations staff were provided professional development on utilization of SEIS and procedural best practices. For General Education teachers the district office provided support with technology and differentiated instruction strategies. In spring of 2023 the PD for certificated staff focused on integrated English Language Development standards.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	1.5		

Riverview Middle

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Riverview Middle
Street	525 South Second St.
City, State, Zip	Rio Vista, CA 94571
Phone Number	(707) 374-2345
Principal	Marcy Rossi
Email Address	mrossi@rdusd.org
School Website	https://rdusd-
County-District-School (CDS) Code	34674136033690

2023-24 District Contact Information

District Name	River Delta Joint Unified
Phone Number	(707) 374-1700
Superintendent	Katherine Wright
Email Address	kwright@rdusd.org
District Website	http://www.riverdelta.org/

2023-24 School Description and Mission Statement

Located in the culturally diverse Delta community of Rio Vista, Riverview Middle School has a long history of commitment to preparing students, both academically and socially, to be successful and productive members of society. Our School Site Plan provides direction to a program that will give our students the tools needed to face the demands and challenges they will encounter throughout their lives in the 21st Century. The School Site Council, Teaching Staff, Instructional Aides, Office Staff, Custodial Staff, ELAC Committee, Parent Teacher Club, Principal and the Rio Vista and Isleton communities are partners in this quest for excellence and are all responsible for the success and implementation of our School Site Plan.

Riverview currently serves students in grades 7-8. Prior to the 2022-23 school year, enrollment was 159 students. We have 8 dedicated credential teachers, who offer our pupils a rigorous academic education based on the Common Core State Standards, enriched by their years of experience, their love for teaching and student learning, and their never-ending quest for perfecting their craft of educating students. In the 2022-23 school year, we had an opening for our 8th grade math teacher. Three long-term subs taught in that class. In addition, we offer an intervention reading class in 8th grade and AVID, Journalism, and a Leadership elective classes. We also have after school Homework club and athletic teams.

Mission Statement:

In this Rio Vista community, rich in agricultural and family tradition, the River Delta Unified School District provides a safe, student centered education which promotes challenging academic standards enriched by technology, encourages social responsibility, resourcefulness, and an appreciation for continuous learning so that all students are prepared to realize their maximum potential.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	71
Grade 8	88
Total Enrollment	159

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45
Male	55
Non-Binary	0
American Indian or Alaska Native	1
Asian	1
Black or African American	3
Filipino	1
Hispanic or Latino	46
Native Hawaiian or Pacific Islander	1
Two or More Races	6
White	40
English Learners	16
Foster Youth	0
Homeless	4
Migrant	16
Socioeconomically Disadvantaged	60
Students with Disabilities	14

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.90	87.29	105.00	84.84	228366.10	83.12
Intern Credential Holders Properly Assigned	0.20	1.60	3.90	3.17	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.80	6.39	8.50	6.86	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.50	4.72	6.30	5.11	18854.30	6.86
Total Teaching Positions	12.50	100.00	123.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.30	81.35	97.00	82.28	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	11.10	5.00	4.31	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.60	7.44	8.80	7.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.70	0.59	11953.10	4.28
Unknown	0.00	0.00	6.20	5.30	15831.90	5.67
Total Teaching Positions	9.00	100.00	117.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.80	0.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.80	0.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.8	17.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.7	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill StudySync Grades 7-8 Adopted 2016; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.	Yes	0

	The annual public hearing of the RDUSD Board of Trustees to report sufficiency textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.		
Mathematics	Big Ideas Learning Larson Big Ideas Math: Course 1-3 Grades 7-8 Adopted in 2014. There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners. The annual public hearing of the RDUSD Board of Trustees to report sufficiency textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.	Yes	0
Science	Rinehart and Winston California Life Science Grade 7 Adopted in 2008 Holt, Rinehart and Winston California Physical Science Grade 8 Adopted in 2008; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners. The annual public hearing of the RDUSD Board of Trustees to report sufficiency textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.	Yes	0
History-Social Science	Pearson Medieval Early Times Grade 7 Adopted in 2018; Pearson Middle Grades American History: Growth and Conflict Grade 8 Adopted in 2018; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners. The annual public hearing of the RDUSD Board of Trustees to report sufficiency textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.	Yes	0
Foreign Language	N/A		0
Health	N/A		0
Visual and Performing Arts	All students have access to the associated and appropriate instructional materials and supplies. There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners. The annual public hearing of the RDUSD Board of Trustees to report sufficiency textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.		0

School Facility Conditions and Planned Improvements

Riverview Middle School was originally built in 1918-23. The Gym (Buildings B, C and D) was added in 1950, and the administration / classroom building (E) was rebuilt in 1974 after it was destroyed by fire. All roofs were replaced in the early 1990's. The metal mansard roof portions of Buildings B and E were replaced in 2005. Five Portable classrooms were placed in 2006 after Building A was demolished in order to establish a baseline for state funding for new growth. In 2010, an ADA compliant portable restroom was added. Two portables were removed decreasing the total number of portable classrooms to 3. Carpeting was replaced throughout Building E in 2007 and in the 3 portables in June 2020. The exterior of all buildings was painted in 2008. The band room had heating and air conditioning installed in August of 2014.

Riverview Middle is dedicated to providing a safe haven where students, faculty and staff are free to learn and work. Students are supervised from 7:45 a.m. through 3:05 p.m. by our staff in classrooms, the lunch room, the gym, on the playground, or by the bus area. All visitors are required to register in the office before entering and leaving the campus. In conjunction with the Rio Vista Fire and Police Departments, lockdown and fire drills are practiced quarterly to practice our safety and evacuation procedures, and to ensure that students and staff are aware of their role in case of an emergency. Every classroom, the gymnasium and the office at Riverview are equipped with an complete emergency kit in case of a prolonged lockdown or injuries. Records of all injuries are carefully analyzed and retained for future improvements and adjustments to supervision and school rules. We use the Catapult Emergency Management System, which alerts all staff, essential district employees, and first responders of any emergencies on campus. Catapult has the capability to run drills, which we use to practice evacuations and lockdown procedures. The system allows us to electronically account for staff and students through the Catapult website or phone app.

Although the buildings are older, Riverview is well kept and maintained. Our staff, students, and the district's maintenance staff diligently monitor the premises. An established cleaning and maintenance schedule is followed. Work orders are processed electronically. Necessary repairs are promptly completed. A district gardener is on campus once a week to help maintain the grounds.

There is no on-site parking; staff and visitors park on the public street. Therefore, vehicular circulation at the beginning and end of the school day can be challenging because parents do not have a designated area to drop-off and pick-up their students. We have a teacher on crossing guard duty for 15 minutes before and after school to alleviate potential congestion. Many parents have communicated alternative plans to pick their kids up at varying spots within a block of school, which helps with traffic before and after school. The bus has a designated pick-up and drop-off area on Hamilton Street.

Maintenance and Repair Process:

We use a district wide software solution called SchoolDude for all maintenance and repairs requests. This system allows multiple requesters across all school sites to identify and request repairs or maintenance at their school site. This system is monitored daily for new requests, progress reporting and work order completion. Work orders are completed in a timely manner and project completion is communicated to the principal through email.

Cleaning Process

We provide regular cleaning of all surfaces with general cleaning agents and clearly outline which surfaces need to be disinfected. Soap and towels or hand dryers are available at every sink. Floors are swept on a daily basis and mopped regularly or as needed. We use the International Sanitary Supply Association (ISSA) Cleaning Standards for measuring cleanliness for all facilities. We provide an internal audit twice a year for each school site to ensure the standard of cleanliness is met.

Deferred Maintenance:

Deferred maintenance is captured in our SchoolDude software program. Once a deferred maintenance project or repair is identified, it is quantified (budget estimates), and prioritized as a future maintenance project, capital renewal, or a replacement project according to the urgency of need and significance within the district.

Year and month of the most recent FIT report

1/9/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	A Building: The Fire systems are antiquated. 2015 roofing report calls for a new Cool Roof rated coating, however there are no leaks at this time. HVAC system

School Facility Conditions and Planned Improvements

				<p>scheduled to be replaced starting in 2024.. Building to be moderized starting in 2024.</p> <p>Admin Office: The Fire systems are antiquated. Devices and Distribution will need to be upgraded. Need new clock and bell system. Cracks in wall and old windows. HVAC is scheduled to be replaced in 2024. Need to paint and replace worn carpeting.</p> <p>Cafeteria: The Fire systems are antiquated. Need new clock and bell system. Cracks in wall and old windows.</p> <p>Gymnasium: The Fire systems are antiquated. Devices and Distribution will need to be upgraded. Need new clock and bell system. Need to replace three fountians with bottle fillers. We do have working heat or AC in the GYM</p>
<p>Interior: Interior Surfaces</p>			X	<p>A Building: The Fire systems are antiquated. 2015 roofing report calls for a new Cool Roof rated coating, however there are no leaks at this time. HVAC system scheduled to be replaced starting in 2024.. Building to be moderized starting in 2024.</p> <p>Admin Office: The Fire systems are antiquated. Devices and Distribution will need to be upgraded. Need new clock and bell system. Cracks in wall and old windows. HVAC is scheduled to be replaced in 2024. Need to paint and replace worn carpeting.</p> <p>Cafeteria: The Fire systems are antiquated. Need new clock and bell system. Cracks in wall and old windows.</p> <p>Gymnasium: The Fire systems are antiquated. Devices and Distribution will need to be upgraded. Need new clock and bell system. Need to replace three fountians with bottle fillers. We do have working heat or AC in the GYM</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	X			
<p>Electrical</p>			X	<p>A Building: The Fire systems are antiquated. 2015 roofing report calls for a new Cool Roof rated coating, however there are no leaks at this time. HVAC system scheduled to be replaced starting in 2024.. Building to be moderized starting in 2024.</p> <p>Admin Office: The Fire systems are antiquated. Devices and Distribution will need to be upgraded. Need new clock and bell system. Cracks in wall and old windows. HVAC is scheduled to be replaced in 2024. Need to paint and replace worn carpeting.</p> <p>Cafeteria: The Fire systems are antiquated. Need new clock and bell system. Cracks in wall and old windows.</p> <p>Gymnasium: The Fire systems are antiquated. Devices and Distribution will need to be upgraded. Need new clock and bell system. Need to replace three fountians with bottle fillers. We do have working heat or AC in the GYM</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>			X	<p>A Building: The Fire systems are antiquated. 2015 roofing report calls for a new Cool Roof rated coating, however there are no leaks at this time. HVAC system scheduled to be replaced starting in 2024.. Building to be moderized starting in 2024.</p>

School Facility Conditions and Planned Improvements

				<p>Admin Office: The Fire systems are antiquated. Devices and Distribution will need to be upgraded. Need new clock and bell system. Cracks in wall and old windows. HVAC is scheduled to be replaced in 2024. Need to paint and replace worn carpeting.</p> <p>Cafeteria: The Fire systems are antiquated. Need new clock and bell system. Cracks in wall and old windows.</p> <p>Gymnasium: The Fire systems are antiquated. Devices and Distribution will need to be upgraded. Need new clock and bell system. Need to replace three fountains with bottle fillers. We do have working heat or AC in the GYM</p>
<p>Safety: Fire Safety, Hazardous Materials</p>			X	<p>A Building: The Fire systems are antiquated. 2015 roofing report calls for a new Cool Roof rated coating, however there are no leaks at this time. HVAC system scheduled to be replaced starting in 2024.. Building to be moderized starting in 2024.</p> <p>Admin Office: The Fire systems are antiquated. Devices and Distribution will need to be upgraded. Need new clock and bell system. Cracks in wall and old windows. HVAC is scheduled to be replaced in 2024. Need to paint and replace worn carpeting.</p> <p>Cafeteria: The Fire systems are antiquated. Need new clock and bell system. Cracks in wall and old windows.</p> <p>Gymnasium: The Fire systems are antiquated. Devices and Distribution will need to be upgraded. Need new clock and bell system. Need to replace three fountains with bottle fillers. We do have working heat or AC in the GYM</p>
<p>Structural: Structural Damage, Roofs</p>			X	<p>A Building: The Fire systems are antiquated. 2015 roofing report calls for a new Cool Roof rated coating, however there are no leaks at this time. HVAC system scheduled to be replaced starting in 2024.. Building to be moderized starting in 2024.</p> <p>Admin Office: The Fire systems are antiquated. Devices and Distribution will need to be upgraded. Need new clock and bell system. Cracks in wall and old windows. HVAC is scheduled to be replaced in 2024. Need to paint and replace worn carpeting.</p> <p>Cafeteria: The Fire systems are antiquated. Need new clock and bell system. Cracks in wall and old windows.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>			X	<p>A Building: The Fire systems are antiquated. 2015 roofing report calls for a new Cool Roof rated coating, however there are no leaks at this time. HVAC system scheduled to be replaced starting in 2024.. Building to be moderized starting in 2024.</p> <p>Admin Office: The Fire systems are antiquated. Devices and Distribution will need to be upgraded. Need new clock and bell system. Cracks in wall and old windows. HVAC is scheduled to be replaced in 2024. Need to paint and replace worn carpeting.</p> <p>Cafeteria: The Fire systems are antiquated. Need new clock and bell system. Cracks in wall and old windows.</p>

School Facility Conditions and Planned Improvements

Gymnasium: The Fire systems are antiquated. Devices and Distribution will need to be upgraded. Need new clock and bell system. Need to replace three fountains with bottle fillers. We do have working heat or AC in the GYM

Overall Facility Rate

Exemplary	Good	Fair	Poor
			X

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	44	28	43	34	47	46
Mathematics (grades 3-8 and 11)	25	11	27	23	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	161	160	99.38	0.62	27.50
Female	72	71	98.61	1.39	36.62
Male	89	89	100.00	0.00	20.22
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	74	74	100.00	0.00	28.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	10	90.91	9.09	--
White	66	66	100.00	0.00	22.73
English Learners	24	24	100.00	0.00	12.50
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	109	108	99.08	0.92	26.85
Students Receiving Migrant Education Services	21	21	100.00	0.00	19.05
Students with Disabilities	21	20	95.24	4.76	10.00

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	161	160	99.38	0.62	10.63
Female	72	71	98.61	1.39	12.68
Male	89	89	100.00	0.00	8.99
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	74	74	100.00	0.00	4.05
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	10	90.91	9.09	--
White	66	66	100.00	0.00	16.67
English Learners	24	24	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	109	108	99.08	0.92	7.41
Students Receiving Migrant Education Services	21	21	100.00	0.00	0.00
Students with Disabilities	21	20	95.24	4.76	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	27.50	16.47	24.88	18.69	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	89	89	100.00	0.00	17.98
Female	41	41	100.00	0.00	19.51
Male	48	48	100.00	0.00	16.67
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	44	44	100.00	0.00	13.64
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	37	37	100.00	0.00	18.92
English Learners	13	13	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	55	55	100.00	0.00	10.91
Students Receiving Migrant Education Services	12	12	100.00	0.00	16.67
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	NA	NA	NA	NA	NA
Grade 7	97.2	97.2	94.4	94.4	100
Grade 9	NA	NA	NA	NA	NA

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Riverview Middle School has an active School Site Council which meets monthly and is dedicated to the success of every student. In 2022-23 the council discussed student engagement, fostering positive relationships on campus, academic achievement and improvement, safety protocols, and expenses and budget throughout the school year. The council also reviewed our Single Plan for Student Achievement and made recommendations for the plan for the 2023-24 school year.

Riverview Middle School's Parent Teacher Club met 6 times during the 2022-23 school year. Our main focus for the year was how to spend PTC's current budget. Less emphasis was placed on fundraising; although, the PTC did raise over \$2400 on a cookie dough fundraiser. Some of the items that PTC voted to spend money on include spirit wear for students and busses for field trips and student celebrations. We also discussed sending students to science camp as our students were not able to attend in 6th grade due to COVID restrictions. However, we were not able to find a camp that had openings that fit with Riverview's schedule.

Parents are also encouraged to participate in our English Language Advisory Committee and provide a voice to students learning English as their second language. These meetings were also held quarterly. Spanish speaking parents were able to give feedback and ask questions about academic achievement and other school events.

Riverview uses Parent Square to communicate with families. All school paperwork, progress reports, and report cards are sent digitally through Parent Square. Staff and PTC members also post on the PTC Facebook page to keep families informed about current events. Parents also used these platforms to ask questions and communicate with staff. We also started using Google Classroom as a hub for assignments and encouraged parents to check their child's Google Classroom and Aeries to help keep them on track and communicate with teachers.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	173	168	60	35.7
Female	79	77	29	37.7
Male	94	91	31	34.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	2	100.0
Asian	1	1	0	0.0
Black or African American	6	5	2	40.0
Filipino	2	2	2	100.0
Hispanic or Latino	82	79	27	34.2
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	12	11	4	36.4
White	67	67	23	34.3
English Learners	29	28	13	46.4
Foster Youth	0	0	0	0.0
Homeless	8	8	7	87.5
Socioeconomically Disadvantaged	122	117	50	42.7
Students Receiving Migrant Education Services	22	22	3	13.6
Students with Disabilities	24	24	15	62.5

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	4.46	15.03	0.04	4.81	6.23	0.20	3.17	3.60
Expulsions	0.00	0.00	0.58	0.00	0.21	0.13	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	15.03	0.58
Female	3.8	0
Male	24.47	1.06
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	14.63	1.22
Native Hawaiian or Pacific Islander	0	0
Two or More Races	25	0
White	11.94	0
English Learners	20.69	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	13.11	0
Students Receiving Migrant Education Services	13.64	0
Students with Disabilities	25	0

2023-24 School Safety Plan

Safe schools are orderly and purposeful places where students and staff are free to learn, teach, and work without the threat of physical and psychological harm. Riverview Middle School promotes educationally and psychologically healthy environments for all students and staff. Riverview Middle School recognizes that there are comprehensive broad factors directly related to a safe school environment such as the school programs, facilities, staff, parents, students, and the community. Safe school practices make major contributions to academic and school improvement efforts. Although keeping children safe requires a community-wide effort, schools are an important component in this undertaking. Riverview Middle School's efforts and goals are illustrated below which broaden the safety planning and incorporate an expansive range of strategies and programs in the school safety plan.

Our School Safety Plan was reviewed in Fall 2022 and approved in October by our School Site Council President and Principal Marcy Rossi. The plan contains 6 strategies for establishing a safe school, such as fostering positive pupil interpersonal relations and use procedures, programs, and strategies to help eliminate problems of bias or unfair treatment of students. Our plan also includes safety procedures that should be used in the case of emergencies such as fire, chemical spill, and bomb threat evacuation and lockdown procedures. Finally, our plan includes our school discipline rules and guidelines which are also printed in the student planner.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	11	4	
Mathematics	21	5	4	
Science	20	6	2	
Social Science	19	6	1	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	4	4	
Mathematics	30		5	1
Science	28		3	
Social Science	22	2	1	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	3	4	0
Mathematics	27	1	5	0
Science	21	2	1	0
Social Science	28	0	3	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	0.1
Nurse	0.1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7504	1633	5872	89384
District	N/A	N/A	6827	\$60,719
Percent Difference - School Site and District	N/A	N/A	-15.0	39.4
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-11.6	12.1

Fiscal Year 2022-23 Types of Services Funded

Riverview Middle School receives Lottery and LCFF funding for basic programming needs and supports. We receive donations from community members and service organizations that helps pay for technology and items to promote school pride, such as t-shirts. Our Parent Teacher Club donates money they've raised for teacher discretionary funds and fund student activities such as field trips and celebrations. Bully Prevention funding and a CalHOPE grant through Sacramento County Office of Education are used to build connections among students and teachers and build our wellness center and counseling office to help combat bullying and at-risk behavior.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,482	\$50,875
Mid-Range Teacher Salary	\$65,313	\$79,761
Highest Teacher Salary	\$86,350	\$103,045
Average Principal Salary (Elementary)	\$120,312	\$128,154
Average Principal Salary (Middle)	\$91,308	\$131,774
Average Principal Salary (High)	\$125,654	\$142,676
Superintendent Salary	\$169,987	\$211,462
Percent of Budget for Teacher Salaries	30.76%	30.11%
Percent of Budget for Administrative Salaries	5.85%	5.49%

Professional Development

Riverview's staff participated in many different types of professional development during the 2022-23 school year. Riverview's Principal was a dedicated member of River Delta's Sacramento Office of Education team. The team focused on MAP scores and how to improve student achievement and raise scores. Riverview continued professional development around topics that were presented with the SCOE team the previous year, including writing instruction, administering a school-wide writing prompt, calibration and scoring writing prompts, rigor and depth of knowledge.

RDUSD's districtwide professional development occurred in August 2022 and spring of 2023. Our PD in August 2022 was Diversity, Equity and Inclusion, Academic Conversations for teachers. Additional PD was provided by health providers and administrators. Special Educations staff were provided professional development on utilization of SEIS and procedural best practices. For General Education teachers the district office provided support with technology and differentiated instruction strategies. In spring of 2023 the PD for certificated staff focused on integrated English Language Development standards.

Another area of focus for our staff this year was fostering positive relationships and social-emotional learning and support. We worked with members of our Sacramento County Office of Education CalHOPE grant team to train the staff on different aspects of social emotional learning and ways staff can help students regulate their stress and anxieties. We also reviewed our behavior guidelines, procedures, and expectations throughout the year to discuss behavior data and ensure that we were meeting the needs of our students. In additional, we added a new PBIS committee to focus on Tier 2 and Tier 3 behaviors and supports we can give to students and staff. This committee worked in conjunction with our Tier 1 Positive Behavior Interventions and Support (PBIS) team to identify negative behaviors and implement strategies to replace the negative behaviors with positive.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	1.5		

Walnut Grove Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Walnut Grove Elementary School
Street	14181 Grove St.
City, State, Zip	Walnut Grove, CA 95690
Phone Number	(916) 776-1844
Principal	Gabino Perez
Email Address	Gperez@rdusd.org
School Website	https://rdusd-
County-District-School (CDS) Code	34674136033708

2023-24 District Contact Information

District Name	River Delta Joint Unified
Phone Number	(707) 374-1700
Superintendent	Katherine Wright
Email Address	kwright@rdusd.org
District Website	http://www.riverdelta.org/

2023-24 School Description and Mission Statement

The mission of Walnut Grove Elementary School is to close the achievement gap by preparing all students for college readiness and success in a global society. Walnut Grove School is a small, TK through sixth-grade school serving a largely rural population of 140 students in the Sacramento Delta region. The staff and community take a great deal of pride in the school. Walnut Grove School has a well-deserved reputation for providing instruction well-tailored to the needs of a diverse student population. 93% of our student body is considered socioeconomically disadvantaged, and 47% is identified as English Learners/RFEP students.

Seven full-time general education certificated teachers, two intern teachers, a Physical Education Teacher, a Music Teacher, and a part-time RSP teacher provide services and instruction for the student population, including one dedicated to English Language Development and a Transitional Kindergarten teacher. There is one full-time instructional assistant who serves the students who are eligible for Special Education services. Parents are made to feel welcome throughout the school, and parent volunteers are utilized well in working with students in the classrooms.

Walnut Grove also has a part-time school counselor and mental health clinician. Walnut Grove Elementary School also has access to the district social worker and school psychologist, providing much-needed social and emotional support for our students. Teachers have access to Second Step or another preferred curriculum for social-emotional learning.

Walnut Grove School began our 8th year of school-wide AVID implementation this year, focusing on note-taking, goal setting, career and college readiness, and putting organizational structures into place to give students the tools they need to succeed in school. Academic language and collaborative conversations remain a significant focus this year as our teachers attended multiple staff development sessions. In addition, teachers continue to focus on current research-based curricula and instructional strategies. All students are challenged to meet or exceed the standards for their grade level.

Students are encouraged to become the best person they can be; to develop and exemplify positive character traits. Students who set the best example for a character trait are chosen by their teacher to be recognized at our monthly assemblies. Technology integration continues to be an educational focus. Every classroom has a full Chromebook cart, allowing for technology-based intervention and acceleration programs to be available daily for our students. All classes have been wired for Internet access.

2023-24 School Description and Mission Statement

Additional program support: Title I, Special Education, GATE, ELD teacher, 24:1 class size in TK-3rd grade, Tutor for Migrant students, After School Program tutoring and homework help, two Head Start classes and First 5 School Readiness partnerships for Early Education Services for 0-5-year-old children.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	26
Grade 1	19
Grade 2	20
Grade 3	25
Grade 4	16
Grade 5	22
Grade 6	26
Total Enrollment	154

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1%
Male	51.9%
Asian	0.6%
Black or African American	3.2%
Filipino	3.9%
Hispanic or Latino	79.9%
Two or More Races	1.3%
White	9.1%
English Learners	44.2%
Homeless	9.1%
Migrant	26.6%
Socioeconomically Disadvantaged	77.9%
Students with Disabilities	13.6%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.40	90.38	105.00	84.84	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.90	3.17	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	9.62	8.50	6.86	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	6.30	5.11	18854.30	6.86
Total Teaching Positions	10.40	100.00	123.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.40	90.45	97.00	82.28	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.00	4.31	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	9.55	8.80	7.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.70	0.59	11953.10	4.28
Unknown	0.00	0.00	6.20	5.30	15831.90	5.67
Total Teaching Positions	10.40	100.00	117.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Wonders K-6 Adopted 2016; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.	Yes	0

	The annual public hearing of the RDUSD Board of Trustees to report sufficiency of textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.		
Mathematics	<p>Houghton Mifflin Math Expressions K-5 Adopted in 2015; Big Ideas Learning Larson Big Ideas Math 6th grade Adopted 2015; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.</p> <p>The annual public hearing of the RDUSD Board of Trustees to report sufficiency of textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.</p>	Yes	0
Science	<p>Twig Science California: Interactive and hands-on learning TK - 5 Adopted in 2019.</p> <p>The annual public hearing of the RDUSD Board of Trustees to report sufficiency of textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.</p>	Yes	0
History-Social Science	<p>Pearson MyWorld Interactive K-6 Adopted 2019; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.</p> <p>The annual public hearing of the RDUSD Board of Trustees to report sufficiency of textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.</p>	Yes	0
Foreign Language	N/A		n/a
Health	Puberty Talk Elementary, 2022 Edition by Health Connected	Yes	0
Visual and Performing Arts	N/A		n/a
Science Laboratory Equipment (grades 9-12)	N/A	N/A	n/a

School Facility Conditions and Planned Improvements

The school is composed of two main buildings, one built in 1936 and the other in 1974, on approximately 11.4 acres, and has ten permanent classrooms with one administration building housing the school secretary, principal, school nurse/school health aide, and a social-emotional counselor. The dedication of the staff has kept the school clean and presentable despite its age. Some areas need improvement. However, the overall presentation of the school is one of cleanliness and orderliness. During the summer, a major school improvement project was completed. The building that was built in 1936 received a facelift by getting new windows installed. Furthermore, the fire alarm system was upgraded, lighting was added to the back parking lot, and the grounds at Walnut Grove Elementary School were power washed, and areas that needed paint were repainted.

Maintenance and Repair Process:

We use a district-wide software solution called SchoolDude for all maintenance and repair requests. This system allows multiple requesters across all school sites to identify and request repairs or maintenance at their school site. This system is monitored daily for new requests, progress reporting, and work order completion.

Cleaning Process

We provide regular cleaning of all surfaces with general cleaning agents and clearly outline which surfaces need to be disinfected. Soap and towels or hand dryers are available at every sink. Floors are swept daily and mopped regularly or as needed. We use the International Sanitary Supply Association (ISSA) Cleaning Standards to measure cleanliness for all facilities. We provide an internal audit twice a year for each school site to ensure the standard of cleanliness is met.

Deferred Maintenance:

Deferred maintenance is captured in our SchoolDude software program. Once a deferred maintenance project or repair is identified, it is quantified (budget estimates), and prioritized as a future maintenance project, capital renewal, or replacement project according to the urgency of need and significance within the district.

Year and month of the most recent FIT report

1/12/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	A Building: HVAC systems are scheduled to be replaced in 2024. Fire systems have been upgraded. Roofs leaks have all been addressed. Windows need to be replaced. B Building: HVAC needsto be updated. Fire systems shaoud be updated to meet code compliance and requirements. Sinks and fountains need to be replaced. Bathrooms need to be updated to meet ADA requirements. Needs to be painted C Building old gym: Fire systems shoud be updated to meet code compliance and requirements.Roofs leaks have be addressed. Windons have been replaced.
Interior: Interior Surfaces			X	A Building: HVAC systems are scheduled to be replaced in 2024. Fire systems have been upgraded. Roofs leaks have all been addressed. Windows need to be replaced. B Building: HVAC needsto be updated. Fire systems shaoud be updated to meet code compliance and requirements. Sinks and fountains need to be replaced. Bathrooms need to be updated to meet ADA requirements. Needs to be painted C Building old gym: Fire systems shoud be updated to meet code compliance and requirements.Roofs leaks have be addressed. Windons have been replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

Electrical			X	B Building: HVAC needsto be updated. Fire systems shaoud be updated to meet code compliance and requirements. Sinks and fountains need to be replaced. Bathrooms need to be updated to meet ADA requirements. Needs to be painted C Building old gym: Fire systems shoud be updated to meet code compliance and requirements.Roofs leaks have be addressed. Windons have been replaced.
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	A Building: HVAC systems are scheduled to be replaced in 2024. Fire systems have been upgraded. Roofs leaks have all been addressed. Windows need to be replaced. B Building: HVAC needsto be updated. Fire systems shaoud be updated to meet code compliance and requirements. Sinks and fountains need to be replaced. Bathrooms need to be updated to meet ADA requirements. Needs to be painted C Building old gym: Fire systems shoud be updated to meet code compliance and requirements.Roofs leaks have be addressed. Windons have been replaced.
Safety: Fire Safety, Hazardous Materials			X	B Building: HVAC needsto be updated. Fire systems shaoud be updated to meet code compliance and requirements. Sinks and fountains need to be replaced. Bathrooms need to be updated to meet ADA requirements. Needs to be painted C Building old gym: Fire systems shoud be updated to meet code compliance and requirements.Roofs leaks have be addressed. Windons have been replaced.
Structural: Structural Damage, Roofs			X	B Building: HVAC needsto be updated. Fire systems shaoud be updated to meet code compliance and requirements. Sinks and fountains need to be replaced. Bathrooms need to be updated to meet ADA requirements. Needs to be painted C Building old gym: Fire systems shoud be updated to meet code compliance and requirements.Roofs leaks have be addressed. Windons have been replaced.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		A Building: HVAC systems are scheduled to be replaced in 2024. Fire systems have been upgraded. Roofs leaks have all been addressed. Windows need to be replaced.

Overall Facility Rate

Exemplary	Good	Fair	Poor
			X

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	38	25	43	34	47	46
Mathematics (grades 3-8 and 11)	21	16	27	23	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	89	88	98.88	1.12	25.00
Female	45	44	97.78	2.22	36.36
Male	44	44	100.00	0.00	13.64
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	73	72	98.63	1.37	22.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	38	37	97.37	2.63	5.41
Foster Youth	0	0	0	0	0
Homeless	14	13	92.86	7.14	23.08
Military	0	0	0	0	0
Socioeconomically Disadvantaged	81	80	98.77	1.23	25.00
Students Receiving Migrant Education Services	32	32	100.00	0.00	18.75
Students with Disabilities	14	14	100.00	0.00	7.14

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	89	88	98.88	1.12	15.91
Female	45	44	97.78	2.22	20.45
Male	44	44	100.00	0.00	11.36
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	73	72	98.63	1.37	16.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	38	37	97.37	2.63	8.11
Foster Youth	0	0	0	0	0
Homeless	14	13	92.86	7.14	7.69
Military	0	0	0	0	0
Socioeconomically Disadvantaged	81	80	98.77	1.23	16.25
Students Receiving Migrant Education Services	32	32	100.00	0.00	12.50
Students with Disabilities	14	14	100.00	0.00	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	29.63	9.52	24.88	18.69	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	21	21	100.00	0.00	9.52
Female	--	--	--	--	--
Male	11	11	100.00	0.00	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	14	14	100.00	0.00	7.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	17	17	100.00	0.00	11.76
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99.1	99.1	98.1	99.1	99.1
Grade 7	NA	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA	NA

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Walnut Grove Elementary School held parental involvement opportunities through our ELAC, First 5, Coffee with the Principal, Site Council, and other school activities. The School Site Council meets at least quarterly, and the English Language Advisory Council (ELAC) meets every month to monitor and discuss curriculum, budget, programs, and the physical condition of the school site for the student's continued academic and social/emotional success. There are also opportunities for parents to be involved and give input on what they think is essential for their children in the District English Language Advisory Council (DELAC) and the Migrant Education program, as well as the District LCAP meetings that occur three to four times yearly. This year, parents have also had many opportunities to learn about AVID, math, and ELA standards through parent nights, grade-level training, and one-to-one parent training.

Parents are strongly encouraged to volunteer in the school. Volunteers work in the classrooms as tutors and teacher assistants. Parent volunteers work to prepare classroom materials and/or prepare important bulletins, etc. The dedication of the parent volunteers helps instill a welcoming and supportive community feeling and helps to build a solid educational foundation for students and their families.

Parents are encouraged to attend our numerous parent training on-site through First Five School Readiness, such as Ready Rosie, car seat classes, Strengthening Families, Love and Logic, Kernels, Latino Family Literacy Nights, and Coffee and Conversation with the Principal. There are opportunities for parents to be involved in our Home Visitor program for children aged 0-3 and pregnant moms, our Raising a Reader program for 0-3-year-olds and preschool students, and play groups offered on-site at our Family Resource Center.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	168	162	62	38.3
Female	84	81	29	35.8
Male	84	81	33	40.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	1	100.0
Black or African American	6	6	5	83.3
Filipino	6	6	0	0.0
Hispanic or Latino	134	129	48	37.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	2	100.0
White	16	15	6	40.0
English Learners	74	73	27	37.0
Foster Youth	0	0	0	0.0
Homeless	22	19	5	26.3
Socioeconomically Disadvantaged	152	148	59	39.9
Students Receiving Migrant Education Services	49	49	12	24.5
Students with Disabilities	26	25	8	32.0

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	6.32	4.17	0.04	4.81	6.23	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.21	0.13	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.17	0
Female	1.19	0
Male	7.14	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	4.48	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	6.76	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	4.61	0
Students Receiving Migrant Education Services	2.04	0
Students with Disabilities	7.69	0

2023-24 School Safety Plan

The River Delta Unified School District maintains a five-year district-wide emergency preparedness plan, which includes a district-level response plan to local and district-wide emergencies. In addition, each year we prepare our school site plan, which includes that site's safety plan. The site safety plan covers the list of key personnel and their emergency preparedness job assignments; the designated assembly areas; the emergency evacuation assignments and evacuation plans; pupil traffic control plan and shelter stations; utility cutoff charts, etc. The site safety plans also include student training plans for fire and duck/cover drills. A copy of the site's safety plan may be viewed at the school office. In October each year, staff and the School Site council discuss, review, and update the safety plan, with a final approval to be received at a meeting no later than February of each year.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	1		
1	20	1		
2	19	1		
3	20	1		
4	14	2		
5	26		1	
6	27		1	
Other	14	1		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	2		
1	17	1		
2	15	2		
3	17	1		
4	22		1	
5	27		1	
6	26		1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	2	0	0
1	19	1	0	0
2	20	1	0	0
3	21	0	1	0
4	0	0	0	0
5	22	0	1	0
6	26	0	1	0
Other	20	1	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	0.1
Nurse	0.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7943	2153	5790	71819
District	N/A	N/A	6827	\$60,719
Percent Difference - School Site and District	N/A	N/A	-16.4	18.0
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-13.0	-9.7

Fiscal Year 2022-23 Types of Services Funded

Walnut Grove School is dedicated to fostering a dynamic and enriching learning environment, supported by a diverse array of funding sources. The school strategically leverages Local Control Funding Formula (LCFF) allocations from the district to address various instructional program needs, ensuring a well-rounded education for its students. LCFF funding enables the school to invest in essential resources, from classroom materials to extracurricular activities, enhancing the overall educational experience for every student.

In addition to LCFF funding, Walnut Grove School benefits from Title 1 and Lottery funding, further fortifying its commitment to academic excellence and equitable education. These additional resources contribute to the implementation of targeted interventions, activities, and initiatives that support student achievement and promote an inclusive learning atmosphere. Furthermore, the school takes pride in its ASES (After School Education and Safety) program grant, which extends the learning day with engaging activities until 6 pm daily. This program not only provides a safe and structured environment for students but also offers opportunities for skill development and social interaction outside regular school hours. Complementing these efforts is the presence of a full-time, district-funded English Language Development teacher who plays a crucial role in providing academic support to English Learners on campus, ensuring that every student receives the tailored assistance needed to thrive academically and linguistically. Together, these funding streams and programs exemplify Walnut Grove School's holistic approach to nurturing well-rounded, empowered individuals prepared for success in an ever-evolving world.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,482	\$50,875
Mid-Range Teacher Salary	\$65,313	\$79,761
Highest Teacher Salary	\$86,350	\$103,045
Average Principal Salary (Elementary)	\$120,312	\$128,154
Average Principal Salary (Middle)	\$91,308	\$131,774
Average Principal Salary (High)	\$125,654	\$142,676
Superintendent Salary	\$169,987	\$211,462
Percent of Budget for Teacher Salaries	30.76%	30.11%
Percent of Budget for Administrative Salaries	5.85%	5.49%

Professional Development

Annually, the District demonstrates its unwavering commitment to educational excellence through a comprehensive professional development program. This initiative's cornerstone is elevating student achievement and aligning teaching practices with the Common Core State Standards, district-adopted curriculum, and the AVID Elementary School program. Recognizing the ever-evolving landscape of education, the District emphasizes equipping its educators with the latest tools and methodologies to ensure a high-quality learning experience for every student.

Professional development opportunities are diverse and tailored to meet the unique needs of educators. Staff members engage in workshops and virtual or in-person conferences, harnessing valuable insights and best practices to enhance their instructional approaches. The District's commitment extends beyond these formal events, with ongoing support mechanisms in place. Teachers benefit from peer coaching and regular teacher-administration meetings, fostering collaboration and providing a platform for exchanging innovative ideas. Furthermore, educators receive personalized training and coaching to augment their daily lessons, ensuring they are well-equipped to adapt to the evolving demands of the educational landscape. A Teacher on Special Assignment (TOSA) is dedicated to instructional coaching and plays a pivotal role in supporting and enhancing the professional development of our teaching staff. With a wealth of expertise, the TOSA collaborates closely with educators, providing targeted guidance and resources to ensure the effective implementation of curriculum standards, fostering a culture of continuous improvement in our academic programs. The District is responsive to individual needs, offering additional training as required or upon teacher request. It demonstrates a commitment to empowering its educators with the tools and knowledge necessary to excel in their crucial roles.

RDUSD's districtwide professional development occurred in August 2022 and spring of 2023. Our PD in August 2022 was Diversity, Equity and Inclusion, Academic Conversations for teachers. Additional PD was provided by health providers and administrators. Special Educations staff were provided professional development on utilization of SEIS and procedural best practices. For General Education teachers the district office provided support with technology and differentiated instruction strategies. In spring of 2023 the PD for certificated staff focused on integrated English Language Development standards.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	1.5	

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

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: February 20, 2024

Attachments: _____

From: Katherine Wright, Superintendent

Item Number: 10.14

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

SUBJECT:

Donations

BACKGROUND:

Donations to Receive and Acknowledge:

Riverview Middle School

Rio Vista Athletics – Complete Volleyball System and Net

Bates Elementary School

Angels of the Field – Books (Approx. value \$3,000)

Flint Construction – Concrete (Approx. value \$5,000)

Olam Food Ingredients – Labor (Approx. value \$1,000)

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: February 20, 2024

Attachments: X

From: Katherine Wright, Superintendent

Item Number: 11

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

SUBJECT:

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 December 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 December 2023 which need to be approved for first reading.

These Board Policies, Administrative Regulations and Exhibits will be submitted for a second and final reading and approval at the March 12, 2024 Board meeting.

PRESENTER:

Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Jennifer Gaston, Recorder

COST AND FUNDING SOURCES:

RECOMMENDATION:

That the Board approves the first reading of these Board Policies, Administrative Regulations and Exhibits as submitted resulting from legislation effective prior to December 2023.

Time allocated: 3 minutes

CSBA POLICY GUIDE SHEET December 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 0460 - Local Control and Accountability Plan

Policy updated to reflect **NEW LAW (SB 114, 2023)** which (1) requires numerous changes to the local control and accountability plan (LCAP) for use in the 2024-25 school year, and (2) adds "long-term English learners," defined by **NEW LAW (SB 141, 2023)** as a student who has not attained English language proficiency within seven years of initial classification as an English learner, as a numerically significant subgroup. Policy also updated to add headers for clarity, align the structure of the policy with the LCAP process, and clarify references to the annual update and budget overview for parents/guardians.

Administrative Regulation 0460 - Local Control and Accountability Plan

Regulation updated to reflect **NEW LAW (SB 114, 2023)** which (1) requires numerous changes to the local control and accountability plan (LCAP) for use in the 2024-25 school year, and (2) adds "long-term English learners," defined by **NEW LAW (SB 141, 2023)** as a student who has not attained English language proficiency within seven years of initial classification as an English learner, as a numerically significant subgroup. Regulation also updated to add "Timeline" section to provide greater specificity regarding required LCAP dates and recommended dates based on best practice, and reflect **NEW LAW (SB 609, 2023)** which requires districts to post the LCAP on the performance overview portion of the California School Dashboard.

Board Policy 0500 - Accountability

Policy updated to reflect that the U.S. Department of Education declined the California Department of Education's (CDE) waiver request that would have allowed for the continued use of modified methods for calculating the Academic and Graduation Rate Indicators, resulting in the California School Dashboard no longer including any modified methods applied to state indicators and all Dashboard Alternative School Status schools being treated the same as all other schools on the Dashboard. Policy also updated to reflect **NEW LAW (SB 114, 2023)** which (1) adds "long-term English learners," defined by **NEW LAW (SB 141, 2023)** as a student who has not attained English language proficiency within seven years of initial classification as an English learner, as a numerically significant subgroup, (2) creates a new basis for technical assistance when the district fails to meet specified data submission requirements, and (3) specifies when the California Collaborative for Educational Excellence (CCEE) will consult with the district and any provider of technical assistance to determine if assistance from CCEE is necessary.

Board Policy 0520 - Intervention in Underperforming Schools

Policy updated to reflect **NEW LAW (SB 114, 2023)** which (1) expands technical assistance based on a numerically significant student subgroup not making sufficient progress towards its local control and accountability plan (LCAP) to include identifying student subgroups that are low performing or experiencing significant disparities from other students or subgroups as identified on the California School Dashboard, (2) creates a new basis for technical assistance when the district fails to meet specified data submission requirements which includes identifying areas of strengths and weaknesses in the identified goals, actions, and services addressed in the LCAP, and reviewing the district's data management policies and collection and submission processes to ensure the submission of accurate data according to the processes and timelines established by the California Department of Education, and (3) specifies when the California Collaborative for Educational Excellence (CCEE) will consult with the district and any provider of technical assistance to determine if assistance from CCEE is necessary.

Administrative Regulation 1220 - Citizen Advisory Committees

Regulation updated to reflect **NEW LAW (SB 1057, 2022)** which exempts special education advisory committees from Brown Act requirements pertaining to open meetings, and instead requires these committees to comply with "mini" Brown Act requirements. Regulation also updated to more closely align with law and to clarify language.

Board Policy 1431 - Waivers

Policy updated to reference **NEW LAW (SB 114, 2023)** which prohibits a waiver request for transitional kindergarten and kindergarten requirements provided for in specified Education Code sections. Policy also updated to provide that advertisement of the notice for the public hearing which is required prior to the Governing Board submitting a waiver request to the State Board of Education includes publishing it on the district's website.

Board Policy 3400 - Management of District Assets/Accounts

Policy updated to reflect **NEW LAW (SB 1439, 2022)** related to conflict of interest from campaign contributions and existing conflict of interest provisions by providing that Governing Board members and district employees involved in the making of contracts on behalf of the district comply with the district's conflict of interest policy as specified in Board Bylaw 9270 - Conflict of Interest. Policy also updated to direct the Superintendent to submit reports of the district's financial status to the Board, in accordance with Board Policy and Administrative Regulation 3460 - Financial Reports and Accountability, and develop additional internal controls to strengthen fraud prevention.

Administrative Regulation 3400 - Management of District Assets/Accounts

Regulation updated to reference Governmental Accounting Standards Board's (GASB) Statement #87 regarding lease accounting and GASB Statement #96 regarding subscription-based information technology agreements. Regulation also updated to clarify that the district should utilize the California Department of Education's standardized account code structure software to develop financial reports, and that the district's accounting system should comply with generally accepted accounting principles prescribed by GASB and meet other state and federal reporting guidelines. Additionally, regulation updated to expand the list of actions that constitute fraud, financial improprieties or irregularities; separate out district and county office of education investigations; clarify that the district cooperate with the County Superintendent of Schools, Fiscal Crisis and Management Assistance Team, law enforcement, or other governmental entities that conduct a fraud investigation; and, consult legal when discussing or disclosing the result of any fraud investigation.

Board Policy 5116.2 - Involuntary Student Transfers

Policy updated to clarify that the policy only addresses involuntary transfers to other schools within the district, add that the determination of where to transfer a student who is the subject of involuntary transfer include a review of the programs to which the student may be involuntarily transferred, provide that the Superintendent or designee ensure that involuntary transfers are made in a nondiscriminatory manner, and reflect **NEW CALIFORNIA DEPARTMENT OF EDUCATION GUIDANCE** regarding legal requirements and recommended best practices governing voluntary and involuntary students transfers. Policy also updated to clarify requirements for an involuntary transfer of a student who has been convicted of a violent felony or a misdemeanor associated with possession of a firearm, an involuntary transfer to a continuation education program or class within the district, or an involuntary transfer to a community day school within the district. Additionally, policy updated to include information regarding notice and disclosure requirements.

Board Policy 5131.2 - Bullying

Policy updated to reflect **NEW LAW (AB 1078, 2023)** which requires that the district's policy prohibiting discrimination, harassment, intimidation, and bullying include a statement that the policy applies to all acts of the Governing Board and Superintendent in enacting policies and procedures that govern the district. Policy also updated to reference **NEW U.S. DEPARTMENT OF EDUCATION GUIDANCE** addressing discrimination, and reflect CSBA's policy brief, "School Safety: Bullying and Cyberbullying," which encourages district families to model respectful behavior, contribute to a safe and supportive learning environment, and monitor potential causes of bullying.

Administrative Regulation 5131.2 - Bullying

Regulation updated to expand the definition of "cyberbullying" to reflect CSBA's policy brief, "School Safety: Bullying and Cyberbullying." Regulation also updated to add additional measures to prevent bullying as provided in **NEW U.S. SURGEON GENERAL GUIDANCE** by developing a strategic plan for school connectedness and social skills with benchmark tracking, implementing socially based educational

techniques, creating a supportive school environment that fosters belonging, and building social connection into health education courses. Additionally, regulation updated to include digital and media literacy skills in student instruction, as provided in **NEW U.S. SURGEON GENERAL GUIDANCE**, expand the responsibilities of staff as role models for students, and reflect **NEW LAW (AB 2879, 2022)** which requires a social media platform to establish a mechanism that allows any individual, regardless of whether that individual has a profile on the internet-based service, to report cyberbullying. Regulation additionally updated to reflect **NEW LAW (AB 1165, 2023)** which encourages the district to have a student who has been suspended, or for whom other means of correction have been implemented for an incident of racist bullying, harassment, or intimidation, and the victim, to engage in a restorative justice practice suitable to address the needs of both of the students, engage the perpetrator in a culturally sensitive program, and to regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues.

Administrative Regulation 5141.21 - Administering Medication and Monitoring Health Conditions

Regulation updated to reference **NEW LAW (AB 1722, 2023)** which authorizes districts to hire a licensed vocational nurse following Governing Board approval that a diligent search was conducted for a suitable credentialed nurse, include definitions that pertain to new legislation, and reflect **NEW LAW (AB 1651, 2023)** which (1) includes holders of an Activity Supervisor Clearance Certificate as those for whom districts are required to provide epinephrine auto-injectors if they have volunteered to administer them in an emergency and have received training, and (2) requires schools that provide epinephrine auto-injectors to store them in an accessible location and include that location in annual notices to staff. Regulation also updated to reflect **NEW LAW (AB 1283, 2023)** which authorizes districts to provide emergency stock albuterol inhalers to school nurses or trained personnel who have volunteered, who may use the inhaler to provide emergency medical aid to person(s) suffering, or reasonably believed to be suffering, from respiratory distress, **NEW LAW (SB 114, 2023)** which appropriates funding to county offices of education for the purpose of purchasing and maintaining a sufficient stock of opioid antagonists for districts, **NEW LAW (AB 1166, 2023)** which provides that employees and volunteers who render emergency treatment at the scene of an opioid overdose or suspected opioid overdose by administering an opioid antagonist will not be liable for civil damages resulting from an act or omission, unless such act constitutes gross negligence or willful or wanton misconduct, and **NEW LAW (AB 1810, 2022)** which authorizes a school nurse or a volunteer designated and trained to administer emergency anti-seizure medication to a student diagnosed with seizures, a seizure disorder, or epilepsy who has been prescribed such medication from a health care provider and is suffering from a seizure.

Board Policy 5148.3 - Preschool/ Early Childhood Education

Policy updated to include that that the district may enroll children who are in a transitional kindergarten (TK) or kindergarten program in a California State Preschool Program (CSPP) before and/or after the regular school day in order to provide families with the option of a full-day, high-quality instructional program, and reflect **NEW LAW (SB 141, 2023)** which requires a district that offers TK to early enrollment children to concurrently offer enrollment in a CSPP, if offered by the district, and space permitting.

Administrative Regulation 5148.3 - Preschool/ Early Childhood Education

Regulation updated to reflect **NEW LAW (SB 141, 2023)** which requires a district that offers transitional kindergarten (TK) to early enrollment children to concurrently offer enrollment in a California State Preschool Program (CSPP), and to add the definition of "early enrollment child." Regulation also updated to reflect **NEW LAW (SB 141, 2023)** which revises the enrollment priorities for part-day CSPP programs, and **NEW LAW (AB 116, 2023)** which allows family fees accrued but not collected prior to October 1, 2023, to be forgiven, and not collected. Additionally, Regulation updated to reflect **NEW CALIFORNIA DEPARTMENT OF EDUCATION GUIDANCE** which provides definitions related to suspension.

Board Policy 6142.8 - Comprehensive Health Education

Policy updated to reflect **NEW U.S. SURGEON GENERAL GUIDANCE** related to (1) the importance of social connection in individual and societal health and well-being, and (2) the impact of social media on children and adolescents. Policy also updated to include the requirement that if districts offer health education courses to middle or high school students the course must include mental health instruction.

Administrative Regulation 6142.8 - Comprehensive Health Education

Regulation updated to include the requirement that if districts offer health education courses to middle or high school students the course must include mental health instruction, and to clarify that the "opt-out" right to excuse a student only applies to comprehensive sexual health education, HIV prevention education, and related assessments, and does not apply to instruction, materials, presentations, and programming that discuss specified topics including gender, gender identity, gender expression, sexual orientation, discrimination, harassment, bullying, intimidation, relationships, or family and do not discuss human reproductive organs and their functions.

Board Policy 6146.1 - High School Graduation Requirements

Policy updated to reflect **NEW LAW (AB 714, 2023)** which changes "students participating in a newcomer program" to "newcomer students" for purposes of exemptions from district-adopted graduation requirements, and **NEW LAW (SB 114, 2023)** and **NEW LAW (SB 141, 2023)** which (1) specifies that the exemption for a student with a disability from all coursework and other requirements adopted by the Board that are in addition to statewide course requirements applies to a student with a disability who entered 9th grade in the 2022-23 school year, (2) revises the eligibility criteria for the exemption, and (3) provides that participation in graduation activities by a student with a disability who is exempted from district-adopted graduation requirements that are in addition to the statewide course requirements may not be construed as a termination of the district's responsibility to provide a free appropriate public education unless the student's individualized education program team has determined that the student has completed the high school experience. Policy also updated to add to the list of permissible retroactive diplomas a former member of the military who is a resident of California and received an honorable discharge, or, a current member of the military who is a resident of California and was a resident of California when entered the military.

Board Policy 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities

Policy updated to reflect **NEW LAW (SB 114, 2023)** and **NEW LAW (SB 141, 2023)** which (1) specifies that the exemption for a student with a disability from all coursework and other requirements adopted by the Board that are in addition to statewide course requirements applies to a student with a disability who entered 9th grade in the 2022-23 school year, (2) revises the eligibility criteria for the exemption, and (3) provides that participation in graduation activities by a student with a disability who is exempted from district-adopted graduation requirements that are in addition to the statewide course requirements may not be construed as a termination of the district's responsibility to provide a free appropriate public education unless the student's individualized education program team has determined that the student has completed the high school experience..

Board Policy 6170.1 - Transitional Kindergarten

Policy updated to clarify that a child's eligibility for transitional kindergarten (TK) enrollment may not impact family eligibility for a preschool or childcare program and that the district may admit into the TK program a child whose fifth birthday is after the date specified for admittance for the applicable year provided that upon the recommendation of the Superintendent or designee, the Governing Board determines that enrollment in a TK program is in the child's best interest and the child's parents/guardians approve. Policy also updated to reflect **NEW LAW (SB 141, 2023)** which (1) requires a district that offers TK to early enrollment children to concurrently offer enrollment in a California State Preschool Program, if offered by the district and space permitting, and (2) requires any classroom that includes an early enrollment child to maintain a classroom enrollment that does not exceed 20 students and an adult-to-student ratio of at least one adult to every 10 students. Additionally, policy updated to include that average TK class size enrollment does not include students who are continuously enrolled in and meet the minimum day requirements for independent study for more than 14 school days in a school year.

Administrative Regulation 6173.3 - Education for Juvenile Court School Students

Regulation updated to reflect **NEW LAW (SB 532, 2022)** which provides, when a juvenile court school student 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 Bylaw 9321 - Closed Session

Bylaw updated to reflect appellate court ruling in *Fowler v. City of Lafayette*, which clarified that when an item is agendaized in closed session based on a threat of litigation made by a person outside of an open meeting and a district official or employee receiving knowledge of the threat made a record of the statement before the meeting, that statement is required to be made available to the public. Bylaw also updated to reference accompanying Exhibit (1) for specific agenda descriptions for closed session items and accompanying Exhibit (2) for descriptions to report out of specified closed session items. Additionally, Bylaw updated for clarity, precision, and consistency.

Exhibit(1) 9321 - Closed Session

Exhibit updated for clarity and precision, and for consistency with changes to the accompanying Board Bylaw.

Exhibit(2) 9321 - Closed Session

Exhibit updated for clarity and precision, and for consistency with changes to the accompanying Board Bylaw.

Policy 0460: Local Control And Accountability Plan

Status: ADOPTED

Original Adopted Date: 10/01/2017 | **Last Revised Date:** 12/01/2022~~2023~~ | **Last Reviewed Date:** 12/01/2022~~2023~~

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

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

CSBA NOTE: Pursuant to Education Code 52064, the State Board of Education (SBE) has adopted a template that districts must use to complete the LCAP. And the annual update, which, as amended by SB 114 (Ch. 48, Statutes of 2023), provides for numerous changes which are required to be adopted by SBE for use in the 2024-25 school year. Districts should ensure that they are using the most up-to-date template, an electronic version of the ~~template~~ which is available on the California Department of Education's (CDE) ~~web site~~ website.

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

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

The LCAP and the annual update shall focus on improving outcomes for all students, particularly those who are "unduplicated students" or are part of any numerically significant student subgroup

that is at risk of or is underperforming. ([Education Code 52060, 52064](#))

Unduplicated students include students ~~who are~~ An “unduplicated student” is a student who ~~are~~ is eligible for free or reduced-price meals, who is an English learner, and learner, or who is a foster youth, as defined in Education Code 42238.01 for purposes of the local control funding formula (LCFF). (Education Code 42238.02)

CSBA NOTE: Education Code 52052, as amended by SB 114, has been expanded to include long-term English learners as a numerically significant subgroup, separate from English learners. Pursuant to Education Code 52052, as amended by SB 141 (Ch. 194, Statutes of 2023), a “long-term English learner” is defined as a student who has not attained English language proficiency within seven years of initial classification as an English learner.

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

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

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

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

CSBA NOTE: Except for the IDEA Addendum, the LCFF budget overview for parents/guardians, and the school plan for student achievement, districts are not required to align the LCAP with any other district strategic documents (e.g., District Strategic Plan, English Learner Master Plan, or Facilities Master Plan). However, districts are encouraged to align their LCAPs with other district strategic documents to ensure consistent implementation.

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

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

Education Code 52062 and 52070 pertaining to the adoption, review, and approval of the LCAP. [and the annual update.](#)

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

Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to AR 1312.3 - Uniform Complaint Procedures. ([Education Code 52064.1](#))

Plan Development

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

Advisory Committees

CSBA NOTE: Education Code 52060 requires consultation on plan development with all of the groups listed below:

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

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

[Education Code 52063 requires the LCAP parent advisory committee to include parents/guardians of currently enrolled students with disabilities.](#)

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

Public Review and Input

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

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

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

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

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

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

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

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

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

The Superintendent or designee shall present the LCAP to the and the annual update to each of these committee(s) before it is they are submitted to the Board for adoption, and shall respond in writing to comments received from the committee(s).

LCAP Development and Consultation

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

CSBA NOTE: Education Code 5206252060 requires notification to the public consultation on LCAP development with all of the groups listed below. The Board may delegate responsibility for arranging meetings and other input opportunities to the Superintendent or designee. opportunity

5 CCR 15495 defines what it means to submit written comments on the proposed LCAP consult with students, including notification in unduplicated students and other numerically significant student subgroups, and gives examples of methods that may be used for this consultation. State regulations do not provide examples of consultation with groups other than students, but consultations might include surveys, the use of existing advisory committees, solicitation of feedback from the primary language of parents/guardians when required by Education Code 48985. Pursuant to Education Code 48985, whenever 15 percent or more groups after drafts of the students in a LCAP and annual update are available, discussion of the LCAP and the annual update at staff meetings, and communication with parent organizations, student councils, school speak a single primary language other than English, notifications sent to parents/guardians of such students must be written in the primary language as well as in English; see BP 5145.6 - Parental Notifications site councils, or other established committees or organizations. The district may expand the list with whom the district seeks consultation.

The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP and the annual update. Consultation with students shall enable unduplicated students and other numerically significant student subgroups to review and comment on LCAP development and may include surveys of students, student forums and committees, and/or meetings with student government bodies or other groups representing students. (Education Code 52060; 5 CCR 15495) The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP.

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

All written notifications related to the LCAP shall be provided in the primary language of parents/guardians when required by Education Code 48985.

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

As part of the parent/guardian and community engagement process, the district shall solicit input on effective and appropriate instructional methods, including, but not limited to, establishing

language acquisition programs to enable all students, including English learners and native English speakers, to have access to the core academic content standards and to become proficient in English. (Education Code 305-306)

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

CSBA NOTE: Pursuant to Education Code 42127, the Board must not adopt a district budget until the LCAP is in place for the budget year; see BP 3100 - Budget. The budget must include the expenditures necessary to implement the plan that will be effective during the subsequent fiscal year. If it does not, the County Superintendent of Schools will disapprove the district's budget.

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

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

CSBA NOTE: Pursuant to Education Code 42127, the Board must not adopt a district budget until the LCAP is in place for the budget year; see BP 3100 – Budget. The budget must include the expenditures necessary to implement the plan that will be effective during the subsequent fiscal year. If it does not, the County Superintendent of Schools will disapprove the district's budget.

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

Adoption of the Plan and Submission

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

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

Submission of Plan to County Superintendent of Schools

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

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

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

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

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

Monitoring Progress Revisions

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

Monitoring Progress and Complaints

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

The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by the Superintendent and the Board, regarding the

district's district's progress toward attaining each goal identified in the LCAP. Evaluation shall include, but not be limited to, an assessment of district and school performance reported on the California School Dashboard. Evaluation data shall be used to recommend any necessary revisions to the LCAP.

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

Technical Assistance

CSBA NOTE: Pursuant to Education Code 52071, ~~when a school or a numerically significant student subgroup is not making sufficient progress toward its LCAP goals,~~ if the County Superintendent may be required to provide does not approve a district's LCAP and annual update, including the annual update and the budget overview for parents/guardians, then technical assistance or the Board may request technical assistance. In addition, the Superintendent of Public Instruction may intervene in any school which has been identified as in need of intervention based on criteria specified in Education Code 52072. Pursuant to Education Code 52059.5, CDE has established a unified system of support for districts and schools that meets state requirements as well as federal Title I requirements and ensures consistency between technical assistance is required to be provided under both sets of requirements. For more information regarding intervention and technical assistance, see BP 0500 – Accountability and BP 0520 - Intervention for in Underperforming Schools.

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

Policy Reference UPDATE Service

Copyright 2023 by California School Boards Association, West Sacramento, California 95691

All rights reserved.

Policy Reference Disclaimer:

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

State	Description
5 CCR 15494-15497	Local control and accountability plan and spending requirements
Ed. Code 17002	State School Building Lease-Purchase Law, including definition of good repair
Ed. Code 305-306	English language education
Ed. Code 33430-33436	Learning Communities for School Success Program; grants for LCAP implementation
Ed. Code 41020	Requirement for annual audit
Ed. Code 41320-41322	Emergency apportionments

Ed. Code 42127	Public hearing on budget adoption
Ed. Code 42238.01-42238.07	Local control funding formula
Ed. Code 44258.9	County superintendent review of teacher assignment
Ed. Code 47604.33	Submission of reports by charter schools
Ed. Code 47606.5	Charter schools; local control and accountability plan
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 51210	Course of study for grades 1-6
Ed. Code 51220	Course of study for grades 7-12
Ed. Code 52052	Numerically significant student subgroups
Ed. Code 52059.5	Statewide system of support
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 52302	Regional occupational centers and programs
Ed. Code 52372.5	Linked learning program
Ed. Code 54692	Partnership academies
Ed. Code 60119	Sufficiency of textbooks and instructional materials; hearing and resolution
Ed. Code 60605.8	California Assessment of Academic Achievement; Academic Content Standards Commission
<u>Ed. Code 60900</u>	<u>California Longitudinal Pupil Achievement Data System</u>
Ed. Code 64001	School plan for student achievement; consolidated application programs
Ed. Code 99300-99301	Early Assessment Program
W&I Code 300	Dependent child of the court
Federal	Description
20 USC 6311	State plan
20 USC 6312	Local educational agency plan
20 USC 6826	Title III funds; local plans
34 CFR 300.600-300.647	Education of students with disabilities; monitoring, enforcement, confidentiality, and program information
34 USC 300.600	State monitoring and enforcement
Management Resources	Description
CA California Department of Education Publication	California School Accounting Manual
California Department of Education Publication	California Career Technical Education Model Curriculum Standards, 2013
California Department of Education Publication	LCFF Frequently Asked Questions

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

Cross References

Code	Description
0000	Vision
0400	Comprehensive Plans
0415	Equity
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0420.4	Charter School Authorization
0420.4	Charter School Authorization
0420.41	Charter School Oversight
0420.41-E(1)	Charter School Oversight
0430	Comprehensive Local Plan For Special Education
0430	Comprehensive Local Plan For Special Education
0440	District Technology Plan

0440	District Technology Plan
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0500	Accountability
0520	Intervention In Underperforming Schools
0520.1	Comprehensive And Targeted School Improvement
1100	Communication With The Public
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1312.4-E(1)	Williams Uniform Complaint Procedures
1312.4-E(2)	Williams Uniform Complaint Procedures
1340	Access To District Records
1340	Access To District Records
2121	Superintendent's Contract
2210	Administrative Discretion Regarding Board Policy
3100	Budget
3100	Budget
3110	Transfer Of Funds
3231	Impact Aid
3460	Financial Reports And Accountability
3460	Financial Reports And Accountability
3517	Facilities Inspection
3517-E(1)	Facilities Inspection
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals

4112.2	Certification
4112.2	Certification
4113	Assignment
4113	Assignment
4131	Staff Development
4140	Bargaining Units
4231	Staff Development
4240	Bargaining Units
4315	Evaluation/Supervision
4331	Staff Development
4340	Bargaining Units
5030	Student Wellness
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5137	Positive School Climate
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
5145.9	Hate-Motivated Behavior
5147	Dropout Prevention
5148.2	Before/After School Programs
5148.2	Before/After School Programs
6011	Academic Standards
6020	Parent Involvement
6020	Parent Involvement
6120	Response To Instruction And Intervention
6141.4	International Baccalaureate Program
6141.5	Advanced Placement

6142.5	Environmental Education
6142.92	Mathematics Instruction
6142.93	Science Instruction
6143	Courses Of Study
6143	Courses Of Study
6146.1	High School Graduation Requirements
6151	Class Size
6152.1	Placement In Mathematics Courses
6152.1	Placement In Mathematics Courses
6153	School-Sponsored Trips
6153	School-Sponsored Trips
6159	Individualized Education Program
6159	Individualized Education Program
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
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6163.1	Library Media Centers
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
6164.5	Student Success Teams
6164.5	Student Success Teams
6164.6	Identification And Education Under Section 504
6164.6	Identification And Education Under Section 504
6171	Title I Programs
6171	Title I Programs
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
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6173.4	Education For American Indian Students
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
6184	Continuation Education
6184	Continuation Education
6190	Evaluation Of The Instructional Program
7110	Facilities Master Plan
9230	Orientation
9310	Board Policies
9320	Meetings And Notices

Regulation 0460: Local Control And Accountability Plan

Status: ADOPTED

Original Adopted Date: 10/01/2017 | Last Revised Date: 12/01/2022~~2023~~ | Last Reviewed Date: 12/01/2022~~2023~~

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

Goals and Actions Addressing State and Local Priorities

CSBA NOTE: Education Code 52060 requires that the LCAP include annual goals, aligned with specified state priorities, to be achieved for all students and for each numerically significant subgroup as defined in Education Code 52052. Pursuant to Education Code 52052, a numerically significant subgroup includes ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and ~~homeless~~ students; experiencing homelessness, and, as amended by SB 114 (Ch. 48, Statutes of 2023), long-term English learners when there are at least 30 students in the subgroup (or at least 15 foster youth ~~or homeless~~, students experiencing homelessness, or long-term English learners) in the school or district.

In addition, several state priorities address programs and services for "unduplicated students." For purposes of supplemental and concentration grants allocated through the local control funding formula (LCFF), "unduplicated students" are defined by Pursuant to Education Code 42238.02 as students eligible for free or reduced-price meals, English learners, and foster youth; see the accompanying Board policy 52052, as amended by SB 141 (Ch. 194, Statutes of 2023), a "long-term English learner" is defined as a student who has not attained English language proficiency within seven years of initial classification as an English learner.

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

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

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

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

- h. Student outcomes, if available, in the subject areas described in Education Code 51210 and 51220, as applicable

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

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

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

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

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

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

Increase or Improvement in Services for Unduplicated Students

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

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

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

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

Timeline of the Plan

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

Beginning July 1, 2025, if the district is identified by SBE as needing an improvement plan pursuant to 34 CFR 300.600-300.647, the Board shall adopt, and update on an annual basis, an Individual with Disabilities Education Act (IDEA) Addendum, based on the template adopted by SBE. However, if the district adopts an improvement plan after being identified, but before July 1, 2025, the IDEA Addendum shall be developed upon expiration of the adopted improvement plan, but no later than July 1, 2028. CSBA NOTE: Education Code 52061-52065 only establish a limited number of date-specific requirements. For instance, Education Code 52062, as amended by SB 114, requires the Superintendent to annually report to the Board, at a regular meeting, on the annual update and the budget overview for parents/guardians on or before February 28. However, while Education Code 52062 requires that the LCAP and the annual update be presented to specified committees, it does not specify by when this must occur. Similarly, while Education Code 52062 provides these committees with the right to submit comments and requires the Superintendent to respond in writing to such comments, it does not provide any deadlines by which these actions must occur. Education Code 52062 also requires, without a specific deadline, notification to the public of the opportunity to submit written comments on the proposed LCAP, including notification in the primary language of parents/guardians when required by Education Code 48985.

The following paragraphs include both required dates and recommended dates based on best practice. Districts should review the dates below carefully and modify them, as appropriate and permitted by law, to reflect district practice.

By February 28 of each year, the Superintendent or designee shall provide a report to the Board on the annual update and the budget overview for parents/guardians. The report, which shall be presented to the Board at a regular meeting, shall include all available midyear outcome data related to metrics identified in the current year's LCAP and all available midyear expenditure and implementation data on all actions identified in the current year's LCAP. (Education Code 52062)

By May 15, but in no event later than May 31, the Superintendent or designee shall present the drafts of the LCAP and the annual update to the committees listed in the accompanying board policy for review and comment and shall provide each committee with a reasonable date by which each committee shall provide comments on the drafts. The Superintendent or designee shall

respond in writing to comments received from the committee(s) no later than the public hearing on the LCAP and the annual update.

At the same time as the drafts of the LCAP and the annual update are presented to these committees, the Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. The notification shall also provide the deadline by which all written comments must be received, which shall be no later than the deadline for comments from the committee(s). All such written notifications shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

Availability

CSBA NOTE: Education Code 52065 requires the Superintendent to prominently post its LCAP, including any annual update or revisions to the LCAP and the LCFF budget overview for parents/guardians, on the homepage of its website and, as amended by SB 609 (Ch. 494, Statutes 2023), on the performance overview portion of the California School Dashboard.

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

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

Policy Reference UPDATE Service

Copyright 2023 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

Policy Reference Disclaimer:

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

State	Description
5 CCR 15494-15497	Local control and accountability plan and spending requirements
Ed. Code 17002	State School Building Lease-Purchase Law, including definition of good repair
Ed. Code 305-306	English language education
Ed. Code 33430-33436	Learning Communities for School Success Program; grants for LCAP implementation
Ed. Code 41020	Requirement for annual audit
Ed. Code 41320-41322	Emergency apportionments

Ed. Code 42127	Public hearing on budget adoption
Ed. Code 42238.01-42238.07	Local control funding formula
Ed. Code 44258.9	County superintendent review of teacher assignment
Ed. Code 47604.33	Submission of reports by charter schools
Ed. Code 47606.5	Charter schools; local control and accountability plan
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 51210	Course of study for grades 1-6
Ed. Code 51220	Course of study for grades 7-12
Ed. Code 52052	Numerically significant student subgroups
Ed. Code 52059.5	Statewide system of support
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 52302	Regional occupational centers and programs
Ed. Code 52372.5	Linked learning program
Ed. Code 54692	Partnership academies
Ed. Code 60119	Sufficiency of textbooks and instructional materials; hearing and resolution
Ed. Code 60605.8	California Assessment of Academic Achievement; Academic Content Standards Commission
<u>Ed. Code 60900</u>	<u>California Longitudinal Pupil Achievement Data System</u>
Ed. Code 64001	School plan for student achievement; consolidated application programs
Ed. Code 99300-99301	Early Assessment Program
W&I Code 300	Dependent child of the court
Federal	Description
20 USC 6311	State plan
20 USC 6312	Local educational agency plan
20 USC 6826	Title III funds; local plans
34 CFR 300.600-300.647	Education of students with disabilities; monitoring, enforcement, confidentiality, and program information
34 USC 300.600	State monitoring and enforcement
Management Resources	Description
CA California Department of Education Publication	California School Accounting Manual
California Department of Education Publication	California Career Technical Education Model Curriculum Standards, 2013
California Department of Education Publication	LCFF Frequently Asked Questions

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

Cross References

Code	Description
0000	Vision
0400	Comprehensive Plans
0415	Equity
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0420.4	Charter School Authorization
0420.4	Charter School Authorization
0420.41	Charter School Oversight
0420.41-E(1)	Charter School Oversight
0430	Comprehensive Local Plan For Special Education
0430	Comprehensive Local Plan For Special Education
0440	District Technology Plan

0440	District Technology Plan
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0500	Accountability
0520	Intervention In Underperforming Schools
0520.1	Comprehensive And Targeted School Improvement
1100	Communication With The Public
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1312.4-E(1)	Williams Uniform Complaint Procedures
1312.4-E(2)	Williams Uniform Complaint Procedures
1340	Access To District Records
1340	Access To District Records
2121	Superintendent's Contract
2210	Administrative Discretion Regarding Board Policy
3100	Budget
3100	Budget
3110	Transfer Of Funds
3231	Impact Aid
3460	Financial Reports And Accountability
3460	Financial Reports And Accountability
3517	Facilities Inspection
3517-E(1)	Facilities Inspection
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals

4112.2	Certification
4112.2	Certification
4113	Assignment
4113	Assignment
4131	Staff Development
4140	Bargaining Units
4231	Staff Development
4240	Bargaining Units
4315	Evaluation/Supervision
4331	Staff Development
4340	Bargaining Units
5030	Student Wellness
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5137	Positive School Climate
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
5145.9	Hate-Motivated Behavior
5147	Dropout Prevention
5148.2	Before/After School Programs
5148.2	Before/After School Programs
6011	Academic Standards
6020	Parent Involvement
6020	Parent Involvement
6120	Response To Instruction And Intervention
6141.4	International Baccalaureate Program
6141.5	Advanced Placement

6142.5	Environmental Education
6142.92	Mathematics Instruction
6142.93	Science Instruction
6143	Courses Of Study
6143	Courses Of Study
6146.1	High School Graduation Requirements
6151	Class Size
6152.1	Placement In Mathematics Courses
6152.1	Placement In Mathematics Courses
6153	School-Sponsored Trips
6153	School-Sponsored Trips
6159	Individualized Education Program
6159	Individualized Education Program
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
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6163.1	Library Media Centers
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
6164.5	Student Success Teams
6164.5	Student Success Teams
6164.6	Identification And Education Under Section 504
6164.6	Identification And Education Under Section 504
6171	Title I Programs
6171	Title I Programs
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
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6173.4	Education For American Indian Students
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
6184	Continuation Education
6184	Continuation Education
6190	Evaluation Of The Instructional Program
7110	Facilities Master Plan
9230	Orientation
9310	Board Policies
9320	Meetings And Notices

Policy 0500: Accountability

Status: ADOPTED

Original Adopted Date: 10/01/2013 | **Last Revised Date:** ~~10/12/01/2017~~2023 | **Last Reviewed Date:** ~~10/12/01/2017~~2023

CSBA NOTE: The following optional policy ~~may~~should be revised to reflect district practice.

The Governing Board recognizes its responsibility to ensure accountability to the public for the performance of the district and each district school. The Board shall regularly review the effectiveness of district programs, personnel, and fiscal operations, with a focus on the capacity to improve student achievement. The Board shall establish appropriate processes and measures to monitor results and to evaluate progress toward accomplishing the district's vision and goals set forth in the local control and accountability plan (LCAP).

CSBA NOTE: California's accountability system, which is based on both state and federal requirements, measures district and school performance on a variety of indicators of school success. 20 USC 6311, as amended by the Every Student Succeeds Act (P.L. 114-95), requires each state to have an accountability system that incorporates multiple measures, including, but not limited to, statewide assessment results for all students as well as numerically significant subgroups. The California Accountability and Continuous Improvement System consists of both state and local indicators to assist districts in identifying strengths and areas in need of improvement in each priority area addressed by the local control and accountability plan (LCAP). The degree to which districts and schools are meeting these criteria is reflected in the California School Dashboard, which is a color-coded chart that includes the status of performance on the indicators as well as the change in performance from year to year. Beginning in the 2018-19 school year, Education Code 52064.5, as amended by SB 114 (Ch. 48, Statutes of 2023), establishes new deadlines for the California School Dashboard, which impacts the timelines associated with district collection and reporting of data through the California Longitudinal Pupil Achievement Data System (CALPADS). The new deadlines can be found on the "CALPADS Calendar," available on the California Department of Education's (CDE) [notify website](#).

CDE notifies schools identified for comprehensive and/or additional targeted support and improvement pursuant to 20 USC 6311. ~~Until then, the CDE encourages schools previously identified for program improvement to utilize the Dashboard to determine areas of improvement in preparation for implementation of support and improvement requirements.~~

Further information about the Accountability and Continuous Improvement System and the Dashboard can be found on the ~~CDE web site~~. CDE's website.

District and school performance shall be annually evaluated based on multiple measures specified in the California Accountability and Continuous Improvement System as reported on the California School Dashboard.

CSBA NOTE: The following paragraph should be revised to reflect the types of alternative schools maintained by the district. Pursuant to Education Code 52052, alternative schools serving high-risk student populations are subject to an alternative accountability system. Commencing in the fall of 2018, alternative accountability indicators will be incorporated into the Dashboard Alternative School Status (DASS) program, as a replacement for the Alternative Schools Accountability Model. The schools described in the following paragraph will automatically qualify

for this alternative status. In addition, schools approved through the former Alternative Schools Accountability Model process between July 1, 2016 and June 30, 2017 are considered active DASS schools. Other schools serving high-risk students may apply to establish eligibility for DASS. Further information regarding the DASS and participation/withdrawal instructions and forms are available on the CDE web site.

The district's alternative schools serving high-risk student populations, including continuation high schools, opportunity schools, community day schools, and nonpublic, nonsectarian schools pursuant to Education Code 56366, shall be subject to an alternative accountability system established by the Superintendent of Public Instruction. (Education Code 52052, 56366)

CBSA NOTE: Education Code 52052, as amended by SB 114, has been expanded to include long-term English learners as a numerically significant subgroup, separate from English learners. Pursuant to Education Code 52052, as amended by SB 141 (Ch. 194, Statutes of 2023), a "long-term English learner" is defined as a student who has not attained English language proficiency within seven years of initial classification as an English learner.

The district and each district school shall demonstrate comparable improvement in academic achievement for all numerically significant student subgroups. Numerically significant subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, foster youth, and ~~homeless~~ students experiencing homelessness, when the subgroup consists of at least 30 students with a valid test score or 15 foster youth, long-term English learners, or ~~homeless~~ students experiencing homelessness. (Education Code 52052)

CSBA NOTE: The following optional paragraph may be revised to reflect district practice. Providing regular reports to the public and receiving input from the public in regard to school and district progress are key components of accountability.

Education Code 52060 and 52061 require the district to consult with parents/guardians, students, teachers, principals, administrators, other school personnel, and employee bargaining units in the development and annual update of the district's LCAP; see BP 0460 - Local Control and Accountability Plan.

The Superintendent or designee shall provide regular reports to the Board and the public regarding district and school performance. Opportunities for feedback from students, parents/guardians, staff, and community members shall be made available as part of any review and evaluation of district programs and operations and as part of the development or annual update of the LCAP.

CSBA NOTE: Pursuant to Education Code 52071, as amended by AB 1808 (Ch. 32, Statutes of 2018); ~~a district will receive technical assistance whenever~~ if the County Superintendent of Schools does not approve the district's LCAP ~~or~~ , including the annual update to the LCAP; and the budget overview for parents/guardian, or the district fails to meet specified student achievement criteria for numerically significant student subgroups, ~~or the district requests technical assistance.~~ Education Code 52072 then technical assistance is required to be provided. Additionally, Education Code 52071, as amended by SB 114, creates a new basis for technical assistance when a district fails to meet the data submission requirements of Education Code 60900. In this circumstance, technical assistance includes, but is not limited to (1) identifying a district's strengths and weaknesses in regard to state priorities, (2) working collaboratively to secure assistance from academic, programmatic, or fiscal experts to identify and implement effective programs and practices designed to improve performance in any areas of weakness, (3) obtaining timely documentation from the district demonstrating that it has completed the above activities or substantially similar activities, or it has selected another service provider to work with the district

to complete the above activities, (4) requesting that the California Collaborative for Educational Excellence (CCEE) provide advice and assistance to the district, (5) reviewing the district's LCAP to identify areas of strengths and weaknesses in the identified goals, actions, and services, with a particular focus on those areas considered to be contributing toward meeting the increased or improved services requirement and all required goals, and (6) reviewing the district's data management policies and collection and submission processes, including monitoring and oversight of the student information system, to ensure the timely submission of accurate data.

Pursuant to Education Code 52072, as repealed and added by SB 114, if the district meets the performance criteria for assistance and intervention pursuant to Education Code 52064.5 for three or more student subgroups, or all of the district's subgroups if the district has less than three subgroups, in three out of the four consecutive school years, CCEE will consult with the district and any provider of technical assistance to determine if assistance from CCEE is necessary.

Education Code 52072.1, as added by SB 114, provides that, under specified conditions, the Superintendent of Public Instruction may intervene to revise the district's LCAP or budget and/or to stay or rescind any district action, not required by local collective bargaining agreement, that is preventing the district from improving outcomes for all student subgroups. See

The district may also request technical assistance. For information on technical assistance, see BP/AR 0460 - Local Control and Accountability Plan and BP 0520 - Intervention in Underperforming Schools.

Evaluation results may be used as a basis for revising district or school goals, updating the LCAP or other comprehensive plans, identifying and developing strategies to address disparities in achievement among student subgroups, implementing programmatic changes, determining the need for additional support and assistance, awarding incentives or rewards, and establishing other performance-based consequences.

The district shall accept technical assistance or other intervention that may be required pursuant to Education Code 52071 or 52072. If the County Superintendent of Schools is required to provide technical assistance to the district, the district shall accept the technical assistance by providing timely documentation to, and maintaining regular communication with, the County Superintendent. (Education Code 52071)

Policy Reference UPDATE Service

Copyright 2023 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

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 1068-1074	Alternative schools accountability model; assessments
5 CCR 15440-15464	Standards and criteria for fiscal accountability
Ed. Code 33127	Standards and criteria for local budgets and expenditures
Ed. Code 33400-33407	California Department of Education evaluation of district programs
Ed. Code 44660-44665	Evaluation of certificated employees

Ed. Code 51041	Evaluation of the educational program
Ed. Code 52052	Accountability; numerically significant student subgroups
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 56366	Nonpublic, nonsectarian schools
Ed. Code 60640-60649 <u>60648.5</u>	California Assessment of Student Performance and Progress
<u>Ed. Code 60900</u>	<u>California Longitudinal Pupil Achievement Data System</u>

Federal

20 USC 6311

20 USC 6312

~~34 CFR 200.12-200.24~~

~~34 CFR 200.30-200.48~~

Management Resources

Website

Website

Website

Website

Website

Website

Description

State plan

Local educational agency plan

~~State accountability system~~

~~State and LEA report cards and plans~~

Description

CSBA District and County Office of Education Legal Services

California Department of Education, Accountability

California Department of Education, California Longitudinal Pupil Achievement Data System (CALPADS)
[\(https://www.cde.ca.gov/ds/sp/cl/\)](https://www.cde.ca.gov/ds/sp/cl/)

California School Dashboard

CSBA

U.S. Department of Education

Cross References

Code

0000

0200

0400

0415

0420

0420

0420.41

0420.41-E(1)

0420.42

0420.43

0440

0440

Description

Vision

Goals For The School District

Comprehensive Plans

Equity

School Plans/Site Councils

School Plans/Site Councils

Charter School Oversight

Charter School Oversight

Charter School Renewal

Charter School Revocation

District Technology Plan

District Technology Plan

0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0510	School Accountability Report Card
0520	Intervention In Underperforming Schools
0520.1	Comprehensive And Targeted School Improvement
1100	Communication With The Public
1112	Media Relations
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1240	Volunteer Assistance
1240	Volunteer Assistance
1330.1	Joint Use Agreements
1400	Relations Between Other Governmental Agencies And The Schools
1700	Relations Between Private Industry And The Schools
2000	Concepts And Roles
2140	Evaluation Of The Superintendent
3000	Concepts And Roles
3230	Federal Grant Funds
3230	Federal Grant Funds
3460	Financial Reports And Accountability
3460	Financial Reports And Accountability
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
3552	Summer Meal Program
3552	Summer Meal Program
4112.21	Interns
4112.21	Interns

4115	Evaluation/Supervision
4115	Evaluation/Supervision
4121	Temporary/Substitute Personnel
4121	Temporary/Substitute Personnel
4131	Staff Development
4131.1	Teacher Support And Guidance
4131.1	Teacher Support And Guidance
4141	Collective Bargaining Agreement
4215	Evaluation/Supervision
4231	Staff Development
4241	Collective Bargaining Agreement
4315	Evaluation/Supervision
4331	Staff Development
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5113.11	Attendance Supervision
5142.2	Safe Routes To School Program
5142.2	Safe Routes To School Program
5148	Child Care And Development
5148	Child Care And Development
5148.2	Before/After School Programs
5148.2	Before/After School Programs
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
6117	Year-Round Schedules
6120	Response To Instruction And Intervention
6141	Curriculum Development And Evaluation
6141	Curriculum Development And Evaluation
6141.4	International Baccalaureate Program

6142.2	World Language Instruction
6142.2	World Language Instruction
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
6145.2	Athletic Competition
6145.2	Athletic Competition
6151	Class Size
6152.1	Placement In Mathematics Courses
6152.1	Placement In Mathematics Courses
6158	Independent Study
6158	Independent Study
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6162.5	Student Assessment
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6162.54	Test Integrity/Test Preparation
6170.1	Transitional Kindergarten
6171	Title I Programs
6171	Title I Programs
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
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
6173.4	Education For American Indian Students
6175	Migrant Education Program
6175	Migrant Education Program
6178	Career Technical Education
6178	Career Technical Education
6178.1	Work-Based Learning
6178.1	Work-Based Learning
6178.2	Regional Occupational Center/Program
6181	Alternative Schools/Programs Of Choice
6181	Alternative Schools/Programs Of Choice
6184	Continuation Education
6184	Continuation Education
6185	Community Day School
6185	Community Day School
6190	Evaluation Of The Instructional Program
6200	Adult Education
6200	Adult Education
9000	Role Of The Board
9310	Board Policies
9400	Board Self-Evaluation

Policy 0520: Intervention In Underperforming Schools

Status: ADOPTED

Original Adopted Date: 10/01/2019 | **Last Revised Date:** 12/01/2023 | **Last Reviewed Date:** 10/12/01/2019/2023

CSBA NOTE: Pursuant to Education Code 52059.5, the California Department of Education (CDE) has established a single statewide system of support for districts and schools that meets state requirements as well as federal Title I requirements. The following policy reflects the purposes and requirements of the statewide system and may be revised to reflect district practice.

The Governing Board desires that all district schools provide a high-quality educational program that maximizes the achievement of each district student. The district shall provide assistance to schools to support the continuous improvement of student performance within the priorities identified in the district's local control and accountability plan (LCAP) and to enhance the achievement of low-performing student subgroups.

CSBA NOTE: Pursuant to Education Code 52071, the Governing technical assistance is required to be provided if a numerically significant student subgroup is not making sufficient progress toward its local control and accountability plan (LCAP) goals pursuant to Education Code 52064.5. Technical assistance includes, but is not limited to (1) identifying a district's strengths and weaknesses in regard to state priorities, (2) working collaboratively to secure assistance from academic, programmatic, or fiscal experts to identify and implement effective programs and practices designed to improve performance in any areas of weakness, (3) obtaining timely documentation from the district demonstrating that it has completed the above activities or substantially similar activities, or it has selected another service provider to work with the school district to complete the above activities, and (4) requesting that the California Collaborative for Educational Excellence (CCEE) provide advice and assistance to the district.

Education Code 52071, as amended by SB 114 (Ch. 48, Statutes of 2023), expands technical assistance provided on this basis to include identifying student subgroups that are low performing or experiencing significant disparities from other student subgroups as identified on the California School Dashboard, and reviewing the district's LCAP to identify areas of strengths and weaknesses in the identified goals, actions, and services, with a particular focus on those areas considered to be contributing toward meeting the increased or improved services requirement and all required goals.

Education Code 52071, as amended by SB 114, creates a new basis for technical assistance when a district fails to meet the data submission requirements of Education Code 60900. In this circumstance, technical assistance includes, but is not limited to (1) identifying a district's strengths and weaknesses in regard to state priorities, (2) working collaboratively to secure assistance from academic, programmatic, or fiscal experts to identify and implement effective programs and practices designed to improve performance in any areas of weakness, (3) obtaining timely documentation from the district demonstrating that it has completed the above activities or substantially similar activities, or it has selected another service provider to work with the school district to complete the above activities, (4) requesting that CCEE provide advice and assistance to

the district, (5) reviewing the district's LCAP to identify areas of strengths and weaknesses in the identified goals, actions, and services, with a particular focus on those areas considered to be contributing toward meeting the increased or improved services requirement and all required goals, and (6) reviewing the district's data management policies and collection and submission processes, including monitoring and oversight of the student information system, to ensure the timely submission of accurate data.

In addition to technical assistance as described above, the Board may, at its discretion, request technical assistance from the County Superintendent of Schools as described in items #1-2 below. The County Superintendent, who may charge be required to provide it, but the district may be assessed a fee, not to exceed the cost of the service, when the district has otherwise not .

Education Code 52052, as amended by SB 114, has been identified for technical assistance or state intervention and the service requested would create expanded to include long-term English learners as a numerically significant subgroup, separate from English learners. Pursuant to Education Code 52052, as amended by SB 141 (Ch. 194, Statutes of 2023), a "long-term English learner" is defined as a student who has not attained English language proficiency within seven years of initial classification as an unreasonable or untenable cost burden for the County Superintendent English learner.

At its discretion, the Board may submit a request to the County Superintendent of Schools for technical assistance regarding the following: (Education Code 52071)

1. Identifying the district's strengths and weaknesses in regard to state priorities addressed in the LCAP, including collaboration between the district and County Superintendent to review performance data on the state and local indicators included in the California School Dashboard, educator qualifications data, and other relevant local data and to identify effective, evidence-based programs or practices that address any areas of weakness
2. Identifying student subgroups that are low performing or experiencing significant disparities from other subgroups as identified on the California School Dashboard in order to identify and implement effective programs and practices to improve the outcomes and opportunities for these students
- 2.3. Securing assistance from an academic, programmatic, or fiscal expert, or team of experts, to identify and implement effective programs and practices that are designed to improve performance in any areas of weakness identified by the district
4. Identifying areas of strengths and weaknesses in the identified goals, actions, and services addressed in the LCAP, with a particular focus on those areas considered to be contributing toward meeting the increased or improved services requirement and all required goals
5. Reviewing the district's data management policies and collection and submission processes, including monitoring and oversight of the student information system, to ensure the submission of accurate data according to the processes and timelines established by the California Department of Education (CDE)

In the event that the County Superintendent requires the district to receive technical assistance based on a determination that one or more numerically significant student subgroups in a district school meet the performance criteria established pursuant Education Code 52064.5, the ~~Board~~ district shall work, for a minimum of two years, maintain regular communication with the

County Superintendent, and shall provide the County Superintendent timely documentation of o, the County Superintendent regarding the district's completion of the activities listed in items Items #1-25 above, or substantially similar activities. (Education Code 52071)

With the approval of the County Superintendent, the The district may, at its own expense, engage another service provider, including, but not limited to, another school district, the county office of education, or a charter school, to act as a partner to the district in filling the district's need for technical assistance. (Education Code 52071)

CSBA NOTE: Pursuant to Education Code 52074, either the County Superintendent or the Superintendent of Public Instruction (SPI) may refer a district to the California Collaborative for Educational Excellence (CCEE) if it is determined to be necessary to help the district accomplish the goals set forth in the district's LCAP. Additionally, if following the provision of technical assistance pursuant to Education Code 52071, the County Superintendent and the geographic lead agency may agree to refer the district to CCEE if it is determined to be necessary to help the district accomplish the goals set forth in the district's LCAP. If a district receives an emergency apportionment pursuant to Education Code 41320-41322, the district shall be deemed to have been referred to CCEE. Pursuant to Education Code 52074, as amended by SB 114, other than the circumstances described above, only a district that is eligible for technical assistance pursuant to Education Code 52071 may request advice and assistance from CCEE.

Education Code 52072, as repealed and added by SB 114, provides that if the district meets the performance criteria for assistance and intervention pursuant to Education Code 52064.5 for three or more student subgroups, or all of the district's subgroups if the district has less than three subgroups, in three out of the four consecutive school years, CCEE will consult with the district and any provider of technical assistance to determine if assistance from CCEE is necessary. When making this determination, primary consideration will be given to the needs of the students in the district. Any resulting technical assistance will be facilitated by CCEE, in collaboration with the County Superintendent, and focus on building the district's capacity to develop and implement actions and services responsive to student and community needs pursuant to Section 52071 in a manner that streamlines improvement efforts for the school district.

If referred to The district shall consider any recommendations from the California Collaborative for Educational Excellence by either the County Superintendent or the Superintendent of Public Instruction (SPI), the district shall implement the recommendations of that agency in order to accomplish the goals set forth in the district's district's LCAP. (Education Code 52071, 52072, 52074)

CSBA NOTE: Education Code 52072.1, as added by SB 114, provides that the SPI, with approval of the State Board of Education (SBE), may intervene when a district meets both of the following criteria: (1) the district did not improve the outcomes for three or more student subgroups is identified by CCEE pursuant to Education Code 52052, or all of the student subgroups if the district has fewer than three subgroups, in regard to more than one state or local priority in three out of four consecutive school years; and (2) the CCEE has provided advice and assistance to the district and submits a finding that the district failed or is 52072 as either (1) failing, or being unable to implement the CCEE's recommendations or that the district's inadequate performance, of CCEE, or (2) based on the California School Dashboard, exhibiting inadequate performance that is so persistent or acute as to require intervention: by the SPI.

For any district identified as needing intervention, the SPI or an academic trustee appointed by the SPI may, with approval of the SBE, take one or more of the actions listed in items #1-3 below.

If the [SPI Superintendent of Public Instruction \(SPI\)](#) identifies the district as needing intervention, the district shall cooperate with any action taken by the SPI or any academic advisor appointed by the SPI, which may include one or more of the following: (Education Code 52072.1)

1. Revision of the district's LCAP
2. Revision of the district's budget, in conjunction with changes in the LCAP, that would allow the district to improve the outcomes for all student subgroups in regard to state and local priorities
3. A determination to stay or rescind any district action that would prevent the district from improving outcomes for all student subgroups, provided that action is not required by a collective bargaining agreement

CSBA NOTE: Pursuant to 20 USC 6311, based on data in the Dashboard, schools that are in the lowest performing five percent statewide of schools receiving federal Title I funding, as well as high schools with a graduation rate lower than ~~67.68~~ percent averaged over ~~two~~ three years, are identified by [the California Department of Education \(CDE\)](#) for comprehensive support and improvement (CSI). Schools are identified for targeted support and improvement (~~TSI~~) if one or more numerically significant student subgroups meet the criteria for the lowest performing five percent of Title I schools, or for additional targeted support and improvement (~~ATSI~~) if one student group, on its own, meets these criteria. [More information on CSI, including CDE's, "2022 Dashboard Technical Guide: Every Student Succeeds Act School Support," is available on CDE's website.](#) For program requirements, see BP 0520.1 - Comprehensive and Targeted Support and Improvement.

In addition, any school identified by [the California Department of Education CDE](#) for comprehensive support and improvement, targeted support and improvement, or additional targeted support and improvement shall develop and implement a school plan in accordance with 20 USC 6311. Such schools may be required to partner with an external entity, agency, or individual with demonstrated expertise and capacity to identify and implement more rigorous interventions.

Policy Reference UPDATE Service

Copyright 2023 by **California School Boards Association**, West Sacramento, California 95691

All rights reserved.

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 52052	Numerically significant student subgroups
Ed. Code 52059.5	Statewide system of support
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 60640- 60649 60648.5	California Assessment of Student Performance and Progress

Ed. Code 64001	School plan for student achievement; consolidated application programs
Federal 20 USC 6311-6322	Description Improving basic programs for disadvantaged students
Management Resources California Department of Education Publication	Description 2022 Dashboard Technical Guide: Every Student Succeeds Act School Support, December 2022 (https://www.cde.ca.gov/dashboard)
California Department of Education Publication	California ESSA Consolidated State Plan, 2017 2022 (https://www.cde.ca.gov/re/es/)
California Department of Education Publication	CSI/TSI/ATSI Comprehensive Support and Improvement Frequently Asked Questions (https://www.cde.ca.gov/sp/sw/t1/csi.asp)
California Department of Education Publication California Department of Education Publication	California School Dashboard Targeted/Additional Targeted Support & Improvement Frequently Asked Questions (https://www.cde.ca.gov/sp/sw/t1/tsi.asp)
US DOE Publications	Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments, 2016 September 2023 (https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf)
Website	CSBA District and County Office of Education Legal Services
Website Website	California School Dashboard California Collaborative for Educational Excellence (https://ccee-ca.org/)
Website	U.S. Department of Education
Website	California Department of Education
Website	CSBA

Cross References

Code	Description
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0500	Accountability

Regulation 1220: Citizen Advisory Committees

Status: ADOPTED

Original Adopted Date: 07/01/2007 | **Last Revised Date:** 12/01/2018~~2023~~ | **Last Reviewed Date:** 12/01/2018~~2023~~

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

Pursuant to Government Code 815.2 and 820.9, members of advisory committees are not liable for injuries caused by the act or omission of the district, a committee, or a committee member acting within the scope of his/~~her~~the member's role as a member of the committee. However, a committee member may be liable for injury caused by his/~~her~~the member's own wrongful conduct.

Committee Charge

CSBA NOTE: Items #1-9 may be modified to reflect district practice. When committees are appointed, committee members shall receive written information which includes, but is not limited to:

1. The committee members' names
2. The procedure to be used in the selection of the committee chairperson and other committee officers
3. The name(s) and contact information of staff member(s) assigned to support the work of the committee
4. The goals and specific charge(s) of the committee, including its topic(s) for study
5. The specific period of time that the committee is expected to serve
6. Legal requirements regarding meeting conduct and public notifications
7. Resources available to help the committee perform its tasks
8. Timelines for progress reports and/or final report
9. Relevant Board policies and administrative regulations

Committees Subject to Brown Act Requirements

CSBA NOTE: Generally, any commission, committee, board, or other body created by formal action of the Governing Board, regardless of whether that body is permanent or temporary, decision-making or advisory, is a "legislative body," as defined in Government Code 54952, and is required to comply with the open meeting laws (Brown Act). However, some committees are by law exempted from the Brown Act. For example, committees specified in Education Code 35147 are not subject to the Brown Act; see "Committees Not Subject to Brown Act Requirements" below. Committees composed solely of Board members who are less than a quorum of the Board may also be exempt

from Brown Act requirements in limited circumstances; see BB 9130 - Board Committees.

Committees listed in ~~items~~Items #1-~~5~~4 below are generally created by formal Board action and thus are subject to the Brown Act. This list should be modified to add any other specific committees in the district created by formal Board action or any committees that the Board has required to follow the Brown Act. This list should be modified to delete any of the committees that were not created by formal Board action (e.g., Superintendent committees) or do not exist within the district. In *Frazer v. Dixon Unified School District*, the court held that the adoption of a Board policy that required the appointment of a committee to advise the Superintendent, and in turn, the Board, was a committee created by "formal Board action" within the meaning of Government Code 54952. Therefore, the committee's meetings were subject to the Brown Act. Districts should consult [CSBA's District and County Office of Education Legal Services or district](#) legal counsel when questions arise regarding the applicability of Brown Act requirements to district or school committees.

Brown Act requirements pertaining to open meetings, notices, and public participation pursuant to Government Code 54950-54963 shall be complied with by any committee created by formal action of the Governing Board, including, but not limited to, the following:

1. ~~Advisory committee established pursuant to Education Code 56190-56194 related to special education~~
2. 1. Advisory committee established pursuant to Education Code 8070 related to career technical education
3. 2. Committee established to assist in development of a student wellness policy pursuant to 42 USC 1758b
4. 3. Committee established pursuant to Education Code 17387-17391 related to the use or disposition of excess real property
5. 4. Citizens' oversight committee established to examine the expenditure of general obligation bond or school facilities improvement bond revenues passed with a 55 percent majority of the voters pursuant to Education Code 15278 and 15359.3

Committees Not Subject to Brown Act Requirements

CSBA NOTE: Pursuant to Education Code 35147, school site councils and some advisory committees, as specified in ~~items~~Items #1-~~6~~7 below, are exempt from the Brown Act but must comply with other, less complex procedural requirements (i.e., the "mini" Brown Act). In addition, the Board may require other specific district committees that are not subject to the Brown Act to follow the requirements of the "mini" Brown Act. Such committees should be added to the list below.

The following committees shall comply with procedural meeting requirements established in Education Code 35147:

1. Parent advisory committee and English learner parent advisory committee established pursuant to Education Code 52063 to review and comment on the local control and accountability plan

CSBA NOTE: Pursuant to Education Code 35147, school site councils are exempt from the Brown Act and are subject to the procedural meeting requirements in Education Code 35147. However, Education Code 35147 has not yet been amended for consistency with AB 716 (Ch. 471, Statutes of 2018), which repealed Education Code 52852 and moved the requirements related to school site councils to Education Code 65000-65001..

2. School site councils established pursuant to Education Code 65000-65001 to develop and approve a school plan for student achievement
3. District or school advisory committees established pursuant to Education Code 52176 related to programs for English learners
4. School advisory committees established pursuant to Education Code 54425(b) related to compensatory education
5. Any district advisory committee established pursuant to Education Code 54444.2 related to migrant education programs
6. School committees established pursuant to Education Code 11503 related to parent involvement

CSBA NOTE: Pursuant to Education Code 35147, as amended by SB 1057 (Ch. 301, Statutes of 2022), special education advisory committees, established pursuant to Education Code 56190-56194, are not required to meet Brown Act requirements pertaining to open meetings, but must comply with "mini" Brown Act requirements described below.

7. Advisory committees established pursuant to Education Code 56190-56194 related to special education

CSBA NOTE: The paragraphs which follow describe the "mini" Brown Act Requirements pursuant to Education Code 35147.

Meetings of the above councils or committees shall be open to the public, and any member of the public shall have the opportunity to address the council or committee during the meeting on any item within its subject matter jurisdiction. Notice of the meeting shall be posted at the school site or other appropriate location accessible ~~location~~ to the public at least 72 hours before the meeting, specifying the date, time, and location of the meeting and containing an agenda that describes each item of business to be discussed or acted upon. (Education Code 35147)

The above councils or committees shall not take action on any item of business not listed on the agenda ~~unless~~ until after all members present vote unanimously ~~find~~ finding that there is a need to take immediate action and that this need came to the council's or committee's attention after the agenda was posted. In addition to addressing items on the agenda, members of the council, committee, or public may ask questions or make brief statements that do not have a significant effect on district students or employees or that can be resolved solely by providing information. (Education Code 35147)

Any council or committee violating the above procedural requirements must, at the demand of any person, reconsider the item at the next meeting, ~~first~~ after allowing for public input on the item. (Education Code 35147)

Any materials provided to a council or committee shall be made available to any member of the public upon request pursuant to the California Public Records Act, Government Code ~~6250-6270~~7920.00-7930.215. (Education Code 35147)

Committees Created by Superintendent

Committees which are created by the Superintendent or designee to advise the administration, ~~that~~ do not report to the Board; and are not specified in Education Code 35147, shall not be subject to the requirements of the Brown Act or Education Code 35147.

Policy Reference UPDATE Service

Copyright 2023 by California School Boards Association, West Sacramento, California 95691

All rights reserved.

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 11503	Parent involvement programs in Title I schools
Ed. Code 15278-15282	Citizens' oversight committee
Ed. Code 15359.3	School facilities improvement districts
Ed. Code 17387-17391	Advisory committees for use of excess school facilities
Ed. Code 35147	School site councils and advisory committees
Ed. Code 44032	Travel expense payment
Ed. Code 52060	Local control and accountability plan
Ed. Code 52176	Advisory committees; limited-English proficient students program
Ed. Code 54425	Advisory committees; compensatory education
Ed. Code 54444.1-54444.2	Parent advisory councils; services to migrant children
Ed. Code 56190-56194	Community advisory committee; special education
Ed. Code 62002.5	Continuing parent advisory committees
Ed. Code 64001	School plan for student achievement; consolidated application programs
Ed. Code 65000-65001	School site councils
Ed. Code 8070	Career technical education advisory committee
Gov. Code 54950-54963	The Ralph M. Brown Act
Gov. Code 7920.000-7930.170 <u>215</u>	California Public Records Act

Gov. Code 810.2	Tort claims act; definition <u>of</u> employee
Gov. Code 810.4	Tort claims act; definition <u>of</u> employment
Gov. Code 815.2	Injuries by employees within scope of employment
Gov. Code 820.9	Members of local public boards not vicariously liable

Federal

42 USC 1758b

Description

Local wellness policy

Management Resources

Court Decision

Description

Frazer v. Dixon Unified School District; (1993) 18 Cal.App.4th 781

Website

CSBA District and County Office of Education Legal Services

Website

California Department of Education

Website

CSBA

Cross References

Code

0000

Description

Vision

0200

Goals For The School District

0400

Comprehensive Plans

0420

School Plans/Site Councils

0420

School Plans/Site Councils

0430

Comprehensive Local Plan For Special Education

0430

Comprehensive Local Plan For Special Education

0440

District Technology Plan

0440

District Technology Plan

0450

Comprehensive Safety Plan

0450

Comprehensive Safety Plan

0460

Local Control And Accountability Plan

0460

Local Control And Accountability Plan

0500

Accountability

1000

Concepts And Roles

1100

Communication With The Public

1312.3

Uniform Complaint Procedures

1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1330.1	Joint Use Agreements
1340	Access To District Records
1340	Access To District Records
1431	Waivers
1700	Relations Between Private Industry And The Schools
2000	Concepts And Roles
2120	Superintendent Recruitment And Selection
2230	Representative And Deliberative Groups
3100	Budget
3100	Budget
3220.1	Lottery Funds
3231	Impact Aid
3280	Sale Or Lease Of District-Owned Real Property
3280	Sale Or Lease Of District-Owned Real Property
3312	Contracts
3350	Travel Expenses
3430	Investing
3430	Investing
3460	Financial Reports And Accountability
3460	Financial Reports And Accountability
3510	Green School Operations
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
4156.2	Awards And Recognition
4256.2	Awards And Recognition
4356.2	Awards And Recognition
5030	Student Wellness
5126	Awards For Achievement

5126	Awards For Achievement
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5142.2	Safe Routes To School Program
5142.2	Safe Routes To School Program
6011	Academic Standards
6020	Parent Involvement
6020	Parent Involvement
6141	Curriculum Development And Evaluation
6141	Curriculum Development And Evaluation
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6146.11	Alternative Credits Toward Graduation
6146.11	Alternative Credits Toward Graduation
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
6170.1	Transitional Kindergarten
6171	Title I Programs
6171	Title I Programs
6172	Gifted And Talented Student Program
6172	Gifted And Talented Student Program
6173.4	Education For American Indian Students
6174	Education For English Learners
6174	Education For English Learners
6175	Migrant Education Program
6175	Migrant Education Program
6178	Career Technical Education
6178	Career Technical Education
6178.1	Work-Based Learning
6178.1	Work-Based Learning

6181	Alternative Schools/Programs Of Choice
6181	Alternative Schools/Programs Of Choice
7110	Facilities Master Plan
7150	Site Selection And Development
7150	Site Selection And Development
7213	School Facilities Improvement Districts
7214	General Obligation Bonds
7214	General Obligation Bonds
7310	Naming Of Facility
9005	Governance Standards
9130	Board Committees
9140	Board Representatives
9310	Board Policies
9320	Meetings And Notices
9321	Closed Session
9321-E(1)	Closed Session
9321-E(2)	Closed Session
9323	Meeting Conduct

Policy 1431: Waivers

Status: ADOPTED

Original Adopted Date: 07/01/2005 | **Last Revised Date:** ~~10/12/01/2019~~2023 | **Last Reviewed Date:** ~~10/12/01/2019~~2023

CSBA NOTE: The following optional policy covers waiver requests that the State Board of Education (SBE) generally has legal authority to grant (general waivers). In order to provide districts with flexibility without undermining the basic intent of the law, Education Code 33050-33053 permit the Governing Board to request that SBE waive sections of the Education Code and Title 5 of the California Code of Regulations.

Education Code 33050 exempts certain sections of the Education Code from SBE's authority to grant waivers. ~~SB 75 (Ch. 51, Statutes of 2019) amended Education Code 33050 to prohibit~~ prohibits the waiver of specified provisions relating to funding for charter schools. , and, as amended by SB 114 (Ch. 48, Statutes of 2023), prohibits the waiver of transitional kindergarten and kindergarten requirements provided for in Education Code 48000-48003.

This policy does not address waivers expressly authorized by law for specific programs and situations (specific waivers) such as the waiver of Education Code 56101 for students with disabilities, the waiver of specified school site council provisions pursuant to Education Code 65001, waivers that may be granted by the Commission on Teacher Credentialing, or waivers that may be specifically granted by the Superintendent of Public Instruction such as waivers for alternative schools. See BP 6181 - Alternative Schools/Programs of Choice. For any such waiver, the process for obtaining the waiver would be as specified in the provision of law governing the program.

The Governing Board recognizes that circumstances may arise in the operation of the district that require a waiver from state law or regulation. When it is in the interest of district students, the Board may request that the State Board of Education (SBE) waive any provision of state law or regulation which SBE has authority to waive pursuant to Education Code 33050.

CSBA NOTE: The California Department of Education (CDE) ~~web site~~website contains an online waiver request system as well as guidance and Frequently Asked Questions to help expedite the waiver submission process. Prior to submitting a waiver request, the district should confirm that it has gathered all the data required and has complied with all the legal requirements for the request. The district should also review Education Code 33051 which specifies the reasons for which SBE may deny the request.

Any waiver request to be submitted to SBE shall first be approved by the Board. The Superintendent or designee shall ensure that each proposed waiver request includes all information necessary for the Board to analyze the need for the waiver and make an informed decision.

If the proposed waiver request affects a program that requires the existence of a school site council, the Superintendent or designee shall obtain the school site council's approval of the request before presenting it to the Board. As appropriate, other councils or advisory committees, including bilingual advisory committees, shall be provided adequate opportunity to review a proposed waiver request,

and the request shall include a written summary of any objections to the request by the councils or advisory committees. (Education Code 33051)

CSBA NOTE: Education Code 33050 does not include specific requirements in regard to the public hearing that must be held before the Board submits a waiver request. CDE's ["General Waiver Instructions, Requests"](#), located on its [web site website](#), state that the public hearing must be properly noticed and held during a board meeting.

To receive public testimony on each proposal for a waiver request, the Board shall hold a properly noticed public hearing during a Board meeting. (Education Code 33050)

CSBA NOTE: Education Code 33050 does not specify the length of the advanced notice required for the public hearing described above. However, CSBA believes that the notice must allow sufficient time to enable members of the public adequate opportunity to participate in the waiver request process.

CDE's ["General Waiver Instructions Requests"](#) provide that distribution of the board meeting agenda is insufficient to constitute proper notice for the public hearing. The notice must specifically invite public testimony, and can be advertised by (1) printing a notice that includes the time, date, location, and subject of the hearing in a newspaper of general circulation, ~~or~~ (2) in small districts, posting a formal notice at each school and three public places in the district: [, or \(3\) publishing a notice on the district's website that includes the time, date, location, and subject of the hearing. Districts should consult CSBA's District and County Office of Education Legal Services or legal counsel prior to advertising the public hearing by another means.](#)

The following optional paragraph may be revised to specify the length of the notice in accordance with district practice, and should be modified appropriately depending on the size of the district.

The notice, which shall state the time, date, location, and subject of the public hearing and invite public testimony, ~~may~~ [shall](#) be posted at each school and three public places ~~in the~~ district, [or published on the district's website.](#)

CSBA NOTE: Pursuant to Education Code 33051, any general waiver which has been granted for two consecutive years, or which is initially granted for two years, may be regarded as "permanent" for as long as the information on the waiver request remains current. However, SBE may require updated information for a general waiver whenever it determines that information to be necessary.

SBE may also rescind a waiver if additional information supporting a recession is made available to SBE.

If the district determines that a waiver is needed for more than one year, the Board shall reapply to SBE. When the Board has requested and received the same general waiver from SBE for two consecutive years, the Board does not subsequently need to reapply annually provided that the information contained on the request remains current, except that the district shall apply annually for the renewal of any waiver regarding teacher credentialing. (Education Code 33051)

Policy Reference UPDATE Service

Copyright 2023 by California School Boards Association, West Sacramento, California 95691

All rights reserved.

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 33050-33053

[Ed. Code 48000-48003](#)

Ed. Code 48800

Ed. Code 51747.3

Ed. Code 56000-56865

Ed. Code 65000-65001

Description

General waiver authority

[Kindergarten](#)

Attendance at community college

Charter school independent study funding

Special education programs

School site councils

Management Resources

Website

Website

Website

Description

CSBA District and County Office of Education Legal Services

California Department of Education, Waiver Office

Commission on Teacher Credentialing

Cross References

Code

0420

0420

0420.41

0420.41-E(1)

1220

1220

3280

Description

School Plans/Site Councils

School Plans/Site Councils

Charter School Oversight

Charter School Oversight

Citizen Advisory Committees

Citizen Advisory Committees

Sale Or Lease Of District-Owned Real Property

3280	Sale Or Lease Of District-Owned Real Property
4112.23	Special Education Staff
4140	Bargaining Units
4240	Bargaining Units
4340	Bargaining Units
6111	School Calendar
6117	Year-Round Schedules
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6178.2	Regional Occupational Center/Program
9320	Meetings And Notices

Policy 3400: Management Of District Assets/Accounts

Status: ADOPTED

Original Adopted Date: 07/01/2001 | **Last Revised Date:** 07/12/01/2007/2023 | **Last Reviewed Date:** 07/12/01/2007/2023

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

The Governing Board recognizes its fiduciary responsibility to effectively manage and safeguard the district's assets and resources in order to help achieve the district's goals for student learning. The Superintendent or designee shall establish and maintain an accurate, efficient financial management system that enhances the district's ability to meet its fiscal obligations, produces reliable financial reports, and complies with laws, regulations, policies, and procedures. ~~He/she~~The Superintendent or designee shall ensure that the district's accounting system provides ongoing internal controls and meets generally accepted accounting standards: as specified by the California Department of Education and, as appropriate, the Governmental Accounting Standards Board (GASB). When required by law or as directed by the Board, and in accordance with Board Policy and Administrative Regulation 3460 – Financial Reports and Accountability, the Superintendent or designee shall submit to the Board reports of the district's financial status.

Capital Assets

CSBA NOTE: Statement #34 from the Governmental Accounting Standards Board (GASB), the national group responsible for establishing accounting and financial reporting standards for state and local governments, requires that districts determine an appropriate capitalization threshold and identify and value capital assets. The California Department of Education (CDE) ~~CDE~~ recommends, for most districts, a capitalization threshold that includes a unit acquisition cost criterion of at least \$5,000, although a lower threshold may be necessary for small districts and higher threshold for larger districts. For more information regarding Statement #34, see, "FAQs regarding Government Accounting Standards Board (GASB) 34," available on CDE's website. The following optional paragraph establishes a \$5,000 capitalization threshold consistent with the CDE's recommendation. The district should revise the following paragraph if it has established a different threshold.

The Superintendent or designee shall develop a system to accurately identify and value district assets in order to help ensure financial accountability and to minimize the risk of loss or misuse. District assets with a useful life of more than one year and an initial acquisition cost of \$5,000 or more shall be considered capital assets. The Superintendent or designee shall determine the estimated useful life of each capital asset and shall calculate and report the estimated loss of value

or depreciation during each accounting period for all capital assets.

Internal Controls/Fraud Prevention

CSBA NOTE: Internal controls are defined as safeguards that are in place to provide assurance regarding the effectiveness and efficiency of operations, reliability of financial reporting, and compliance with applicable laws and regulations. Internal controls are checks and balances to help prevent fraud, waste, and abuse.

The following section contains recommendations by auditors of internal control policies and procedures and should be modified to reflect district practice.

The Board expects Board members, employees, consultants, vendors, contractors, and other parties maintaining a business relationship with the district to act with integrity and due diligence in dealings involving the district's assets and fiscal resources.

CSBA NOTE: When entering into a contract, a district is required to comply with California's conflict of interest laws, including, but not limited to, Government Code 1090 (financial interest in a contract), Government Code 87100-87500 (Political Reform Act), and Government Code 84308, as amended by SB 1439 (Ch. 848, Statutes of 2022), related to conflict of interest from campaign contributions. Pursuant to Government Code 1090, Board members, district employees, and consultants are prohibited from having a financial interest in any contract made by the Board on behalf of the district. See BP 3312 – Contracts and BB 9270 – Conflicts of Interest.

Board members and district employees involved in the making of contracts on behalf of the district shall comply with the district's conflict of interest policy as specified in Board Bylaw 9270 - Conflict of Interest.

The Superintendent or designee shall develop internal controls which aid in the prevention and detection of fraud, financial impropriety, or irregularity within the district. , assist with effective and efficient operation of the district, produce reliable financial information, and ensure compliance with all applicable laws and regulations. These internal controls may include, but are not limited to, segregating and monitoring employee duties relating to authorization, custody of assets, and recording or reporting of transactions; providing detailed, written job descriptions explaining the segregation of functions; adopting an integrated financial system; developing timely reconciliations of budgets, ledgers, and accounts; conducting background checks on business office employees; and requiring continuous in-service training for business office staff and board members on the importance of fraud prevention, financial management, budget, and governance.

All employees shall be alert for any indication of fraud, financial impropriety, or irregularity within their area of responsibility. Any employee who suspects fraud, impropriety, or irregularity shall immediately report those suspicions to his/her the employee's immediate supervisor and/or the Superintendent or designee. In addition, the Superintendent or designee shall establish a method for employees and outside persons to anonymously report any suspected instances of fraud, impropriety, or irregularity.

The Superintendent or designee shall have primary responsibility for any necessary investigations of suspected fraud, impropriety, or irregularity, in coordination with legal counsel, the district's auditors, the Fiscal Crisis and Management Assistance Team (FCMAT), law enforcement agencies, or other governmental entities, as appropriate.

The Superintendent or designee shall provide regular reports to the Board on the status of the district's internal control procedures and recommend any necessary revisions to related Board policies or administrative regulations.

Policy Reference UPDATE Service

Copyright 2023 by **California School Boards Association**, West Sacramento, California 95691

All rights reserved.

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
<u>Ed. Code 1241.5</u>	<u>Audit by county superintendent</u>
Ed. Code 14500-14508	Financial and compliance audits
Ed. Code 35035	Powers and duties of the superintendent; transfer authority
Ed. Code 35250	Duty to keep certain records and reports
Ed. Code 41010-41023	Accounting regulations; budget controls and audits
Ed. Code 42600-42603	Control of expenditures
Ed. Code 42647	Drawing of warrants by district on county treasurer; form; reports, statements, and other data
<u>Gov. Code 1090-1099</u>	<u>Prohibitions applicable to specified officers</u>
Gov. Code 53995-53997	Obligation of contract
<u>Gov. Code 84308</u>	<u>Campaign Disclosure</u>
<u>Gov. Code 87100-87500</u>	<u>Political Reform Act</u>
Management Resources	Description
<u>Governmental Accounting Standards Board Publication</u>	<u>Implementation Guide No. 2023-1, Implementation Guidance Update –2023, June 2023</u> https://www.gasb.org/page/ShowDocument?path=Implementation%2520Guide%2520No.%25202023-1%E2%80%94Implementation%2520Guidance%2520Update%E2%80%942023.pdf&acceptedDisclaimer=true&title=GASB+IMPLEMENTATION+GUIDE+NO.+2023-1%E2%80%94IMPLEMENTATION+GUIDANCE+UPD
<u>Governmental Accounting Standards Board Statement</u>	<u>Statement 96, Subscription-Based Information Technology Arrangements, May 2020</u> www.gasb.org/document/blob?fileName=GASBS%2096.pdf
<u>Governmental Accounting Standards Board Publication</u>	<u>Implementation Guide No. 2019-3, Leases, August 2019</u> https://www.gasb.org/page/ShowDocument?path=Implementation%2520Guide%25202019-

[3%CE%93%C3%87%C3%B6Leases.pdf&acceptedDisclaimer=true;le=GASB+IMPLEMENTATION+GUIDE+NO.+2019-3%E2%80%94LEASES&Submit=\)](#)

[Governmental Accounting Standards Board Statement](#) [Statement 87, Leases, June 2017](#)
[\(www.gasb.org/document/blob?fileName=GASBS87.pdf\)](#)

Governmental Accounting Standards Board Statement Statement 34, Basic Financial Statements and Management's Discussion and Analysis - For State and Local Governments, June 1999
[\(https://gasb.org/page/ShowDocument?path=GASBS%252034.pdf&acceptedDisclaimer=true&title=GASB+STATEMENT+NO.+34%2C+SIC+FINANCIAL+STATEMENTS%E2%80%94AND+MANAGEMENT%27S+DISCUSSION+AND+ANALYSIS%E2%80%94FOR+STATE+LOCAL+GOVERNMENTS&Submit=\)](#)

- Website CSBA District and County Office of Education Legal Services
- Website Governmental Accounting Standards Board
- Website California State Controller
- Website California Department of Education, Finance and Grants
- Website CSBA
- Website Fiscal Crisis and Management Assistance Team
- Website California Association of School Business Officials
- Website School Services of California, Inc.

Cross References

Code	Description
3000	Concepts And Roles
3100	Budget
3100	Budget
3110	Transfer Of Funds
3230	Federal Grant Funds
3230	Federal Grant Funds
3300	Expenditures And Purchases
3312	Contracts
3314	Payment For Goods And Services
3314	Payment For Goods And Services
3314.2	Revolving Funds

3430	Investing
3430	Investing
3440	Inventories
3451	Petty Cash Funds
3452	Student Activity Funds
3460	Financial Reports And Accountability
3460	Financial Reports And Accountability
3470	Debt Issuance And Management
3511	Energy And Water Management
3511	Energy And Water Management
3530	Risk Management/Insurance
3530	Risk Management/Insurance
3551	Food Service Operations/Cafeteria Fund
3551	Food Service Operations/Cafeteria Fund
4112.6	Personnel Files
4119.1	Civil And Legal Rights
4119.23	Unauthorized Release Of Confidential/Privileged Information
4151	Employee Compensation
4212.6	Personnel Files
4219.1	Civil And Legal Rights
4219.23	Unauthorized Release Of Confidential/Privileged Information
4251	Employee Compensation
4312.6	Personnel Files
4319.1	Civil And Legal Rights
4319.23	Unauthorized Release Of Confidential/Privileged Information
4351	Employee Compensation
5126	Awards For Achievement
5126	Awards For Achievement
9124	Attorney
<u>9270</u>	<u>Conflict of Interest</u>

Regulation 3400: Management Of District Assets/Accounts

Status: ADOPTED

Original Adopted Date: 10/01/1993 | **Last Revised Date:** 07/12/01/20032023 | **Last Reviewed Date:** 07/12/01/20032023

Accounts

The district's accounting system shall fully comply with the definitions, instructions and procedures set forth in the California Department of Education ([CDE](#)) School Accounting Manual. (Education Code 41010)

CSBA NOTE: Pursuant to the Governmental Accounting Standards Board's (GASB) Statement #87, and GASB's Implementation Guide No. 2019-3, there is only one single model for lease accounting with no distinction between capital and operating leases.

"Subscription-based information technology arrangements" (SBITA) is defined as a contract that conveys control of the right to use another party's (a SBITA vendor's) information technology (IT) software, alone or in combination with tangible capital assets (the underlying IT assets), as specified in the contract for a period of time in an exchange or exchange-like transaction. Such arrangements are covered under GASB Statement #96, "Subscription-Based Information Technology Arrangements," which states that when a district utilizes SBITA, it results in an intangible right-to-use subscription asset and a corresponding subscription liability and requires disclosure. Because of the liability and disclosure requirements, the district should ensure proper accounting of assets based on type, and consult with the district's auditor as necessary.

Additional information about GASB Statements #87 and #96 can be found in GASB's accompanying Implementation Guides, available on GASB's website, and the California Department of Education's (CDE), "Standardized Account Code Structure (SACS) November 2, 2021 meeting minutes," available on CDE's website. For more information on financial reports of the district, see BP/AR 3460 – Financial Reports and Accountability.

The district shall utilize CDE's standardized account code structure (SACS) software to develop financial reports. The district's accounting system shall comply with generally accepted accounting principles prescribed by the Governmental Accounting Standards Board (GASB) and meet other state and federal reporting guidelines.

The Superintendent or designee shall ensure that funds are encumbered in the district accounting records immediately after an expenditure is committed for subsequent payment.

Fraud Prevention and Investigation Fraud and Misappropriation of Funds

CSBA NOTE: The following optional section may be revised to reflect district practice and definitions.

Fraud, financial improprieties, or irregularities include but are not limited to:

1. Forgery or unauthorized alteration of any document or account belonging to the district
2. Forgery or unauthorized alteration of a check, bank draft, or any other financial document
3. Misappropriation of funds, securities, supplies, or other assets
4. Impropriety in the handling of money or reporting of financial transactions
5. Profiteering as a result of insider knowledge of district information or activities
6. Disclosing confidential and/or proprietary information to outside parties
7. Disclosing investment activities engaged in or contemplated by the district
8. Accepting or seeking anything of material value from contractors, vendors, or persons providing services or materials to the district
9. Destroying, removing, or inappropriately using of records, furniture, fixtures, or equipment
10. Failing to provide financial records to authorized state or local entities
11. Overstating income, expenses, or misreporting time
- ~~10.~~12. Failing to report a conflict of interest
- ~~11.~~13. Any other dishonest or fraudulent act

District Investigation

The Superintendent or designee shall investigate reports of fraudulent activity in a manner that protects the confidentiality of the parties and the facts. All employees involved in the investigation shall be advised to keep information about the investigation confidential.

If an investigation substantiates the occurrence of a fraudulent activity, the Superintendent or designee shall issue a report to appropriate personnel and to the Governing Board. The final disposition of the matter and any decision to file a criminal complaint or refer the matter to the appropriate law enforcement and/or regulatory agency for independent investigation shall, and discussing or disclosing the result of any investigation shall be made in consultation with legal counsel. The result of the investigation shall not be disclosed to or discussed with anyone other than those individuals with a legitimate need to know.

County Office of Education Investigation

CSBA NOTE: The Fiscal Crisis and Management Assistance Team (FCMAT) is an independent entity whose primary mission is to help districts identify, prevent, and resolve financial, operational, and data management challenges, including assisting districts to avert fiscal insolvency, providing districts with fiscal management assistance, and creating efficient organizational operations. FCMAT assists with extraordinary audits conducted pursuant to Education Code 1241.5, which permits the County Superintendent of Schools to review or audit a district's expenditures and internal controls if the County Superintendent has reason to believe that fraud, misappropriation of funds, or other

illegal fiscal practices have occurred that merit examination. It is the responsibility of the County Superintendent to report the findings and recommendations to the Governing Board at a regularly scheduled board meeting within 45 days of completing the review, audit, or examination, and then, no later than 15 calendar days after receipt of the report, the district is required to notify the County Superintendent of its proposed actions on the recommendations.

The district shall cooperate with the County Superintendent of Schools, Fiscal Crisis and Management Assistance Team (FCMAT), law enforcement, or other governmental entities that conduct a fraud investigation, in accordance with law. (Education Code 1241.5)

Policy Reference UPDATE Service

Copyright 2023 by California School Boards Association, West Sacramento, California 95691

All rights reserved.

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 1241.5](#)

Description

[Audit by county superintendent](#)

Ed. Code 14500-14508

Financial and compliance audits

Ed. Code 35035

Powers and duties of the superintendent; transfer authority

Ed. Code 35250

Duty to keep certain records and reports

Ed. Code 41010-41023

Accounting regulations; budget controls and audits

Ed. Code 42600-42603

Control of expenditures

Ed. Code 42647

Drawing of warrants by district on county treasurer; form; reports, statements, and other data

[Gov. Code 1090-1099](#)

[Prohibitions applicable to specified officers](#)

Gov. Code 53995-53997

Obligation of contract

[Gov. Code 84308](#)

[Campaign Disclosure](#)

[Gov. Code 87100-87500](#)

[Political Reform Act](#)

Management Resources

Description

[Governmental Accounting Standards Board Publication](#)

[Implementation Guide No. 2023-1, Implementation Guidance Update -2023, June 2023](#)

<https://www.gasb.org/page/ShowDocument?path=Implementation%2520Guide%2520No.%25202023-1%E2%80%94Implementation%2520Guidance%2520Update%E2%80%942023.pdf&acceptedDisclaimer=true&title=GASB+IMPLEMENTATION+GUIDE+NO.+2023-1%E2%80%94IMPLEMENTATION+GUIDANCE+UPD>

<u>Governmental Accounting Standards Board Statement</u>	<u>Statement 96, Subscription-Based Information Technology Arrangements, May 2020</u> (www.gasb.org/document/blob?fileName=GASBS%2096.pdf)
<u>Governmental Accounting Standards Board Publication</u>	<u>Implementation Guide No. 2019-3, Leases, August 2019</u> (https://www.gasb.org/page/ShowDocument?path=Implementation2520Guide%25202019-3%CE%93%C3%87%C3%B6Leases.pdf&acceptedDisclaimer=true&le=GASB+IMPLEMENTATION+GUIDE+NO.+2019-3%E2%80%94LEASES&Submit=)
<u>Governmental Accounting Standards Board Statement</u>	<u>Statement 87, Leases, June 2017</u> (www.gasb.org/document/blob?fileName=GASBS87.pdf)
Governmental Accounting Standards Board Statement	Statement 34, Basic Financial Statements and Management's Discussion and Analysis - For State and Local Governments, June 1999 (https://gasb.org/page/ShowDocument?path=GASBS%252034.pdf&acceptedDisclaimer=true&title=GASB+STATEMENT+NO.+34%2C+SIC+FINANCIAL+STATEMENTS%E2%80%94AND+MANAGEMENT%27S+DISCUSSION+AND+ANALYSIS%E2%80%94FOR+STATE+LOCAL+GOVERNMENTS&Submit=)
Website	CSBA District and County Office of Education Legal Services
Website	Governmental Accounting Standards Board
Website	California State Controller
Website	California Department of Education, Finance and Grants
Website	CSBA
Website	Fiscal Crisis and Management Assistance Team
Website	California Association of School Business Officials
Website	School Services of California, Inc.

Cross References

Code	Description
3000	Concepts And Roles
3100	Budget
3100	Budget
3110	Transfer Of Funds
3230	Federal Grant Funds
3230	Federal Grant Funds
3300	Expenditures And Purchases

3312	Contracts
3314	Payment For Goods And Services
3314	Payment For Goods And Services
3314.2	Revolving Funds
3430	Investing
3430	Investing
3440	Inventories
3451	Petty Cash Funds
3452	Student Activity Funds
3460	Financial Reports And Accountability
3460	Financial Reports And Accountability
3470	Debt Issuance And Management
3511	Energy And Water Management
3511	Energy And Water Management
3530	Risk Management/Insurance
3530	Risk Management/Insurance
3551	Food Service Operations/Cafeteria Fund
3551	Food Service Operations/Cafeteria Fund
4112.6	Personnel Files
4119.1	Civil And Legal Rights
4119.23	Unauthorized Release Of Confidential/Privileged Information
4151	Employee Compensation
4212.6	Personnel Files
4219.1	Civil And Legal Rights
4219.23	Unauthorized Release Of Confidential/Privileged Information
4251	Employee Compensation
4312.6	Personnel Files
4319.1	Civil And Legal Rights
4319.23	Unauthorized Release Of Confidential/Privileged Information
4351	Employee Compensation
5126	Awards For Achievement

5126

Awards For Achievement

9124

Attorney

9270

Conflict of Interest

Policy 5116.2: Involuntary Student Transfers

Status: ADOPTED

Original Adopted Date: 12/01/2016 | **Last Revised Date:** 12/01/2023 | **Last Reviewed Date:** 12/01/2016/2023

The Governing Board desires to enroll students in the school of their choice, but recognizes that circumstances sometimes necessitate the involuntary transfer of some students to another school or program in the district. The Superintendent or designee shall develop procedures to facilitate the transition of such students into their new school of enrollment.

As applicable, when determining the best placement for a student who is subject to involuntary transfer, the Superintendent or designee shall review all educational options for which the student is eligible, the student's academic progress and needs, the enrollment capacity at district schools, and the availability of support services and other resources.

Whenever a student is involuntarily transferred, the Superintendent or designee shall provide timely written notification to the student and his/her parent/guardian and an opportunity for the student and parent/guardian to meet with the Superintendent or designee to discuss the transfer.

Students Convicted of Violent Felony or Misdemeanor

CSBA NOTE: Education Code 48929, as added by SB 1343 (Ch. 154, Statutes of 2016), authorizes a district to involuntarily transfer a student who has been convicted of a violent felony as defined in Penal Code 667.5(c) (including, but not limited to, attempted murder, rape, assault, kidnapping, and robbery) or a misdemeanor associated with possession of a firearm as specified in Penal Code 29805, whenever the student is enrolled at the same school as a student who was a victim of the crime.

In order to exercise this authority, Education Code 48929 mandates the Governing Board to adopt, at a regularly scheduled meeting, policy that contains the following provisions: (1) a requirement that the student and his/her parent/guardian be notified of the right to request a meeting with the principal or designee; (2) a requirement that the school first attempt to resolve the conflict using restorative justice, counseling, or other services; (3) whether the decision to transfer a student is subject to periodic review and the procedure for conducting the review; and (4) the process to be used by the Board to consider and approve or disapprove the recommendation of the principal or designee to transfer the student. Education Code 48929 also requires the district to provide notice of the policy to parents/guardians as part of the annual parental notification required by Education Code 48980. CSBA NOTE: Pursuant to various provisions of the Education Code, a district may involuntarily transfer a student to another school within the district when specific requirements are met. For instance, in order to involuntarily transfer a student pursuant to Education Code 48929, the Governing Board of the district is required to adopt a policy at a regularly scheduled meeting and include notice of the policy in the annual notification to parents/guardians in accordance with Education Code 48980. Accordingly, it is recommended that this policy be adopted at a regularly scheduled meeting and included in the district's annual notice to parents/guardians. For information regarding annual notifications, see BP/E(1) 5145.6 – Parent/Guardian Notifications.

While the Governing Board desires to enroll students in the district school of their choice, it recognizes that circumstances sometimes necessitate the involuntary transfer of a student to another school or program in the district.

The Superintendent or designee shall develop procedures to facilitate the involuntary transfer of such students.

As applicable and as permitted by law, the Superintendent or designee shall review all educational options for which the student is eligible, the student's academic progress and needs, the enrollment capacity at the schools or programs to which the student could be involuntarily transferred, and the availability of support services and other resources.

CSBA NOTE: Education Code 234.1 mandates that districts adopt policy as well as a process for prohibiting discrimination which applies to all acts related to school activity or school attendance occurring within a school or under the authority of the district, including discriminatory harassment, intimidation, and bullying, which, as amended by AB 1078 (Ch. 229, Statutes of 2023), includes all acts of the Board and the Superintendent in enacting policies and procedures that govern the district. See BP 0410 - Nondiscrimination in District Programs and Activities.

For more information regarding the legal requirements and recommended best practices governing voluntary and involuntary transfers, see the California Department of Education's (CDE) September 2023 Memorandum, "Overuse and Improper Use of Voluntary and Involuntary Transfers."

The Superintendent or designee shall ensure that involuntary transfers are made in a non-discriminatory manner as specified in Board Policy 0410 - Nondiscrimination In District Programs And Activities.

Involuntary Transfer of a Student Convicted of Violent Felony or Misdemeanor Related to Possession of Firearms

CSBA NOTE: Education Code 48929 authorizes a district to involuntarily transfer a student who has been convicted of a violent felony as defined in Penal Code 667.5(c) (including, but not limited to, attempted murder, rape, assault, kidnapping, and robbery) or a misdemeanor associated with possession of a firearm as specified in Penal Code 29805, whenever the student is enrolled at the same school as a student who was a victim of the crime. When a student has been convicted of such a violent felony or misdemeanor, a district is likely to pursue expulsion. However, this policy may be used where the student is not expelled or, if applicable, after the student has been readmitted to the district following expulsion and is enrolled in the same school as the victim. For more information regarding expulsion, see BP 5144.1 – Suspension and Expulsion/Due Process.

In order to exercise this authority, Education Code 48929 mandates the Board to adopt, at a regularly scheduled meeting, policy that contains the following provisions: (1) a requirement that the student and the student's parent(s)/guardian(s) be notified of the right to request a meeting with the principal or designee, (2) a requirement that the school first attempt to resolve the conflict using restorative justice, counseling, or other services, (3) the process to be used by the Board to consider and approve or disapprove the recommendation of the principal or designee to transfer the student, and (4) whether the decision to transfer a student is subject to periodic review and the procedure for conducting the review.

Even though the district is required to first attempt to resolve the conflict using restorative justice, counseling, or other services, the district may not require the victim to participate in any conflict resolution program or service or subject the victim to any disciplinary action for their refusal to participate in conflict resolution. Additionally, if the victim agrees to participate in a conflict resolution program or service, the district must permit the victim to stop participating at any time without subjecting the victim to any disciplinary action.

A student may be transferred to another district school if ~~he/she~~the student is convicted of a violent felony, as defined in Penal Code 667.5(c), or a misdemeanor listed in Penal Code 29805 and is enrolled at the same school as the victim of the crime for which ~~he/she~~the students was convicted. (Education Code 48929)

~~Before transferring~~However, before recommending such a student~~transfer~~, the Superintendent, the principal, or other designee shall notify the student and the student's parent(s)/guardian(s) of the right to request a meeting with the principal or designee and shall attempt to resolve the conflict using restorative justice, counseling, or other such services. ~~He/she shall also notify the student and his/her parents/guardians of the right to request a meeting with the principal or designee.~~
(Education Code 48929)

Participation of the victim in any conflict resolution program shall be voluntary, and ~~he/she~~the victim shall not be subjected to any disciplinary action for his/her ~~refusal~~refusing to participate in ~~conflict resolution.~~ (Education Code 48929)

CSBA NOTE: The following paragraph may be revised to reflect district practice. As specified above, in order to involuntarily transfer a student, Education Code 48929 mandates that requires the Board to adopt a policy describing that includes, but is not limited to, a description of the process to be used by the Board to ~~consider~~when considering and ~~take~~taking action on the recommendation to transfer a student ~~under this law, but does not prescribe any such,~~ and a description of the process, if any, for periodically reviewing the transfer.

Education Code 35146 provides that the Board must meet in closed session to address any student matter that may involve disclosure of confidential student information, or to consider a suspension, disciplinary action, or any other action against a student except expulsion. If a written request for open session is received from ~~the~~a parent/guardian or adult student, it will be honored to the extent that it does not violate the privacy rights of any other student. See BB 9321 -- Closed Session Purposes and Agendas.

~~The~~ If the attempt to resolve the conflict using restorative justice, counseling, or other such services is not successful or the victim elects not to participate, the principal or designee shall ~~submit~~may submit to the Superintendent or designee a recommendation as to ~~whether or not~~ that the student should be involuntarily transferred. If the Superintendent or designee ~~determines that a transfer would be in the best interest of the students involved,~~ he/she agrees with the recommendation, the Superintendent shall submit such recommendation to the Board for approval. The Superintendent's recommendation to the Board shall include the date by which the Superintendent or designee will review the involuntary transfer to determine whether to recommend to the Board that the student be permitted to transfer back to the student's original school.

The Board shall, in accordance with Board Bylaw 9321 – Closed Session, deliberate and vote on the recommendation, as well as any subsequent recommendation to permit the student to transfer back to the student's original school, in closed session to maintain the confidentiality of student information, unless ~~the~~a parent/guardian or adult student submits a written request that the matter be addressed in open session and doing so would not violate the privacy rights of any other student. The Board's ~~decision~~decisions in these instances shall be final.

The decision to transfer a student shall be subject to periodic review by the Superintendent or designee.

The Superintendent or designee shall annually notify parents/guardians of the district's policy authorizing the transfer of a student pursuant to Education Code 48929. (Education Code 48980)

Other

Involuntary Transfers

Students may be involuntarily transferred under either of the following circumstances: to a Continuation Education Program or Class within the District

CSBA NOTE: Item #1 below This section is for use by districts that maintain high schools. Education Code 48432 requires such districts to establish and maintain continuation education schools or classes whenever there are any high school students residing in the district who are subject to compulsory continuation education. Pursuant For language fulfilling this requirement, see BP/AR 6184 - Continuation Education. If a district seeks to involuntarily transfer a student to a continuation school, Education Code 48432.5; districts that assign students to continuation schools are mandated mandates the Board to adopt rules and regulations governing procedures for involuntary transfer of students to continuation schools. See BP/AR 6184 - Continuation Education for language fulfilling this mandate for doing so and specifies requirements that must be included in those rules and regulations.

1. If a high school The Superintendent or designee may involuntarily transfer a high school student to a continuation education program or class in the district if the student commits an act enumerated in Education Code 48900 or is habitually truant or irregular in school attendance; he/she may be transferred to a continuation school. and either of the following conditions are met: (Education Code 48432.5)

1. Other means to improve the student's behavior have failed

2. It is the first time the student committed an act enumerated in Section 48900 and the principal of the student's school determines that the student's presence causes a danger to person(s) or property or threatens to disrupt the instructional process.

CSBA NOTE: Education Code 48660-48666 authorize districts to establish community day schools for expelled students, certain probation-referred students pursuant to Welfare and Institutions Code 300 or 602, and students referred by a school attendance review board or through another formal district process. Pursuant to Education Code 48662; districts establishing a community day school are mandated to adopt policy that provides procedures for the involuntary transfer of students to the school. See BP/AR 6185 - Community Day Schools for language fulfilling this mandate. CSBA NOTE: In order to involuntarily transfer a student to a continuation education program or class, Education Code 48432.5 requires the Board to (1) notify the student and the student's parent(s)/guardian(s) of the right to request a meeting with the Superintendent or designee, (2) provide the student and the student's parent(s)/guardian(s) with the specific facts and reasons for the proposed transfer, including all documents relied upon, (3) allow the student or the student's parent(s)/guardian(s) to question any evidence or witnesses presented, and (4) permit the student and the student's parent(s)/guardian(s) to present evidence, including witnesses, on the student's behalf. The student must also be allowed to bring one or more representatives to the meeting. While Education Code 48432.5 uses the term "meeting," the Court of Appeals in Nathan G. v. Clovis Unified School District found that the meeting is an "adversarial hearing grounded in due process." Therefore, districts may want to treat an involuntary transfer to a continuation education program or class in a manner similar to expulsions and are advised to consult CSBA's District and County Office of Education Legal Services or district legal counsel as appropriate. For more information regarding expulsions, see BP 5144.1 - Suspension and Expulsion/Due Process.

Prior any final decision to involuntarily transfer a student, the Superintendent or designee shall notify the student and the student's parent(s)/guardian(s) of the right to request a hearing with the Superintendent or designee. If such a hearing is requested, the Superintendent or designee shall provide the specific facts and reasons for the proposed transfer, including all documents relied upon. At the hearing, the Superintendent or designee shall also allow the student or the student's parent(s)/guardian(s) to question any evidence or witnesses presented and present evidence, including witnesses, on the student's behalf. The student shall be allowed to bring one or more representatives to present at the hearing. (Education Code 48432.5)

If the Superintendent or designee decides to involuntarily transfer the student, the Superintendent or designee shall provide the decision to the student and the student's parent(s)/guardian(s) in writing. The decision shall include the facts and reasons for the decision and whether the decision is subject to periodic review and the periodic review procedure. (Education Code 48432.5)

CSBA NOTE: Education Code 48432.5 prohibits an involuntary transfer to a continuation school to extend beyond the end of the semester following the semester during which the acts leading directly to the involuntary transfer occurred unless the Board adopts a procedure for yearly review of the involuntary transfer at the request of the transferred student or the student's parent(s)/guardian(s). In order to minimize the length of involuntary transfers, it is recommended that a district not extend the length of an involuntary transfer pursuant to Education Code 48432.5 beyond the end of the semester following the semester during which the acts leading directly to the involuntary transfer occurred. The following paragraph may be revised to reflect district practice.

The decision shall also include the date by which the student may transfer back to the student's original school, which shall be no longer than the end of the semester following the semester during which the acts leading directly to the involuntary transfer occurred. (Education Code 48432.5)

The final decision to involuntarily transfer the student may not involve a member of the staff of the school in which the student is enrolled at the time that the decision is made. (Education Code 48432.5)

Involuntary Transfers to a Community Day School within the District

CSBA NOTE: This section is for use by districts that maintain community day schools. Education Code 48660-48666 authorize districts to establish community day schools for expelled students, certain probation-referred students pursuant to Welfare and Institutions Code 300 or 602, and students referred by a school attendance review board or through another formal district process. See BP/AR 6185 - Community Day School. If a district seeks to involuntarily transfer a student to a community day school, Education Code 48662 mandates the Board adopt policy that provides procedures for the involuntary transfer of students to the school.

2. If a student is expelled from school for any reason in accordance with Board Policy 5144.1 - Suspension And Expulsion/Due Process, is probation-referred pursuant to Welfare and Institutions Code 300 or 602, or is referred by a school attendance review board or another formal district process, ~~he/she~~the student may be transferred to a district community day school: as specified in Board Policy 6185 - Community Day School. (Education Code 48662)

Notice, Information, and Reports

The Superintendent or designee shall include notice of this policy in the annual notification to parents/guardians in accordance with Education Code 48980. (Education Code 48929)

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

Pursuant to Education Code 48985, when 15 percent or more of students enrolled in a school speak a single primary language other than English, all notices and reports sent to the parents/guardians of these students must also be written in the primary language and may be answered by a parent/guardian in either language. Education Code 48985 requires CDE to notify districts, by August 1 of each year, of the schools and the languages for which the translation of notices is required based on census data submitted to CDE in the preceding fiscal year.

Whenever 15 percent or more of the students enrolled in a district school speak a single primary language other than English, as determined from the California Department of Education census data collected pursuant to Education Code 52164, all notices and reports sent to the parent(s)/guardian(s) of any such student shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language. (Education Code 48981, 48985)

Whenever an employee learns that a student's parent/guardian is unable to understand the district's printed notifications or reports for any reason, the employee shall inform the principal or designee, who shall work with the parent/guardian to establish other appropriate means of communication.

CSBA NOTE: For purposes of any involuntary transfer, Education Code 48853.5, as amended by AB 740 (Ch. 400, Statutes of 2022), requires that a district provide the same parent/guardian notices, documents, and information to the educational rights holder, attorney, and county social worker of a foster youth, and to the tribal social worker, and if applicable, county social worker of an American Indian student. See AR 6173.1 – Education for Foster Youth and BP 6173.4 – Education for American Indian Students.

When a foster youth or American Indian Student, as defined in Welfare and Institutions Code 224.1, is being considered for an involuntary transfer, all notices, documents, and information that would be provided to parents/guardians shall be provided to the foster youth's educational rights holder, attorney, and county social worker and the American Indian Student's tribal social worker and, if applicable, county social worker. (Education Code 48853.5)

Policy Reference UPDATE Service

Copyright 2023 by **California School Boards Association**, West Sacramento, California 95691
All rights reserved.

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 234.1

Description

Monitoring, review, and assessment of antidiscrimination, antiharassment, anti-intimidation, and antibullying requirements

Ed. Code 35146

Closed sessions; student matters

Ed. Code 48430-48438

Continuation classes

Ed. Code 48432.5

Involuntary transfer to continuation school

Ed. Code 48660-48666

Community day schools

Ed. Code 48662

Involuntary transfer to community day school

Ed. Code 48853.5	Foster children; notice of educational rights; educational liaison; duties; continuation at school of origin; complaint of noncompliance
Ed. Code 48900	Grounds for suspension or expulsion
Ed. Code 48915	Expulsion
Ed. Code 48929	Transfer of student convicted of violent felony or misdemeanor
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 48981	Timing and method of parent/guardian notifications
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 52164	Census of pupils of limited English proficiency
Pen. Code 29805	Misdemeanors involving firearms
Pen. Code 667.5	Definition of violent felony
W&I Code 224.1	Indian child; definition
W&I Code 300	Minors subject to jurisdiction
Management Resources	Description
Court Decision	Nathan G. v. Clovis Unified School District (2014) 224 Cal.App.4th 1393
California Department of Education Memorandum	Overuse and Improper Use of Voluntary and Involuntary Transfers, September 2023
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education
Website	CSBA

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
3515	Campus Security
3515	Campus Security
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5116.1	Intradistrict Open Enrollment
5116.1	Intradistrict Open Enrollment
5131.2	Bullying
5131.2	Bullying
5138	Conflict Resolution/Peer Mediation

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)
<u>5145.3</u>	<u>Nondiscrimination/Harassment</u>
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
<u>6173.1</u>	<u>Education for Foster Youth</u>
<u>6173.4</u>	<u>Education for American Indian Students</u>
<u>6184</u>	<u>Continuation Education</u>
<u>6185</u>	<u>Community Day School</u>
<u>9321</u>	<u>Closed Session</u>

Policy 5131.2: Bullying

Status: ADOPTED

Original Adopted Date: 07/01/2015 | **Last Revised Date:** 12/01/2019 2023 | **Last Reviewed Date:** 12/01/2019 2023

CSBA NOTE: Education Code 234.4 **mandates** districts to adopt procedures for preventing acts of bullying, including cyberbullying. The following policy and accompanying administrative regulation contain sample procedures that fulfill this mandate and may be revised to reflect district practice.

In addition, Education Code 234.1 and federal law **mandate** that the Governing Board adopt policy as well as a process for prohibiting discrimination, harassment, intimidation, and bullying based on specified characteristics and ensuring the protection of complainants from retaliation. Also see Education Code 234.1 requires that the district's nondiscrimination policy include a statement that the policy applies to all acts related to a school activity or school attendance and, as amended by AB 1078 (Ch. 229, Statute of 2023), all acts of the Board and the Superintendent in enacting policies and procedures that govern the district. See BP 0410 - Nondiscrimination in District Programs and Activities and BP 5145.3 - Nondiscrimination/Harassment for language fulfilling this mandate.

In its The U.S. Department of Education Office for Civil Rights' (OCR) October 2010 Dear Colleague Letter:-, "Harassment and Bullying, the U.S. Department of Education Office for Civil Rights (OCR) clarified," clarifies that misconduct that falls under a district's general anti-bullying policy may also trigger responsibilities under one or more federal or state antidiscrimination laws if the bullying is on the basis of race, color, national origin, sex, sexual orientation, gender identity or expression, age, disability, and/or another legally protected category. Federal law requires the district to take immediate and appropriate action to investigate or otherwise determine what occurred and, if it finds that unlawful discrimination did occur, take prompt and effective steps reasonably calculated to end the harassment, eliminate any hostile environment and its effects, and prevent the harassment from recurring.

OCR's October 2014 Dear Colleague Letter:-, "Responding to Bullying of Students with Disabilities points out," explains that any bullying of a student with a disability that results in the student not receiving meaningful educational benefit constitutes a denial of a free appropriate public education and must be remedied under the federal Individuals with Disabilities Education Act. As necessary, the school may need to convene the student's individualized education program (IEP) team to determine whether the student's needs have changed as a result of the bullying and, if so, revise the IEP to ensure that the student continues to receive appropriate special education and related services.

Thus, while OCR's November 2023 Dear Colleague Letter, "Discrimination, Including Harassment, Based on Shared Ancestry or Ethnic Characteristics," further states that all students, including students who are or are perceived to be Jewish, Israeli, Muslim, Arab, or Palestinian, as well as students who come from, or are perceived to come from, all regions of the world, are entitled to a school environment free from discrimination based on race, color, or national origin. Title VI also protects students from discrimination which is based on (1) actual or perceived citizenship or residency in a country with a dominant religion or distinct religious identity, including Jewish, Muslim, Sikh, Hindu, Christian, and Buddhist students, when the discrimination involves racial, ethnic, or ancestral slurs or stereotypes, (2) a student's skin color, physical features, or style of

dress that reflects both ethnic and religious traditions, and (3) where a student came from or is perceived to have come from. Discrimination based on a student's foreign accent, foreign name, or a student speaking a foreign language may also violate Title VI's prohibitions against discrimination.

OCR's May 2023 Dear Colleague Letter, "Addressing Discrimination Against Jewish Students," states that a school violates Title VI when it fails to take adequate steps to address discriminatory harassment, including antisemitic harassment. Such harassment may include ethnic or ancestral slurs, harassment based on appearance, dress, or speech in ways linked to ethnicity or ancestry, or stereotyping based on perceived shared ancestral or ethnic characteristics.

The U.S. Department of Education's June 2023 Toolkit, "Creating Inclusive and Nondiscriminatory School Environments for LGBTQI+ Students," includes examples of policies and practices that schools and districts may consider developing to support lesbian, gay, bisexual, transgender, queer, or intersex students and families, including training and activities to reduce and prevent bullying.

Additionally, CSBA's October 2023 Policy Brief, "School Safety: Bullying and Cyberbullying," provides that a positive, safe, and inclusive school climate helps prevent bullying and harassment, reduce absenteeism, and improve academic achievement, and includes resources to assist districts in building safe and inclusive schools.

While this policy is intended to prevent and address all types of bullying incidents among students, when "discriminatory bullying" is committed and the bullying is sufficiently serious to create a hostile educational environment for the alleged victim or to otherwise deny or limit the student's educational benefits and services, including denial of a free appropriate public education, the alleged victim must be afforded the protections specified under relevant state and/or federal law.

The Governing Board This policy shall apply to all acts constituting bullying related to school activity or to school attendance occurring within a district school, to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district.

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

CSBA NOTE: Because bullying and its effects extend beyond the school environment, collaboration among a variety of community agencies and organizations that serve youth may be helpful in preventing and responding to bullying. For further information about building a collaborative, see CSBA's publications, "Safe Schools: Strategies for Governing Boards to Ensure Student Success," and "Building Healthy Communities: A School Leader's Guide to Collaboration and Community Engagement."

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

CSBA NOTE: Education Code 32282 encourages districts to include bullying prevention policies and procedures in their comprehensive safety plan; see BP 0450 - Comprehensive Safety Plan. In addition, Education Code 52060-52077 require the Board to adopt and annually update a local control and accountability plan which includes, among other specified state priorities, goals for addressing school climate; see BP/AR 0460 - Local Control and Accountability Plan. Pursuant to Education Code 52060, school climate should be measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school connectedness, as applicable.

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

CSBA NOTE: Pursuant to Education Code 234.1, districts are required to adopt a process for receiving and investigating complaints involving unlawful discrimination (such as discriminatory harassment, intimidation, and bullying) based on specified characteristics. Pursuant to 5 CCR 4600-4633, the uniform complaint procedures (UCP) must be used for this purpose. In addition, federal regulations require districts to adopt procedures providing for prompt and equitable resolution of complaints of unlawful discrimination (such as discriminatory harassment, intimidation, and bullying) on the basis of sex (34 CFR 106.8), disability (~~34 CFR 104.7~~ and 28 CFR 35.107 and 34 CFR 104.7), and age (34 CFR 110.25).

Although some bullying incidents may not fall within the provisions of Education Code 234.1 or federal civil rights regulations, CSBA strongly recommends that districts use the UCP to investigate all bullying incidents (whether discriminatory or nondiscriminatory) to ensure consistent implementation by district staff. It is not always easy or possible for staff to know prior to an investigation whether a student was bullied because of an actual or perceived membership in a legally protected class. Those bullying incidents found to involve discrimination based on the results of the investigation would then be resolved using the UCP. When a bullying incident is determined to be nondiscriminatory, it should be resolved through the appropriate disciplinary process. Districts that are concerned about the capacity of a single district compliance officer to handle a possible increase in the number of UCP complaints, or that prefer to handle certain incidents at the school site level whenever possible, may designate multiple compliance officers in accordance with AR 1312.3 - Uniform Complaint Procedures.

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

CSBA NOTE: Education Code 46600, ~~as amended by AB 1127 (Ch. 781, Statutes of 2019)~~, requires a district to approve an intradistrict transfer request for a victim of bullying. If there is no available school for an intradistrict transfer, the district cannot prohibit the student's interdistrict transfer. See BP/AR 5116.1 - Intradistrict Open Enrollment and AR 5117 - Interdistrict Attendance.

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

District families are encouraged to model respectful behavior, contribute to a safe and supportive learning environment, and monitor potential causes of bullying.

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

Policy Reference UPDATE Service

Copyright 2023 by **California School Boards Association**, West Sacramento, California 95691

All rights reserved.

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
<u>Bus. and Prof. Code 22589-22589.4</u>	<u>Cyberbullying Protection Act</u>
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 32280-32289.5	School safety plans
Ed. Code 32283.5	Bullying; online training
Ed. Code 35181	Governing board authority to set policy on responsibilities of students
Ed. Code 35291-35291.5	<u>School discipline Rules</u> rules
Ed. Code 46600	Student transfers
Ed. Code 48900-48925	Suspension and expulsion
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 52060-52077	Local control and accountability plan
Pen. Code 422.55	Definition of hate crime
Pen. Code 647	Use of camera or other instrument to invade person's privacy; misdemeanor
Pen. Code 647.7	Use of camera or other instrument to invade person's privacy; punishment
Pen. Code 653.2	Electronic communication devices; threats to safety
Federal	Description
28 CFR 35.107	Nondiscrimination on basis of disability; complaints
34 CFR 104.7	Section 504; Designation of responsible employee and adoption of grievances procedures
34 CFR 106.8	Designation of coordinator; dissemination of policy, and adoption of grievance procedures
34 CFR 110.25	Notification of nondiscrimination on the basis of age
47 USC 254	Universal service discounts (E-rate)

Management Resources **Description**

CA Office of the Attorney General Publication	Promoting a Safe & Secure Learning Environment for All: Guidance & Model Policies to Assist CA K-12 Schools in Responding to Immigration Issues, April 2018 https://oag.ca.gov/sites/all/files/agweb/pdfs/bcj/school-guidance-model-k12.pdf
California Department of Education Publication	Bullying at School, 2003 https://www.cde.ca.gov/ls/ss/se/documents/bullyingatschool.pdf
California Department of Education Publication	Online Bullying Training Module and Bullying Module https://www.cde.ca.gov/ls/ss/se/bullyres.asp
California Department of Education Publication	California's Social and Emotional Learning: -Guiding Principles, 2018 https://www.cde.ca.gov/eo/in/documents/selguidingprinciple.swb.pdf
California Department of Education Publication	Health Education Content Standards for California Public Schools: -Kindergarten Through Grade Twelve, 2008 https://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf
California Department of Education Publication	Social and Emotional Learning in California: -A Guide to Resources, October 2018 https://www.cde.ca.gov/eo/in/documents/selresourcesguide.pdf
Court Decision	J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094
Court Decision	Lavine v. Blaine School District, (2002) 279 F.3d 719
Court Decision	Wynar v. Douglas County School District, (2013) 728 F.3d 1062
CSBA Publication	Addressing the Conditions of Children: -Focus on Bullying, Governance Brief, December 2012 https://www.csba.org/-/media/CSBA/Files/GovernanceResources/GovernanceBriefs/201212GBBullying.ashx?la=en&rev=8033965a0418461488e9c1af7f9a3b0a
CSBA Publication	School Safety: Bullying and Cyberbullying, Policy Brief, October 2023 https://www.csba.org/-/media/CSBA/Files/GovernanceResources/EducationIssues/ConditionsofChildren/BullyingGovBrief-REPD_10-2023.ashx?la=en&rev=d409e63de5f641839230ee2dd9ae9ff9
CSBA Publication	Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009 https://www.csba.org/~media/4D07909373B14A0BB5CA2CCF41F98351.ashx
CSBA Publication	Cyberbullying: -Policy Considerations for Boards, Policy Brief, rev. July 2010

CSBA Publication	<p>Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014</p> <p>https://www.csba.org/~media/E68E16A652D34EADA2BFD CD9668B1C8F.ashx</p>
CSBA Publication	<p>Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011</p>
CSBA Publication	<p>Legal Guidance on Rights of Transgender and Gender Nonconforming Students in Schools, October 2022 https://www.csba.org/-/media/CSBA/Files/Advocacy/Legal-Guidance-Transgender-Legal-10-2022_p1-(1).ashx?la=en&rev=8c8f01b47a1b4e4bbb15a6bd64122a53</p>
CSBA Publication	<p>Final Guidance:- AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014</p> <p>https://www.csba.org/Advocacy/~media/CSBA/Files/Advocacy/ELA/2014_03_AB1266_FinalGuidance.ashx</p>
U.S. Dept of Health and Human Services Publication	<p>Social Media and Youth Mental Health: The U.S. Surgeon General's Advisory, 2023 https://www.hhs.gov/sites/default/files/sg-youth-mental-health-social-media-advisory.pdf?cldee=BBbo_C98Ln9rzCMeTJBzPZCO nUOkbn-AOHa_4HvS_q-LBOXReDvSFA36L-k_EsCj&recipientid=)</p>
U.S. Dept of Health and Human Services Publication	<p>Our Epidemic of Loneliness and Isolation: The U.S. Surgeon General's Advisory on the Health Effects of Social Connection and the Community, 2023 https://www.hhs.gov/sites/default/files/surgeon-general-social-connection-advisory.pdf</p>
U.S. DOE Publication	<p>Creating Inclusive and Nondiscriminatory School Environments for LGBTQI+ Students, June 2023 https://www2.ed.gov/about/offices/list/ocr/docs/lgbtqi-student-resources-toolkit-062023.pdf</p>
U.S. DOE Office for Civil Rights Publication	<p>Guidance to America's Schools: Bullying of Students with Disabilities, October 2014</p>
U.S. DOE, Office for Civil Rights Publication	<p>Dear Colleague Letter: Discrimination, Including Harassment, Based on Shared Ancestry or Ethnic Characteristics, November 2023 https://www2.ed.gov/about/offices/list/ocr/letters/colleague-202311-discrimination-harassment-shared-ancestry.pdf</p>
U.S. DOE, Office for Civil Rights Publication	<p>Dear Colleague Letter: Responding to Bullying of Students with Disabilities, October 2014 https://www2.ed.gov/about/offices/list/ocr/letters/colleague-bullying-201410.pdf</p>

U.S. DOE, Office for Civil Rights
Publication

Dear Colleague Letter: Addressing Discrimination Against
Jewish Students, May 2023
(<https://www2.ed.gov/about/offices/list/ocr/docs/antisemitism-dcl.pdf>)

U.S. DOE, Office for Civil Rights
Publication

~~Dear Colleague Letter: Guidance on Schools' Obligations to
Protect Students from Student-on-Student Harassment on
Basis of Sex, Race, Color, Oct 2010~~

U.S. DOE, Office for Civil Rights
Publication

Dear Colleague Letter: -Harassment and Bullying, October
2010
(<https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.pdf>)

Website

CSBA District and County Office of Education Legal Services

Website

National School Safety Center

Website

Partnership for Children and Youth

Website

Center on Great Teachers and Leaders

Website

Collaborative for Academic Social and Emotional Learning

Website

Common Sense Media

Website

California Department of Education, Safe Schools

Website

California Office of the Attorney General

Website

CSBA

Website

U.S. Department of Education

Website

U.S. Department of Health and Human Services, Stop Bullying
(<https://www.stopbullying.gov>)

Cross References

Code

Description

0100

Philosophy

0410

Nondiscrimination In District Programs And Activities

0440

District Technology Plan

0440

District Technology Plan

0450

Comprehensive Safety Plan

0450

Comprehensive Safety Plan

0470

COVID-19 Mitigation Plan

1113

District And School Websites

1113

District And School Websites

1113-E(1)

District And School Websites

1313

Civility

3515	Campus Security
3515	Campus Security
4131	Staff Development
4219.21	Professional Standards
4219.21-E(1)	Professional Standards
4231	Staff Development
4319.21	Professional Standards
4319.21-E(1)	Professional Standards
5030	Student Wellness
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5113.12	District School Attendance Review Board
5113.12	District School Attendance Review Board
5116.1	Intradistrict Open Enrollment
5116.1	Intradistrict Open Enrollment
5116.2	Involuntary Student Transfers
5117	Interdistrict Attendance
5117	Interdistrict Attendance
5125	Student Records
5125	Student Records
5131	Conduct
5131.8	Mobile Communication Devices
5136	Gangs
5136	Gangs
5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5141.27	Food Allergies/Special Dietary Needs
5141.27	Food Allergies/Special Dietary Needs
<u>5141.5</u>	<u>Mental Health</u>
5141.52	Suicide Prevention
5141.52	Suicide Prevention
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)
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
5145.7	Sexual Harassment
5145.7	Sexual Harassment
5145.9	Hate-Motivated Behavior
<u>6142.8</u>	<u>Comprehensive Health Education</u>
6144	Controversial Issues
6163.4	Student Use Of Technology
6163.4-E(1)	Student Use Of Technology
6164.2	Guidance/Counseling Services
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6184	Continuation Education
6184	Continuation Education

Regulation 5131.2: Bullying

Status: ADOPTED

Original Adopted Date: 05/01/2019 | **Last Revised Date:** 12/01/2019²⁰²³ | **Last Reviewed Date:** 12/01/2019²⁰²³

CSBA NOTE: Education Code 234.4 mandates districts to adopt procedures for preventing acts of bullying, including cyberbullying. The following administrative regulation may be revised to reflect district practice.

Examples of Prohibited Conduct

CSBA NOTE: The following section reflects definitions and examples of bullying and cyberbullying contained in the California Department of Education's (CDE) ["Bullying Module,"](#) and [CSBA's October 2023 Policy Brief, "School Safety: Bullying and Cyberbullying,"](#) and may be revised to reflect district practice.

Education Code 48900 defines "bullying," including bullying via an electronic act, for purposes of establishing grounds for suspension or expulsion. See AR 5144.1 - Suspension and Expulsion/Due Process. In addition, Penal Code 653.2 makes it a crime to distribute another person's personally identifiable information electronically with the intent to place that person in reasonable fear of the person's own or a family member's safety and for the purpose of imminently causing harassment or injury by a third party.

Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes, which may be shared, sent, or posted publicly. Cyberbullying may include, but is not limited to, personal or private information that causes humiliation, false or negative information to discredit or disparage, or threats of physical harm. Cyberbullying may also include breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

1. Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
2. Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm

3. Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
4. Cyberbullying: An act that occurs on electronic devices such as computers, tablets, or cell phones, such as sending demeaning or hateful text messages, direct messages or public posts on social media apps, gaming forums, or emails, spreading rumors by email or by posting on social networking sites, shaming or humiliating by allowing others to view, participate in, or share disparaging or harmful content, or posting or sharing embarrassing photos, videos, ~~web site~~website, or fake profiles

Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

CSBA NOTE: The U.S. Surgeon General's 2023 Advisory, "Our Epidemic of Loneliness and Isolation: The U.S. Surgeon General's Advisory on the Healing Effects of Social Connection and Community," emphasizes the critical role that social connection plays in individual and societal health and well-being and provides recommendations for addressing the effects of a lack of social connection. Because schools play an important role in facilitating positive social connection, the advisory includes specific actions districts can implement, as listed in Item #1 below. For more information on mental health and health education, see BP 5141.5 – Mental Health and BP 6142.8 – Comprehensive Health Education.

1. Developing a strategic survey plan to measure school connectedness by regularly surveying students, staff and families to inform the district on the perceptions of school connectedness, social skills, and school-to-home relationships. Data may be used to inform and promote partnerships with key community groups to support students, staff, and families.
- ~~1.~~2. Ensuring that each school establishes clear rules for student and staff conduct and implements strategies to promote a positive, supportive, and collaborative school climate
- ~~2.~~3. Providing information to students, through student handbooks, district and school ~~web sites~~websites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
- ~~3.~~4. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously

- 4.5. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias

CSBA NOTE: Pursuant to Education Code 234.1, the district must adopt a policy requiring school personnel who witness acts of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against a student to take immediate steps to intervene when it is safe to do so. It is recommended that districts apply this policy equally to all students. Also see AR 5145.3 - Nondiscrimination/Harassment.

- 5.6. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development

CSBA NOTE: Education Code 32283.5 requires districts to make available annually, to certificated staff and all other employees who have regular interaction with students, the CDE's online ["Bullying Module,"](#) described below.

The Superintendent or designee shall annually make available to all certificated staff and to other employees who have regular interaction with students the California Department of Education (CDE) online training module on the dynamics of bullying and cyberbullying, including the identification of bullying and cyberbullying and the implementation of strategies to address bullying. (Education Code 32283.5)

CSBA NOTE: Pursuant to Education Code 234.7, districts are **mandated** to adopt policy, equivalent to that developed by the Attorney General, which requires the provision of staff training with the components specified below.

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences
2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
3. Identify the signs of bullying or harassing behavior
4. Take immediate corrective action when bullying is observed
5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Information and Resources

CSBA NOTE: Education Code 234.6, as added by AB 34 (Ch. 282, Statutes of 2019), requires districts to make specified information on bullying and harassment prevention readily accessible on

their web sites beginning in the 2020-21 school year. [websites](#). The following list reflects, but does not reproduce in exact form, all the items specified in Education Code 234.6.

The Superintendent or designee shall post on the district's web site [website](#), in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)

CSBA NOTE: Education Code 215 **mandates** that any district serving students in grades 7-12 [districts](#) adopt a policy on student suicide prevention, intervention, and postvention; see BP/AR 5141.52 - Suicide Prevention. As amended by AB 1767 (Ch. 694, Statutes of 2019), Education Code 215 mandates policy on suicide prevention, intervention, and postvention for grades K-6 by 2020-21 school year. Districts that do not maintain any of grades K-6 should modify ~~item~~ [Item](#) #1 accordingly.

1. The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6
2. The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8
3. Title IX information included on the district's web site [website](#) pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's web site [website](#) pursuant to Education Code 221.6
4. District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying
5. A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media
6. A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5-
7. Any additional information the Superintendent or designee deems important for preventing bullying and harassment

Student Instruction

CSBA NOTE: California content standards related to student education about bullying and violence prevention (e.g., recognizing the characteristics of bullying, examining the effects of bullying on others, demonstrating what to say and do when witnessing bullying) are addressed within the health education content standards adopted by the State Board of Education.

[The U.S. Surgeon General's advisory, "Social Media and Youth Mental Health," describes the positive and negative impacts of social media on children and adolescents, including the impact on mental health and well-being, and recommends that schools develop, implement, and evaluate digital and media literacy curriculum to provide students and staff with the skills to strengthen digital resilience.](#)

47 USC 254 **mandates** districts that receive e-rate discounts to adopt a policy which addresses educating students about appropriate online behavior, including the interaction with other

individuals on social networking ~~web sites~~websites and in chat rooms, as well as providing information about cyberbullying awareness and response. See BP 6163.4 - Student Use of Technology for language implementing this mandate.

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character development, respect for cultural and individual differences, self-esteem development, assertiveness skills, digital and media literacy skills, and appropriate online behavior.

CSBA NOTE: Education Code 234.7 requires districts to educate students about the negative impact of bullying based on actual or perceived immigration status or religious beliefs and customs. The following paragraph reflects the California Attorney General's model policy developed pursuant to Education Code 234.7, contained in the Office of the Attorney General's publication, "Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues," and has been expanded to include education about the impact of bullying based on any other individual characteristic.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

CSBA NOTE: The remainder of this section reflects recommendations in CDE's "Bullying Module," and may be revised to reflect district practice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff ~~shall be~~are responsible for teaching and modeling respectful behavior and building safe and supportive learning environments, and are expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints

CSBA NOTE: The following reporting process may be revised to reflect district practice.

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with ARAdministrative Regulation 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, regardless of whether ~~or not~~ a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, regardless of whether ~~or not~~ the alleged

victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in [AR Administrative Regulation 1312.3](#).

CSBA NOTE: [CSBA NOTE: The following paragraph may be revised to reflect district practice.](#)

Districts have the authority to monitor student use of the district's Internet system and to conduct individual searches of student accounts if there is reasonable suspicion that a user has violated district policy or the law; see BP/AR 5145.12 - Search and Seizure and BP/E 6163.4 - Student Use of Technology.

[Business and Professions Code 22589.1, as added by AB 2879 \(Ch. 700, Statutes of 2022\), requires a social media platform, as defined, to establish a mechanism that allows any individual, regardless of whether that individual has a profile on the internet-based service, to report cyberbullying or any content that violates the existing terms of service. Although not directly applicable to schools, based on this new law, schools may report cyberbullying to social media companies.](#)

~~When the circumstances involve cyberbullying, Any individuals with information about the cyberbullying activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to shall notify a teacher, the principal, or other employee so that the matter may be investigated. When~~ [When an investigation concludes that](#) a student ~~uses~~ [used](#) a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with [report](#) the networking site or service [cyberbullying](#) to suspend the ~~privileges of the student~~ [social media platform](#) and to ~~have~~ [may request](#) the material [be](#) removed.

Discipline/Corrective Actions

CSBA NOTE: Pursuant to Education Code 48900-48900.4, "bullying" is a ground for suspension or expulsion; see AR 5144.1 - Suspension and Expulsion/Due Process.

The courts have generally

[In Wynar v. Douglas County School District and Lavine v. Blaine School District, the Ninth Circuit](#) upheld discipline for off-campus student conduct that poses an identifiable threat to the safety of other students, staff, or school property or presents a risk of substantial disruption of school activities, provided that the district is able to document the impact or disruption that the conduct has, or could be expected to have, on school activities (e.g., [Wynar v. Douglas County School District, Lavine v. Blaine School District](#)). The court in *J.C. v. Beverly Hills Unified School District* found that the district would be able to discipline a student for a video recorded off campus and posted on YouTube, but that the discipline imposed on this particular student was not justified since the district did not present evidence of specific facts that led school officials to predict that the video would cause substantial disruption (e.g., the video was not violent or threatening nor did it lead to any confrontations between the students).

Consistent with these interpretations, Education Code 48900 defines bullying by means of an "electronic act" to include creation or transmission originating on or off the school site. Thus, for purposes of determining whether the conduct may be subject to suspension or expulsion, the act does not necessarily need to have been committed while at school, while coming to or from school, or during a school-sponsored activity. Nevertheless, the act needs to satisfy the criteria specified in the definition of "bullying" in Education Code 48900 (i.e., a severe or pervasive physical or verbal

act or conduct that has or can be reasonably predicted to have the effect of placing a reasonable student in fear of harm to the student's person or property, causing a substantially detrimental effect on the student's physical or mental health, causing substantial interference with the student's academic performance, or causing substantial interference with the student's ability to participate in or benefit from school services, activities, or privileges).

When the conduct does not rise to the level specified in Education Code 48900, the district may implement interventions other than suspension or expulsion to address the bullying. For further information, see CSBA's policy brief, "[School Safety: Bullying and Cyberbullying: Policy Considerations for Boards.](#)" Also see BP 5131 - Conduct and BP 5145.2 - Freedom of Speech/Expression.

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention, and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

CSBA NOTE: The following paragraph may be revised to reflect district practice. Pursuant to Education Code 48900.5, as amended by AB 1165 (Ch. 22, Statutes of 2023), the district is encouraged to have a student who has been suspended, or for whom other means of correction have been implemented pursuant to Education Code 48900.5 for an incident of racist bullying, harassment, or intimidation, as well as the victim, to engage in a restorative justice practice suitable to address the needs of both the victim and the perpetrator, in addition to the other measures specified in the following paragraph.

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

Support Services

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement, [in accordance with Board Policy and Administrative Regulation 5141.52 - Suicide Prevention.](#)

Policy Reference UPDATE Service

Copyright 2023 by California School Boards Association, West Sacramento, California 95691

All rights reserved.

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
<u>Bus. and Prof. Code 22589-22589.4</u>	<u>Cyberbullying Protection Act</u>
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 32280-32289.5	School safety plans
Ed. Code 32283.5	Bullying; online training
Ed. Code 35181	Governing board authority to set policy on responsibilities of students
Ed. Code 35291-35291.5	<u>School discipline Rules</u>
Ed. Code 46600	Student transfers
Ed. Code 48900-48925	Suspension and expulsion
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 52060-52077	Local control and accountability plan
Pen. Code 422.55	Definition of hate crime
Pen. Code 647	Use of camera or other instrument to invade person's privacy; misdemeanor
Pen. Code 647.7	Use of camera or other instrument to invade person's privacy; punishment
Pen. Code 653.2	Electronic communication devices; threats to safety
Federal	Description
28 CFR 35.107	Nondiscrimination on basis of disability; complaints
34 CFR 104.7	Section 504; Designation of responsible employee and adoption of grievances procedures
34 CFR 106.8	Designation of coordinator; dissemination of policy, and adoption of grievance procedures
34 CFR 110.25	Notification of nondiscrimination on the basis of age
47 USC 254	Universal service discounts (E-rate)
Management Resources	Description
CA Office of the Attorney General Publication	Promoting a Safe & Secure Learning Environment for All: Guidance & Model Policies to Assist CA K-12 Schools in

	Responding to Immigration Issues, April 2018 https://oag.ca.gov/sites/all/files/agweb/pdfs/bcj/school-guidance-model-k12.pdf
California Department of Education Publication	Bullying at School, 2003 https://www.cde.ca.gov/ls/ss/se/documents/bullyingatschool.pdf
California Department of Education Publication	Online Bullying Training Module and Bullying Module https://www.cde.ca.gov/ls/ss/se/bullyres.asp
California Department of Education Publication	California's Social and Emotional Learning: -Guiding Principles, 2018 https://www.cde.ca.gov/eo/in/documents/selguidingprinciple.swb.pdf
California Department of Education Publication	Health Education Content Standards for California Public Schools: -Kindergarten Through Grade Twelve, 2008 https://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf
California Department of Education Publication	Social and Emotional Learning in California: -A Guide to Resources, October 2018 https://www.cde.ca.gov/eo/in/documents/selresourcesguide.pdf
Court Decision	J.C. v. Beverly Hills Unified School District; (2010) 711 F.Supp.2d 1094
Court Decision	Lavine v. Blaine School District; (2002) 279 F.3d 719
Court Decision	Wynar v. Douglas County School District; (2013) 728 F.3d 1062
CSBA Publication	Addressing the Conditions of Children: -Focus on Bullying, Governance Brief, December 2012 (https://www.csba.org/-/media/CSBA/Files/GovernanceResources/GovernanceBriefs/201212GBBullying.ashx?la=en&rev=8033965a0418461488e9c1af7f9a3b0a)
CSBA Publication	School Safety: Bullying and Cyberbullying, Policy Brief, October 2023 (https://www.csba.org/-/media/CSBA/Files/GovernanceResources/EducationIssues/ConditionsofChildren/BullyingGovBrief-REPD_10-2023.ashx?la=en&rev=d409e63de5f641839230ee2dd9ae9ff9)
CSBA Publication	Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009 https://www.csba.org/~media/4D07909373B14A0BB5CA2CCF41F98351.ashx

CSBA Publication	Cyberbullying: -Policy Considerations for Boards, Policy Brief, rev. July 2010
CSBA Publication	Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014 https://www.csba.org/~media/E68E16A652D34EADA2BFD CD9668B1C8F.ashx
CSBA Publication	Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
CSBA Publication	Legal Guidance on Rights of Transgender and Gender Nonconforming Students in Schools, October 2022 (https://www.csba.org/-/media/CSBA/Files/Advocacy/Legal-Guidance-Transgender-Legal-10-2022_p1-(1).ashx?la=en&rev=8c8f01b47a1b4e4bbb15a6bd64122a53)
CSBA Publication	Final Guidance:- AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014 https://www.csba.org/Advocacy/~media/CSBA/Files/Advocacy/ELA/2014_03_AB1266_FinalGuidance.ashx
U.S. Dept of Health and Human Services Publication	Social Media and Youth Mental Health: The U.S. Surgeon General's Advisory, 2023 (https://www.hhs.gov/sites/default/files/sg-youth-mental-health-social-media-advisory.pdf?cldee=BBbo_C98Ln9rzCMeTJBzPZC0nUOkbn-AOHa_4HvS_q-LBOXReDvSFA36L-k_EsCj&recipientid=)
U.S. Dept of Health and Human Services Publication	Our Epidemic of Loneliness and Isolation: The U.S. Surgeon General's Advisory on the Health Effects of Social Connection and the Community, 2023 (https://www.hhs.gov/sites/default/files/surgeon-general-social-connection-advisory.pdf)
U.S. DOE Publication	Creating Inclusive and Nondiscriminatory School Environments for LGBTQI+ Students, June 2023 (https://www2.ed.gov/about/offices/list/ocr/docs/lgbtqi-student-resources-toolkit-062023.pdf)
U.S. DOE Office for Civil Rights Publication	Guidance to America's Schools: -Bullying of Students with Disabilities, October 2014
U.S. DOE, Office for Civil Rights Publication	Dear Colleague Letter: Discrimination, Including Harassment, Based on Shared Ancestry or Ethnic Characteristics, November 2023 (https://www2.ed.gov/about/offices/list/ocr/letters/colleague-202311-discrimination-harassment-shared-ancestry.pdf)

U.S. DOE, Office for Civil Rights
Publication

Dear Colleague Letter: Responding to Bullying of Students
with Disabilities, October 2014
(<https://www2.ed.gov/about/offices/list/ocr/letters/colleague-bullying-201410.pdf>)

U.S. DOE, Office for Civil Rights
Publication

Dear Colleague Letter: Addressing Discrimination Against
Jewish Students, May 2023
(<https://www2.ed.gov/about/offices/list/ocr/docs/antisemitism-dcl.pdf>)

~~U.S. DOE, Office for Civil Rights
Publication~~

~~Dear Colleague Letter: Guidance on Schools' Obligations to
Protect Students from Student-on-Student Harassment on
Basis of Sex, Race, Color, Oct 2010~~

U.S. DOE, Office for Civil Rights
Publication

Dear Colleague Letter: -Harassment and Bullying, October
2010
(<https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.pdf>)

Website

CSBA District and County Office of Education Legal Services

Website

National School Safety Center

Website

Partnership for Children and Youth

Website

Center on Great Teachers and Leaders

Website

Collaborative for Academic Social and Emotional Learning

Website

Common Sense Media

Website

California Department of Education, Safe Schools

Website

California Office of the Attorney General

Website

CSBA

Website

U.S. Department of Education

Website

U.S. Department of Health and Human Services, Stop Bullying
(<https://www.stopbullying.gov>)

Cross References

Code

Description

0100

Philosophy

0410

Nondiscrimination In District Programs And Activities

0440

District Technology Plan

0440

District Technology Plan

0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0470	COVID-19 Mitigation Plan
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
1313	Civility
3515	Campus Security
3515	Campus Security
4131	Staff Development
4219.21	Professional Standards
4219.21-E(1)	Professional Standards
4231	Staff Development
4319.21	Professional Standards
4319.21-E(1)	Professional Standards
5030	Student Wellness
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5113.12	District School Attendance Review Board
5113.12	District School Attendance Review Board
5116.1	Intradistrict Open Enrollment
5116.1	Intradistrict Open Enrollment
5116.2	Involuntary Student Transfers
5117	Interdistrict Attendance
5117	Interdistrict Attendance
5125	Student Records
5125	Student Records
5131	Conduct
5131.8	Mobile Communication Devices
5136	Gangs
5136	Gangs

5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5141.27	Food Allergies/Special Dietary Needs
5141.27	Food Allergies/Special Dietary Needs
<u>5141.5</u>	<u>Mental Health</u>
5141.52	Suicide Prevention
5141.52	Suicide Prevention
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)
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
5145.7	Sexual Harassment
5145.7	Sexual Harassment
5145.9	Hate-Motivated Behavior
<u>6142.8</u>	<u>Comprehensive Health Education</u>
6144	Controversial Issues
6163.4	Student Use Of Technology
6163.4-E(1)	Student Use Of Technology
6164.2	Guidance/Counseling Services
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth

6184

Continuation Education

6184

Continuation Education

Regulation 5141.21: Administering Medication And Monitoring Health Conditions

Status: ADOPTED

Original Adopted Date: 12/01/2013 | **Last Revised Date:** 12/01/2019²⁰²³ | **Last Reviewed Date:** 12/01/2019²⁰²³

CSBA NOTE: The following administrative regulation reflects requirements for the administration of medication to students on a continuing medication regimen or in emergency medical situations at school or a school-related activity. The district should consult [CSBA's District and County Office of Education Legal Services or district](#) legal counsel as necessary to ensure that all legal requirements are met.

[Education Code 49426.5, as added by AB 1722 \(Ch. 853, Statutes of 2023\), authorizes the district to hire a licensed vocational nurse following Governing Board approval that a diligent search was conducted in accordance with Education Code 49426.5. Upon hiring a vocational nurse, the district is required to certify to the California Department of Education \(CDE\) that a search was properly conducted. A hired vocational nurse is required to be supervised by a credentialed school nurse employed as a school nurse at the district or at another local educational agency.](#)

Pursuant to the general authority in Education Code 49423 and 5 CCR 600-611, as interpreted by the California Supreme Court in *American Nurses Association v. Torlakson*, health providers may train unlicensed school personnel to administer medication, ~~including emergency anti-seizure medication.~~ Such administration must be contingent upon a physician's written authorization for unlicensed personnel to administer the medication to the particular student, [unless otherwise authorized by law](#). The district may revise the following regulation to reflect any district requirements related to the administration of such medication.

Definitions

Authorized health care provider means an individual who is licensed by the State of California to prescribe or order medication, including, but not limited to, a physician or physician assistant. (Education Code 49423; 5 CCR 601)

Other designated school personnel means any individual employed by the district, including a nonmedical school employee, who has volunteered or consented to administer medication or otherwise assist the student and who may legally administer the medication to the student or assist the student in the administration of the medication. (5 CCR 601, 621)

Medication may include not only a substance dispensed in the United States by prescription, but also a substance that does not require a prescription, such as over-the-counter remedies, nutritional supplements, and herbal remedies. (5 CCR 601)

Epinephrine auto-injector means a disposable delivery device designed for the automatic injection of a premeasured dose of epinephrine into the human body to prevent or treat a life-threatening allergic reaction. (Education Code 49414)

Anaphylaxis means a potentially life-threatening hypersensitivity to a substance, which may result from an insect sting, food allergy, drug reaction, exercise, or other cause. Symptoms may include shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing, hives, itching, swelling, shock, or asthma. (Education Code 49414)

Opioid antagonist means naloxone hydrochloride or another drug approved by the federal Food and Drug Administration that, when administered, negates or neutralizes in whole or in part the pharmacological effects of an opioid in the body and that has been approved for the treatment of an opioid overdose. (Education Code 49414.3)

Albuterol means a bronchodilator used to open the airways by relaxing the muscles around the bronchial tubes. (Education Code 49414.7)

Inhaler means a device used for the delivery of prescribed asthma medication that is inhaled. (Education Code 49414.7)

Notifications to Parents/Guardians

CSBA NOTE: Pursuant to Education Code 48980, districts must notify parents/guardians, at the beginning of each school year, of their rights and responsibilities (see section "Parent/Guardian Responsibilities" below) under Education Code 49423 pertaining to the administration of medication by school employees and self-administration of epinephrine by students. See "Parent/Guardian Responsibilities" below. Though notification is not required for self-administration of any medication other than epinephrine, it is recommended that the annual notification include other medications to facilitate implementation by school personnel.

At the beginning of each school year, the Superintendent or designee shall notify parents/guardians of the options available to students who need to take prescribed medication during the school day and the rights and responsibilities of parents/guardians regarding those options. (Education Code 49480)

In addition, the Superintendent or designee shall inform the parents/guardians of any student on a continuing medication regimen for a nonepisodic condition of the following requirements: (Education Code 49480)

1. The parent/guardian is required to inform the school nurse or other designated employee of the medication being taken, the current dosage, and the name of the supervising physician.
2. With the parent/guardian's consent, the school nurse or other designated employee may communicate with the student's physician regarding the medication and its effects and may counsel school personnel regarding the possible effects of the medication on the student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.

CSBA NOTE: The following paragraph is optional.

When a student requires medication during the school day in order to participate in the educational program, the Superintendent or designee shall, as appropriate, inform the student's parents/guardians that the student may qualify for services or accommodations pursuant to the

Individuals with Disabilities Education Act (20 USC 1400-1482) or Section 504 of the federal Rehabilitation Act of 1973 (29 USC 794).

Parent/Guardian Responsibilities

The responsibilities of the parent/guardian of any student who may need medication during the school day shall include, but are not limited to:

CSBA NOTE: Education Code 49423 and 5 CCR 600 authorize districts to administer prescribed medication only upon receipt of written statements from the student's authorized health care provider and parent/guardian. Appropriate statements must be received before students are allowed to carry and self-administer diabetes medication pursuant to Education Code 49414.5, auto-injectable epinephrine pursuant to Education Code 49423, or asthma medication pursuant to Education Code 49423.1. Districts may choose to allow students to carry and self-administer other types of medication beyond those authorized by the Education Code. If so, the district should modify the following section accordingly. See the accompanying Board policy.

1. Submitting the parent/guardian written statement and the authorized health care provider's written statement each school year as described in the sections "Parent/Guardian Statement" and "Health Care Provider Statement" below. The parent/guardian shall provide a new authorized health care provider's statement if the medication, dosage, frequency of administration, or reason for administration changes. (Education Code 49414.5, 49423, 49423.1; 5 CCR 600, 626)
2. If the student is on a continuing medication regimen for a nonepisodic condition, informing the school nurse or other designated certificated employee of the medication being taken, the current dosage, and the name of the supervising physician, and updating the information when needed. (Education Code 49480)

CSBA NOTE: Pursuant to 5 CCR 606, the district is authorized to establish rules for the delivery and storage of medication on a school site.

3. Providing medications in properly labeled, original containers along with the authorized health care provider's instructions. For prescribed or ordered medication, the container also shall bear the name and telephone number of the pharmacy, the student's identification, and the name and phone number of the authorized health care provider. (5 CCR 606)

Parent/Guardian Statement

CSBA NOTE: 5 CCR 603 authorizes the district to establish specific requirements regarding the parent/guardian's written statement. The following list should be modified to reflect the district's requirements.

When district employees are to administer medication to a student, the parent/guardian's written statement shall:

1. Identify the student
2. Grant permission for an authorized district representative to communicate directly with the student's authorized health care provider and pharmacist, as may be necessary, regarding the health care provider's written statement or any other questions that may arise with

regard to the medication

3. Contain an acknowledgment that the parent/guardian understands how district employees will administer the medication or otherwise assist the student in its administration
4. Contain an acknowledgment that the parent/guardian understands the responsibilities to provide a written statement from the authorized health care provider, to ensure that the medication is delivered to the school in a proper container by an individual legally authorized to be in possession of the medication, and to provide all necessary supplies and equipment

In addition to the requirements in ~~items~~Items #1-4 above, if a parent/guardian has requested that the student be allowed to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication, the parent/guardian's written statement shall: (Education Code 49423, 49423.1)

1. Consent to the self-administration
2. Release the district and school personnel from civil liability if the student suffers an adverse reaction as a result of self-administering the medication

Health Care Provider Statement

CSBA NOTE: Education Code 49423 and 49423.1 and 5 CCR 602 list ~~items~~Items that the authorized health care provider's written statement must contain, as specified in ~~items~~Items #1-5 below. Districts that request additional information in the statement should modify the following list accordingly.

When any district employee is to administer prescribed medication to a student, or when a student is to be allowed to carry and self-administer prescribed medication during school hours, the authorized health care provider's written statement shall include:

1. Clear identification of the student (Education Code 49423, 49423.1; 5 CCR 602)
2. The name of the medication (Education Code 49423, 49423.1; 5 CCR 602)

3. The method, amount, and time schedules by which the medication is to be taken (Education Code 49423, 49423.1; 5 CCR 602)
4. If a parent/guardian has requested that the student be allowed to self-administer medication, confirmation that the student is able to self-administer the medication (Education Code 49414.5, 49423, 49423.1; 5 CCR 602)
5. For medication that is to be administered by unlicensed personnel, confirmation by the student's health care provider that the medication may safely and appropriately be administered by unlicensed personnel (Education Code 49423, 49423.1; 5 CCR 602)

CSBA NOTE: Items #6-8 below may be revised to reflect district practice.

6. For medication that is to be administered on an as-needed basis, the specific symptoms that would necessitate administration of the medication, allowable frequency for administration, and indications for referral for medical evaluation
7. Possible side effects of the medication
8. Name, address, telephone number, and signature of the student's authorized health care provider

CSBA NOTE: Pursuant to Education Code 49423.1, as amended by AB 743 (Ch. 101, Statutes of 2019), districts must accept a written statement pertaining to inhaled asthma medication from a physician or surgeon who is contracted with a prepaid health plan operating under the laws of Mexico that is licensed as a health care service plan in California pursuant to Health and Safety Code 1351.2.

For self-administration of inhaled asthma medication, the district shall accept a written statement from a physician or surgeon contracted with a health plan licensed pursuant to Health and Safety Code 1351.2. Such written statement shall be in English and Spanish; and shall include the name and contact information for the physician or surgeon. (Education Code 49423.1)

District Responsibilities

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

The Superintendent or designee shall ensure that any unlicensed school personnel authorized to administer medication to a student receives appropriate training from the school nurse or other qualified medical personnel.

The school nurse or other designated school personnel shall:

1. Administer or assist in administering medication in accordance with the authorized health care provider's written statement
2. Accept delivery of medications from parents/guardians and count and record them upon receipt

3. Maintain a list of students needing medication during the school day, including those authorized to self-administer medication, and ~~note~~maintain on the list the type of medication and the times and dosage to be administered

CSBA NOTE: 5 CCR 601 specifies items that districts may, but are not required to, include in the medication log, as provided in ~~item~~Item #4 below.

4. Maintain for each student a medication log which may:
 - a. Specify the student's name, medication, dose, method of administration, time of administration during the regular school day, date(s) on which the student is required to take the medication, and the authorized health care provider's name and contact information
 - b. Contain space for daily recording of the date, time, and amount of medication administered, and the signature of the individual administering the medication

CSBA NOTE: 5 CCR 601 specifies items that may be included in the medication record, as detailed below. In addition, 5 CCR 607 authorizes the district to establish policies regarding documentation of medication, including the maintenance of the medication record.

5. Maintain for each student a medication record which may include the authorized health care provider's written statement, the parent/guardian's written statement, the medication log, and any other written documentation related to the administration of medication to the student
6. Ensure that student confidentiality is appropriately maintained
7. Coordinate and, as appropriate, ensure the administration of medication during field trips and other school-related activities
8. Report to a student's parent/guardian and the site administrator any refusal by the student to take the medication
9. Keep all medication to be administered by the district in a locked drawer or cabinet
10. As needed, communicate with a student's authorized health care provider and/or pharmacist regarding the medication and its effects
11. Counsel other designated school personnel regarding the possible effects of a medication on a student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose

CSBA NOTE: 5 CCR 609 authorizes the district to establish policies regarding unused, discontinued, or outdated medication.

12. Ensure that any unused, discontinued, or outdated medication is returned to the student's parent/guardian at the end of the school year or, if the medication cannot be returned, dispose of it in accordance with state laws and local ordinances
13. In the event of a medical emergency requiring administration of medication, provide immediate medical assistance, directly observe the student following the administration of medication, contact the student's parent/guardian, and determine whether the student

should return to class, rest in the school office, or receive further medical assistance

14. Report to the site administrator, the student's parent/guardian, and, if necessary, the student's authorized health care provider any instance when a medication is not administered properly, including administration of the wrong medication or failure to administer the medication in accordance with authorized health care provider's written statement

Emergency Epinephrine Auto-Injectors

CSBA NOTE: CSBA NOTE: The following section addresses the administration of emergency epinephrine auto-injectors to persons exhibiting life-threatening symptoms of anaphylaxis reaction and respiratory distress. If the district does not make emergency albuterol inhalers available at its schools, all references to it should be deleted from this section.

Education Code 49414 requires districts to provide epinephrine auto-injectors to school nurses or other ~~employees~~ trained personnel who volunteer and receive training, which they may use to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an anaphylactic reaction. Pursuant to Education Code 49414, as amended by AB 1651 (Ch. 588, Statutes of 2023), a holder of an Activity Supervisor Clearance Certificate who has received required training may be a volunteer for the purpose of administering emergency epinephrine auto-inhalers.

The Superintendent or designee shall provide epinephrine auto-injectors to school nurses or other ~~employees~~ trained personnel who have volunteered to administer them in an emergency and have received training. The school nurse, or a ~~volunteer employee~~ when a school nurse or physician is unavailable, a trained volunteer may administer an epinephrine auto-injector to provide emergency medical aid to any person suffering, or reasonably believed to be suffering, from potentially life-threatening symptoms of anaphylaxis at school or a school activity. (Education Code 49414)

At least once per school year, the Superintendent or designee shall distribute to all staff a notice requesting volunteers to be trained to administer an epinephrine auto-injector and describing the training that the volunteer will receive. A trained volunteer may include the holder of an Activity Supervisor Clearance Certificate who has received specified training. (Education Code 49414)

At least once per school year, the Superintendent or designee shall distribute to all employees a notice requesting volunteers to be trained to administer epinephrine auto-injectors and/or stock albuterol inhalers for emergency aid to individuals exhibiting signs of anaphylaxis reaction or respiratory distress. Such notice shall also describe the training that the volunteers will receive. (Education Code 49414, 49414.7)

CSBA NOTE: Education Code 49414 ~~specifies~~ and 49414.7, as added by AB 1283, specify topics to be included in training for employees who volunteer to be trained in the use of epinephrine auto-injectors. ~~Pursuant to Education Code 49414 requires~~ and 49414.7, _____ ~~as added by AB 1283,~~ the Superintendent of Public Instruction (SPI), is required to review, in consultation with specified agencies and organizations, ~~to review~~ the minimum standards for the training ~~these trainings~~ at least every five years. ~~These~~ and to make the standards are available on the California Department of Education's (CDE) web site CDE's website.

The principal or designee at each school may designate one or more volunteers to receive initial and annual refresher training, which shall be provided by a school nurse or other qualified person designated by a physician and surgeon authorized pursuant to Education Code 49414 or 49414.7, and shall be based on the standards developed by the Superintendent of Public Instruction (SPI). Written materials covering the required topics for training shall be retained by the school for reference. (Education Code 49414), 49414.7

CSBA NOTE: Education Code 49414 specifies the type of epinephrine auto-injectors that must be provided to each school and the district personnel authorized to obtain the prescriptions. The following paragraphs may be revised to reflect the position(s) assigned to fulfill this responsibility and the grade levels maintained by the district.

CSBA NOTE: Education Code 49414 and 49414.7, as added by AB 1283, specify the district personnel authorized to obtain the prescriptions for epinephrine auto-injectors. _____
The following paragraph may be revised to reflect the position(s) assigned to fulfill this _____ responsibility.

A school nurse or other qualified supervisor of health, or a district administrator if the district does not have a qualified supervisor of health, shall obtain a prescription for epinephrine auto-injectors or stock albuterol inhalers for each school from an authorized physician and surgeon. Such prescription may be filled by local or mail order pharmacies or manufacturers. (Education Code 49414, 49414.7)

CSBA NOTE: Education Code 49414 specifies the type of epinephrine auto-injector manufacturers. injectors that must be provided at each school. The following paragraph may be revised to reflect the grade levels maintained by the district.

Elementary schools shall, at a minimum, be provided one adult (regular) and one junior epinephrine auto-injector. Secondary schools shall be provided at least one adult (regular) epinephrine auto-injector, unless there are any students at the school who require a junior epinephrine auto-injector. (Education Code 49414)

CSBA NOTE: Pursuant to Education Code 49414, as amended by AB 1651, districts are required to store emergency epinephrine auto-injectors in an epinephrine auto-injector accessible location upon need for emergency use and include the location in annual notices to staff. See E(1) 4112.9/4212.9/4312.9 – Employee Notifications. Though this requirement does not apply to stock

albuterol inhalers, consistency in the manner of handling these medications make for easier implementation of the rules for administering them.

The district shall store emergency epinephrine auto-injectors in an accessible location, and shall specify such location in annual notices to staff.

If either medication is used, the school nurse or other qualified supervisor of health shall restock the epinephrine auto-injector medication as soon as reasonably possible, but no later than two weeks after it is used. In addition, epinephrine auto-injectors all medications shall be restocked before their expiration date. (Education Code 49414), (Education Code 49414, 49414.7)

Any volunteer or trained personnel who administers either medication shall initiate emergency medical services or other appropriate medical follow up in accordance with the training materials retained by the school. (Education Code 49414, 49414.7)

CSBA NOTE: Education Code 49414, and 49414.7, as added by AB 1283, require districts to provide defense and indemnification to employees who volunteer to administer epinephrine auto-injectors. Pursuant to Education Code 49414.7, as added by AB 1283, districts are not liable for any civil damages that may result from any act of omission, other than an act or omission constituting gross negligence or willful or wanton misconduct, in the emergency administration of an albuterol inhaler by any or its school nurses or trained volunteers.

Information regarding defense and indemnification provided by the district for any and all civil liability for volunteers administering epinephrine auto-injectors shall be provided to each volunteer and retained in the employee's personnel file. (Education Code 49414), 49414.7)

CSBA NOTE: Pursuant to Education Code 49414, and 49414.7, as added by AB 1283, schools are authorized to accept gifts, grants, and donations to support the use of epinephrine auto-injectors.

A school may accept gifts, grants, and donations from any source for the support of the school in carrying out the requirements of Education Code 49414 or 49414.7, including, but not limited to, the acceptance of epinephrine auto-injectors from a manufacturer or wholesaler. (Education Code 49414, 49414.7)

The Superintendent or designee shall maintain records regarding the acquisition and disposition of epinephrine auto-injectors the described medications for a period of three years from the date the records were created. (Business and Professions Code 4119.2)

Emergency Medication for Opioid Overdose

CSBA NOTE: The following section is optional. Education Code 49414.3 authorizes, but does not require, districts to make emergency naloxone hydrochloride or another opioid antagonist available to school nurses or trained personnel who have volunteered to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. Districts that choose to provide the medication must meet specified requirements as provided below. Such districts may revise the following section to indicate the grade levels at which such medication will be available (e.g., at secondary schools only).

The district may elect to make emergency naloxone hydrochloride or another opioid antagonist available at schools for the purpose of providing emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. In determining whether to make this

medication available, the Superintendent or designee shall evaluate the emergency medical response time to the school and determine whether initiating emergency medical services is an acceptable alternative to providing an opioid antagonist and training personnel to administer the medication. (Education Code 49414.3)

CSBA NOTE: Education Code 49414.8, as added by SB 114 (Ch. 48, Statutes of 2023), appropriates funding to county offices of education (COE) for the purpose of coordinating the purchasing and maintaining of a sufficient stock of emergency opioid antagonists for distribution to districts within their jurisdiction. Districts that receive emergency opioid antagonists from a COE are required to distribute at least two units of such antagonist to each middle, junior high, high school and adult school operated by the district and to restock each unit prior to its expiration date and as soon as possible, but no later than two weeks, after its use.

Additionally, if the district accepts emergency naloxone hydrochloride or another opioid antagonist from the county office of education (COE), the Superintendent or designee shall maintain at least two units of the medication at each district middle, junior high, high, and adult school. (Education Code 49414.8)

When available at the school site, the school nurse shall provide emergency naloxone hydrochloride or another opioid antagonist for emergency medical aid to any person exhibiting potentially life-threatening symptoms of an opioid overdose at school or a school activity. Other designated personnel who have volunteered and have received training may administer such medication when a school nurse or physician is unavailable, and shall only administer the medication by nasal spray or auto-injector. (Education Code 49414.3)

At least once per school year, the Superintendent or designee shall distribute to all staff a notice requesting volunteers to be trained to administer naloxone hydrochloride or another opioid antagonist, describing the training that the volunteer will receive, and explaining the right of the volunteer to rescind the offer to volunteer at any time, including after receiving training. The notice shall also include a statement that no benefit will be granted to or withheld from any employee based on the offer to volunteer and that there will be no retaliation against any employee for rescinding the offer to volunteer. (Education Code 49414.3)

CSBA NOTE: Pursuant to Education Code 49414.3, the training provided to designated school personnel must be based on standards adopted by the SPI in consultation with specified agencies and organizations. The SPI is required to review those standards at least once every five years. Required topics of the training include (1) techniques for recognizing symptoms of an opioid overdose; (2) standards and procedures for the storage, restocking, and emergency use of the medication; (3) basic emergency follow-up procedures; and (4) recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation. In addition, CDE is required to include on its ~~web site~~ website a clearinghouse for best practices in training nonmedical personnel to administer an opioid antagonist to students. As a condition of receiving emergency opioid antagonists from the COE, the district is required to ensure that at least two staff members at each school site meet the minimum standards of training specified in Education Code 49414.3. The following paragraph reflects that requirement and should be revised by districts that choose not to accept emergency opioid antagonists from the COE.

The principal or designee ~~may~~ shall designate ~~one~~ two or more volunteer employees to receive initial and annual refresher training, based on standards adopted by the SPI, regarding the storage and emergency use of naloxone hydrochloride or another opioid antagonist. The training shall be

provided at no cost to the employee, conducted during regular working hours, and be provided by a school nurse or other qualified person designated by an authorizing physician and surgeon. Written materials provided during the training shall be retained at the school for reference. (Education Code 49414.3), [49414.8](#))

A Each volunteer shall meet the minimum standards of training for the administration of an emergency opioid antagonist as specified in Education Code 49414.3 or shall have undergone opioid overdose prevention and treatment training and reviewed material available on the California Department of Public Health's website. (Education Code 49414.8)

Any prescription for naloxone hydrochloride or another opioid antagonist shall be obtained by a school nurse, other qualified supervisor of health, or, if the district does not have a qualified supervisor of health, a district administrator shall obtain a prescription for naloxone hydrochloride or another opioid antagonist for each school from an authorized physician and surgeon. Such prescription may be filled by local or mail order pharmacies or manufacturers. (Education Code 49414.3)

If the medication is used, the school nurse, other qualified supervisor of health, or district administrator, as applicable, shall restock the medication as soon as reasonably possible, but no later than two weeks after it is used. In addition, the medication shall be restocked before its expiration date. (Education Code 49414.3), [49414.8](#))

CSBA NOTE: Pursuant to Health and Safety Code 1799.113, as added by AB 1166 (Ch. 97, Statutes of 2023), employees and volunteers that render emergency treatment at the scene of an opioid overdose or suspected opioid overdose by administering an opioid antagonist shall not be liable for civil damages resulting from an act or omission, unless such act constitutes gross negligence or willful or wanton misconduct.

Employees and volunteers that render emergency treatment at the scene of an opioid overdose or suspected opioid overdose by administering an opioid antagonist shall not be liable for civil damages resulting from an act or omission, unless such act constitutes gross negligence or willful or wanton misconduct. (Health and Safety Code 1799.113)

Information regarding defense and indemnification provided by the district for any and all civil liability for volunteers administering naloxone hydrochloride or another opioid antagonist for emergency aid shall be provided to each volunteer in writing and retained in the employee's personnel file. (Education Code 49414.3)

A school may accept gifts, grants, and donations from any source for the support of the school in carrying out the requirements of Education Code 49414.3, including, but not limited to, the acceptance of the naloxone hydrochloride or another opioid antagonist from a COE, manufacturer, or wholesaler. (Education Code 49414.3)

The Superintendent or designee shall maintain records regarding the acquisition and disposition of naloxone hydrochloride or another opioid antagonist for a period of three years from the date the records were created. (Business and Professions Code 4119.8)

Anti-Seizure Medication

CSBA NOTE: The following section is optional and should be modified to reflect district practice. Pursuant to Education Code 49468, as added by AB 1810 (Ch. 906, Statutes of 2022), either a school nurse or a volunteer designated and trained as specified below, may administer emergency anti-seizure medication to a student diagnosed with seizures, a seizure disorder, or epilepsy who has been prescribed such medication from a health care provider and is suffering from a seizure. The district may designate one or more volunteers to serve in this capacity if the parent/guardian of a student diagnosed with seizures, a seizure disorder, or epilepsy who has been prescribed an emergency anti-seizure medication makes such a request and the volunteer(s) receive initial and annual refresher training regarding the emergency use of anti-seizure medication based on standards developed by the SPI. Pursuant to Education Code 49468.2, as added by AB 1810, collective bargaining for additional compensation for volunteers is not precluded.

A school nurse or, if a school nurse is not onsite or available, a volunteer designated by the district may administer emergency anti-seizure medication to a student diagnosed with seizures, a seizure disorder, or epilepsy who has been prescribed such medication from the student's health care provider and is suffering from a seizure. (Education Code 49468.2)

Upon receipt of a request from the parent/guardian of a student diagnosed with seizures, a seizure disorder, or epilepsy who has been prescribed emergency anti-seizure medication, the Superintendent or designee may designate one or more volunteer(s) at the student's school to receive initial and annual refresher training regarding the emergency use of anti-seizure medication. (Education Code 49468.2)

In order to solicit volunteers, the district shall distribute a notice at least once, but no more than two times per school year, to all staff that includes the following information: (Education Code 49468.2)

1. A description of the volunteer request stating that the request is for volunteers to be trained to recognize and respond to seizures, including training to administer emergency anti-seizure medication to a student diagnosed with seizures, a seizure disorder, or epilepsy if the student is suffering from a seizure
2. A description of the training that the volunteer will receive
3. The right of an employee to rescind the offer to volunteer
4. A statement that there will be no retaliation against any individual for rescinding the offer to volunteer, including after receiving training

A volunteer may rescind the offer to administer emergency anti-seizure medication at any time, including after receipt of training. (Education Code 49468.2)

If a volunteer rescinds the offer to volunteer or is no longer able to act as a volunteer for any reason, or if the placement of a student changes and the student no longer has access to a trained volunteer, the district may distribute an additional two notices per school year to all staff. (Education Code 49468.2)

CSBA NOTE: Pursuant to Education Code 49468.2, as added by AB 1810, the SPI established minimum standards of training to recognize and respond to seizures and for the administration of emergency anti-seizure medication, which are available on CDE's website and required to be updated every five years. The following paragraph reflects the minimum standards of training for volunteer(s) in order that they may administer emergency anti-seizure medication.

Volunteer employees shall receive initial and annual refresher training, based on standards adopted by the SPI, regarding the recognition and response to seizures and the administration of emergency anti-seizure medication. The training shall be provided at no cost to the employee, conducted during regular working hours, and be provided by a school nurse or other qualified person designated by an authorizing physician and surgeon. Written materials provided during the training shall be retained at the school for reference. (Education Code 49468.2)

Before administering emergency anti-seizure medication or therapy prescribed to treat seizures in a student diagnosed with seizures, a seizure disorder, or epilepsy, the district shall obtain from the student's parent/guardian a seizure action plan as specified in Education Code 49468.3. The school or district nurse shall collaborate with the parent/guardian of each student diagnosed with seizures, a seizure disorder, or epilepsy in the development of a plan if the student does not have an individualized education plan or Section 504 plan. (Education Code 49468.3)

If the school obtains written consent from the student's parent/guardian, in accordance with 34 CFR 99.30, the seizure action plan shall be distributed to any school staff or volunteers responsible for the supervision or care of the student. (Education Code 49468.3)

Upon receipt of a request from a parent/guardian of a student diagnosed with seizure, a seizure disorder, or epilepsy, the district shall notify the parent/guardian that the student may qualify for services or accommodations pursuant to Section 504 of the federal Rehabilitation Act of 1973 or an individualized education program and shall assist the parent/guardian with the exploration of that option. (Education Code 49468.2)

Additionally, if there are no volunteers at the student's school, the Superintendent or designee shall notify the student's parent/guardian of the student's right to be assessed for services and accommodations guaranteed under Section 504 of the federal Rehabilitation Act of 1973 and the federal Individuals with Disabilities Education Act, and may ask the parent/guardian to sign such notices. (Education Code 49468.2)

The principal or designee shall notify the school nurse assigned to the school, or if a school nurse is not assigned to the school or district, the Superintendent or designee, if an employee administers an emergency anti-seizure medication. (Education Code 49468.3)

The notification described above and the seizure action plan shall be kept on file in the office of the school nurse or a school administrator, in compliance with all applicable state and federal privacy laws. (Education Code 49468.3)

The district shall provide volunteers defense and indemnification for any and all civil liability, with information stating such being provided to the volunteer in writing and retained in the volunteer's personnel file. (Education Code 49468.5)

Trained volunteers who administer emergency anti-seizure medication or medication prescribed for seizure disorder symptoms to a student diagnosed with seizures, a seizure disorder, or epilepsy who appears to be experiencing a seizure shall not be subject to professional review, be liable in a civil action, or be subject to criminal prosecution for acts or omissions in administering the emergency anti-seizure medication. (Education Code 49468.5)

Policy Reference UPDATE Service

Copyright 2023 by California School Boards Association, West Sacramento, California 95691

All rights reserved.

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 600-611	Administering medication to students
Bus. Code 2700-2837	Nursing
Bus. Code 3500-3546	Physician assistants
Bus. Code 4119.2	Acquisition of epinephrine auto-injectors
Bus. Code 4119.8	Acquisition of naloxone hydrochloride or another opioid antagonist
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 49407	Liability for treatment
Ed. Code 49408	Student emergency information
Ed. Code 49414	Emergency epinephrine auto-injectors
Ed. Code 49414.3	Emergency medical assistance; administration of medication for opioid overdose
Ed. Code 49414.4	Opioid Misuse
Ed. Code 49414.5	Providing school personnel with voluntary emergency training
Ed. Code 49414.7	Emergency Albuterol Inhalers
Ed. Code 49414.8	Funding for emergency opioid antagonists; requirements
Ed. Code 49422-49427	Employment of medical personnel
Ed. Code 49423	Administration of prescribed medication for student
Ed. Code 49423.1	Inhaled asthma medication
Ed. Code 49468-49468.5	The Seizure Safe Schools Act
Ed. Code 49480	Continuing medication regimen; notice
H&S Code 11362.7-11362.85	Medicinal cannabis
H&S 1799.113	Opioid overdose treatment
Federal	Description
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1400-1482	Individuals with Disabilities Education Act
21 USC 812	Schedule of controlled substances

21 USC 844	Penalties for possession of controlled substance
29 USC 794	Rehabilitation Act of 1973; Section 504
34 CFR 99.30	Conditions under which prior written consent is required to disclose information
Management Resources	Description
American Diabetes Association Publication	Glucagon Training Standards for School Personnel: Providing Emergency Medical Assistance to Pupils with Diabetes, May 2006
American Diabetes Association Publication	Legal Advisory on Rights of Students with Diabetes in California's K-12 Public Schools, August 2007
American Diabetes Association Publication	Program Advisory on Medication Administration, 2005
American Diabetes Association Publication	Training Standards for the Administration of Epinephrine Auto-Injectors, rev. 2015
Court Decision	American Nurses Association v. Torlakson; (2013) 57 Cal.4th 570
National Diabetes Education Program Publication	Helping the Student with Diabetes Succeed: A Guide for School Personnel, June 2003
Website	CSBA District and County Office of Education Legal Services
Website	National Diabetes Education Program
Website	U.S. Department of Health and Human Services, National Institutes of Health, Blood Institute, asthma information
Website	American Diabetes Association
Website	California Department of Education, Health Services and School Nursing
Website	California Department of Public Health (https://www.cdph.ca.gov/)
Website	CSBA

Cross References

Code	Description
3513.4	Drug And Alcohol Free Schools
3516	Emergencies and Disaster Preparedness Plan
4112.9	Employee Notifications
4119.43	Universal Precautions
4119.43	Universal Precautions

4131	Staff Development
4219.43	Universal Precautions
4219.43	Universal Precautions
4231	Staff Development
4319.43	Universal Precautions
4319.43	Universal Precautions
5022	Student And Family Privacy Rights
5022	Student And Family Privacy Rights
5113	Absences And Excuses
5113	Absences And Excuses
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5125	Student Records
5125	Student Records
5131.62	Tobacco
5131.62	Tobacco
5141	Health Care And Emergencies
5141	Health Care And Emergencies
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.23	Asthma Management
5141.23	Asthma Management
5141.24	Specialized Health Care Services
5141.27	Food Allergies/Special Dietary Needs
5141.27	Food Allergies/Special Dietary Needs
5141.6	School Health Services
5141.6	School Health Services
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5148.2	Before/After School Programs
5148.2	Before/After School Programs

6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6145.2	Athletic Competition
6145.2	Athletic Competition
6163.2	Animals At School
6163.2	Animals At School
6164.6	Identification And Education Under Section 504
6164.6	Identification And Education Under Section 504

Policy 5148.3: Preschool/Early Childhood Education

Status: ADOPTED

Original Adopted Date: 11/01/2012 | **Last Revised Date:** 12/01/2022²⁰²³ | **Last Reviewed Date:** 12/01/2022²⁰²³

CSBA NOTE: The following optional policy may be used by districts that operate their own preschool/early childhood education programs and/or collaborate to provide preschool opportunities within the community. CSBA's publication, "What Boards of Education Can Do about Kindergarten Readiness," provides [CSBA's publications, "The Preschool Landscape in California and Strategies for Expansion,"](#) and, ["The Importance of Early Childhood Education Programs,"](#) provide information about the characteristics of effective preschool programs and actions that the district and Governing Board can take to encourage and/or provide high-quality preschool education.

Pursuant to AB 131 (Ch. 116, Statutes of 2021), the statutes that govern the California State Preschool Program (CSPP) were renumbered within the Education Code. In addition, pursuant to AB 131, the statutes that govern child care programs under the Child Care and Development Services Act were repealed from the Education Code and reenacted in the Welfare and Institutions Code. Education Code 8207, as added by AB 131, clarifies that the Superintendent of Public Instruction (SPI) and the California Department of Education (CDE) retain administrative supervision of the CSPP.

Education Code 8320, as added by AB 210 (Ch. 62, Statutes of 2022) and amended by AB 185 (Ch. 571, Statutes of 2022); [Additionally, the California Department of Education \(CDE\) has developed a Universal Prekindergarten resources website, "Universal Prekindergarten \(UPK\), California's Great Start," designed for use by districts that operate California State Preschool Programs \(CSPP\), Head Start programs, and/or transitional kindergarten \(TK\).](#)

[Education Code 60910 requires CDE, beginning July 1, 2024, to collect data regarding each student enrolled in a district operated CSPP, including all applicable data elements that are collected for TK students pursuant to Education Code 48000.](#)

[Education Code 8320](#) establishes the California Universal Preschool Planning Grant Program, with the goal of expanding access to preschool programs for 3-year old and 4-year-old children universally across the state, through a mixed-delivery system by a variety of providers, programs, and settings such as Head Start agencies and other public, private, or proprietary agencies. Under the program, grants are awarded per county, based on collaborative planning among the local child care and development planning council, school districts and other local educational agencies, public and private agencies, and other community members, to ensure that activities conducted under the grant meet community needs for universal preschool in a mixed-delivery system which are not already addressed.

Education Code 8322, as renumbered by SB 1380 (Ch. 28, Statutes of 2022), [establishes 8281.5 established](#) the California Prekindergarten Planning and Implementation Grant Program as an early learning initiative with the goal of expanding access to classroom-based prekindergarten programs

at districts. The program allocates funding to all districts that operate kindergarten programs through minimum base grants, enrollment grants based on a district's kindergarten enrollment, and supplemental grants based on a district's percentage of unduplicated students. Grant funds may be used for costs associated with creating or expanding CSPP programs or ~~transitional kindergarten (TK)~~TK programs, or to establish or strengthen partnerships with other providers of prekindergarten education within the district, including Head Start programs, to ensure that high-quality options for prekindergarten education are available for four-year-old children. Allowable costs include, but are not necessarily limited to, planning costs, hiring and recruitment costs, staff training and professional development, classroom materials, and supplies.

Pursuant to Education Code 8252, as amended by AB 210, districts are required to waive family fees for all families receiving subsidized child care services from CSPP programs during the 2022-23 school year. See the accompanying administrative regulation for more information regarding waiver of fees. Since funds for this program have already been granted, CDE is authorized, pursuant to SB 114 (Ch. 48, Statutes of 2023), to allocate or prorate unexpended funds from the California Prekindergarten Planning and Implementation Grant Programs to districts for costs associated with the educational expenses of current and future CSPP, TK, and kindergarten professionals that support their attainment of required credentials, permits, or professional development in early childhood instruction or child development, including developing competencies in serving inclusive classrooms and dual language learners.

The Governing Board recognizes the value of high-quality preschool experiences to enhance children's social-emotional development and acquisition of instructional knowledge, skills, and abilities. The Board desires to provide a supervised and cognitively rich learning environment designed to facilitate the transition to kindergarten for three- and four-year-old children.

CSBA NOTE: The following optional paragraphs may be used by all districts, regardless of whether they provide their own preschool programs, and may be revised to reflect district practice.

Welfare and Institutions Code 10480-10487 establish county-level child care and development planning councils, with members selected by the County Board of Supervisors and County Superintendent of Schools, to identify local priorities for child care, including preschool programs, and to develop policies to meet identified needs; see BP 5148 - Child Care and Development. Such councils may also develop centralized student eligibility lists; see the section "~~Enrollment Priority~~Waiting List" in the accompanying administrative regulation.

The Superintendent or designee shall collaborate with the local child care and development planning council, the county office of education, other public agencies, organizations, and/or private preschool providers to assess the availability of preschool programs in the community and the extent to which the community's preschool needs are being met. The Board encourages the development of a comprehensive districtwide and/or countywide plan to increase children's access to high-quality preschool programs.

The Superintendent or designee shall provide information about preschool options in the community to parents/guardians upon request.

CSBA NOTE: Pursuant to 5 CCR 17745, as adopted in Register 2022, No. 26, in addition to other eligibility requirements, pursuant to 5 CCR 17745, a child and the child's parents/guardians must live in California while the child is receiving services.

To receive preschool services, a child and the child's parent(s)/guardian(s) shall be required to provide evidence of residency in California. However, any person identified as experiencing homelessness shall only be required to submit a declaration that the person resides in California. (5 CCR 17745)

Preschool eligibility determinations shall be made without regard to a child's immigration status or that of the child's parent(s)/guardian(s) unless the child or the child's parent(s)/guardian(s) are under a final order of deportation from the United States U.S. Department of Homeland Security. (5 CCR 17745)

District Preschool Programs

CSBA NOTE: The following optional section is for use by districts that choose to provide preschool/early childhood education programs for three- and four-year-old children and should be revised to reflect district practice.

The district may contract with CDE to offer a program through the CSPP pursuant to Education Code 8200-8340. Three- and four-year-old children from low-income or otherwise disadvantaged families may be eligible for subsidized services. See the accompanying administrative regulation for major program requirements for CSPP.

Pursuant to Education Code 8207, CSPP programs may be part-day or full-day programs that are age and developmentally appropriate. See the accompanying administrative regulation for details.

Preschool programs may also receive funding through the state migrant child care and development program (Welfare and Institutions Code 10235-10238), child care and development services for children with special needs program (Welfare and Institutions Code 10260-10263), federal Head Start program (42 USC 9831-9852c), Title I preschool program (20 USC 6311-6322), or other funding sources available to the district.

When the Board determines that it is feasible, the district may contract with the California Department of Education (CDE) to provide preschool services in facilities at or near district schools, either directly or through a subcontract with a public or private provider.

CSBA NOTE: Pursuant to Health and Safety Code 1596.792, CSPP programs that are operated in a school building by a school district under contract with CDE are exempted from licensure and regulation requirements of Health and Safety Code 1596.70-1597.21. However, such CSPP programs are required to comply with other specified health and safety requirements, including the Field Act, California Building Standards Code, requirements for kindergarten classrooms specified in 5 CCR 14001-14036, and requirements for CSPP programs specified in 5 CCR 17700-17833.

Education Code 8207, as amended by SB 1047 (Ch. 923, Statutes of 2022), requires any CSPP program to provide early learning and care and comply with Health and Safety Code 1596.955 and all other applicable statutory and regulatory requirements, including, but not limited to, the requirement of Education Code 8205 that any child under four years of age be served only in a CSPP facility licensed in accordance with Title 22 of the California Code of Regulations.

District preschool programs shall comply with all health and safety laws and regulations, including, when applicable, licensure requirements pursuant to 22 CCR 101156.

CSBA NOTE: Pursuant to 5 CCR 17701, as adopted in Register 2022, No. 26, the Board is required to approve a written philosophical statement, goals, objectives, and requirements addressing each program component specified in 5 CCR 17701-17711, as adopted in Register 2022, No. 26. See the accompanying administrative regulation for further information about these required program components.

The Board shall approve, for the district's preschool program, a written philosophical statement, goals, and objectives that reflect the cultural and linguistic characteristics of the families to be served and address the program components specified in 5 CCR 17701-17711 and the accompanying administrative regulation. (5 CCR 17701)

The Board shall set priorities for establishing or expanding services as resources become available, giving consideration to the benefits of providing early education programs for at-risk children and/or children residing in the attendance areas of the lowest performing district schools.

CSBA NOTE: Pursuant to Education Code 17375, as amended and extended by SB 114, districts may be awarded grants for the construction of new preschool classrooms or the modernization of existing preschool classrooms pursuant to the California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program.

Preschool classroom needs shall be addressed in the district's facilities master plan, including an assessment as to whether adequate and appropriate space exists on school sites. As necessary, the Superintendent or designee shall provide information to the Board regarding facilities financing options for preschool classrooms and/or facilities available through partnering organizations or agencies.

Because parents/guardians are essential partners in supporting the development of their children, the Superintendent or designee shall involve them in program planning.

CSBA NOTE: The following optional paragraph provides for coordination of the preschool program with the TK program and may be revised to reflect district practice. Education Code 48000 ~~revises phases in~~ the timespans for mandatory admittance requirements ~~to be phased in starting in the 2022-23 school year to~~ until the 2025-2026 school year; see BP 6170.1 - Transitional Kindergarten.

The Superintendent or designee shall coordinate the district's preschool program, transitional kindergarten program (TK), and elementary education program to provide a developmental continuum that builds upon children's growing skills and knowledge.

CSBA NOTE: Pursuant to Education Code 48000.15, as amended by SB 141 (Ch. 194, Statutes of 2023), for the 2023-24 and 2024-25 school years, a district that offers TK to early enrollment children must concurrently offer enrollment in a CSPP, if offered by the district, and space permitting. The district may enroll an early enrollment child in a CSPP operated by the district regardless of income, after all other eligible children have been enrolled. For more information on TK programs, see BP 6170.1 - Transitional Kindergarten.

If an early enrollment child is enrolled in the district's TK program, the district shall concurrently offer the child enrollment in the district's CSPP program, subject to available space. (Education Code 48000.15)

CSBA NOTE: Pursuant to Education Code 48000 a child's eligibility for TK enrollment may not impact family eligibility for a preschool or childcare program. Education Code 8205 clarifies that four-year-old children who are eligible to participate in a CSPP program include those children whose 5th birthday occurs after September 1 of the fiscal year in which they are enrolled in a CSPP program and whose parent or guardian has opted to retain or enroll them in a CSPP program.

A child's eligibility for TK enrollment shall not impact family eligibility for a preschool or child care program. (Education Code 8205, 48000)

CSBA NOTE: CSBA NOTE: Pursuant to Education Code 8203.3, CDE in consultation with the California Department of Social Services, is responsible for establishing and updating prekindergarten learning development guidelines that focus on preparing children for kindergarten, including developmental milestones, how to assess where children are in relation to the milestones, and suggested methods for achieving the milestones.

CDE has developed voluntary "preschool learning foundations" which describe the knowledge, skills, and competencies that children are expected to exhibit as they complete their first or second year of preschool. These standards address essential skills in the subject areas listed below. The standards and companion preschool curriculum frameworks are available on CDE's ~~web site~~[website](#).

The district's program shall be aligned with preschool learning foundations and curriculum frameworks developed by CDE which identify the knowledge, skills, and competencies that children typically attain as they complete their first or second year of preschool. The program shall be designed to facilitate children's development in essential skills in the areas of language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

CSBA NOTE: Pursuant to Education Code 8241.5, as amended by AB 210 and AB 185, preschool providers are required to identify dual language learners enrolled in specified preschool programs through a family language instrument and a family language and interest interview, which, as amended by AB 393 (Ch. 435, Statutes of 2023), may be fulfilled by using the previous designation of a child as a "dual language learner" by a general childcare and development program or migrant childcare program to identify and report child and program data related to dual language learners to CDE. Pursuant to Education Code 8241.5, as amended by AB 393, a family may not be compelled to complete a family language instrument or to participate in the family language and interest interview. Education Code 8203 requires the quality indicators for CSPP programs to include activities and services that meet the needs of dual language learners for support in the development of their home language and English, and is reflected in the following paragraph.

The Superintendent or designee shall identify dual language learners in district preschool programs, and shall collect and report related data to CDE as required by Education Code 8241.5. The district's preschool program shall include activities and services that meet the needs of dual language learners for support in the development of their home language and English. (Education Code 8203)

CSBA NOTE: The following paragraph reflects Education Code 8208, as amended by AB 210 and SB 1047 ~~141~~, which provides that, starting July 1, 2022 - until June 30, 2023 ~~2025~~, at least 5

percent of enrollment into subsidized preschool must be reserved for children with exceptional needs and increases the number to 7.5 percent on July 1, 2023~~2025~~ and 10 percent from July 1, 2024~~2026~~.

The district's preschool program shall serve children with exceptional needs as required by Education Code 8208. Children with exceptional needs attending any CSPP program shall be educated in the least restrictive environment in accordance with 20 USC 1412.

The district's preschool program shall provide appropriate services to support the needs of at-risk children.

CSBA NOTE: Pursuant to Education Code 8207, CSPP programs must include certain required components, as reflected in the accompanying administrative regulation.

To maximize the ability of children to succeed in the preschool program, the program shall support children's health through proper nutrition and physical activity and shall provide or make referrals to available health and social services as needed.

The district shall encourage volunteerism by families participating in the program and shall communicate frequently with parents/guardians of enrolled children regarding their child's progress.

CSBA NOTE: The Commission on Teacher Credentialing ([CTC](#)) issues permits for child development program directors, site supervisors, and teachers pursuant to criteria established in Education Code 8205 and 8298 and 5 CCR 17717-17721, as adopted in [Register 2022, No. 26](#). The district may request from CDE a waiver of the qualification requirements for a site supervisor upon demonstration of a compelling need, in accordance with Education Code 8205 and 5 CCR 17719.

[CTC has amended 5 CCR 80067, and adopted 5 CCR 80067.1 and 80067.2, which are pending approval by the Office of Administrative Law as of October 2023, pertaining to the prekindergarten-grade 3 early childhood education specialist credential. The proposed credential is designed to provide individuals who already hold a bachelor's degree and have gained experience in early childhood education through their work, to have an expedited pathway to earning the credential to teach in the prekindergarten-grade 3 environment. See CTC Coded Correspondence 23-02 for more information regarding the proposed regulations. For more information about the Early Childhood Education Emergency Specialist Permit/Emergency Transitional Kindergarten Permit, see AR 4112.2 -- Certification.](#)

[Pursuant to Education Code 69617, as amended by SB 114, the Golden State Teacher Grant Program awards up to \\$20,000 to students currently enrolled in a professional preparation program approved by CTC who are working towards earning their preliminary teaching or pupil personnel services credential, and who commit to work for four years at a CSPP.](#)

[Pursuant to Education Code 8281.5, as amended by SB 114, CDE is authorized to allocate or prorate unexpended funds from the California Prekindergarten Planning and Implementation Grant Programs to districts for costs associated with the educational expenses of current and future CSPP, TK, and kindergarten professionals that support their attainment of required credentials, permits, or professional development in early childhood instruction or child development, including developing competencies in serving inclusive classrooms and dual language learners.](#)

Health and Safety Code 1596.7995 requires that employees and volunteers at a day care center be

immunized against influenza, pertussis, and measles, with specified exemptions. In addition, Health and Safety Code 1597.055 requires that teachers in a day care center obtain a tuberculosis clearance. See the accompanying administrative regulation.

The Superintendent or designee shall ensure that administrators, teachers, and paraprofessionals in district preschool programs possess the appropriate permit(s) issued by the Commission on Teacher Credentialing, meet any additional qualifications established by the Board, and participate in professional development opportunities designed to continually enhance their knowledge and skills.

CSBA NOTE: 5 CCR 17743, as adopted in Register 2022, No. 26, mandates that districts offering a CSPP program develop written admissions policies and procedures that conform to the requirements of 22 CCR 101218.1, as provided in the following paragraph. See the accompanying administrative regulation for additional language that fulfills this mandate.

Preschool admissions policies and procedures shall be in writing and available to the public. Such policies and procedures shall include criteria designating those children whose needs can be met by the program and services, the ages of children who will be accepted, program activities, any supplementary services provided, any field trip provisions, any transportation arrangements, food service provisions, and a health examination requirement. (5 CCR 17743; 22 CCR 101218.1)

CSBA NOTE: Education Code 8208, 8210, and 8211, as amended by AB 210 and 185 SB 141, and 5 CCR 17746-17748 revised eligibility criteria and enrollment priorities for subsidized preschool services, as provided below and in the accompanying administrative regulation.

Eligibility is generally limited to children who reside within district boundaries. However, Education Code 8267 authorizes the Board to enter into an agreement with the boards of other districts to serve children who reside within those districts. The district may revise the following paragraph to reflect any such agreement approved by the Board.

The Superintendent or designee shall ensure that subsidized preschool is provided to eligible families to the extent that state and/or federal funding is available and shall establish enrollment priorities in accordance with Education Code 8208, 8210, and 8211 and 5 CCR 17746-17748.

CSBA NOTE: The following paragraph is optional. Pursuant to Education Code 8207, programs operated under the CSPP may be part-day or full-day programs.

The Superintendent or designee shall recommend strategies to link the district's preschool program with other available child care and development programs in the district or community in order to assist families whose child care needs extend beyond the length of time that the district's preschool program is offered.

The Superintendent or designee shall ensure that the plan to provide access to full-day learning programs the year before kindergarten addresses the needs of preschool children and their families as specified in [BP Board Policy 6170.1 - Transitional Kindergarten](#). (Education Code [83228281.5](#))

CSBA NOTE: Pursuant to 5 CCR 17709-17711; as adopted in Register 2022, No. 26, the district is required to conduct an annual self-evaluation that includes, but is not limited to, an assessment of the program by staff and the Board, a parent/guardian survey, and an environment rating scale using forms identified in 5 CCR 17700; as adopted in Register 2022, No. 26. In addition, pursuant to 5 CCR 17794; as adopted in Register 2022, No. 26, CDE conducts a Federal Program Monitoring/Contract Monitoring Review (FPM/CMR) of each contract agency at least once every four years. The FPM/CMR instrument is available on CDE's [web site website](#).

Education Code 8203.1 establishes the early learning quality rating and improvement system (QRIS) block grant to support continuous local improvement efforts that increase the number of low-income children in high-quality preschool programs. Grant funds may be awarded to eligible local consortia, which then allocate funds to districts and other agencies contracting to provide CSPP programs. Pursuant to Education Code 8203.1, QRIS is based on a tiered rating structure with progressively higher quality standards for each tier. It is designed to (1) provide supports and incentives for programs, teachers, and administrators to reach higher levels of quality; (2) monitor and evaluate program impacts on child outcomes; and (3) disseminate information to parents/guardians and the public about program quality. For further information about the QRIS block grant, see CDE's web site and its publication, "Dream Big for Our Youngest Children."

The Superintendent or designee shall develop and implement an annual plan of evaluation which conforms to state requirements. (5 CCR 17709-17711)

CSBA NOTE: The following paragraph is for use by districts that offer a CSPP program and may be revised to reflect the type(s) of programs offered by the district. Education Code 8212 requires districts to use the uniform complaint procedures, with modifications as necessary, to investigate and resolve health and safety complaints in license-exempt CSPP programs. Pursuant to 5 CCR 17781, license-exempt CSPP programs are required to comply with the procedures described in 5 CCR 4690-4694. See BP/AR 1312.3 - Uniform Complaint Procedures.

The district's uniform complaint procedures, with modifications as necessary, shall be used to investigate and resolve complaints alleging violation of applicable health or safety requirements for license-exempt programs operating under the California State Preschool Program. [CSPP](#). However, licensed programs shall refer complaints alleging health and safety violations to the California Department of Social Services. (Education Code 8212; 5 CCR 4610, 4611, 4690-4694, 17781)

The Superintendent or designee shall regularly report to the Board regarding enrollment in district preschool programs and the effectiveness of the programs in preparing preschoolers for transition into the elementary education program.

Policy Reference UPDATE Service

Copyright 2023 by California School Boards Association, West Sacramento, California 95691

All rights reserved.

Policy Reference Disclaimer:

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

State	Description
22 CCR 101151-101191	Licensing and application procedures
22 CCR 101151-101239.2	General requirements; licensed child care centers
22 CCR 101212-101231	Continuing requirements
22 CCR 101237-101239.2	Facilities and equipment

5 CCR 14001-14036	School housing
5 CCR 17700-17833	California State Preschool Program
5 CCR 17701-17711	General Program Requirements
5 CCR 17746-17748	Enrollment priorities
5 CCR 18295	Waiver of qualifications for site supervisor
5 CCR 4600-4670	Uniform complaint procedures
5 CCR 4690-4694	Complaints regarding health and safety issues in license-exempt preschool programs
<u>5 CCR 80067</u>	<u>Professional Clear Early Childhood Education Specialist Instruction Credential</u>
5 CCR 80105-80125	Commission on Teacher Credentialing; child care and development permits
Ed. Code 17375	California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program
Ed. Code 44065	Issuance of and functions requiring credentials
Ed. Code 44256	Authorization for teaching credentials
Ed. Code 48000- 48003	Transitional kindergarten <u>Kindergartens</u>
Ed. Code 48985	Notices to parents in language other than English
<u>Ed. Code 60910</u>	<u>Data for students enrolled in California State Preschool Program</u>
<u>Ed. Code 69617</u>	<u>Golden State Teacher Grant Program</u>
Ed. Code 8200-8340	California State Preschool Program
Ed. Code 8203.5	<u>Contracts to provide preschool services</u>
Ed. Code 8205	<u>Definitions</u>
Ed. Code 8207	<u>California State Preschool Program administration</u>
Ed. Code 8208	<u>Eligibility of three- or four-year-old child for state preschool program</u>
Ed. Code 8209	<u>Physical examination and immunizations</u>
Ed. Code 8210	<u>Priority for part-day programs</u>
Ed. Code 8211	<u>Priority for full-day programs</u>
Ed. Code 8212	<u>Complaints related to preschool health and safety issues</u>
Ed. Code 8213	<u>Income eligible; definition</u>
Ed. Code 8214	<u>Order of disenrollment</u>

Ed. Code 8217	<u>Enrollment of three- and four-year-old children in state preschool programs</u>
Ed. Code 8220-8221	<u>Family literacy services</u>
Ed. Code 8241	<u>Staffing ratios for center-based program</u>
Ed. Code 8252-8254	<u>Early childhood education family fees</u>
Ed. Code 8298	<u>Program director qualifications</u>
Ed. Code 8322	California Prekindergarten Planning and Implementation Grant Program
Ed. Code 8489-8489.1	Expulsion and <u>Suspension Procedures</u> <u>suspension procedures</u>
H&S Code 120325-120380	Immunization against communicable diseases
H&S Code 1596.70-1596.895	California Child Day Care Act
H&S Code 1596.90-1597.21	Day care centers
W&I Code 10207-10215	General provisions
W&I Code 10207-10492.2	Child Care and Development Services Act
W&I Code 10217-10224.5	Resource and referral programs
W&I Code 10225-10234	Alternative payment programs
W&I Code 10235-10238	Migrant child care and development programs
W&I Code 10240-10243	General child care and development programs
W&I Code 10250-10252	Family child care home education networks
W&I Code 10260-10263	Child care and development services for children with special needs
W&I Code 10480-10487	Local planning councils

Federal

20 USC 1400-1482	Individuals with Disabilities Education Act
20 USC 6311-6322	Title I, relative to preschool
20 USC 6391-6399	Education of migratory children
42 USC 9831-9852c	Head Start programs
42 USC 9857-9858r	Child Care and Development Block Grant
45 CFR 1301.1-1305.2	Head Start

Management Resources

California Department of Education Publication

Description

Suspension and Expulsion in the California State Preschool Program, Early Education Division Management Bulletin 23-08, September 2023
<https://www.cde.ca.gov/sp/cd/ci/mb2308.asp>

California Department of Education Publication California Department of Education Publication	Prekindergarten Learning Development Guidelines, 2000 Assessment and Reporting of Family Fees for Fiscal Year (FY) 2023–24, Early Education Division Management Bulletin 23-07, September 2023 (https://www.cde.ca.gov/sp/cd/ci/mb2307.asp)
California Department of Education Publication	Part-day California State Preschool Program as an Extended Learning and Care Option, Early Education Division Management Bulletin 23-05, April 2023 (https://www.cde.ca.gov/sp/cd/ci/mb2305.asp)
California Department of Education Publication	California State Preschool Program and Children with Disabilities (Exceptional Needs), Early Education Division Management Bulletin 23-02, February 2023 (https://www.cde.ca.gov/sp/cd/ci/mb2302.asp)
California Department of Education Publication	Dream Big for Our Youngest Children: Final Report of the California Early Learning Quality Improvement System Advisory Committee, 2010
California Department of Education Publication	Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, 2nd ed., 2009 (https://www.cde.ca.gov/sp/cd/re/documents/psenglearnerse d2.pdf)
California Department of Education Publication	First Class: A Guide for Early Primary Education, 1999 (https://www.cde.ca.gov/sp/cd/re/documents/firstclass.pdf)
California Department of Education Publication	California Preschool Learning Foundations (https://www.cde.ca.gov/sp/cd/re/psfoundations.asp)
CSBA Publication	What Boards of Education Can Do About Kindergarten Readiness, Governance Brief, May 2016
Commission on Teacher Credentialing Publication	Proposed Amendments to Title 5 of the California Code of Regulations Pertaining to the PK-3 Childhood Education Specialist Credential, Coded Correspondence 23-02, February 10, 2023 (https://www.ctc.ca.gov/docs/default-source/commission/coded/2023/coded-23-02.pdf?sfvrsn=973026b1_9)
CSBA Publication	The Preschool Landscape in California and Strategies for Expansion, January 2020
CSBA Publication	The Importance of Early Childhood Education Programs, September 2019 (https://www.csba.org/-/media/CSBA/Files/GovernanceResources/GovernanceBriefs/201909CSBA_Governance-Brief_Early-Education.ashx?la=en&rev=8b0259f73a574f62aae4e8b047db4eed)

U.S. Department of Education Publication	Good Start, Grow Smart, April 2002
U.S. Department of Education Publication	Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings, 2016 https://oese.ed.gov/files/2020/07/policy-statement-ece-expulsions-suspensions.pdf
Website	CSBA District and County Office of Education Legal Services
Website	National Institute for Early Education Research
Website	California Head Start Association
Website	California Preschool Instructional Network
Website	Child Development Policy Institute
Website	California Association for the Education of Young Children
Website	First 5 California
Website	California Department of Social Services
Website	California County Superintendents Educational Services Association
Website	Cities Counties and Schools Partnership
Website	California Commission on Teacher Credentialing https://www.ctc.ca.gov/
Website	California Office of Administrative Law https://oal.ca.gov/
Website	CSBA
Website	U.S. Department of Education
Website	California Department of Education
Website	California Department of Education, Universal PreKindergarten, California's Great Start https://express.adobe.com/page/OZrg3lsP1GE8b/

Cross References

Code	Description
0415	Equity
0470	COVID-19 Mitigation Plan
0500	Accountability
1240	Volunteer Assistance

1240	Volunteer Assistance
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1330	Use Of School Facilities
1330	Use Of School Facilities
1330-E(1)	Use Of School Facilities
1330.1	Joint Use Agreements
1340	Access To District Records
1340	Access To District Records
1400	Relations Between Other Governmental Agencies And The Schools
1700	Relations Between Private Industry And The Schools
3260	Fees And Charges
3260	Fees And Charges
3280	Sale Or Lease Of District-Owned Real Property
3280	Sale Or Lease Of District-Owned Real Property
3523	Electronic Signatures
3523	Electronic Signatures
3541	Transportation Routes And Services
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
3580	District Records
3580	District Records
4112	Appointment And Conditions Of Employment
<u>4112.2</u>	<u>Certification</u>
4112.4	Health Examinations
4112.5	Criminal Record Check
4112.5-E(1)	Criminal Record Check
4112.6	Personnel Files

4131	Staff Development
4212.4	Health Examinations
4212.5	Criminal Record Check
4212.5-E(1)	Criminal Record Check
4212.6	Personnel Files
4222	Teacher Aides/Paraprofessionals
4222	Teacher Aides/Paraprofessionals
4231	Staff Development
4312.4	Health Examinations
4312.5	Criminal Record Check
4312.5-E(1)	Criminal Record Check
4312.6	Personnel Files
4331	Staff Development
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5030	Student Wellness
5111	Admission
5111	Admission
5125	Student Records
5125	Student Records
5141.23	Asthma Management
5141.23	Asthma Management
5141.26	Tuberculosis Testing
5141.31	Immunizations
5141.31	Immunizations
5141.32	Health Screening For School Entry
5141.6	School Health Services
5141.6	School Health Services
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5145.6	Parent/Guardian Notifications

5145.6-E(1)	Parent/Guardian Notifications
5148	Child Care And Development
5148	Child Care And Development
6011	Academic Standards
6020	Parent Involvement
6020	Parent Involvement
6159	Individualized Education Program
6159	Individualized Education Program
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.4	Identification And Evaluation Of Individuals For Special Education
6170.1	Transitional Kindergarten
6171	Title I Programs
6171	Title I Programs
6173	Education For Homeless Children
6173	Education For Homeless Children
6173-E(1)	Education For Homeless Children
6173-E(2)	Education For Homeless Children
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6173.2	Education Of Children Of Military Families
6173.2	Education Of Children Of Military Families
6174	Education For English Learners
6174	Education For English Learners
6175	Migrant Education Program
6175	Migrant Education Program
6200	Adult Education
6200	Adult Education
7110	Facilities Master Plan
7210	Facilities Financing

Regulation 5148.3: Preschool/Early Childhood Education

Status: ADOPTED

Original Adopted Date: 07/01/2015 | **Last Revised Date:** 12/01/2022~~2023~~ | **Last Reviewed Date:** 12/01/2022~~2023~~

CSBA NOTE: The following administrative regulation reflects the major requirements of the California State Preschool Program (CSPP) pursuant to Education Code 8200-8340 and 5 CCR 17700-17833, as adopted in Register 2022, No. 26.

The following administrative regulation does not reflect all requirements for other state and federally funded preschool program(s). The district may revise this administrative regulation to reflect other preschool program(s) it offers, such as the state migrant child care and development program (Welfare and Institutions Code 10235-10238), child care and development services for children with special needs program (Welfare and Institutions Code 10260-10263), federal Head Start program (42 USC 9831-9852c), Title I preschool program (20 USC 6311-6322), or preschool program developed and funded by the district.

In addition to the program requirements described below, other district policies as contained throughout the district's policy manual may be applicable to preschool programs. See BP/AR 1240 - Volunteer Assistance, AR 3514.2 - Integrated Pest Management, BP/AR 3550 - Food Service/Child Nutrition Program, and BP/AR 5148 - Child Care and Development. Districts should consult ~~CSBA~~CSBA's District and County Office of Education Legal Services or district legal counsel if there are questions regarding the applicability of other laws to the district's preschool program.

Children with exceptional needs means either of the following: ([Education Code 8205](#))

1. Children under three years of age who have been determined to be eligible for early intervention services pursuant to the California Early Intervention Services Act (Government Code 95000-95029.5) and its implementing regulations. ~~These children include, including an~~ infant or toddler with a developmental delay or established risk condition, or ~~a child~~ who is at high risk of having a substantial developmental disability, as defined in Government Code 95014. ~~These children~~Children with exceptional needs under the age of three shall have active individualized family service plans (IFSP) and shall be receiving early intervention services.
2. Children 3 to 21 years of age, inclusive, who have been determined to be eligible for special education and related services by an individualized education program (IEP) team according to the special education requirements contained in Education Code 56000-56865, and who meet eligibility criteria described in Education Code 56026 and 56333-56338 and 5 CCR 3030-3031. ~~These children~~Children with exceptional needs between ages 3 to 21 shall have an active individualized education program (IEP) and shall be receiving early intervention services or appropriate special education.

Dual language learner children means children whose first language is a language other than English or children who are developing two or more languages, one of which may be English. ([Education Code 8205](#))

CSBA NOTE: Pursuant to Education Code 48000.15, as amended by SB 141 (Ch. 194, Statutes of 2023), for the 2023–24 and 2024–25 school years, a district that offers transitional kindergarten (TK) to early enrollment children must concurrently offer enrollment in a CSPP, if offered by the district, and space permitting.

Early enrollment child means a child whose fourth birthday will be between June 3 and September 1 preceding the school year during which they are enrolled in a transitional kindergarten (TK) classroom. (Education Code 48000.15)

Three-year-old children means children who will have their third birthday on or before December 1 of the fiscal year in which they are enrolled in a program approved by the California Department of Education (CDE) under the California State Preschool Program (CSPP). Children who have their third birthday on or after December 2 of the fiscal year, may be enrolled in a CSPP program on or after their third birthday. (Education Code 8205)

Four-year-old children means children who will have their fourth birthday on or before December 1 of the fiscal year in which they are enrolled in a CSPP program, or a child whose fifth birthday occurs after September 1 of the fiscal year in which they are enrolled in a CSPP program and whose parent or guardian has opted to retain or enroll them in a CSPP program. (Education Code 8205)

When approved by CDE under the CSPP, the district may operate one or more part- or full-day preschool programs in accordance with law and the terms of its contract with CDE.

CSBA NOTE: Pursuant to Education Code 8207, CSPP programs must include certain required components, as reflected in Items #1-7 below. Item #8 is a recommended practice that may be revised to reflect the district's program.

The district's CSPP program shall include all of the following: (Education Code 8207)

1. Age and developmentally appropriate activities for children
2. Supervision
3. Parenting education and parent engagement
4. Social services that include, but are not limited to, identification of child and family needs and referral to appropriate agencies
5. Health services
6. Nutrition

7. Training and career ladder opportunities, documentation of which shall be provided to CDE
8. Physical activity to support children's health

CSBA NOTE: CSPP program components are listed in 5 CCR 17701-17711, as adopted in Register 2022, No. 26.

Pursuant to Education Code 8203.5, contracts between the California Department of Education (CDE) and districts for CSPP programs must include a requirement that a developmental profile be maintained for each child.

The district's preschool program shall satisfy all the requirements described in 5 CCR 17701-17711, including, but not limited to, those related to the program philosophy, goals, and objectives, the educational program, the creation of a developmental profile for each child, staff development, family engagement and strengthening, community involvement, health and social services, nutrition, and program evaluation.

Minimum Hours/Days of Operation

CSBA NOTE: Pursuant to Education Code 8207, CSPP programs may be part- or full-day. The following section may be revised to reflect district programs.

The district's part-day preschool program shall operate a minimum of three hours, and up to three hours and 59 minutes, per day, excluding time for home-to-school transportation, and for at least 175 days per year unless otherwise specified in the contract with CDE. (Education Code 8207; 5 CCR 17727)

CSBA NOTE: The following paragraph reflects Education Code 48000, as amended by AB 185 (Ch. 571, Statutes of 2022). [CSBA NOTE: CDE's Early Education Division Management Bulletin 23-05 provides guidance on eligibility of children enrolled in TK or kindergarten for wraparound care if the child is also eligible for a part-day CSPP.](#)

However, a part-day preschool program may also offer transitional kindergarten (TK) or kindergarten children whose families meet the requirements of Education Code 8208 less than four hours of wraparound childcare services and a part-day preschool program operating on a school site may be allowed flexibility in the operational hours. (Education Code 48000)

[CSBA NOTE: Pursuant to Education Code 48000.15, as amended by SB 141, for the 2023-24 and 2024-25 school years, a district that offers TK to early enrollment children must concurrently offer enrollment in a CSPP program, if offered by the district, space permitting. The district may enroll an early enrollment child in a CSPP program operated by the district regardless of income, after all other eligible children have been enrolled. For more information about TK programs, see BP 6170.1 - Transitional Kindergarten.](#)

[The district may enroll an early enrollment child in TK whose fourth birthday is between June 3 and September 1, inclusive, preceding the school year during which they are enrolled in TK. If an early enrollment child is enrolled in the district's TK program, the district shall concurrently offer the child enrollment in the district's CSPP, subject to available space. \(Education Code 48000.15\)](#)

The district's full-day program shall operate for a minimum of 246 days per year, unless the contract specifies a lower number of days of operation, and for the number of operational hours reasonably

necessary to meet the preschool needs of the families in the community. (Education Code 8207; 5 CCR 17728)

Staffing

CSBA NOTE: Education Code 8241 provides staffing ratios that apply until the Superintendent of Public Instruction (SPI) promulgates regulations to establish such ratios for center-based programs. Pursuant to Education Code 8241, CSPP programs must maintain a ratio of at least one adult to every eight children and at least one teacher to every 24 children.

The preschool program shall maintain an adult-child ratio of at least one adult for every eight children and a teacher-child ratio of at least one teacher for every 24 children. (Education Code 8241, 5 CCR 17713-17716)

CSBA NOTE: Health and Safety Code 1596.7995 requires employees and volunteers at a day care center to be immunized against influenza, pertussis, and measles, with specified exemptions. Health and Safety Code 1597.055 adds a requirement for such teachers to obtain a tuberculosis clearance. Pursuant to Health and Safety Code 1596.76, a day care center includes a preschool. See AR 5148 - Child Care and Development for further information regarding immunization requirements for staff and volunteers. Districts that have not adopted AR 5148 - Child Care and Development may revise the following paragraph accordingly and expand it to include the exemptions specified in Health and Safety Code 1596.7995.

Any person employed at a district preschool and any volunteer who provides care and supervision to children at a preschool shall, unless exempted by law, be immunized against influenza, pertussis, and measles in accordance with Health and Safety Code 1596.7995 and [AR Administrative Regulation 5148 - Child Care and Development](#). Documentation of required immunizations, or applicable exemptions, shall be maintained in the employee's personnel file. (Health and Safety Code 1596.7995)

In addition, preschool teachers shall present evidence of a current tuberculosis clearance and meet other requirements as specified in Health and Safety Code 1597.055.

CSBA NOTE: The following paragraph is optional and may be revised to reflect district practice. Education Code 49406 requires school volunteers, with certain authorized exceptions, to submit to a tuberculosis risk assessment as developed by the California Department of Public Health. If risk factors are identified, then the volunteer is required to submit to an intradermal (skin) tuberculin test or other tuberculin test recommended by the Centers for Disease Control and Prevention.

The district may require any volunteer who is to provide care and supervision to district preschool children to provide evidence that the volunteer is free of infectious tuberculosis.

Family Literacy Services

CSBA NOTE: The following section is optional. Contingent upon funding in the state Budget Act, Education Code 8220 and 8221 provide for the SPI to distribute family literacy supplemental grant funds to qualifying CSPP contractors for the purposes described below.

When any district part-day preschool program receives funding for family literacy services pursuant to Education Code 8221, the Superintendent or designee shall coordinate the provision of: (Education Code 8220)

1. Opportunities for parents/guardians to work with their children on interactive literacy activities, including activities in which parents/guardians actively participate in facilitating their children's acquisition of prereading skills through guided activities such as shared reading, learning the alphabet, and basic vocabulary development
2. Parenting education for parents/guardians of children in participating classrooms to support their child's development of literacy skills, including, but not limited to, parent education in:
 - a. Providing support for the educational growth and success of their children
 - b. Improving parent-school communications and parental understanding of school structures and expectations
 - c. Becoming active partners with teachers in the education of their children
 - d. Improving parental knowledge of local resources for the identification of and services for developmental disabilities, including, but not limited to, contact information for the district special education referral
3. Referrals to providers of adult education and instruction in English as a second language as necessary to improve academic skills of parents/guardians
4. Staff development for teachers in participating classrooms that includes, but is not limited to:
 - a. Development of a pedagogical knowledge, including, but not limited to, improved instructional and behavioral strategies
 - b. Knowledge and application of developmentally appropriate assessments of the prereading skills of children in participating classrooms
 - c. Information on working with families, including the use of on-site coaching, for guided practice in interactive literacy activities
 - d. Providing targeted interventions for all young children to improve kindergarten readiness upon program completion

Eligibility Criteria for Part-Day CSPP Programs

CSBA NOTE: The following section reflects eligibility criteria for the part-day CSPP programs pursuant to state law and regulations. See the section "Eligibility and Enrollment Priorities for Full-Day CSPP Programs" below for full-day program requirements.

5 CCR 17743, as adopted in Register 2022, No. 26, mandates that a district operating a CSPP program develop written admissions policies and procedures that conform to the requirements of 22 CCR 101218.1, including, but not limited to, criteria designating those children whose needs can be met by the program and services and the ages of children who will be accepted.

A three- or four-year-old child is eligible for a part-day CSPP program if the child's family is one of the following: (Education Code 8208)

1. 1. A current aid recipient

2. 2. Income eligible

3. ~~Homeless~~

3. Experiencing homelessness

4. 4. One whose children are recipients of child protective services, or whose children have been identified as being abused, neglected, or exploited, or at risk of being abused, neglected or exploited

CSBA NOTE: Education Code 8208, as amended by AB 210 (Ch. 62, Statutes of 2022), has expanded eligibility for participation in CSPP to include families with a child with exceptional needs, as defined in Education Code 8205.

5. 5. One who has children with exceptional needs, as defined in Education Code 8205

CSBA NOTE: Education Code 8208, as amended by SB 1047 (Ch. 923, Statutes of 2022), further expands eligibility for participation in CSPP to families specified in Item #6 below.

6. 6. One with a household member who is certified to receive benefits from Medi-Cal, CalFresh, the California Food Assistance Program, the California Special Supplemental Nutrition Program for Women, Infants, and Children, the federal Food Distribution Program on Indian Reservations, Head Start, Early Head Start, or any other designated means-tested government program, as determined by CDE

After all eligible three- and four-year-old children have been enrolled as provided above, a part-day CSPP program may provide services to children in families whose income is no more than 15 percent above the income eligibility threshold, as described in Education Code 8213. No more than 10 percent of all the children enrolled in the CSPP program shall be from families above the income eligibility threshold. (Education Code 8208)

In addition, after all otherwise eligible children have been enrolled as provided in the paragraphs above, a part-day CSPP program may provide services to three- and four-year-old children in

families whose income is above the income eligibility threshold if those children are children with exceptional needs. Such children with exceptional needs shall not count towards the 10-percent limit on enrollment of families with income above the income eligibility threshold described above. (Education Code 8208)

CSBA NOTE: Education Code 8217, as amended by AB 185, further expands eligibility to for part-day CSPP programs to three-year old children in the circumstances specified in the following paragraph.

A CSPP program operating within the attendance boundary of a school where at least 80 percent of students are eligible for free and reduced-price lunch may enroll three- and four-year-old children after all otherwise eligible children have been enrolled as provided in the paragraphs above. (Education Code 8208 and 8217)

CSBA NOTE: Pursuant to Education Code 8208, as amended by AB 210, at certification or recertification, a child is deemed eligible for a part-day CSPP program for the remainder of the program year and the following program year so long as the child continues to meet the age-eligibility requirements.

The district shall certify eligibility and enroll families into the part-day preschool program within 120 calendar days prior to the first day of the beginning of the new preschool year. Subsequent to a child's enrollment, the child shall be deemed eligible for the part-day CSPP program for the remainder of the program year and for the following program year, provided applicable age-eligibility requirements are met, as specified in Education Code 8205 and 48000. (Education Code 8208)

Enrollment Priorities for Part-Day CSPP Programs

CSBA NOTE: Education Code 8210, as amended by AB 210 and AB 185 SB 141, revised and reordered the priority ranking for part-day CSPP, as provided in Items #1-6 below.

The district shall give priority for part-day CSPP programs as follows: (Education Code 8210)

1. 1. The first priority for services shall be given to three- or four-year-old children who are recipients of child protective services or who are at risk of being neglected, abused, or exploited and for whom there is a written referral from a legal, medical, or social service agency. If the district is unable to enroll a child in this first priority category, the district shall refer the child's parent/guardian to local resources and referral services so that services for the child can be located.

CSBA NOTE: Education Code 8208, as amended by AB 210 SB 141, requires that, starting July 1, 2022, a percentage of part-day preschool enrollment be reserved for children with exceptional needs. For the period July 1, 2022 until June 30, 2023 Until June 30, 2025, a minimum of 5 percent is required, starting July 1, 2023 2025, to June 30, 2024 2026, 7.5 percent must be reserved, and from July 1, 2024 2026, at least 10 percent must be reserved for children with exceptional needs. CDE is required to review data on compliance and provide assistance to CSPP contracting agencies in order to meet these requirements.

Education Code 8210, as amended by AB 321 (Ch. 903, Statutes of 2022), SB 141, clarifies that when enrollment of children with exceptional needs has reached the number reserved, second priority must be given to three- and four-year old children with exceptional needs from families who are below the income eligibility threshold. Pursuant to Education Code

8210, as amended by SB 141, if two or more families have the same income ranking according to the most recent schedule of income ceiling eligibility table, the child that has been on the waiting list for the longest time shall be admitted first.

2. 2. When the number of three- or four-year old children with exceptional needs required to be enrolled pursuant to Education Code 8208 have been enrolled and there are additional children with exceptional needs who are interested in enrolling, the second priority for services shall be given to all three- and four-year old children with exceptional needs from families with incomes below the income eligibility threshold, as described in Education Code 8213. Within this priority category, children with exceptional needs from families with the lowest income according to the income ranking on the most recent schedule of income ceiling eligibility table, as published by the Superintendent of Public Instruction (SPI) at the time of enrollment, shall be enrolled first.
If two or more families have the same income ranking, the child that has been on the waiting list for the longest time shall be admitted first.
3. 3. The third priority shall be given to eligible four-year-old children who are not enrolled in a state-funded transitional kindergarten (TK) program. This priority shall not include children eligible for enrollment as children with exceptional needs pursuant to Education Code 8208 (a)(1)(E), who are from families with incomes above the income eligibility threshold, as described in Education Code 8213. Within this priority category, eligible children with the lowest income according to the income ranking on the most recent schedule of income ceiling eligibility table, as published by the SPI at the time of enrollment, shall be enrolled first.

CSBA NOTE: In keeping with the legislative intent of AB 321 to prioritize access to CSPP and childcare and development services for children who reside in homes in which the primary language is not English, Education Code 8210, as amended by AB 321, provides that within SB 141, revises the third priority category, children from such families criteria for part-day CSPP to be based on whether three- and four- year old children who are not enrolled first when there are two or more families with the same income ranking in a state funded TK are identified as dual language learners, rather than whether they are from a family in which the primary home language is a language other than English.

4. If two or more families have the same income ranking according to the most recent schedule of income ceiling eligibility table, a child from who is identified as a family in which the primary home dual language is a language other than English learner shall be enrolled first. If there are no children from such a family identified as dual language learners, the child that has been on the waiting list for the longest time shall be admitted first.
5. 4. The fourth priority shall be given to eligible three-year-old children. This priority shall not include children eligible for enrollment as children with exceptional needs pursuant to Education Code 8208 (a)(1)(E), who are from families with incomes above the income eligibility threshold, as described in Education Code 8213. Enrollment determinations within this priority category shall be made in the same way as for third priority in Item #3 above.
6. 5. The fifth priority, after all otherwise eligible children have been enrolled, shall be given to children from families whose income is no more than 15 percent above the eligibility income threshold, as described in Education Code 8213. Within this priority

category, priority shall be given to three- and four-year-old children with exceptional needs interested in enrolling beyond those already enrolled in the 10 percent of funded enrollment set aside pursuant to Education Code 8208, then to four-year old children before three-year-old children without exceptional needs.

7. 6. After all otherwise eligible children have been enrolled in the first through fifth priority categories, as described in Items #1-5 above, the district may enroll other children in the following order:
 - a. a. A CSPP program site operating within the attendance boundary of a school where at least 80 percent of students are eligible for free and reduced-price meals as described in Education Code 8217 may enroll any three- or four-year-old children whose families reside within the attendance boundary of the qualified elementary school. These children shall, to the extent possible, be enrolled by lowest to highest income according to the most recent schedule of income ceiling eligibility table.
 - b. b. Children enrolling in a CSPP program that provides expanded learning and care to TK or kindergarten students, pursuant to Education Code 48000

CSBA NOTE: The following paragraph reflects Education Code 8210 as amended by AB 210.

Regardless of the priorities listed above, until the district attains the percent of funded enrollment set aside for children with exceptional needs pursuant to Education Code 8208, children with exceptional needs shall be enrolled without regard to the priorities listed above. Within this category, eligible children with the lowest income according to the income ranking on the most recent schedule of income ceiling eligibility table, as published by the SPI at the time of enrollment, shall be enrolled first. If two or more families have the same income ranking, the child that has been on the waiting list for the longest time shall be admitted first. (Education Code 8210)

Eligibility and Enrollment Priorities for Full-Day CSPP Programs

CSBA NOTE: The following section reflects the eligibility criteria for full-day CSPP, pursuant to Education Code 8208, as amended by ~~AB 210~~SB 141, and the priority ranking for enrollment, pursuant to Education Code 8211, as amended by ~~AB 210 and AB 185~~SB 141.

A three- or four-year-old child is eligible for a full-day CSPP program if the family meets both of the following requirements: (Education Code 8208)

1. The child's family is one of the following:
 - a. A current aid recipient, income eligible, or ~~homeless~~ experiencing homelessness
 - b. One whose children are recipients of child protective services, or whose children have been identified as being abused, neglected, or exploited, or at risk of being abused, neglected, or exploited

CSBA NOTE: When a family has multiple children with one who has exceptional needs, only children in the family who are children with exceptional needs may be enrolled under this

eligibility criteria. Any other child in the family without exceptional needs may be enrolled pursuant to other criteria established pursuant to Education Code 8208.

- c. One who has children with exceptional needs, as defined in Education Code 8205

CSBA NOTE: Education Code 8208, as amended by SB 1047, further expands eligibility for participation in CSPP to families specified in the following paragraph.

- d. One with a household member who is certified to receive benefits from Medi-Cal, CalFresh, the California Food Assistance Program, the California Special Supplemental Nutrition Program for Women, Infants, and Children, the federal Food Distribution Program on Indian Reservations, Head Start, Early Head Start, or any other designated means-tested government program, as determined by CDE

2. The child's family needs the childcare services because of either the following:

- a. The child is identified by a legal, medical, or social services agency, the district liaison for homeless students, a Head Start program, or an emergency or transitional shelter as being a recipient of protective services; as being or at risk of being neglected, abused, or exploited; or as ~~being homeless~~ experiencing homelessness
- b. The parents/guardians are participating in vocational training leading directly to a recognized trade, paraprofession, or profession; are engaged in an educational program for English language learners or to attain a high school diploma or general educational development certificate; are employed or seeking employment; are seeking permanent housing for family stability; or are incapacitated

CSBA NOTE: The following paragraph reflects Education Code 8208, as amended by AB 185

After all eligible three- and four-year-old children have been enrolled as provided above, a full-day CSPP program may provide services to children in families whose income is no more than 15 percent above the income eligibility threshold, as described in Education Code 8213. No more than 10 percent of all the children enrolled in the CSPP program shall be from families above the income eligibility threshold. (Education Code 8208)

After all families meeting the criteria specified in the paragraphs above have been enrolled, a full-day CSPP program may provide services to three- and four-year-old children in families who do not meet at least one of the criteria in Item #2 above. (Education Code 8208)

After all otherwise eligible children have been enrolled as provided above, a CSPP program operating within the attendance boundary of a school where at least 80 percent of students are eligible for free and reduced-price meals as described in Education Code 8217 may enroll any four-year-old child. (Education Code 8208)

CSBA NOTE: Education Code 8211, as amended by AB 210 and AB 185, revised and reordered the priority ranking in 2022 for enrollment in full-day CSPP programs. The priority ranking is now

almost identical to the ranking for part-day CSPP programs, as provided in "Enrollment Priorities for Part-Day CSPP Programs" section above.

For full-day CSPP programs, the district shall use the same priority ranking specified in Items #1-~~#~~-4 of "Enrollment Priorities for Part-Day CSPP Programs" above, and the following: (Education Code 8211)

1. After all otherwise eligible children based on Items #1-4 of "Enrollment Priorities for Part-Day CSPP Programs" have been enrolled, fifth priority shall be given to children from families whose income is no more than 15 percent above the eligibility income threshold, as described in Education Code 8213. Within this priority category, priority shall be given to three- and four-year-old children with an IFSP or IEP, then to four-year old children before three-year-old children without IFSP or IEP.
2. After all otherwise eligible children based on Items #1-4 of "Enrollment Priorities for Part-Day CSPP Programs" and Item #1 above have been enrolled, the district may enroll other children in the following order:
 - a. Three- and four-year old children from families who do not meet at least one of the need requirements in Item #2 above. Within this priority, families shall be enrolled in income ranking order, lowest to highest, and within income ranking order, four-year old children before three-year old children
 - b. When a CSPP program site operates within the attendance boundary of a school where at least 80 percent of students are eligible for free and reduced-price meals as described in Education Code 8217, three- or four-year-old children whose families reside within the attendance boundary of the school may be enrolled without establishing eligibility or a need for services. Such children shall, to the extent possible, be enrolled by lowest to highest income ranking order.

CSBA NOTE: The following paragraph reflects Education Code 8211 as amended by AB 210.

Regardless of the priorities listed above, until the district attains the percent of funded enrollment set aside for children with exceptional needs pursuant to Education Code 8208, children with exceptional needs shall be enrolled without regard to the priorities listed above. Within this category, eligible children with the lowest income according to the income ranking on the most recent schedule of income ceiling eligibility table, as published by the SPI at the time of enrollment, shall be enrolled first. If two or more families have the same income ranking, the child that has been on the waiting list for the longest time shall be admitted first. (Education Code 8211)

CSBA NOTE: Pursuant to Education Code 8208, as amended by AB 210, a determination of eligibility for participation in a full-day CSPP program now lasts for 24 months, as specified in the following paragraph:

Upon establishing initial eligibility or ongoing eligibility for a full-day CSPP program, a family shall be considered to meet all eligibility and need requirements for those services for not less than 24 months. Such families shall receive those services for not less than 24 months before having eligibility or need recertified, and shall not be required to report changes to income or other changes for at least 24 months. If the eligibility period ends before the end of a program year, eligibility shall be extended until the end of the program year, provided age-eligibility requirements

are met, as specified in Education Code 8205. However, a family that establishes initial eligibility or ongoing eligibility on the basis of income shall report increases in income that exceed the threshold for ongoing income eligibility, as described in Education Code 8213, and the family's ongoing eligibility for services shall at that time be recertified. In addition, a family may, at any time, voluntarily report income or other changes. This information shall be used, as applicable, to reduce the family's fees, increase the family's services, or extend the period of the family's eligibility before recertification. (Education Code 8208)

Waiting List

CSBA NOTE: The following section may be revised to reflect district practice. Pursuant to 5 CCR 17744, as adopted in Register 2022, No. 26, a district is required to maintain a current waiting list based on enrollment priorities for part-day and full-day preschool programs. The district may satisfy this requirement by participating in a "county child care centralized eligibility list" if one is available. When such centralized eligibility list is not available or the district elects not to participate in the local list, the district must establish its own waiting list in accordance with enrollment priorities.

The Superintendent or designee shall consult the county's centralized eligibility list, when available, or shall maintain a district waiting list in accordance with applicable enrollment priorities. As vacancies occur, applicant families shall be contacted in order of priority on the waiting list. (5 CCR 17744)

Combined Preschool/Transitional Kindergarten Classroom

CSBA NOTE: Education Code 8207 and 48000 allow districts to place ~~4~~four-year-old children enrolled in a CSPP program into a TK program and to commingle children from both programs in the same classroom as long as all of the requirements of each program are met and the district adheres to the requirements listed in the following section. See BP 6170.1 - Transitional Kindergarten for eligibility requirements pertaining to the TK program pursuant to Education Code 48000.

When a child is eligible for both the preschool program and the district's TK program, the district may place the child in a classroom which is commingled with children from both programs as long as the commingled program meets all of the requirements of each program as well as the following requirements: (Education Code 8207, 48000)

1. An early childhood environment rating scale, as specified in 5 CCR 18281, shall be completed for the classroom.
2. All children enrolled for 10 or more hours per week shall be evaluated using the Desired Results Developmental Profile, as specified in 5 CCR 18272.
3. The classroom shall be taught by a teacher who holds a credential issued by the Commission on Teacher Credentialing in accordance with Education Code 44065 and 44256.
4. The classroom shall comply with the adult-child ratio specified in Education Code ~~8264.8~~
8241

5. Contractors of the district shall report the services, revenues, and expenditures for children in the preschool program CSPP in accordance with 5 CCR 18068-
6. The classroom shall not include children enrolled in TK for a second year or children enrolled in a regular kindergarten classroom-

Fees and Charges

Fees for participation in the district's full-day CSPP program shall be assessed and collected in accordance with the fee schedule established by the SPI in conjunction with the California Department of Social Services. (Education Code 8252)

CSBA NOTE: Pursuant to Education Code 8252, as amended by AB ~~210~~116 (Ch. 41, Statutes of 2023), and explained in CDE's Early Education Management Bulletin 23-07, family fees may be assessed but not be collected for families receiving subsidized child care services from CSPP programs administered by CDE ~~for~~from July 1, 2023 to September 30, 2023. Education Code 8252, as amended by AB 116, requires that no family fees be charged or assessed for families whose adjusted monthly family income falls below 75 percent of the 2022-2023 school year State Median Income, and further caps family fees at one percent of a family's monthly income for all other families. As a result, the FY 2023-24 family fee schedule has been revised accordingly. In addition, family fees accrued but not collected prior to October 1, 2023, may be forgiven, and not collected. However, for the 2022-2023 school year, family Family fees shall accrued but uncollected prior to October 1, 2023, may be forgiven and not be collected as specified in . (Education Code 8252-)

In addition, no fee shall be charged to an eligible family whose child is enrolled in a part-day preschool program or a family that is receiving CalWORKs cash aid. (Education Code 8253; 5 CCR 17735)

A family may be exempt from the fees for up to 12 months for any child enrolled in full-day preschool on the basis of being the recipient of child protective services or as being, or at risk of being, abused, exploited, or neglected. (Education Code 8253; 5 CCR 17735)

CSBA NOTE: Education Code 8254 authorizes a district offering a CSPP program to charge a fee for field trips and/or to require parents/guardians to provide diapers, but **mandates** that the district adopt policy to include parents/guardians in the decision-making about such fees, as provided below. Pursuant to Education Code 8254, the fees cannot exceed \$25 per child in the contract year. The following paragraph may be modified to delete diapers as appropriate for the age of the children served.

The Superintendent or designee shall establish a process that involves parents/guardians in determining whether to require parents/guardians to provide diapers and/or whether and how much to charge parents/guardians for field trip expenses, within the limit specified in law. A child shall not be denied participation in a field trip due to the parent/guardian's inability or refusal to pay the fee, and no adverse action shall be taken against a parent/guardian for that inability or refusal. (Education Code 8254)

Disenrollment Based on Reduced Funding

CSBA NOTE: Education Code 8214 specifies the order by which families will be disenrolled from subsidized preschool services when funding levels are reduced.

When necessary to disenroll families from subsidized preschool services, families shall be disenrolled in reverse order of the priority for services specified in Education Code 8210 and 8211 and as described above in the sections "Enrollment Priorities for Part-Day CSPP Programs" and "Eligibility and Enrollment Priorities for Full-Day CSPP Programs." (Education Code 8214; 5 CCR 17744)

Expulsion/Unenrollment and Suspension Based on Behavior

CSBA NOTE: AB 2806 (Ch. 915, Statutes of 2022), repealed CDE's Early Education Code 8222 and added Education Code 8489-8489.1. Education Code 8489.1, as added, recasts provisions relating Division Management Bulletin 23-08 provides guidance to ~~expulsion or unenrollment of children from a CSPP program and establishes new~~ contractors regarding requirements for the use of ~~suspensions~~ suspension and updated requirements for expelling or unenrolling a child from a program due to a child's behavior, in such programs ~~accordance with Education Code 8489.1.~~

Suspension means any removal of a child from all or part of the program day, or the prevention of a child from attending the program for one or more days, in response to the child's behavior.

Removing the child from the program means moving a child to an isolated or separate room. Programs may remove children from specific situations to allow the child to calm down or regain composure, such as taking the child for a walk or accompanying the child to an outdoor environment. However, the child must return to the classroom as soon as the child has calmed down and may not be removed for longer than 30 minutes.

Expulsion means the permanent dismissal of a child from a program in response to a child's behavior.

Persistent and serious behaviors means either repeated patterns of behavior that significantly interfere with the learning of other children, or interactions with peers and adults that are not responsive to the use of developmentally appropriate guidance, including, but not limited to, physical aggression, property destruction, and self-injury.

A district preschool program shall not expel or unenroll a child or persuade or encourage a child's parents/guardians to voluntarily unenroll from the program based on the child's behavior, unless the district first takes the following actions to address the child's behavior: (Education Code 8489.1)

1. In writing, inform the parents/guardians of the child's persistent and serious ~~challenging~~ behaviors and consult with the parents/guardians and teacher in an effort to maintain the child's safe participation in the program
2. If the child has an IFSP or IEP, contact, with written parent/guardian consent, the agency or district employee responsible for such plan or program to seek consultation in regard to serving the child
3. If appropriate, consider completing a comprehensive screening of the child, including, but not limited to, screening the child's social and emotional development, referring the parents/guardians to community resources, and implementing behavior supports within the program

If the district has taken the actions specified in Items #1-3 above and the child's continued enrollment would present a serious safety threat to the child or other enrolled children, the district shall refer the parents/guardians to other potentially appropriate placements, the local child care resource and referral agency, or any other referral service available in the local community. The district shall, to the greatest extent possible, support direct transition to a more appropriate placement. The district may then unenroll the child. The district shall have up to 180 days to complete the actions described above. (Education Code 8489.1)

CSBA NOTE: Pursuant to Education Code 8489.1; as added by AB 2806, a child enrolled in a CSPP program may only be suspended as a last resort in extraordinary circumstances where there is a serious safety threat that cannot be eliminated or reduced without removal of the child. To suspend a child, the district must comply with specified requirements, including, collaborating with the child's parents/guardians before determining that suspension is necessary and using appropriate community resources to determine that no other reasonable option is appropriate.

A child shall not be suspended from a CSPP program, nor shall a child's parent/guardian be encouraged or persuaded to prematurely pick up a child before the program day ends, except as a last resort in extraordinary circumstances, when a safety threat exists that cannot be eliminated or reduced without the removal of the child.

Before determining that a suspension is necessary, the district shall collaborate with the child's parents/guardians and, as needed, shall use appropriate community resources to determine that no other reasonable option is appropriate.

When suspension is deemed necessary, the district shall help the child return to full participation in the program as soon as possible while ensuring safety, by doing the following:

1. Continuing to engage with the child's parents/guardians and continuing to use appropriate community resources
2. Developing a written plan to document the action and supports needed
3. Providing referrals to appropriate community resources
4. If the child has an IFSP or IEP, contacting, with written parent/guardian consent, the agency responsible for the child's IFSP or IEP, to seek consultation on servicing the child

Upon enrollment, the parents/guardians of each child shall be notified, in writing, of the limitations on expulsion, suspension, or any form of disenrollment and how the parents/guardians may file an appeal to CDE in the event of expulsion or suspension. If the district suspends or expels a child from any CSPP program, the district shall, at least 24 hours before the effective date of the suspension or expulsion, issue the child's parents/guardians a written "Notice of Action, Recipient of Services," as described in 5 CCR 17783, informing the parents/guardians of the right to file an appeal of the action directly with CDE no later than 14 calendar days after receiving the notice.

CSBA NOTE: A joint statement by the U.S. Department of Education and U.S. Department of Health and Human Services, "Policy Statement on Expulsion and Suspension Policies in Early Childhood

Settings," clarifies that preschool children with exceptional needs who are eligible for services under the Individuals with Disabilities Education Act (IDEA) (20 USC 1400-1482) are entitled to the same disciplinary protections that apply to all other IDEA-eligible students with disabilities, may not be subjected to impermissible disciplinary changes of placement for misconduct that is caused by or related to their disability, and must continue to receive educational services consistent with their right to a free appropriate public education. The statement indicates the need for the child's individualized education program (IEP) team to consider the use of positive behavioral interventions and supports when developing or modifying the IEP to reduce the need for discipline of a child with disabilities and avoid suspension or expulsion from a preschool program.

Children with exceptional needs may only be suspended or expelled in conformance with the procedures and limitations of the Individuals with Disabilities Education Act.

Notice of Action

CSBA NOTE: Pursuant to 5 CCR 17757, as adopted in Register 2022, No. 26, a parent/guardian must submit an application for services which contains specified information and documentation. The application form is available on CDE's [web site website](#). Upon receiving an application, a person designated by the district must certify the family's or child's eligibility.

Upon receiving a parent/guardian's application for services, the Superintendent or designee shall review the application and documentation and shall certify the eligibility of the family or child.

CSBA NOTE: Pursuant to 5 CCR 17782, as adopted in Register 2022, No. 26, the district is required to provide written notification to parents/guardians as to whether their application for subsidized services has been approved or denied. For this purpose, the district should use the Notice of Action form available on CDE's [web site website](#). If the services are denied, the parent/guardian may appeal the decision in accordance with 5 CCR 17784-17785, as adopted in Register 2022, No. 26; see section "Parent Hearing" below.

The district's decision to approve or deny a child's enrollment shall be communicated to the family through a written Notice of Action mailed or delivered within 30 days from the date the application is signed by the parent/guardian. (5 CCR 17782)

CSBA NOTE: 5 CCR 17783, as adopted in Register 2022, No. 26, requires the district to notify a parent/guardian of any change in services or fees as described below. For such notification, the district should use the Notice of Action form available on CDE's [web site website](#). Parents/guardians may appeal such actions pursuant to 5 CCR 17784; see section "Parent Hearing" below.

Subsequently, the Superintendent or designee shall mail or deliver a Notice of Action to a parent/guardian at least 14 calendar days before any intended change in services, including, but not limited to, an increase or decrease in fees, an increase or decrease in the amount of services, or termination of services, due to any of the following circumstances: (5 CCR 17783)

1. A determination during recertification or update of the application that the need or eligibility requirements are no longer being met or the fee or amount of service needs to be modified
2. Failure of the parent/guardian to document the family's need or eligibility after the district requested such documentation in writing

3. An indication by the parent/guardian that the parent/guardian no longer wants the service
4. The death of a parent/guardian or child
5. The conclusion of a limited-term agreement, provided that the parent/guardian has been informed in writing of the date that the services would terminate

For each child enrolled in the district's preschool program, the Superintendent or designee shall maintain a family data file including, but not limited to, a completed and signed application for services, documentation of income eligibility, and a copy of all Notices of Action. For each child not receiving subsidized services, the family data file shall also include records of the specific reason(s) for enrolling each child, the child's family income, and evidence that the district has made a diligent search for children eligible for subsidized services. (5 CCR 17758)

Parent Hearing

CSBA NOTE: 5 CCR 17784-17786, as adopted in Register 2022, No. 26, require districts to provide due process to parents/guardians who disagree with certain district actions, such as when services are denied, there is a change in services or fees, or their child is disenrolled.

If a parent/guardian disagrees with any district action to deny the child's eligibility for subsidized preschool services, disenroll the child due to a funding shortage, increase or decrease fees, increase or decrease the amount of services, terminate services, or otherwise change the level of services, the parent/guardian may file a request for a hearing with the Superintendent or designee within 14 calendar days of the date the Notice of Action was received. Within 10 calendar days of receiving the request for a hearing, the Superintendent or designee shall notify the parent/guardian of the time and place of the hearing, which, to the extent possible, shall be convenient for the parent/guardian. (5 CCR 17784)

The hearing shall be conducted in accordance with the procedures specified in 5 CCR 17784 by a district administrator who is at a staff level higher in authority than the staff person who made the contested decision. Within 10 calendar days after the hearing, the district administrator shall mail or deliver a written decision to the parent/guardian. If the parent/guardian disagrees with the written decision, the parent/guardian may, within 14 calendar days, appeal the decision to CDE. (5 CCR 17785-17786)

Policy Reference UPDATE Service

Copyright 2023 by California School Boards Association, West Sacramento, California 95691
All rights reserved.

Policy Reference Disclaimer:

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

State	Description
22 CCR 101151-101191	Licensing and application procedures
22 CCR 101151-101239.2	General requirements; licensed child care centers
22 CCR 101212-101231	Continuing requirements

22 CCR 101237-101239.2	Facilities and equipment
5 CCR 14001-14036	School housing
5 CCR 17700-17833	California State Preschool Program
5 CCR 17701-17711	General Program Requirements
5 CCR 17746-17748	Enrollment priorities
5 CCR 18295	Waiver of qualifications for site supervisor
5 CCR 4600-4670	Uniform complaint procedures
5 CCR 4690-4694	Complaints regarding health and safety issues in license-exempt preschool programs
<u>5 CCR 80067</u>	<u>Professional Clear Early Childhood Education Specialist Instruction Credential</u>
5 CCR 80105-80125	Commission on Teacher Credentialing; child care and development permits
Ed. Code 17375	California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program
Ed. Code 44065	Issuance of and functions requiring credentials
Ed. Code 44256	Authorization for teaching credentials
Ed. Code 48000- 48003	Transitional kindergarten <u>Kindergartens</u>
Ed. Code 48985	Notices to parents in language other than English
<u>Ed. Code 60910</u>	<u>Data for students enrolled in California State Preschool Program</u>
<u>Ed. Code 69617</u>	<u>Golden State Teacher Grant Program</u>
Ed. Code 8200-8340	California State Preschool Program
Ed. Code 8203.5	<u>Contracts to provide preschool services</u>
Ed. Code 8205	<u>Definitions</u>
Ed. Code 8207	<u>California State Preschool Program administration</u>
Ed. Code 8208	<u>Eligibility of three- or four-year-old child for state preschool program</u>
Ed. Code 8209	<u>Physical examination and immunizations</u>
Ed. Code 8210	<u>Priority for part-day programs</u>
Ed. Code 8211	<u>Priority for full-day programs</u>
Ed. Code 8212	<u>Complaints related to preschool health and safety issues</u>
Ed. Code 8213	<u>Income eligible; definition</u>

Ed. Code 8214	<u>Order of disenrollment</u>
Ed. Code 8217	<u>Enrollment of three- and four-year-old children in state preschool programs</u>
Ed. Code 8220-8221	<u>Family literacy services</u>
Ed. Code 8241	<u>Staffing ratios for center-based program</u>
Ed. Code 8252-8254	<u>Early childhood education family fees</u>
Ed. Code 8298	<u>Program director qualifications</u>
Ed. Code 8322	California Prekindergarten Planning and Implementation Grant Program
Ed. Code 8489-8489.1	Expulsion and <u>Suspension Procedures</u> <u>suspension procedures</u>
H&S Code 120325-120380	Immunization against communicable diseases
H&S Code 1596.70-1596.895	California Child Day Care Act
H&S Code 1596.90-1597.21	Day care centers
W&I Code 10207-10215	General provisions
W&I Code 10207-10492.2	Child Care and Development Services Act
W&I Code 10217-10224.5	Resource and referral programs
W&I Code 10225-10234	Alternative payment programs
W&I Code 10235-10238	Migrant child care and development programs
W&I Code 10240-10243	General child care and development programs
W&I Code 10250-10252	Family child care home education networks
W&I Code 10260-10263	Child care and development services for children with special needs
W&I Code 10480-10487	Local planning councils

Federal

20 USC 1400-1482	Individuals with Disabilities Education Act
20 USC 6311-6322	Title I, relative to preschool
20 USC 6391-6399	Education of migratory children
42 USC 9831-9852c	Head Start programs
42 USC 9857-9858r	Child Care and Development Block Grant
45 CFR 1301.1-1305.2	Head Start

Management Resources

California Department of Education Publication

Description

	<u>Suspension and Expulsion in the California State Preschool Program, Early Education Division Management Bulletin 23-</u>
--	---

	08, September 2023 (https://www.cde.ca.gov/sp/cd/ci/mb2308.asp)
California Department of Education Publication California Department of Education Publication	Prekindergarten Learning Development Guidelines, 2000 Assessment and Reporting of Family Fees for Fiscal Year (FY) 2023–24, Early Education Division Management Bulletin 23-07, September 2023 (https://www.cde.ca.gov/sp/cd/ci/mb2307.asp)
California Department of Education Publication	Part-day California State Preschool Program as an Extended Learning and Care Option, Early Education Division Management Bulletin 23-05, April 2023 (https://www.cde.ca.gov/sp/cd/ci/mb2305.asp)
California Department of Education Publication	California State Preschool Program and Children with Disabilities (Exceptional Needs), Early Education Division Management Bulletin 23-02, February 2023 (https://www.cde.ca.gov/sp/cd/ci/mb2302.asp)
California Department of Education Publication	Dream Big for Our Youngest Children: Final Report of the California Early Learning Quality Improvement System Advisory Committee, 2010
California Department of Education Publication	Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, 2nd ed., 2009 (https://www.cde.ca.gov/sp/cd/re/documents/psenglearnerse d2.pdf)
California Department of Education Publication	First Class: A Guide for Early Primary Education, 1999 (https://www.cde.ca.gov/sp/cd/re/documents/firstclass.pdf)
California Department of Education Publication	California Preschool Learning Foundations (https://www.cde.ca.gov/sp/cd/re/psfoundations.asp)
CSBA Publication	What Boards of Education Can Do About Kindergarten Readiness, Governance Brief, May 2016
Commission on Teacher Credentialing Publication	Proposed Amendments to Title 5 of the California Code of Regulations Pertaining to the PK-3 Childhood Education Specialist Credential, Coded Correspondence 23-02, February 10, 2023 (https://www.ctc.ca.gov/docs/default-source/commission/coded/2023/coded-23-02.pdf?sfvrsn=973026b1_9)
CSBA Publication	The Preschool Landscape in California and Strategies for Expansion, January 2020
CSBA Publication	The Importance of Early Childhood Education Programs, September 2019 (https://www.csba.org/-/media/CSBA/Files/GovernanceResources/GovernanceBriefs/201909CSBA_Governance-Brief_Early-

	Education.ashx?la=en&rev=8b0259f73a574f62aae4e8b047db4eed)
U.S. Department of Education Publication	Good Start, Grow Smart, April 2002
U.S. Department of Education Publication	Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings, 2016 https://oese.ed.gov/files/2020/07/policy-statement-ece-expulsions-suspensions.pdf
Website	CSBA District and County Office of Education Legal Services
Website	National Institute for Early Education Research
Website	California Head Start Association
Website	California Preschool Instructional Network
Website	Child Development Policy Institute
Website	California Association for the Education of Young Children
Website	First 5 California
Website	California Department of Social Services
Website	California County Superintendents Educational Services Association
Website	Cities Counties and Schools Partnership
Website	California Commission on Teacher Credentialing https://www.ctc.ca.gov/
Website	California Office of Administrative Law https://oal.ca.gov/
Website	CSBA
Website	U.S. Department of Education
Website	California Department of Education
Website	California Department of Education, Universal PreKindergarten, California's Great Start https://express.adobe.com/page/OZrg3lsP1GE8b/

Cross References

Code	Description
0415	Equity
0470	COVID-19 Mitigation Plan

0500	Accountability
1240	Volunteer Assistance
1240	Volunteer Assistance
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1330	Use Of School Facilities
1330	Use Of School Facilities
1330-E(1)	Use Of School Facilities
1330.1	Joint Use Agreements
1340	Access To District Records
1340	Access To District Records
1400	Relations Between Other Governmental Agencies And The Schools
1700	Relations Between Private Industry And The Schools
3260	Fees And Charges
3260	Fees And Charges
3280	Sale Or Lease Of District-Owned Real Property
3280	Sale Or Lease Of District-Owned Real Property
3523	Electronic Signatures
3523	Electronic Signatures
3541	Transportation Routes And Services
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
3580	District Records
3580	District Records
4112	Appointment And Conditions Of Employment
<u>4112.2</u>	<u>Certification</u>
4112.4	Health Examinations
4112.5	Criminal Record Check

4112.5-E(1)	Criminal Record Check
4112.6	Personnel Files
4131	Staff Development
4212.4	Health Examinations
4212.5	Criminal Record Check
4212.5-E(1)	Criminal Record Check
4212.6	Personnel Files
4222	Teacher Aides/Paraprofessionals
4222	Teacher Aides/Paraprofessionals
4231	Staff Development
4312.4	Health Examinations
4312.5	Criminal Record Check
4312.5-E(1)	Criminal Record Check
4312.6	Personnel Files
4331	Staff Development
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5030	Student Wellness
5111	Admission
5111	Admission
5125	Student Records
5125	Student Records
5141.23	Asthma Management
5141.23	Asthma Management
5141.26	Tuberculosis Testing
5141.31	Immunizations
5141.31	Immunizations
5141.32	Health Screening For School Entry
5141.6	School Health Services
5141.6	School Health Services
5144.1	Suspension And Expulsion/Due Process

5144.1	Suspension And Expulsion/Due Process
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5148	Child Care And Development
5148	Child Care And Development
6011	Academic Standards
6020	Parent Involvement
6020	Parent Involvement
6159	Individualized Education Program
6159	Individualized Education Program
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.4	Identification And Evaluation Of Individuals For Special Education
6170.1	Transitional Kindergarten
6171	Title I Programs
6171	Title I Programs
6173	Education For Homeless Children
6173	Education For Homeless Children
6173-E(1)	Education For Homeless Children
6173-E(2)	Education For Homeless Children
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6173.2	Education Of Children Of Military Families
6173.2	Education Of Children Of Military Families
6174	Education For English Learners
6174	Education For English Learners
6175	Migrant Education Program
6175	Migrant Education Program
6200	Adult Education
6200	Adult Education

7110

Facilities Master Plan

7210

Facilities Financing

Policy 6142.8: Comprehensive Health Education

Status: ADOPTED

Original Adopted Date: 11/01/2003 | **Last Revised Date:** 03/12/01/2024/2023 | **Last Reviewed Date:** 03/12/01/2024/2023

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

The U.S. Surgeon General's 2023 advisory, "Our Epidemic of Loneliness and Isolation: The U.S. Surgeon General's Advisory on the Healing Effects of Social Connection and Community," emphasizes the critical role that social connection plays in individual and societal health and well-being, and provides recommendations for how to address the consequences when there is a lack of social connection. Because schools play an important role in facilitating positive social connection, the advisory includes specific actions districts can implement, which include (1) developing a strategic plan for school connectedness and social skills with benchmark tracking, (2) building social connection into the health curriculum, (3) implementing socially based educational techniques, and (4) creating a supportive school environment.

In its 2023 advisory, "Social Media and Youth Mental Health," the U.S. Surgeon General describes the positive and negative impacts of social media on children and adolescents, including the impact on mental health and well-being, and recommends that schools develop, implement, and evaluate digital and media literacy curriculum to provide students and staff with the skills to strengthen digital resilience.

The Governing Board believes that health education should foster the knowledge, skills, and attitudes that students need in order to lead healthy lives and avoid high-risk behaviors, and that creating a safe, supportive, inclusive, and nonjudgmental environment is crucial in promoting healthy development for all students. The district's health education program shall be part of a coordinated school health system which recognizes that mental health and social connection are critical to student's overall health, well-being, and academic success, supports the physical, mental, and social well-being of students, reflects the importance of digital and media literacy, and is linked to district and community services and resources.

CSBA NOTE: 42 USC 1758b requires each district participating in the National School Lunch program (42 USC 1751-1769j) or any program in the Child Nutrition Act of 1966 (42 USC 1771-1793), including the School Breakfast Program, to adopt a districtwide school wellness policy, which includes goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness. See BP 5030 - Student Wellness for language fulfilling this mandate.

Goals for the district's health education program shall be designed to promote student wellness and shall include, but not be limited to, goals for nutrition promotion and education, physical activity, and other school-based activities that promote student well-being.

CSBA NOTE: Education Code 51925 requires districts that offer health education courses to middle or high school students to include mental health instruction, as specified. For more information on the requirements of mental health instruction, see the accompanying administrative regulation and AR 6143 - Courses of Study.

Any health education course offered to middle or high school students shall include instruction in mental health that meets the requirements of Education Code 51925-51926, and as specified in Administrative Regulation 6143 – Courses of Study.

CSBA NOTE: The following optional paragraph should be revised as necessary to reflect grade levels offered by the district. Education Code 51210 requires that the adopted course of study for grades 1-6 include instruction in health, including instruction in the principles and practices of individual, family, and community health. Education Code 51202 requires that certain health-related topics be addressed at the appropriate elementary and secondary grade levels and in appropriate subject areas, as determined by the district.

Education Code 51934 requires that districts provide comprehensive sexual health education and HIV prevention instruction, at least once in middle school or junior high school and at least once in high school, by instructors trained in the appropriate courses. Education Code 51934 also authorizes, but does not require, districts to provide age-appropriate comprehensive sexual health education prior to grade 7 on any of the topics specified in Education Code 51934. See AR 6143 - Courses of Study and BP/AR 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction.

Additionally, Education Code 51900.6 authorizes districts to provide age-appropriate instruction in grades K-12 in sexual abuse and sexual assault awareness and prevention pursuant to content standards developed by the State Board of Education (SBE), provided that students are allowed to be excused from such instruction upon the written request of their parents/guardians. SBE has not yet adopted content standards regarding sexual abuse and sexual assault awareness and prevention. Also see BP 5141.4 - Child Abuse Prevention and Reporting.

The California Department of Education's publication, "Health Education Framework for California Public Schools, Kindergarten through Grade Twelve," provides nonprescriptive instructional guidance and support to California teachers, administrators, curriculum specialists, other educators, and school boards for implementation of the voluntary health education standards, which include the following six content areas: nutrition and physical activity; growth, development, and sexual health; injury prevention and safety; alcohol, tobacco, and other drugs; mental, emotional, and social health; and personal and community health.

Policy Reference UPDATE Service

Copyright 2023 by California School Boards Association, West Sacramento, California 95691

All rights reserved.

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 11800-11801	District health education plan
Ed. Code 35183.5	Sun protection
Ed. Code 49413	First aid and cardiopulmonary resuscitation training
Ed. Code 49430-49434	Pupil Nutrition, Health, and Achievement Act of 2001
Ed. Code 49490-49494	School breakfast and lunch programs
Ed. Code 49500-49505	School meals
Ed. Code 51202	Instruction in personal and public health and safety
Ed. Code 51203	Instruction on alcohol, narcotics, and dangerous drugs
Ed. Code 51210	Course of study for grades 1-6
Ed. Code 51210.8	Health education curriculum
Ed. Code 51220.5	Parenting skills; areas of instruction
Ed. Code 51225.36	Instruction in sexual harassment and violence; districts that require health education for graduation
Ed. Code 51225.6	Instruction in cardiopulmonary resuscitation; districts that require health education for graduation
Ed. Code 51260-51269	Drug education
Ed. Code 51513	Personal beliefs
Ed. Code 51880-51881.5	Health education; legislative findings and intent

Ed. Code 51890-51891	Comprehensive health education programs and community participation; definitions
Ed. Code 51900.6	Sexual abuse and sexual assault awareness and prevention instruction
Ed. Code 51913	District health education plan
Ed. Code 51920	Inservice training; health education
Ed. Code 51925-51929	Mandatory mental health education and in-service training
Ed. Code 51930-51939	California Healthy Youth Act
Ed. Code 67386	Student safety; affirmative consent standard
Ed. Code 8850.5	Family relationships and parenting education
Federal	Description
42 USC 1751-1769j	School Lunch Program
42 USC 1758b	Local wellness policy
42 USC 1771-1793	Child Nutrition Act
Management Resources	Description
US Dept of Health and Human Services Publication	Our Epidemic of Loneliness and Isolation: The U.S. Surgeon General's Advisory on the Health Effects of Social Connection and the Community, 2023 (https://www.hhs.gov/sites/default/files/surgeon-general-social-connection-advisory.pdf)
US Dept of Health and Human Services Publication	Social Media and Youth Mental Health: The U.S. Surgeon General's Advisory, 2023 (https://www.hhs.gov/sites/default/files/sg-youth-mental-health-social-media-advisory.pdf)
American Association For Health Education Society of Health and Physical Educators Publication	National Health Education Standards: Achieving Excellence, rev. November 2012 (https://www.shapeamerica.org/standards/health/)
California Department of Education Publication	Health Education Framework for California Public Schools: Kindergarten Through Grade Twelve, 2019 (https://www.cde.ca.gov/ci/he/cf/documents/healthedframework2019.pdf)
California Department of Education Publication	Health Education Content Standards for California Public Schools, Kindergarten Through Grade 12, 2008 (https://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf)
CSBA Publication	Promoting Healthy Relationships for Adolescents: Board Policy Considerations, August 2014 (https://www.csba.org/-/media/CSBA/Files/GovernanceResources/GovernanceBriefs/201408_GBHealthyRelationships.ashx?la=en&rev=c7eca3dd0da24d4293ce675bb6463f8d)

CSBA Publication	Integrating Physical Activity into the School Day, April 2016 https://www.csba.org/~//media/C038AF12929B41A589591B854610B809.ashx
CSBA Publication	Preventing Catastrophic Health Illness, Governance Brief, July 2018 https://www.csba.org/GovernanceAndPolicyResources/~//media/CSBA/Files/GovernanceResources/GovernanceBriefs/201807PreventingCatastrophicHealthIllness.ashx
CSBA Publication	The Impact of Marijuana Legalization on K-12: The Effect of Marijuana on the Brain, November 2018 https://www.csba.org/~//media/CSBA/Files/GovernanceResources/GovernanceBriefs/201811MarijuanaImpact-TheBrain.ashx?la=en&rev=419e95b4dc064075a7e14e36ad67b5fc
CSBA Publication	Why Schools Hold the Promise for Adolescent Mental Health, Governance Brief, May 2019 https://www.csba.org/~//media/CSBA/Files/GovernanceResources/GovernanceBriefs/05152019_CSBAStudentMentalHealthBrief.ashx?la=en&rev=8a4db2e891cd4aef817d6e60c283c14e
CSBA Publication	Sun Safety in Schools, Policy Brief, July 2006 https://www.csba.org/GovernanceAndPolicyResources/DistrictPolicyServices/~//media/CSBA/Files/GovernanceResources/PolicyNews_Briefs/StudentHealth/SunSafety/2006_07_PolicyBrief_SunSafetyInschools.ashx
CSBA Publication	Asthma Management in the Schools, Policy Brief, March 2008 https://www.csba.org/~//media/CSBA/Files/GovernanceResources/PolicyNews_Briefs/StudentHealth/Asthma/2008_03_PolicyBrief_AsthmaMgmt.ashx?la=en
CSBA Publication	Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. April 2006 https://www.csba.org/~//media/B5947DF3DE58432C9B038C9C38360684.ashx
<u>CSBA Publication</u>	<u>Integrating Oral Health into School Health Programs and Policies, May 2010</u> https://www.csba.org/EducationIssues/EducationIssues/~//media/Files/EducationIssues/Wellness/201005_OralHealthGuide2.ashx
CSBA Publication	Promoting Oral Health for California's Students: New Roles, New Opportunities for Schools, Policy Brief, November 2008 http://www.csba.org/EducationIssues/EducationIssues/~//

	/media/Files/Services/PolicyServices/PolicyBriefs/11-08_OralHealth_PB.ashx)
CSBA Publication	Monitoring for Success: A Guide for Assessing and Strengthening Student Wellness Policies, rev. 2012 https://www.csba.org/-/media/CSBA/Files/GovernanceResources/EducationIssues/ConditionofChildren/201211MonitoringForSuccess.ashx?la=en&rev=90a8b252b84a4e80b2ebd6c1a6899865)
Human Rights Campaign Foundation Publication	California LGBTQ Youth Report, January 2019 https://assets2.hrc.org/files/assets/resources/YouthReport-California-Final.pdf)
Website	CSBA District and County Office of Education Legal Services
Website	Human Rights Campaign Foundation
Website	National Center for Health Education
Website	National Hearing Conservation Association
Website	California Subject Matter Project, Physical Education-Health Project
Website	Center for Injury Prevention Policy and Practice
Website	American School Health Association
Website	California Association of School Health Educators
Website	California Department of Education, Health Education
Website	California Department of Public Health
Website	California Healthy Kids Resource Center
Website	Centers for Disease Control and Prevention
Website	CSBA
Website	SHAPE America, Society of Health and Physical Educators https://www.shapeamerica.org/)
Website	U.S. Department of Health and Human Services https://www.hhs.gov/)

Cross References

Code	Description
0200	Goals For The School District
0415	Equity
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan

0470	COVID-19 Mitigation Plan
0500	Accountability
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1240	Volunteer Assistance
1240	Volunteer Assistance
1325	Advertising And Promotion
1400	Relations Between Other Governmental Agencies And The Schools
1700	Relations Between Private Industry And The Schools
3513.3	Tobacco-Free Schools
3513.3	Tobacco-Free Schools
3513.4	Drug And Alcohol Free Schools
3514	Environmental Safety
3514	Environmental Safety
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3543	Transportation Safety And Emergencies
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
3554	Other Food Sales
3554	Other Food Sales
4131	Staff Development
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5022	Student And Family Privacy Rights
5022	Student And Family Privacy Rights
5030	Student Wellness
5131	Conduct
5131.6	Alcohol And Other Drugs
5131.6	Alcohol And Other Drugs
5131.62	Tobacco
5131.62	Tobacco

5131.63	Steroids
5131.63	Steroids
5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5141	Health Care And Emergencies
5141	Health Care And Emergencies
5141.21	Administering Medication And Monitoring Health Conditions
5141.21	Administering Medication And Monitoring Health Conditions
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.23	Asthma Management
5141.23	Asthma Management
5141.3	Health Examinations
5141.3	Health Examinations
5141.31	Immunizations
5141.31	Immunizations
5141.32	Health Screening For School Entry
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5141.5	Mental Health
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5141.6	School Health Services
5141.6	School Health Services
5141.7	Sun Safety
5142	Safety
5142	Safety
5142.2	Safe Routes To School Program
5142.2	Safe Routes To School Program
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
5146	Married/Pregnant/Parenting Students
6011	Academic Standards
6020	Parent Involvement
6020	Parent Involvement
6141	Curriculum Development And Evaluation
6141	Curriculum Development And Evaluation
6141.2	Recognition Of Religious Beliefs And Customs
6141.2	Recognition Of Religious Beliefs And Customs
6142.1	Sexual Health And HIV/AIDS Prevention Instruction
6142.1	Sexual Health And HIV/AIDS Prevention Instruction
6142.5	Environmental Education
6142.7	Physical Education And Activity
6142.7	Physical Education And Activity
6143	Courses Of Study
6143	Courses Of Study
6144	Controversial Issues
6145.2	Athletic Competition
6145.2	Athletic Competition
6145.8	Assemblies And Special Events
6146.1	High School Graduation Requirements
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
6162.8	Research
6162.8	Research
6163.4	Student Use Of Technology
6163.4-E(1)	Student Use Of Technology
6164.2	Guidance/Counseling Services
6172	Gifted And Talented Student Program
6172	Gifted And Talented Student Program

Regulation 6142.8: Comprehensive Health Education

Status: ADOPTED

Original Adopted Date: 11/01/2003 | **Last Revised Date:** 03/12/01/2021/2023 | **Last Reviewed Date:** 03/12/01/2021/2023

Content of Instruction

CSBA NOTE: CSBA NOTE: Education Code 51202 requires districts to teach certain health-related topics at the “appropriate elementary and secondary grade levels.” Items #1-6 below reflect six content areas delineated in the voluntary content standards for health education adopted by the State Board of Education (SBE) in March 2008: and included in the publication, “Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve.” The district may revise the following list to reflect the topics to be addressed in the district's program.

The district's health education program shall include instruction at the appropriate grade levels in the following content areas:

1. Alcohol, tobacco, and other drugs

CSBA NOTE: Education Code 51934 requires that districts provide comprehensive sexual health education and HIV prevention instruction, at least once in middle school or junior high school and at least once in high school, by instructors trained in the appropriate courses. Education Code 51934 also authorizes, but does not require, districts to provide age-appropriate comprehensive sexual health education prior to grade 7 on any of the topics specified in Education Code 51934. See AR 6143 - Courses of Study and BP/AR 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction.

Education Code 51900.6 authorizes districts to provide age-appropriate instruction in grades K-12 in sexual abuse and sexual assault awareness and prevention pursuant to content standards developed by SBE, provided that students are allowed to be excused from such instruction upon the written request of their parents/guardians. SBE has not yet adopted content standards regarding sexual abuse and sexual assault awareness and prevention. Also see BP 5141.4 - Child Abuse Prevention and Reporting.

2. Human growth, development, and sexual health

CSBA NOTE: The optional paragraph under ~~item~~Item #3 below includes examples of topics that are addressed in the state content standards within the content area of injury prevention and safety.

3. Injury prevention and safety

Instruction related to injury prevention and safety may include, but is not limited to, first aid, protective equipment such as helmets, violence prevention, topics related to bullying and

harassment, emergency procedures, and Internet safety:
, and as required by law.

CSBA NOTE: Education Code 51925 requires districts that offer health education courses to middle or high school students to include mental health instruction, as specified. For more information on the requirements of mental health instruction see 6143 – Courses of Study.

4. Mental, emotional, and social health

Health education courses offered to middle and/or high school students shall include mental health instruction that meets the requirements of Education Code 51925-51927, as specified in Administrative Regulation 6143 – Courses of Study.

5. Nutrition and physical activity

CSBA NOTE: The optional paragraph under ~~item~~ Item #6 below includes examples of topics that are addressed in the state content standards within the content area of personal and community health.

6. Personal and community health

~~6.~~ Instruction in personal and community health may include, but is not limited to, oral health, personal hygiene, sun safety, vision and hearing protection, transmission of germs and communicable diseases, symptoms of common health problems and chronic diseases, and the effect of behavior on the environment, and as required by law.

CSBA NOTE: Items #1-6 below combine eight "overarching standards" described in the state content standards as essential concepts and skills to be taught to students.

Within each of the above content areas, instruction shall be designed to assist students in developing:

1. An understanding of essential concepts related to enhancing health
2. The ability to analyze internal and external influences that affect health
3. The ability to access and analyze health information, products, and services
4. The ability to use interpersonal communication skills, decision-making skills, and goal-setting skills to enhance health
5. The ability to practice behaviors that reduce risk and promote health
6. The ability to promote and support personal, family, and community health

High School Health Education

CSBA NOTE: The following section is for use by districts that serve students in grades 9-12 and require a course in health education as a requirement for graduation from high school. Pursuant to Education Code 51225.36, districts that require a course in health education for graduation from high school must include instruction in sexual harassment and violence, including, but not limited to, the affirmative consent standard as defined in Education Code 67386. In addition, pursuant to Education Code 51225.6, districts that require a course in health education for graduation from high school must include instruction in performing compression-only cardiopulmonary resuscitation, as specified.

Whenever the Board requires a course in health education for graduation from high school, the district's high school health education course(s) shall include instruction in:

1. Sexual harassment and violence, including, but not limited to, the affirmative consent standard as defined in Education Code 67386. When delivering such instruction, teachers shall consult information related to sexual harassment and violence in the Health Education Framework for California Public Schools. (Education Code 51225.36)
2. Compression-only cardiopulmonary resuscitation (CPR), which is based on national evidence-based emergency cardiovascular care guidelines for the performance of compression-only CPR and includes instruction relative to the psychomotor skills necessary to perform compression-only CPR. (Education Code 51225.6)

Students Excused from Health Instruction

Upon written request from a parent/guardian, a student shall be excused from any part of health instruction that conflicts with the student's religious training and beliefs, including personal moral convictions. (Education Code 51240)

CSBA NOTE: Pursuant to Education Code 51938, a student's parent/guardian has the right to excuse the student from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The district may not require active parental consent ("opt-in") for such purpose. The district's notice to parents/guardians regarding planned instruction for the school year in the area of comprehensive sexual health education and HIV prevention education must include notification of the right to excuse a student from such education by written request to the district. See BP/E 5145.6 - Parental Notifications and BP/AR 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction.

The "opt-out" right described above only applies to comprehensive sexual health education, HIV prevention education, and related assessments, and does not apply to instruction, materials, presentations, and programming that discuss the topics specified in Education Code 51932.

The district shall excuse a student from instruction in comprehensive sexual health education and HIV prevention education if the student's parent/guardian requests in writing that the student be excused. However, pursuant to Education Code 51932, such parental request shall not excuse a student from instruction, materials, presentations, or programming that discuss gender, gender identity, gender expression, sexual orientation, discrimination, harassment, bullying, intimidation, relationships, or family and do not discuss human reproductive organs and their functions. (Education Code 51938)

CSBA NOTE: Pursuant to Education Code 51900.6, districts that provide instruction in sexual abuse and sexual assault awareness and prevention are required to excuse students whose parent/guardian has made a written request. The following paragraph is for districts that provide instruction in sexual abuse and/or sexual assault awareness and prevention.

In addition, the district shall excuse a student from instruction in sexual abuse and/or sexual assault awareness and prevention if the student's parent/guardian requests in writing that the student be excused. (Education Code 51900.6)

CSBA NOTE: Pursuant to Education Code 51513, districts may not administer exams, surveys, or questionnaires containing questions about a student's or a student's family's personal beliefs or practices in sex, family life, morality, and religion unless the student's parent/guardian is notified in writing of such administration and has provided prior written consent. See AR 5022 - Student and Family Privacy Rights.

The district shall not administer any exam, survey, or questionnaire which contains questions about the student's or the student's family's personal beliefs or practices in sex, family life, morality, or religion unless the student's parent/guardian has given written permission. (Education Code 51513)

CSBA NOTE: Notwithstanding Education Code 51513, Education Code 51938 authorizes anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex, to students in grades 7-12. Parents/guardians have the right to excuse their child from such research and evaluations through a passive ("opt-out") process and may not be required to provide active ("opt-in") consent. The district is required to notify parents/guardians of the test, questionnaire, or survey to be administered, given the opportunity to review such research or evaluation tool, and notified of their right to excuse their child by making such request in writing to the district. The following paragraph is for use by districts that serve students in any of grades 7-12 and should be deleted by districts that do not serve such students.

However, the district may administer anonymous, voluntary, and confidential tests, questionnaires, and surveys containing age-appropriate questions about students' attitudes concerning or practices relating to sex, as long as parents/guardians are notified of the right to request in writing that the student be excused from participation. A student shall be excused from participating in any such research or evaluation tools if the student's parent/guardian requests in writing to excuse the student from participation. (Education Code 51938)

Involvement of Health Professionals

Health care professionals, health care service plans, health care providers, and other entities participating in a voluntary initiative with the district are prohibited from communicating about a product or service in a way that is intended to encourage persons to purchase or use the product or service. However, the following activities may be allowed: (Education Code 51890)

1. Health care or health education information provided in a brochure or pamphlet that contains the logo or name of a health care service plan or health care organization, if provided in coordination with the voluntary initiative
2. Outreach, application assistance, and enrollment activities relating to federal, state, or county-sponsored health care insurance programs if the activities are conducted in

compliance with the statutory, regulatory, and programmatic guidelines applicable to those programs:

Policy Reference UPDATE Service

Copyright 2023 by **California School Boards Association**, West Sacramento, California 95691

All rights reserved.

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 11800-11801	District health education plan
Ed. Code 35183.5	Sun protection
Ed. Code 49413	First aid and cardiopulmonary resuscitation training
Ed. Code 49430-49434	Pupil Nutrition, Health, and Achievement Act of 2001
Ed. Code 49490-49494	School breakfast and lunch programs
Ed. Code 49500-49505	School meals
Ed. Code 51202	Instruction in personal and public health and safety
Ed. Code 51203	Instruction on alcohol, narcotics, and dangerous drugs
Ed. Code 51210	Course of study for grades 1-6
Ed. Code 51210.8	Health education curriculum
Ed. Code 51220.5	Parenting skills; areas of instruction
Ed. Code 51225.36	Instruction in sexual harassment and violence; districts that require health education for graduation
Ed. Code 51225.6	Instruction in cardiopulmonary resuscitation; districts that require health education for graduation
Ed. Code 51260-51269	Drug education
Ed. Code 51513	Personal beliefs
Ed. Code 51880-51881.5	Health education; legislative findings and intent
Ed. Code 51890-51891	Comprehensive health education programs and community participation; definitions
Ed. Code 51900.6	Sexual abuse and sexual assault awareness and prevention instruction
Ed. Code 51913	District health education plan

Ed. Code 51920	Inservice training; health education
Ed. Code 51925-51929	Mandatory mental health education and in-service training
Ed. Code 51930-51939	California Healthy Youth Act
Ed. Code 67386	Student safety; affirmative consent standard
Ed. Code 8850.5	Family relationships and parenting education
Federal	Description
42 USC 1751-1769j	School Lunch Program
42 USC 1758b	Local wellness policy
42 USC 1771-1793	Child Nutrition Act
Management Resources	Description
US Dept of Health and Human Services Publication	Our Epidemic of Loneliness and Isolation: The U.S. Surgeon General's Advisory on the Health Effects of Social Connection and the Community, 2023 (https://www.hhs.gov/sites/default/files/surgeon-general-social-connection-advisory.pdf)
US Dept of Health and Human Services Publication	Social Media and Youth Mental Health: The U.S. Surgeon General's Advisory, 2023 (https://www.hhs.gov/sites/default/files/sg-youth-mental-health-social-media-advisory.pdf)
American Association For Society of Health and Physical Educators Publication	National Health Education Standards: Achieving Excellence, rev. November 2012 (https://www.shapeamerica.org/standards/health/)
California Department of Education Publication	Health Education Framework for California Public Schools: Kindergarten Through Grade Twelve, 2019 (https://www.cde.ca.gov/ci/he/cf/documents/healthedframework2019.pdf)
California Department of Education Publication	Health Education Content Standards for California Public Schools, Kindergarten Through Grade 12, 2008 (https://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf)
CSBA Publication	Promoting Healthy Relationships for Adolescents: Board Policy Considerations, August 2014 (https://www.csba.org/-/media/CSBA/Files/GovernanceResources/GovernanceBriefs/201408_GBHealthyRelationships.ashx?la=en&rev=c7eca3dd0da24d4293ce675bb6463f8d)
CSBA Publication	Integrating Physical Activity into the School Day, April 2016 (https://www.csba.org/~/_/media/C038AF12929B41A589591B854610B809.ashx)

CSBA Publication	<p>Preventing Catastrophic Health Illness, Governance Brief, July 2018</p> <p>https://www.csba.org/GovernanceAndPolicyResources/~//media/CSBA/Files/GovernanceResources/GovernanceBriefs/201807PreventingCatastrophicHealthIllness.ashx</p>
CSBA Publication	<p>The Impact of Marijuana Legalization on K-12: The Effect of Marijuana on the Brain, November 2018</p> <p>https://www.csba.org/-/media/CSBA/Files/GovernanceResources/GovernanceBriefs/201811MarijuanaImpact-TheBrain.ashx?la=en&rev=419e95b4dc064075a7e14e36ad67b5fc</p>
CSBA Publication	<p>Why Schools Hold the Promise for Adolescent Mental Health, Governance Brief, May 2019</p> <p>https://www.csba.org/-/media/CSBA/Files/GovernanceResources/GovernanceBriefs/05152019_CSBAStudentMentalHealthBrief.ashx?la=en&rev=8a4db2e891cd4aef817d6e60c283c14e</p>
CSBA Publication	<p>Sun Safety in Schools, Policy Brief, July 2006</p> <p>https://www.csba.org/GovernanceAndPolicyResources/DistrictPolicyServices/~//media/CSBA/Files/GovernanceResources/PolicyNews_Briefs/StudentHealth/SunSafety/2006_07_PolicyBrief_SunSafetyInSchools.ashx</p>
CSBA Publication	<p>Asthma Management in the Schools, Policy Brief, March 2008</p> <p>https://csba.org/-/media/CSBA/Files/GovernanceResources/PolicyNews_Briefs/StudentHealth/Asthma/2008_03_PolicyBrief_AsthmaMgmt.ashx?la=en</p>
CSBA Publication	<p>Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. April 2006</p> <p>https://www.csba.org/~//~/media/B5947DF3DE58432C9B038C9C38360684.ashx</p>
<u>CSBA Publication</u>	<p><u>Integrating Oral Health into School Health Programs and Policies, May 2010</u></p> <p>https://www.csba.org/EducationIssues/EducationIssues/~//~/media/Files/EducationIssues/Wellness/201005_OralHealthGuide2.ashx</p>
CSBA Publication	<p>Promoting Oral Health for California's Students: New Roles, New Opportunities for Schools, Policy Brief, November 2008</p> <p>http://www.csba.org/EducationIssues/EducationIssues/~//~/media/Files/EducationIssues/Wellness/200811_PromotingOralHealthForCaliforniaStudentsPolicyBrief.ashx</p>

	/media/Files/Services/PolicyServices/PolicyBriefs/11-08_OralHealth_PB.ashx)
CSBA Publication	Monitoring for Success: A Guide for Assessing and Strengthening Student Wellness Policies, rev. 2012 https://www.csba.org/-/media/CSBA/Files/GovernanceResources/EducationIssues/ConditionofChildren/201211MonitoringForSuccess.ashx?la=en&rev=90a8b252b84a4e80b2ebd6c1a6899865)
Human Rights Campaign Foundation Publication	California LGBTQ Youth Report, January 2019 https://assets2.hrc.org/files/assets/resources/YouthReport-California-Final.pdf)
Website	<u>CSBA District and County Office of Education Legal Services</u>
Website	<u>Human Rights Campaign Foundation</u>
Website	<u>National Center for Health Education</u>
Website	<u>National Hearing Conservation Association</u>
Website	<u>California Subject Matter Project, Physical Education-Health Project</u>
Website	<u>Center for Injury Prevention Policy and Practice</u>
Website	<u>American School Health Association</u>
Website	<u>California Association of School Health Educators</u>
Website	<u>California Department of Education, Health Education</u>
Website	<u>California Department of Public Health</u>
Website	<u>California Healthy Kids Resource Center</u>
Website	<u>Centers for Disease Control and Prevention</u>
Website	<u>CSBA</u>
<u>Website</u>	<u>SHAPE America, Society of Health and Physical Educators</u> https://www.shapeamerica.org/)
<u>Website</u>	<u>U.S. Department of Health and Human Services</u> https://www.hhs.gov/)

Cross References

Code	Description
0200	Goals For The School District
0415	Equity

0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0470	COVID-19 Mitigation Plan
0500	Accountability
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1240	Volunteer Assistance
1240	Volunteer Assistance
1325	Advertising And Promotion
1400	Relations Between Other Governmental Agencies And The Schools
1700	Relations Between Private Industry And The Schools
3513.3	Tobacco-Free Schools
3513.3	Tobacco-Free Schools
3513.4	Drug And Alcohol Free Schools
3514	Environmental Safety
3514	Environmental Safety
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3543	Transportation Safety And Emergencies
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
3554	Other Food Sales
3554	Other Food Sales
4131	Staff Development
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5022	Student And Family Privacy Rights
5022	Student And Family Privacy Rights
5030	Student Wellness
5131	Conduct

5131.6	Alcohol And Other Drugs
5131.6	Alcohol And Other Drugs
5131.62	Tobacco
5131.62	Tobacco
5131.63	Steroids
5131.63	Steroids
5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5141	Health Care And Emergencies
5141	Health Care And Emergencies
5141.21	Administering Medication And Monitoring Health Conditions
5141.21	Administering Medication And Monitoring Health Conditions
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.23	Asthma Management
5141.23	Asthma Management
5141.3	Health Examinations
5141.3	Health Examinations
5141.31	Immunizations
5141.31	Immunizations
5141.32	Health Screening For School Entry
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5141.5	Mental Health
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5141.6	School Health Services
5141.6	School Health Services
5141.7	Sun Safety
5142	Safety
5142	Safety

5142.2	Safe Routes To School Program
5142.2	Safe Routes To School Program
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
5146	Married/Pregnant/Parenting Students
6011	Academic Standards
6020	Parent Involvement
6020	Parent Involvement
6141	Curriculum Development And Evaluation
6141	Curriculum Development And Evaluation
6141.2	Recognition Of Religious Beliefs And Customs
6141.2	Recognition Of Religious Beliefs And Customs
6142.1	Sexual Health And HIV/AIDS Prevention Instruction
6142.1	Sexual Health And HIV/AIDS Prevention Instruction
6142.5	Environmental Education
6142.7	Physical Education And Activity
6142.7	Physical Education And Activity
6143	Courses Of Study
6143	Courses Of Study
6144	Controversial Issues
6145.2	Athletic Competition
6145.2	Athletic Competition
6145.8	Assemblies And Special Events
6146.1	High School Graduation Requirements
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
6162.8	Research
6162.8	Research
6163.4	Student Use Of Technology
6163.4-E(1)	Student Use Of Technology
6164.2	Guidance/Counseling Services
6172	Gifted And Talented Student Program
6172	Gifted And Talented Student Program
6190	Evaluation Of The Instructional Program

Policy 6146.1: High School Graduation Requirements

Status: ADOPTED

Original Adopted Date: 12/01/2017 | **Last Revised Date:** 03/12/01/2023 | **Last Reviewed Date:** 03/12/01/2023

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. Unless exempted as provided in "Exemptions from District-Adopted Graduation Requirements," 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. 1. Four courses in English (Education Code 51225.3) (40 credits)
2. 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 two mathematics courses in grades 9-12. (Education Code 51224.5)

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

3.Q 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. 3. Three courses in science, including biological and physical sciences (Education Code 51225.3) (30 credits)
5. 4. Three courses in social studies, including United States (U.S.) history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics (Education Code 51225.3) (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~~2028.

6. 5. 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. 6. 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, beginning with the 2025-26 school year, the district is required to offer students in grades 9 to 12 a one-semester course in ethnic studies and 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. 7. Starting with the graduating class of 2025 and beyond, 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.Q8.~~ _____ The equivalent of 75 elective credits.

9. 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. 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, a student experiencing homelessness, a former juvenile court school student, a child of a military family, a migrant student who transfers into the district or between district high schools any time after completing the second year of high school, or, as amended by AB 714 (Ch. 342, Statutes of 2023), a newcomer student as defined in Education Code 51225.2 who is in the third or fourth year of high school. 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, student experiencing homelessness, former juvenile court school student, child of a military family, migrant student, or newcomer student, as applicable, the district is required to notify any eligible student and/or the student's parent/guardian, the student's educational rights

holder, 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 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 newcomer student, 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.

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, 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, 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 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 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, 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 newcomer 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 the foster youth, 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 newcomer student, 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 newcomer 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 the 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 student 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 newcomer student who qualifies for an exemption from district-established graduation requirements, under the circumstances described below.

If the foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, migrant student, or a newly arrived immigrant newcomer 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 student's educational decisions for the student rights holder 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 51225.131, as amended by SB ~~532~~,114 (Ch. 48, Statutes of 2023) and SB 141 (Ch. 194, Statutes of 2023), districts are required to annually report to exempt an eligible student with disabilities, that entered the California Department of Education regarding ninth grade in the number of students who, for the prior 2022-23 school year, graduated with an exemption and later, from the district-established graduation all coursework and other requirements adopted by the Board that are in addition to the statewide coursework course requirements specified in Education Code 51225.3, and award such student a high school diploma, as specified reflected below. Awarding a diploma pursuant to this exception does not change the district's obligation to provide a free appropriate public education (FAPE) until 22 years of age or otherwise constitute a change in placement.

Additionally, a student with disabilities shall be eligible for an exemption from all coursework and other requirements adopted by the Board in addition to the statewide course requirements for high school graduation, if the student's individualized education program (IEP) provides for both of the following requirements: (Education Code 51225.31)

1. That the student is eligible to take the alternate assessment 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: Pursuant to Education Code 51225.31, as amended by SB 114 and SB 141, participation in graduation activities by a student with a disability who is exempted from district-adopted graduation requirements that are in addition to the statewide course requirements specified in Education Code 51225.3, may not be construed as a termination of the district's responsibility to provide FAPE unless the student's individualized education program team, which includes the parent/guardian and student, has determined that the student has completed the high school experience.

The district's responsibility to provide a free appropriate public education shall not terminate when a student with a disability who is exempted from district-adopted graduation requirements participates in graduation activities unless the IEP team, which includes the parent/guardian and student, has determined that the student has completed the high school experience. (Education Code 51225.31)

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 (CDE) 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.

Pursuant to Education Code 60900.2, as added by AB 1340 (Ch. 576, Statutes of 2023), and contingent upon funding for these purposes, CDE is required, on or before January 1, 2025, to report on its website statewide four and five year cohort graduation rates for students with disabilities disaggregated by the identified disability or disabilities as listed in 34 CFR 300.8.

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 #1-45 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. 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. 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. 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. Are former members of the military, a resident of California, and received an honorable discharge, or, are current members of the military, a resident of California, and a resident of California when entering the military

In determining whether to award a diploma under these circumstances, the Superintendent or designee shall evaluate classes completed in any high school, community college, or state college, grant credit toward graduation for military service and training received while in the military, and if satisfied that the person has completed the equivalent of the requirements for graduation from high school, grant the person a diploma of graduation.

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

Honorary Diplomas

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

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

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

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

Policy Reference UPDATE Service

Copyright 2023 by California School Boards Association, West Sacramento, California 95691
All rights reserved.

Policy Reference Disclaimer:

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

State

Description

5 CCR 1600-1651	Graduation of students from grade 12 and credit toward graduation
5 CCR 4600-4670	Uniform complaint procedures
Ed. Code 220	Prohibition of discrimination
Ed. Code 47612	Average daily attendance in charter school
Ed. Code 48200	Compulsory attendance
Ed. Code 48204.4	Parents/guardians departing California against their will
Ed. Code 48412	Certificate of proficiency
Ed. Code 48430	Continuation education schools and classes
Ed. Code 48645.5	Former juvenile court school students; enrollment
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 49701	Provisions of the Interstate Compact on Educational Opportunities for Military Children
Ed. Code 51224	Skills and knowledge required for adult life
Ed. Code 51224.5	Algebra in course of study for grades 7-12
Ed. Code 51225.1	Exemption from district graduation requirements
Ed. Code 51225.2	Course credits
Ed. Code 51225.3	High school graduation requirements
Ed. Code 51225.31	Graduation 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 7 to 12; career technical education
Ed. Code 51226.7	Model curriculum in ethnic studies
Ed. Code 51228	Course of study; offerings and timely opportunity
Ed. Code 51230	Credit for community emergency response training
Ed. Code 51240-51246	Exemptions from requirements
Ed. Code 51250-51251	Assistance to military dependents

Ed. Code 51410-51413	Diplomas
Ed. Code 51420-51427	High school equivalency certificates
Ed. Code 51430	Retroactive high school diplomas
Ed. Code 51440	Credit and granting of diploma to veterans and members of the military service
Ed. Code 51450-51455	Golden State Seal Merit Diploma
Ed. Code 51744-51749.6	Independent study
Ed. Code 56390-56392	Recognition for educational achievement; special education
Ed. Code 60640	California Assessment of Student Performance and Progress
Ed Code 60900.2	Students with Disabilities Graduation Reporting
Ed. Code 66204	Certification of high school courses as meeting university admission criteria
Ed. Code 67386	Student safety; affirmative consent standard

Federal

[20 USC 7011](#)
[34 CFR 300.1-300.818](#)
Management Resources
 Court Decision

Website
 Website
 Website
 Website

Description

[Definition of newcomer student](#)
[Individuals with Disabilities Education Act](#)

Description
 O'Connell v. Superior Court (Valenzuela) (2006) 141 Cal.App.4th 1452

CSBA District and County Office of Education Legal Services
 California Department of Education, High School
 University of California, List of Approved A-G Courses
 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 6146.4: Differential Graduation And Competency Standards For Students With Disabilities

Status: ADOPTED

Original Adopted Date: 11/01/1999 | **Last Revised Date:** 06/12/01/2023 | **Last Reviewed Date:** 06/12/01/2023

CSBA NOTE: The following optional policy is for use by districts that maintain high schools and should be modified to reflect district practice.

Pursuant to Education Code 56345 and 34 CFR 300.320, the individualized education program (IEP) for each student with a disability must contain a statement of measurable annual goals that would enable the student to progress in the general education curriculum, a statement regarding any accommodations necessary to measure the student's performance on state and district assessments, and any alternative means and modes necessary for the student to complete the district's prescribed course of study and to meet or exceed proficiency standards for graduation; see AR 6159 - Individualized Education Program for a detailed listing of the required contents of the IEP.

Pursuant to Education Code 60900.2, as added by AB 1340 (Ch. 576, Statutes of 2023), and contingent upon funding for these purposes, the California Department of Education is required, on or before January 1, 2025, to report on its website statewide four and five year cohort graduation rates for students with disabilities disaggregated by the identified disability or disabilities as listed in 34 CFR 300.8.

The Governing Board recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that modifications to the district's regular course may be needed on an individualized basis to provide FAPE. In accordance with law, each student's individualized education program (IEP) team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on state and districtwide assessments.

Exemption from District-Established Graduation Requirements

CSBA NOTE: Pursuant to Education Code 51225.31, as ~~added~~ amended by ~~AB 181~~ SB 114 (Ch. ~~5248~~, Statutes of ~~2022~~2023) and SB 141 (Ch. 194, Statutes of 2023), districts are required to exempt an eligible student with a disability, that entered the ninth grade in the 2022-23 school year and later, from all coursework and other requirements adopted by the Governing 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.~~

District students shall complete all course requirements for high school graduation as specified in Board Policy 6146.1 - High School Graduation Requirements. However, a student with a disability that entered the ninth grade in the 2022-23 school year and later may be exempted from all coursework and other requirements adopted by the Board that are in addition to the statewide

course requirements for high school graduation if the student's IEP provides for both of the following requirements: (Education Code 51225.31).

1. That the student is eligible to 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

Prior to the beginning of grade 10, the IEP team for each student with a disability shall determine whether the student is eligible for the exemption, and if so, notify the student's parent/guardian of the exemption. (Education Code 51225.31)

Any such exempted student shall receive a diploma and be eligible to participate in any graduation ceremony and school activity related to graduation in which a student of similar age without a disability would be eligible to participate. (Education Code 51225.31)

CSBA NOTE: Pursuant to Education Code 51225.31, as amended by SB 114, participation in graduation activities by a student with a disability who is exempted from district-adopted graduation requirements that are in addition to the statewide course requirements specified in Education Code 51225.3, may not be construed as termination of the provision of the district's responsibility to provide a free appropriate public education, unless the student's IEP team, which includes the parent/guardian and student, has determined that the student has completed the high school experience.

The district's responsibility to provide FAPE shall not terminate when a student with a disability who is exempted from district- adopted graduation requirements participates in graduation activities unless the student's IEP team, which includes the parent/guardian and student, has determined that the student has completed the high school experience. (Education code 51225.31)

Certificate of Educational Achievement or Completion

CSBA NOTE: Education Code 56390-56392 authorize a district to award a certificate of educational achievement to a student with a disability who meets the criteria specified below. Pursuant to Education Code 56391, a student who meets the criteria is eligible to participate in any graduation ceremony/activity in which a student of similar age without a disability would be eligible to participate. However, Education Code 56391 provides that the right to participate in graduation ceremonies does not equate a certificate or document of educational achievement with a regular diploma.

Instead of a high school diploma, a student with a disability may be awarded a certificate or document of educational achievement or completion if the student has met one of the following requirements: (Education Code 56390)

1. Satisfactorily completed a prescribed alternative course of study approved by the board of the district in which the student attended school or the district with jurisdiction over the student as identified in the student's IEP
2. Satisfactorily met the student's IEP goals and objectives during high school as determined by the IEP team

- Satisfactorily attended high school, participated in the instruction as prescribed in the student's IEP, and met the objectives of the statement of transition services

A student with a disability who meets any of the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a graduating student of similar age without disabilities would be eligible to participate. (Education Code 56391)

Policy Reference UPDATE Service

Copyright 2023 by **California School Boards Association**, West Sacramento, California 95691

All rights reserved.

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 3070	Graduation
Ed. Code 51225.31	Graduation exemption for students with disabilities
Ed. Code 56341	Individualized education program team
Ed. Code 56345	Individualized education program contents
Ed. Code 56390-56392	Recognition for educational achievement; special education
<u>Ed Code 60900.2</u>	<u>Students with Disabilities Graduation Reporting</u>
Federal	Description
20 USC 1400-1482	Individuals with Disabilities Education Act
34 CFR 300.1-300.818	Individuals with Disabilities Education Act
34 CFR 300.320	Definition of IEP
Management Resources	Description
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Department of Education, Office of Special Education and Rehabilitative Services
Website	California Department of Education

Cross References

Code	Description
0430	Comprehensive Local Plan For Special Education
0430	Comprehensive Local Plan For Special Education
5127	Graduation Ceremonies And Activities
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
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.3	Appointment Of Surrogate Parent For Special Education Students
6159.3	Appointment Of Surrogate Parent For Special Education Students
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.4	Identification And Evaluation Of Individuals For Special Education
6200	Adult Education
6200	Adult Education

Policy 6170.1: Transitional Kindergarten

Status: ADOPTED

Original Adopted Date: 10/01/2015 | **Last Revised Date:** 12/01/2021-2023 | **Last Reviewed Date:** 12/01/2021-2023

CSBA NOTE: The following policy is for use by districts that maintain kindergarten and may be revised to reflect district practice. [Education Code 33050, as amended by SB 114 \(Ch. 48, Statutes of 2023\), prohibits the waiver of specified provisions related to transitional kindergarten \(TK\) and kindergarten provided for in Education Code 48000-48003. For more information on waivers, see BP 1431 – Waivers.](#)

Education Code 48000 provides that children are eligible for kindergarten enrollment if they have their fifth birthday on or before September 1 in that school year; see AR 5111 - Admission. Pursuant to Education Code 48000, as amended by AB 130 (Ch. 44, Statutes of 2021) and AB 167 (Ch. 252, Statutes of 2021); [SB 114](#), for the ~~2021-22~~[2023-24](#) school year, districts are required to admit any child whose fifth birthday is between September 2 and December ~~April~~ [2](#) to a ~~transitional kindergarten (TK) program as a condition of apportionment and revises the phases in~~ [transitional kindergarten \(TK\) program as a condition of apportionment and revises the phases in](#) timespans for mandatory admittance requirements ~~to be phased in from the 2022-23 school year to~~ [until](#) the 2025-26 school year, [at which time districts are required to admit any child who has their fourth birthday by September 1](#), as described below.

In its [The California Department of Education's \(CDE\), "Universal Prekindergarten FAQs" and "Transitional Kindergarten FAQs,"](#) the California Department of Education (CDE) provides that the laws governing TK programs apply equally to all districts including basic aid [available on its website, provide guidance to](#) districts. ~~Districts with questions about the application on the implementation of the TK mandatory admittance requirements to basic aid~~[universal prekindergarten and TK programs. Additionally, CDE has developed a universal prekindergarten resources website, "Universal PreKindergarten, California's Great Start," designed for use by](#) districts ~~should consult legal counsel~~[that operate a California State Preschool Program \(CSPP\), Head Start, and/or TK program.](#)

Education Code 48000 defines TK as the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. Many of the requirements applicable to kindergarten (e.g., class size, minimum school day, facilities) are also applicable to TK. The district will receive funding based on average daily attendance (ADA) for students in a TK program that meets the requirements specified in Education Code 48000.

Education Code 8281.5, as ~~added~~ [by AB 130](#), ~~establishes~~ [established](#) the California Prekindergarten Planning and Implementation Grant Program as an early learning initiative with the goal of expanding access to classroom-based prekindergarten programs. The program allocates funding to all districts that operate kindergarten programs through minimum base grants, enrollment grants based on a district's kindergarten enrollment, and supplemental grants based on a district's percentage of unduplicated students. Grant funds may be used for costs associated with creating or expanding preschool programs through the ~~California State Preschool Program (CSPP)~~[CSPP](#) or TK programs, or to establish or strengthen partnerships with other providers of

prekindergarten education within the district, including Head Start programs, to ensure that high-quality options for prekindergarten education are available for four-year-old children. Allowable costs include, but are not necessarily limited to, planning costs, hiring and recruitment costs, staff training and professional development, classroom materials, and supplies.

Education Code 17375, as amended by AB 130 and AB 167, establishes [Since funds for this program have already been granted, CDE is authorized, pursuant to SB 114 and SB 141 \(Ch. 194, Statutes of 2023\), to allocate or prorate unexpended funds from the California Prekindergarten Planning and Implementation Grant Programs to districts for costs associated with the educational expenses of current and future CSPP, TK, and kindergarten professionals that support their attainment of required credentials, permits, or professional development in early childhood instruction or child development, including developing competencies in serving inclusive classrooms and dual language learners.](#)

Education Code 17375, as amended by SB 114, extends the time that funds from the California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program to provide, which provides one-time grants to school districts to construct new school facilities or retrofit existing school facilities including for the purpose of providing TK classrooms.

For guidance on implementing TK programs, see the Transitional Kindergarten Implementation Guide: A Resource for California Public School District Administrators and Teachers, published by CDE, [are available for encumbrance or expenditure by the State Allocation Board.](#)

The Governing Board desires to offer a high-quality transitional kindergarten (TK) program for eligible children who do not yet meet the minimum age criterion for kindergarten. The TK program shall assist students in developing the academic, social, and emotional skills needed to succeed in kindergarten and beyond.

The district's TK program shall be the first year of a two-year kindergarten program. (Education Code 48000)

The Board encourages ongoing collaboration among district preschool staff, other preschool providers, elementary teachers, administrators, and parents/guardians in the development, implementation, and evaluation of the district's TK program.

Eligibility

CSBA NOTE: Education Code 48000, as amended by AB 130 and AB 167, revises the timespans for mandatory admittance requirements to be phased in from the 2022-23 school year to the 2025-26 school year.
CSBA NOTE: [While children are not required to attend Kindergarten or TK, all school districts are required to provide TK to age-eligible children pursuant to Education Code 48000. According to CDE's, "Universal Prekindergarten FAQs," no age-eligible child may be denied access to TK by being placed on a waiting list.](#)

The district's TK program shall admit children as follows: (Education Code 48000):

1. For the 2021-22 school year, children whose fifth birthday is between September 2 through December 2

2. For the 2022-23 school year, children whose fifth birthday is between September 2 and February 2

3.1. For the 2023-24 school year, children whose fifth birthday is between September 2 and April 2

4.2. For the 2024-25 school year, children whose fifth birthday is between September 2 and June 2

5.3. For the 2025-26 school year, and in each school year thereafter, children who turn four by September 1

CSBA NOTE: Pursuant to Education Code 48000, as amended by AB 130 and AB 167, a child's eligibility for TK enrollment may not impact family eligibility for a preschool or childcare program.

A child's eligibility for TK enrollment shall not impact family eligibility for a preschool or childcare program. (Education Code 48000). including, but not limited to, a Head Start program, a childcare center serving children through an alternative payment program, a general childcare and development program, a California State Preschool Program (CSPP), a migrant childcare and development program, childcare and development services for children with special needs, or a program serving children through a CalWORKs Stage 1, Stage 2, or Stage 3 program. (Education Code 48000)

CSBA NOTE: CDE's "Transitional Kindergarten, "Universal Prekindergarten FAQs"" clarify that children are required to have documentation of required immunizations or a valid exemption prior to admission to TK. For information about required immunizations and exemptions, see BP/AR 5141.31 - Immunizations.

Parents/guardians of eligible children shall be notified of the availability of the TK program and of the age, residency, immunization, and any other enrollment requirements. Enrollment in the TK program shall be voluntary.

Curriculum and Instruction

The district's TK program shall be based on a modified kindergarten curriculum that is age and developmentally appropriate. (Education Code 48000)

CSBA NOTE: Education Code 48000 states the Legislature's intent that the TK curriculum be aligned to the California Preschool Learning Foundations developed by CDE. These standards address essential knowledge and skills in the subject areas listed below. The standards and companion preschool curriculum frameworks are available on CDE's ~~web site~~ [website](#).

[Pursuant to Education Code 8203.3, CDE in consultation with the California Department of Social Services, is responsible for establishing and updating prekindergarten learning development guidelines that focus on preparing children for kindergarten, including developmental milestones, assessment, and suggested methods for achievement.](#)

The program shall be aligned with the preschool learning foundations and preschool curriculum frameworks developed by the California Department of Education (CDE). It shall be designed to facilitate students' development in essential knowledge and skills related to language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

CSBA NOTE: The following optional paragraph may be revised to reflect district practice. Education Code 37202 permits districts to maintain TK and kindergarten classes for different lengths of time during the school day, either at the same or a different school site. Districts offering TK classes for different lengths of time are still required to meet the minimum and maximum length of school day

provided in law. Pursuant to Education Code 46111, as amended by AB 130, 46115, and 46117, at the kindergarten and TK level the minimum school day is three hours (180 minutes), including recess but excluding noon intermission, and the maximum school day is four hours (240 minutes), excluding recess, except for students in expanded learning opportunity programs intended to supplement instructional time provided by a district pursuant to Education Code 46120 or if the district has adopted an extended-day kindergarten pursuant to Education Code 8973. However, pursuant to Education Code 46119, if the district has fewer than 40 kindergarten students, the Governing Board may apply to the Superintendent of Public Instruction to maintain two kindergarten classes of 150 minutes each, including recesses, taught on the same day by the same teacher. Also see [BP/AR 5148.2 – Before/After School Programs and AR 6112 - School Day](#).

Pursuant to Education Code 48003, districts are required to provide an annual report to CDE regarding the type of kindergarten program offered by the district, including part day, full day, or both. The California Basic Educational Data System (CBEDS) School Information Form, located on CDE's [web site website](#), requires a report on the type of TK program offered.

The Board shall establish the length of the school day in the district's TK program, which shall be at least three hours but no more than four hours long, [including recess but excluding noon intermission](#), except for TK students enrolled in expanded learning opportunity programs provided by the district pursuant to Education Code 46120 or if the district has adopted an extended-day kindergarten pursuant to Education Code 8973. If the district has adopted an extended-day kindergarten, the length of the school day for the TK program may be different than the length of the school day for the kindergarten program either at the same or different school sites. The Superintendent or designee shall annually report to CDE as to whether the district's TK programs are offered full day, part day, or both. (Education Code 8973, 37202, 46111, 46115, 46117,

CSBA NOTE: Education Code 8281.5, as added by AB 130 and amended by AB 167, requires districts receiving grants through the California Prekindergarten Planning and Implementation Grant Program to develop a plan for consideration by the Board at a public meeting on or before June 30, 2022 for how all children in the attendance area of the district will have access to full-day learning programs the year before kindergarten that meet the needs of parents/guardians, including through partnerships with the district's expanded learning offerings, the After School Education and Safety Program, the CSPP, Head Start programs, and other community-based early learning and care programs.

The Superintendent or designee shall ~~develop a plan~~ [collaborate with parents/guardians and relevant community groups, in accordance with the plan developed](#) for how all children in the attendance area of the district will have access to full-day learning programs the year before kindergarten that meet the needs of parents/guardians, including through partnerships with the district's expanded learning offerings, the After School Education and Safety Program, the ~~California State Preschool Program (CSPP)~~, Head Start programs, and other community-based early learning and care programs. ~~The Superintendent or designee shall present such plan for consideration by the Board at a public meeting on or before June 30, 2022.~~ (Education Code 8281.5)

CSBA NOTE: The following optional paragraph may be revised to reflect district practice. According to CDE's "[Transitional Kindergarten, "Universal Prekindergarten](#) FAQs," it is the intent of the law to provide separate and unique experiences for TK and kindergarten students. However, districts have flexibility to determine how best to meet the curricular needs of each child and whether TK and kindergarten students may be enrolled in the same classrooms.

TK students may be placed in the same classrooms as kindergarten students when necessary, provided that the instructional program is differentiated to meet student needs.

TK students may be commingled in the same classroom with four-year-old students from a CSPP program as long as the commingled program meets all of the requirements of each program as well as the following requirements: (Education Code 8207, 48000):

1. The classroom does not include students enrolled in TK for a second year or students enrolled in a regular kindergarten
2. An early childhood environment rating scale, as specified in 5 CCR 18281, is completed for the classroom
3. All children enrolled for 10 or more hours per week are evaluated using the Desired Results Developmental Profile, as specified in 5 CCR 18272
4. The classroom is taught by a teacher that holds a credential issued by the Commission on Teacher Credentialing (CTC) in accordance with Education Code 44065 and 44256
5. The classroom is in compliance with the adult-child ratio specified in Education Code 8241
6. Contractors of the district report the services, revenues, and expenditures for children in the preschool program in accordance with 5 CCR 18068 except for contractors of the TK program

CSBA NOTE: Education Code 48000, as amended by AB 130, requires districts to maintain an average TK class enrollment of not more than 24 students for each school site.

The district shall maintain an average TK class enrollment of not more than 24 students per class for each school site., not including students who are continuously enrolled in and meet the minimum day requirement for independent study for more than 14 school days in a school year. (Education Code 48000)

Staffing

CSBA NOTE: To be qualified to teach a TK class, the teacher must possess an appropriate multiple subjects or early childhood education credential issued by the Commission on Teacher Credentialing (CTC) authorizing instruction in TK. Education Code 48000 establishes additional requirements for credentialed teachers who are first assigned to a TK class after July 1, 2015, as provided below. CTC may issue a one-year emergency specialist teaching permit in early childhood education that authorizes teaching all subjects in a self-contained TK general education classroom, provided that certain conditions are met as specified in Education Code 44300.

Additionally, CTC has amended 5 CCR 80067, and adopted 5 CCR 80067.1 and 80067.2, which are pending approval by the Office of Administrative Law as of October 2023, pertaining to the prekindergarten-grade 3 early childhood education specialist credential. The proposed credential is designed to provide individuals who already hold a bachelor's degree and have gained experience in early childhood education through their work, to have an expedited pathway to earning the credential to teach in the prekindergarten-grade 3 environment. See CTC Coded Correspondence 23-02 for more information regarding the proposed regulations. For more information about the Early Childhood Education Emergency Specialist Permit/Emergency Transitional Kindergarten Permit, see AR 4112.2 -- Certification.

TK assignments are subject to assignment monitoring and reporting by the County Superintendent of Schools in accordance with Education Code 44258.9.

The Superintendent or designee shall ensure that teachers assigned to teach in TK classes possess a teaching credential or permit from the Commission on Teacher Credentialing (CTC) CTC that authorizes such instruction.

CSBA NOTE: Education Code 48000, as amended by ~~AB 130~~ SB 114, extends until August 1, ~~2023~~ 2025, the requirement for credentialed teachers who are first assigned to a TK class to meet additional qualifications, as described below.

A credentialed teacher who is first assigned to a TK class after July 1, 2015, shall, by August 1, ~~2023~~ 2025, have at least 24 units in early childhood education and/or child development, comparable professional experience in a preschool setting, and/or a child development teacher permit or an early childhood specialist credential issued by CTC. (Education Code 48000)

CSBA NOTE: Education Code 8281.5, as added by ~~AB 130~~, permits the use of funding from the California Prekindergarten Planning and Implementation Grant Program for the purpose of professional development, including, but not limited to, developing competencies in serving inclusive classrooms and dual language learners, and which as amended by SB 114 and SB 141, extends the time that CDE is authorized to allocate or prorate unexpended funds.

The Superintendent or designee may provide professional development as needed to ensure that TK teachers are knowledgeable about the standards and effective instructional methods for teaching young children, including, but not limited to, developing competencies in serving inclusive classrooms and dual language learners.

CSBA NOTE: Education Code 48000, as amended by ~~AB 130~~ SB 114, requires districts to, ~~commencing with the 2022-23 school year,~~ maintain an average of at least one adult for every 12 students for TK classrooms and, contingent upon an appropriation of funding, maintain an average of at least one adult for every 10 students commencing with the ~~2023-24~~ 2025-26 school year.

The district shall, ~~commencing with the 2022-23 school year,~~ maintain an average of at least one adult for every 12 students for TK classrooms and, contingent upon an appropriation of funding, maintain an average of at least one adult for every 10 students commencing with the ~~2023-~~ 24 2025-26 school year. (Education Code 48000)

Continuation to Kindergarten

CSBA NOTE: The following section is consistent with guidance in CDE's "~~Transitional Kindergarten~~ Universal Prekindergarten FAQs."

There is no requirement that an age-eligible student complete a year of TK or kindergarten before enrolling in first grade. Pursuant to Education Code 48010, a student must be six years old on or before September 1 to be eligible for first grade. However, if a student is not six years old by September 1, the student may be admitted to first grade in accordance with Education Code 48011, if the child has completed one year of kindergarten or, in some cases, has attended some kindergarten. CDE's, "Universal Prekindergarten FAQs," note that a year of TK is not equivalent to a year of kindergarten, for purposes of enrolling a 5-year-old student in first grade pursuant to Education Code 48011.

Students who complete the TK program shall be eligible to continue in kindergarten the following school year. Parents/guardians of such students shall not be required to submit a signed Kindergarten Continuance Form for kindergarten attendance.

CSBA NOTE: Pursuant to Education Code 46300, the district may not include for ADA purposes the attendance of any student for more than two years in kindergarten or for more than two years in a combination of TK and kindergarten.

A student shall not attend more than two years in [kindergarten or](#) a combination of TK and kindergarten. (Education Code 46300)

Assessment

CSBA NOTE: The following section may be revised to reflect district practice. One assessment resource for TK students is CDE's Desired Results Developmental Profile, which is designed to assess the developmental progression of all children from early infancy to kindergarten entry.

The Superintendent or designee may develop or identify appropriate formal and/or informal assessments of TK students' development and progress. The Superintendent or designee shall monitor and regularly report to the Board regarding program implementation, the progress of students in meeting related academic standards, and student preparedness for future education.

Policy Reference UPDATE Service

Copyright 2023 by California School Boards Association, West Sacramento, California 95691
All rights reserved.

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

5 CCR 18000-18434 [18308](#)

5 CCR ~~18068~~ [80067](#)

5 CCR ~~18272~~

Description

~~Child care~~ [Early Learning](#) and development programs [Care Programs](#)

~~Attendance and expenditure reports~~ [Professional Clear Early Childhood Education Specialist Instruction Credential](#)

~~Developmental profile~~

5 CCR 18281	Environment rating scales
Ed. Code 17375	California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program
<u>Ed. Code 33050</u>	<u>Waiver authority and exceptions</u>
Ed. Code 37202	Equal time in all schools
Ed. Code 44065	Issuance of and functions requiring credentials
Ed. Code 44256	Authorization for teaching credentials
Ed. Code 44258.9	County superintendent review of teacher assignment
<u>Ed. Code 44300</u>	<u>Emergency permits</u>
Ed. Code 46111	Kindergarten; hours of attendance
Ed. Code 46114-46119	Minimum school day; kindergarten
Ed. Code 46120	Expanded learning opportunities
Ed. Code 46300	Method of computing average daily attendance
Ed. Code 48000	Minimum age of admission for kindergarten; transitional kindergarten
<u>Ed. Code 48000.15</u>	<u>Early enrollment in transitional kindergarten</u>
Ed. Code 48002	Evidence of minimum age required to enter kindergarten or first grade
Ed. Code 48003	Kindergarten annual report
<u>Ed. Code 48010</u>	<u>Minimum age of admission to first grade</u>
Ed. Code 48011	Promotion/retention following one year of kindergarten
Ed. Code 48200	Compulsory attendance
<u>Ed. Code 8203.3</u>	<u>Development of pre-kindergarten learning development guidelines</u>
Ed. Code 8207	California State Preschool Program administration
Ed. Code 8241	Staffing ratios for center-based program
Ed. Code 8322 <u>8281.5</u>	California Prekindergarten Planning and Implementation Grant Program
Ed. Code 8970-8974	Early primary program, including extended-day kindergarten
Ed. Code 8973	<u>Extended-day kindergarten</u>
Management Resources	Description
California Department of Education Publication	Desired Results Developmental Profile: A Developmental Continuum from Early Infancy up to Kindergarten Entry, 2015

	https://www.cde.ca.gov/sp/cd/ci/documents/drdp2015preschool.pdf
California Department of Education Publication	California Preschool Curriculum Framework, Vol. 1, 2010 https://www.cde.ca.gov/sp/cd/re/documents/psframeworkvol1.pdf
California Department of Education Publication	California Preschool Curriculum Framework, Vol. 2, 2011 https://www.cde.ca.gov/sp/cd/re/documents/psframeworkvol2.pdf
California Department of Education Publication	California Preschool Curriculum Framework, Vol. 3, 2013 https://www.cde.ca.gov/sp/cd/re/documents/preschoolframeworkvol3.pdf
California Department of Education Publication	California Preschool Learning Foundations, Vol. 1, 2008 https://www.cde.ca.gov/sp/cd/re/psfoundations.asp#psfoundvol1
California Department of Education Publication	Transitional Kindergarten FAQs
California Department of Education Publication	Transitional Kindergarten Implementation Guide: A Resource for California Public School District Administrators and Teachers, 2013
California Department of Education Publication	California Preschool Learning Foundations, Vol. 2, 2010 https://www.cde.ca.gov/sp/cd/re/psfoundations.asp#psfoundvol2
California Department of Education Publication	California Preschool Learning Foundations, Vol. 3, 2012 https://www.cde.ca.gov/sp/cd/re/psfoundations.asp#psfoundvol3
California Department of Education Publication	Universal Prekindergarten FAQs https://www.cde.ca.gov/ci/gs/em/kinderfaq.asp#universal
CSBA Publication	What Boards of Education Can Do About Kindergarten Readiness, Governance Brief, May 2016
CA Commission on Teacher Credentialing Publication	Proposed Amendments to Title 5 of the California Code of Regulations Pertaining to the PK-3 Childhood Education Specialist Credential, Coded Correspondence 23-02, February 10, 2023 (https://www.ctc.ca.gov/docs/default-source/commission/coded/2023/coded-23-02.pdf?sfvrsn=973026b1_9)
CSBA Publication	Advancing Universal Transitional Kindergarten, April 2022 (https://www.csba.org/-/media/CSBA/Files/GovernanceResources/GovernanceBriefs/GovBrief-UTK-04062022.ashx?la=en&rev=99c007ecdf1f4b128d38a351913740d8)

CSBA Publication

The Importance of Early Childhood Education Programs, September 2019

https://www.csba.org/-/media/CSBA/Files/GovernanceResources/GovernanceBriefs/201909CSBA_Governance-Brief_Early-Education.ashx?la=en&rev=8b0259f73a574f62aae4e8b047db4eed

Website	CSBA District and County Office of Education Legal Services
Website	Transitional Kindergarten California
Website	California Kindergarten Association
Website	Commission on Teacher Credentialing
Website	CSBA
Website	California Department of Education
<u>Website</u>	<u>California Department of Education, Universal PreKindergarten, California's Great Start</u> https://express.adobe.com/page/OZrg3IsP1GE8b/
<u>Website</u>	<u>California Office of Administrative Law</u> https://oal.ca.gov/

Cross References

Code	Description
0500	Accountability
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
4112.2	Certification
4112.2	Certification
4131	Staff Development
5111	Admission
5111	Admission
5111.1	District Residency
5111.1	District Residency
5123	Promotion/Acceleration/Retention
5123	Promotion/Acceleration/Retention
5141.22	Infectious Diseases

5141.22	Infectious Diseases
5141.3	Health Examinations
5141.3	Health Examinations
5141.31	Immunizations
5141.31	Immunizations
5141.32	Health Screening For School Entry
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
6020	Parent Involvement
6020	Parent Involvement
6111	School Calendar
6112	School Day
6112	School Day
6141	Curriculum Development And Evaluation
6141	Curriculum Development And Evaluation
6151	Class Size
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
6174	Education For English Learners
6174	Education For English Learners

Regulation 6173.3: Education For Juvenile Court School Students

Status: ADOPTED

Original Adopted Date: 12/01/2016 | **Last Revised Date:** 12/01/2023 | **Last Reviewed Date:** 12/01/2016 ~~2023~~

CSBA NOTE: The following administrative regulation is for use by districts that maintain secondary schools. Juvenile court schools are operated by county offices of education pursuant to Education Code 48645-48646 ~~48650~~ and serve students who are under the protection or authority of the county juvenile justice system. Pursuant to Education Code 48645.2, such schools may be administered either by the County Superintendent of Schools or by the board of the district in which the juvenile court school is located, through a contract between the County Board of Education and the district's governing board.

Education Code ~~48647~~, 51225.1, and 51225.2, as amended by AB 2306 (Ch. 464, Statutes of 2016), establish educational rights of former juvenile court school students who transition into a district school. These include rights related to the immediate enrollment of such students, the immediate transfer of educational records, the transfer of coursework and credits, the option to remain in school for a fifth year to complete graduation requirements upon agreement with the student or the student's educational rights holder, and exemption from district-established graduation requirements under certain conditions.

The following optional paragraph reflects the intent expressed in Education Code 48647 to encourage collaboration between the district and county agencies to ensure effective communication, enrollment, and placement practices.

The Superintendent or designee shall collaborate with the County Superintendent of Schools and the county probation department to facilitate the transition of students from a juvenile court school into the regular schools of the district. Such collaboration may include, but not be limited to, the development of data-sharing systems, communication strategies, and other structures that aid in the enrollment, placement, and continuous educational progress of such students.

Enrollment

CSBA NOTE: Education Code 48645.5 requires the immediate enrollment of a student who has had contact with the juvenile justice system. Pursuant to Education Code 48645.5 and 48853.5, such a student must be enrolled even if ~~he/she~~ the student (1) has outstanding fees, fines, textbooks, or other items or monies due to the previous school; (2) does not have clothing normally required by the school, such as school uniforms; or (3) is unable to produce records normally required for enrollment.

A former juvenile court school student transferring into a regular district school shall be immediately enrolled in the school. The Superintendent or designee shall not deny enrollment to a student solely on the basis of ~~his/her~~ an 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 contact with the juvenile justice system. (Education Code 48645.5)

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 enrolled in a juvenile court, 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 student enrolled in a juvenile court school transfers from a juvenile court school 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 at that school and shall former juvenile court school student has satisfactorily completed while attending another public school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school. (Education Code 51225.2)

CSBA NOTE: Pursuant to Education Code 51225.2, districts may not require the a student who has completed an entire course to retake the course. If the student did not complete the entire course, he/she,

If the entire course was completed, the district shall not require the student to retake the course. (Education Code 51225.2)

If the entire course was not completed at the previous school, the student shall be issued partial credit for the coursework completed and shall not be required to retake the uncompleted portion of the course completed. (Education Code 48645.5, 51225.2) However, a student may be required to retake the portion of the course completed if the Superintendent or designee, in consultation with the holder of educational rights for the student, 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 former juvenile court school student in any particular course, he/she/the student shall be enrolled in the same or equivalent course, if applicable, so that he/she/the student may continue and complete the entire course. (Education Code 51225.2)

CSBA NOTE: The following paragraph should be revised to reflect district practice, consistent with district policy related to partial credit awarded to homeless students and foster youth. Although Education Code 51225.2, as amended by AB 2306 (Ch. 464, Statutes of 2016), requires districts to award partial credits to former juvenile court school students who transfer from school to school, there is no uniform system for calculating and awarding partial credits. The following paragraph reflects a recommendation in the California Child Welfare Council's Partial Credit Model Policy and Practice Recommendations and is consistent with the approach provided in AR 6173 - Education for Homeless Children and AR 6173.1 - Education for Foster Youth.

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject and work assigned and due during that time is satisfactorily completed. If the school is on a block schedule, each block schedule class period attended shall be equal to 1.5 regular class periods per subject.

In no event shall the district prevent a former juvenile court school student 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

If a student completes district graduation requirements while being detained in a juvenile facility, the district shall issue the student a diploma from the school the student last attended, unless the County Superintendent issues the diploma. (Education Code 48645.5)

CSBA NOTE: The remainder of this section addresses the completion of graduation requirements by students who transfer from a juvenile court school to a district school after completing two years of high school. Education Code 51225.1, as amended by AB 2306 (Ch. 464, Statutes of 2016), exempts such students from district-established graduation requirements under certain conditions.

A student who transfers to a district school from a juvenile court school shall generally be expected to complete all courses required by Education Code 51225.3 and to fulfill any additional graduation requirements prescribed by the Governing Board.

However, when a student who has completed his/her/the second year of high school transfers from a juvenile court school into a district school, he/she/the student shall be exempted from all district-adopted 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 his/her/the student's fourth year of high school. Within 30 calendar days of the student's transfer, the Superintendent or designee shall notify the student, the person holding the right to make student's educational decisions for him/her/rights holder, and

the student's social worker or probation officer 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 termination of the court's jurisdiction over the student. (Education Code 51225.1)

To determine whether a student is in his/her third or fourth year of high school, the district shall use either the number of credits he/she has earned as of the date of the transfer or the length of his/her school enrollment, whichever qualifies him/her for the exemption. (Education Code 51225.1)

The Superintendent or designee shall notify any former juvenile court school student who is granted an exemption and the person holding the right to make educational decisions for him/her how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.1)

The district shall not require or request a former juvenile court school student to transfer schools in order to qualify for an exemption, and no request for a transfer solely to qualify for an exemption shall be made by a student, the person holding the right to make educational decisions for the student, or the student's social worker or probation officer. (Education Code 51225.1)

If a student is exempted from local graduation requirements, the exemption shall continue to apply after the termination of the court's jurisdiction over the student or if he/she transfers to another school or school district. (Education Code 51225.1)

If the Superintendent or designee determines that a former juvenile court school student is reasonably able to complete district graduation requirements within his/her fifth year of high school, he/she shall: (Education Code 51225.1)

- ~~1. Inform the student and, if the student is under 18 years of age, the person holding the right to make educational decisions for him/her, of the option available to the student to remain in school for a fifth year to complete the district's graduation requirements and how that will affect his/her ability to gain admission to a postsecondary educational institution~~
- ~~2. Provide information to the student about transfer opportunities available through the California Community Colleges~~
- ~~3. Upon agreement with the student or with the person holding the right to make educational decisions for him/her if he/she is under 18 years of age, permit the student to stay in school for a fifth year to complete the district's graduation requirements~~

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 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, the length of 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 qualifies for an exemption from district-established graduation requirements, under the circumstances described below.

If a former juvenile court school student was not properly notified of an exemption, declined the exemption, or was not previously exempted, the student or the student's educational rights holder 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 juvenile court student. (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 the exemption shall be provided to the student, the student's educational rights holder, and if applicable, to the student's social worker or probation officer. (Education Code 51225.1)

If, upon reevaluation, it is determined that the former juvenile court student 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 student's educational rights holder, and shall 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 former juvenile court student who is granted an exemption from district-established graduation requirements and the student's educational rights holder, as described below.

When a former juvenile court student is exempted from district-established graduation requirements, the Superintendent or designee shall consult with the student and the student's educational rights holder about the following: (Education Code 51225.1)

1. Discussion of how any requirements that are waived may affect the student's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution
2. Discussion and 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
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 former juvenile court student to transfer schools in order to qualify for an exemption and shall not grant any request made by a former juvenile court student, the student's educational rights holder, 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 student 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 former juvenile court student 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 former juvenile court student is exempted from 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 the school or if the student transfers to another school, including a charter school, or school district. (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 that a former juvenile court student 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, 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 former juvenile court student 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. Consult with the student and, if under 18 years of age, the student's educational rights holder, of the option to remain in school for a fifth year to complete the district-established graduation requirements and how that will affect the student's ability to gain admission to a postsecondary educational institution
2. Consult with and provide information to the student about transfer opportunities available through the California Community Colleges
3. Upon agreement with the student or with the student's educational rights holder if under 18 years of age, permit the student to stay in school for a fifth year to complete the district-established graduation requirements

CSBA NOTE: Pursuant to Education Code 51225.1, as amended by SB 532, until January 1, 2028, when a student enrolled in a juvenile court school who has completed the second year of high school transfers into the 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 student's educational rights holder is required, as provided below.

When a juvenile court student who has completed the second year of high school transfers into the district or between high schools within the district, and the Superintendent or designee determines that the student 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 student's educational rights holder, 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

Notification and Complaints

Information regarding the educational rights of former juvenile court school students, 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 former juvenile court school students 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 the California Department of Education (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 former juvenile court school students, 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.

Policy Reference UPDATE Service

Copyright 2023 by California School Boards Association, West Sacramento, California 95691
All rights reserved.

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 48645-48648 48650	Juvenile court schools
Ed. Code 48853.5	Immediate enrollment
Ed. Code 51225.1	Exemption from district graduation requirements
Ed. Code 51225.2	Course credits
Ed. Code 51225.3	High school graduation requirements
W&I Code 602	Minors violating law; ward of court

W&I Code 880-893

Wards and dependent children; juvenile homes, ranches, and camps

Management Resources

California Child Welfare Council
Publication

Description

Partial Credit Model Policy and Practice Recommendations,
September 2013

Website

CSBA District and County Office of Education Legal Services

Website

California Child Welfare Council

Website

California Department of Education, Juvenile Court Schools

Website

CSBA

Website

Youth Law Center

Youth Law Center Publication

Educational Injustice: Barriers to Achievement and Higher
Education for Youth in California Juvenile Court Schools,
2016

Cross References

Code

Description

1312.3

Uniform Complaint Procedures

1312.3

Uniform Complaint Procedures

1312.3-E(1)

Uniform Complaint Procedures

1312.3-E(2)

Uniform Complaint Procedures

5111

Admission

5111

Admission

5111.1

District Residency

5111.1

District Residency

5125

Student Records

5125

Student Records

5125.2

Withholding Grades, Diploma Or Transcripts

5132

Dress And Grooming

5132

Dress And Grooming

5141.26

Tuberculosis Testing

5141.31

Immunizations

5141.31

Immunizations

5145.6

Parent/Guardian Notifications

5145.6-E(1)

Parent/Guardian Notifications

6143

Courses Of Study

6143

Courses Of Study

6146.1

High School Graduation Requirements

Bylaw 9321: Closed Session

Status: ADOPTED

Original Adopted Date: 12/01/2014 | **Last Revised Date:** 07/12/01/2019/2023 | **Last Reviewed Date:** 07/12/01/2019/2023

CSBA NOTE: Pursuant to Government Code 54962, the ~~The~~ Governing Board may hold a closed session only for purposes expressly authorized by the Brown Act (Government Code 54950-54963), Government Code 3549.1, or by a provision of the Education Code. Government Code 54954.5 provides specific agenda descriptions for most Prior to recessing to closed session items authorized by the Brown Act, as described throughout this bylaw and the accompanying Exhibit (1). Following the closed session, Government Code 54957.7 requires the Board to reconvene disclose the items to be discussed in open session ~~to~~ closed session either verbally or by reference to the items as they are described in the posted agenda. Consistent with the Brown Act, Exhibit (1) provides specific language for most types of closed session items. Additionally, the Brown Act requires the Board to publicly report any action taken in closed session, as described below and in the accompanying and the vote or abstention on that action of every member present. Consistent with the Brown Act, Exhibit (2), provides specific language for reporting out on closed session items following the closed session.

The Governing Board is committed to complying with state open meeting laws and modeling transparency in its conduct of district business. The Board shall hold a closed session during a regular, special, or emergency meeting only for purposes authorized by law.

Each agenda shall contain a general description of each closed session item to be discussed at the meeting, as required by law and ~~specified below.~~ (provided in the accompanying Exhibit (1). (Education Code 35145, Government Code 54954.2), 54954.5, 54957)

CSBA NOTE: Government Code 54957.7 requires that, before holding any closed session, the Board must disclose in an open meeting the item(s) to be discussed in the closed session. The Board may either state the information on the agenda or refer the public to the item(s) as listed by number or letter on the agenda.

In the open session preceding the closed session, the Board shall disclose the items to be discussed in closed session: as specified in this bylaw. The Board may either state the information on the agenda or refer the public to the item(s) as listed by number or letter on the agenda. In the closed session, the Board may consider only those ~~matters~~ items covered in its statement. (Government Code 54957, 54957.7)

After the closed session, the Board shall reconvene in open session before adjourning the meeting and, when applicable, shall publicly disclose any ~~action~~ actions taken in the closed session, the votes or abstentions thereon, and other disclosures ~~as specified below that are applicable to the matter being addressed.~~ in this bylaw. Such reports may be made in writing or orally at the location announced in the agenda for the closed session: as required by law and provided in the accompanying Exhibit (2). (Education Code 32281; Government Code 54957.1, 54957.7)

CSBA NOTE: Pursuant to Government Code 54957.1, a document approved or adopted in a closed session must be provided to any person who has submitted a written request within 24 hours of the posting of the agenda or who has made a standing request for all documentation as part of a request for meeting notices pursuant to Government Code 54954.1 or 54956.

When an action taken during a closed session involves final approval or adoption of a document, such as a contract or settlement agreement, that becomes public upon such approval or adoption, the Superintendent or designee shall provide a copy of the document to any person present at the conclusion of the closed session who submitted a written request. If the action taken results in one or more substantive amendments, the Superintendent or designee shall make the document available the next business day or when the necessary ~~retyping is~~ changes to the document are completed. Whenever copies of an approved agreement will not be immediately released due to an amendment, the Board president shall orally summarize the substance of the amendment for those present at the end of the closed session. (Government Code 54957.1)

Confidentiality

CSBA NOTE: Pursuant to Government Code 54963, a Board member who discloses confidential information received in a closed session may be referred to the local grand jury or may be subject to action in a court of law. For a definition of confidential information and the actions that may be taken against a Board member if such information is disclosed, see BB 9011 - Disclosure of Confidential/Privileged Information.

A Board member shall not disclose confidential information received in closed session unless the Board authorizes the disclosure of that information: or the information has been publicly reported by the District. (Government Code 54963)

The Board shall not disclose any information that is protected by state or federal law. In addition, no victim or alleged victim of tortious sexual conduct or child abuse shall be identified in any Board agenda, notice, announcement, or report required by the Brown Act, unless the identity of the person has previously been publicly disclosed. (Government Code 54957.7, 54961)

Personnel Matters: Appointment, Employment, Performance Evaluation, or Discipline/Dismissal/Release

CSBA NOTE: Government Code 54957 authorizes the use of closed sessions ~~for personnel matters described below~~ to consider and, as applicable, vote on the appointment, employment, evaluation of performance, discipline, or dismissal of an employee. Consistent with Government Code 54957.1 and 54957.7, this provision may be interpreted to include a demotion or other change in employment status. For the purpose of these closed sessions, "employee" includes an officer or independent contractor who functions as an officer or employee but excludes Board members. The Attorney General has concluded (in 59 Ops.Cal.Atty.Gen. 532 (1976)) that it is appropriate to use a closed session to discuss and evaluate Superintendent performance. However, ~~under the "personnel exception,"~~ the Board may not discuss or act upon any proposed change in compensation other than a reduction of compensation that results from the imposition of discipline under this exception.

In Fischer v. Los Angeles Unified School District, the court interpreted Government Code 54957 and found that the right to request an open session applies only when the Board hears specific complaints or charges brought against the employee. Thus, the right to request an open session

does not apply when the Board is meeting in closed session to consider the appointment, employment, evaluation of performance, discipline, or dismissal of an employee, although such a discussion may occur under Government Code 54957.6.

The Board may hold a closed session under the "personnel exception" to consider the appointment, employment, performance evaluation, discipline, or dismissal, or change in employment status of an employee. Such a closed session shall not include discussion or action on proposed compensation except for a reduction of compensation that results from the imposition of discipline. (Government Code 54957, 54957.1)

Personnel Matters: Specific Complaints or Charges

CSBA NOTE: Pursuant to Government Code 54957, failure authorizes the use of the Board to give closed sessions to consider and, as applicable, vote on complaints or charges against an employee against whom a "specific complaint or charge" has been made, so long as the district provides the employee with 24-hour notice described below in advance of the closed session. Failure to provide such notice will render any action taken by the Board in the closed session null and void.

Determining whether a "specific complaint or charge" is involved is usually fact-specific and the Board should consult with CSBA's District and County Office of Education Legal Services or district legal counsel as necessary. appropriate.

In *Furtado v. Sierra Community College District*, the court held that the term "specific complaints or charges" as used in Government Code 54957 does not include negative comments in an employee's performance evaluation. In another decision, *Bell v. Vista Unified School District*, the court determined that a presentation to the Board by a district staff member regarding an employee's violation of a California Interscholastic Federation rule constituted a "complaint or charge" and thus the employee was entitled to 24-hour notice. Yet another ruling, *Morrison v. Housing Authority of the City of Los Angeles Board of Commissioners*, held that when a board rejects its hearing officer's findings of fact and conducts its own hearing, the employee must be given 24-hour notice.

Furthermore, an Attorney General opinion (78 Ops.Cal.Atty.Gen. 218 (1995)) has clarified that a probationary certificated employee does not have the right to an open session when the Board is discussing whether or not to reemploy the employee for a third consecutive school year. Education Code 44929.21 allows the Board to non-reelect a probationary certificated employee at the end of the first or second school year as long as written notice is given in accordance with law; For more information, see AR 4117.6 - Decision Not to Rehire.

The Board may also hold a closed session to hear complaints or charges brought against an employee ~~by another person or employee~~, unless the employee who is the subject of the complaint requests an open session. Before the Board holds a closed session on specific complaints or charges brought against an employee, the Superintendent or designee shall ensure that the employee shall receive/receives written notice of the right to have the complaints or charges heard in open session if desired. This notice shall be delivered personally or by mail at least 24 hours before the time of the closed session. (Government Code 54957)

Personnel Matters: Application for Early Withdraw of Funds in Deferred Compensation Plan

The Board may hold a closed session to discuss an ~~employee's~~employee's application for early withdrawal of funds in a deferred compensation plan when the application is based on financial

hardship arising from an unforeseeable emergency due to illness, accident, casualty, or other extraordinary event, as specified in the deferred compensation plan. (Government Code 54957.10)

Negotiations/Collective Bargaining

CSBA NOTE: In *Moreno v. City of King*, the court held that the requirement for special meeting agenda items to notice the "business to be transacted or discussed" pursuant to Government Code 54956 does not eliminate the "brief general description of each item" requirement pursuant to Government Code 54954.2. The court also held that describing the business as "public employee (employment contract)" was not sufficient when at least a quarter of the meeting was devoted to a discussion of the employee and whether to terminate the employee. The court further held that describing the item as "public employee dismissal," as illustrated in Government Code 54954.5, would not violate the employee's privacy rights and it would also provide adequate public notice that dismissal would be considered. The court noted that while Government Code 54954.5 does not provide the exclusive means of compliance with agenda specification requirements, it demonstrates how privacy rights can be protected while also providing adequate notice. CSBA NOTE: Pursuant to Government Code 54957.6, the Board is authorized to hold a closed session with the district's designated representatives regarding the salaries, salary schedules, or compensation paid in the form of fringe benefits to its represented and unrepresented employees, including the Superintendent. However, Government Code 54957.6 explicitly prohibits the Board from taking final action in closed session on the proposed compensation of one or more unrepresented employees. Additionally, the Attorney General has concluded in 98 Ops.Cal.Atty. Gen. 41 (2015) that this exception does not permit the Board to meet in closed session with its designated representative to discuss the negotiation of a project labor agreement because the contractors and laborers covered by such an agreement are not district employees.

Agenda items related to district employee appointments and employment shall describe the position to be filled. Agenda items related to performance evaluations shall specify the title of the employee being reviewed. Agenda items related to employee discipline, dismissal, or release require no additional information. (Government Code 54954.5)

CSBA NOTE: Government Code 54957.1 requires the Board to publicly report any closed session action taken to appoint, employ, dismiss, accept the resignation of, or otherwise affect the employment status of a district employee. The Attorney General, in 89 Ops.Cal.Atty.Gen. 110 (2006), opined that boards are not required to publicly report an action taken in closed session to reject the proposed dismissal of an employee, as such a decision to maintain the status quo does not constitute "an action taken to dismiss."

After the closed session, the Board shall report any action taken to appoint, employ, dismiss, accept the resignation of, or otherwise affect the employment status of a district employee and shall identify the title of the affected position. The report shall be given at the public meeting during which the closed session is held, except that the report of a dismissal or nonrenewal of an employment contract shall be deferred until the first public meeting after administrative remedies, if any, have been exhausted. (Government Code 54957.1)

Negotiations/Collective Bargaining

CSBA NOTE: The Educational Employment Relations Act (Government Code 3540-3549.3) makes four specific exemptions from the Brown Act related to negotiations. Government Code 54957.6 provides that for the purpose of closed sessions related to collective bargaining, "employee" includes an officer or independent contractor who functions as an officer or employee but excludes any elected official, Board member, or other independent contractor.

Unless otherwise agreed upon by the parties involved, the following shall not be subject to the open meeting requirements of Brown Act: (Government Code 3549.1)

- 1.—Any meeting and negotiating discussion between the district and a recognized or certified employee organization
- 2.—Any meeting of a mediator with either party or both parties to the meeting and negotiating process
- 3.—Any hearing, meeting, or investigation conducted by a fact finder or arbitrator
- 4.—Any executive (closed) session of the district or between the district and its designated representative for the purpose of discussing its position regarding any matter within the scope of representation and instructing its designated representatives

CSBA NOTE: The Board is authorized pursuant to Government Code 54957.6, the "labor exception," to hold closed sessions with the district's designated representatives regarding the salaries, salary schedules, or compensation paid in the form of fringe benefits to its represented and unrepresented employees, including the Superintendent. The Attorney General has opined in 57 Ops. Cal. Atty. Gen. 209 (1974) that a board may not meet in closed session for such purposes without the use of a designated representative who is involved with the "bona fide" negotiations with represented and/or unrepresented employees. The California Office of the Attorney General publication The Brown Act: Open Meetings for Local Legislative Bodies also states that the "labor exception" applies to the Board meeting in closed session to instruct its negotiator concerning negotiations with current or prospective employees.

The Board may meet in closed session, prior to and during consultations and discussions with representatives of employee organizations and unrepresented employees, The Board may meet in closed session to review the Board's position and/or instruct its designated representative(s) regarding salaries, salary schedules, or compensation paid in the form of fringe benefits of its represented and unrepresented employees, and, for represented employees, any other matter within the statutorily provided scope of representation. Prior to the closed session, the Board shall identify its designated representative in open session. Any closed session held for this purpose A closed session regarding salaries, salary schedules, or compensation paid in the form of fringe benefits may include discussions of the district's available funds and funding priorities, but only insofar as they relate to providing instructions to the Board's designated representative. Final action on the proposed compensation of one or more unrepresented employees shall not be taken in closed session. (Government Code 54957.6)

The Board also may meet in closed session with a state conciliator who has intervened in proceedings regarding any of the purposes enumerated in Government Code 54957.6.

Agenda items related to negotiations shall specify the name(s) of the district's designated representative(s) attending the closed session. If circumstances necessitate the absence of a

specified designated representative, an agent or designee may participate in place of the absent representative as long as the name of the agent or designee is announced at an open session held prior to the closed session. The agenda shall also specify the name of the organization representing the employee(s) or the position title of the unrepresented employee who is the subject of the negotiations. (Government Code 54954.5)

Approval

CSBA NOTE: Pursuant to Government Code 54957.1, the Board may vote on an agreement regarding labor negotiations in closed session and then publicly report after the agreement is final and has been accepted or ratified by the other party. For a new collective bargaining agreement, however, it is also common practice for Boards to vote in open session rather than closed session.

Pursuant to Government Code 54957.1, approval in closed session of an agreement regarding labor negotiations with represented employees pursuant to Government Code 54957.6 shall be reported after the agreement is final and has been accepted or ratified by the other party. This report shall identify. However, the item approved and the other party or parties to the negotiation. Board may, at its sole discretion, vote on such an agreement in open session. (Government Code 54957.1)

CSBA NOTE: The Educational Employment Relations Act (EERA) (Government Code 3540-3549.3) lists certain exemptions from the Brown Act related to negotiations. The critical exemption for districts is that the Brown Act does not apply to a meeting of the Board if the meeting is exclusively for the purpose of discussing the Board's position regarding any matter within the scope of representation and determining how to instruct its designated representatives, regardless of whether its designated representatives attended. If it is combined with another closed session item and/or an open session item, then the Brown Act applies. It is recommended that the Board utilize this provision of the EERA sparingly and consult CSBA's District and County Office of Education Legal Services or legal counsel prior to meeting under this provision.

Pursuant to Government Code 3549.1, the Board may, without following the requirements of the Brown Act, meet in closed session exclusively for the purpose of discussing its position regarding any matter within the scope of representation or for the purpose of instructing its designated representatives. The Board shall not discuss any other item at any such closed session. (Government Code 3549.1)

Matters Related to Students

CSBA NOTE: This following section should be revised to reflect district practice. Education Code 35146, 48912, and 49070 permit a Board to consider in closed session any disciplinary action (except expulsion) against a student, any other action against a student, and a challenge to a student record. The district is required to provide the student and the student's parent/guardian with advance notice that the disciplinary action will be considered in closed session and that the parent/guardian may, within 48 hours from receipt of the notice, request the district to have the item heard in a public open session rather than in closed session. While Education Code 35146, 48912, and 49070 do not provide the days or hours prior to the meeting by which the notice to the student and the student's parent/guardian must be given, it is recommended that the district notify the student and the student's parent/guardian at least 72 hours before the meeting, including for special meetings.

If a public hearing would lead to the disclosure of confidential student information such as grades or

discipline information, the Board shall meet in closed session to consider a suspension, disciplinary action, any other action against a student except expulsion, or a challenge to a student record. If a written request for open session is received from the parent/guardian or adult student At least 72 hours prior to the start of the meeting of which the closed session is a part, the Superintendent or designee, on behalf of the Board, shall, in writing, by registered or certified mail or by personal service, notify the student and the student's parent/guardian of the intent of the Board to hear the item in closed session. If a written request for open session is received from the student or the student's parents/guardians within 48 hours of receiving the notice, the meeting shall be public, except that any discussion at that meeting which may be in conflict with the right to privacy of any other student other than the student requesting the public meeting shall be remain in closed session. (Education Code 35146, 48912, 49070)

CSBA NOTE: Education Code 48918 requires a hearing to determine whether a student should be expelled. The hearing may be held by the Board, a hearing officer, or an administrative panel. See BP/AR 5144.1 – Suspension and Expulsion/Due Process.

The If the Board conducts an expulsion hearing pursuant to Board Policy 5144.1 - Suspension and Expulsion/Due Process, the Board shall meet do so in closed session to consider the expulsion of a student, unless the student submits a written request at least five days before the date of the hearing that the hearing be held in open session. Regardless of whether the expulsion hearing is conducted in open or closed session, the Board may shall meet in closed session for the purpose of deliberating and determining whether the student should be expelled. (Education Code 48918)

CSBA NOTE: Although Government Code 54954.2 requires the agenda to have a brief general description of all closed session items to be discussed, Government Code 54954.5 provides no specific description of agenda items related to closed sessions authorized by the Education Code. Since the purpose of conducting the closed session is to protect student privacy rights, the following optional paragraph provides that student names shall not be included on the agenda. CSBA NOTE: Although Education Code 48918 states that student expulsion records are "nonprivileged, disclosable public records" and the Attorney General in 80 Ops.Cal.Atty.Gen. 85 (1997) has opined that districts must disclose the student's name, the court in Rim of the World Unified School District v. San Bernardino County Superior Court held that the federal Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g) preempts state law and prohibits the disclosure of student expulsion records to the public. Failure to comply with FERPA may lead to loss of federal funding. Because of the potential conflict between state and federal law, it is recommended that districts consult CSBA's District and County Office of Education Legal Services or legal counsel prior to adopting the following paragraph.

Agenda items related to student matters shall briefly describe the reason for the closed session, such as "student expulsion hearing" or "grade change appeal," without violating the confidentiality rights of individual students. The student shall not be named on the agenda, but a number may be assigned to the student in In order to facilitate record keeping. The agenda shall also state that the Education Code requires closed sessions in these cases in order to prevent the disclosure of confidential student record information.

Final action on a student matter deliberated in closed session shall be taken in open session and shall be a matter of public record. (Education Code 35146, 48918)

CSBA NOTE: Although Education Code 48918 states that student expulsion records are "nonprivileged, disclosable public records" and the Attorney General (80 Ops.Cal.Atty.Gen. 85 (1997)) has opined that districts must disclose the student's name, the court in *Rim of the World Unified School District v. San Bernardino County Superior Court* held that the federal Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g) preempts state law and prohibits the disclosure of student expulsion records to the public. Failure to comply with FERPA may lead to loss of federal funding. Because of the potential conflict between state and federal law, it is recommended that districts consult legal counsel prior to adopting the following paragraph.

However, in taking final action, the Board shall not release any information in violation of protect student privacy rights provided in 20 USC 1232g or other applicable laws. In an expulsion or other disciplinary action, the cause for the disciplinary action shall be disclosed in open session, the identity of a student shall not be listed in the agenda and, unless the item is heard in open session, shall not be included in any report after closed session. Additionally, a student matter shall be listed in the open session portion of the agenda with the same description and numbering system as it was on the closed session, but the Board shall refer to the student number or other identifier and shall not disclose the student's name. portion of the agenda.

Security Matters

The Board may meet in closed session with the Governor, Attorney General, district attorney District Attorney, district legal counsel, sheriff or chief of police, or their respective deputies, or a security consultant or a security operations manager, on matters posing a threat to the security of public buildings; to the security of essential public services, including water, drinking water, wastewater treatment, natural gas service, and electric service; or to the public's right of access to public services or public facilities. Such discussions may be held in closed session during an emergency meeting called pursuant to Government Code 54956.5 if agreed to by a two-thirds vote of the Board members present, or, if less than two-thirds of the members are present, by a unanimous vote of the members present. (Government Code 54956.5, 54957)

Agenda items related to these security matters shall specify the name of the law enforcement agency Board Bylaw 9320 - Meetings and the title of the officer, or name of applicable agency representative Notices and title, with whom the Board will consult. (Government Code 54954.5) Bylaw/Exhibit (1) 9323.2 - Actions By The Board.

The Board may also meet in closed session to consult with law enforcement officials on the development of a plan for tactical responses to criminal incidents and to approve the plan. Following the closed session, the Board shall report any action taken to approve the plan, but need not disclose the district's plan for tactical responses. (Education Code 32281)

Real Property Negotiations

CSBA NOTE: ~~An~~ The Attorney General opinion (opined in 94 Ops.Cal.Atty.Gen. 82 (2011)) has concluded that only three subjects related to real property negotiations may be considered in closed session: (1) the amount of consideration the local agency is willing to pay or accept in exchange for the real property rights to be acquired or transferred; (2) the form, manner, and timing of how that consideration will be paid; and (3) items that are essential to arriving at the authorized price and payment terms. Public disclosure of such items would reveal information that Government Code 54956.8 permits to be kept confidential. Although Attorney General opinions

are not binding, they are accorded deference by the courts.

In addition, the California Office of the Attorney General publication *The Brown Act: Open Meetings for Legislative Bodies* states that, since Government Code 54957.1 requires the Board to report, at the conclusion of a closed session, the approval of a final agreement concluding real property negotiations, the Board's power to grant authority to its negotiator must also include the power to finalize any agreement so negotiated.

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

Before holding the closed session, the Board shall hold an open and public session to identify its negotiator(s), the property under negotiation, and the person(s) with whom the negotiator may negotiate. For purposes of real property transactions, negotiators may include members of the Board. (Government Code 54956.8)

Agenda items related to real property negotiations shall specify the district negotiator attending the closed session. If circumstances necessitate the absence of a specified negotiator, an agent or designee may participate in place of the absent negotiator as long as the name of the agent or designee is announced at an open session held prior to the closed session. The agenda shall also specify the name of the negotiating parties and the street address of the real property under negotiation. If there is no street address, the agenda item shall specify the parcel number or another unique reference of the property. The agenda item shall also specify whether instruction to the negotiator will concern price, terms of payment, or both. (Government Code 54954.5)

When the Board approves a final agreement concluding real estate negotiations pursuant to Government Code 54956.8, it shall report that approval and the substance of the agreement in open session at the public meeting during which the closed session is held. If final approval rests with the other party to the negotiations, the Superintendent or designee shall disclose the fact of that approval and the substance of the agreement upon inquiry by any person, as soon as the other party or its agent has informed the district of its approval. (Government Code 54957.1)

Pending Anticipated Litigation/Initiation of Litigation

Based on the advice of its legal counsel, the Board may hold a closed session to confer with or receive advice from its legal counsel regarding pending anticipated litigation or whether to initiate litigation when discussion of the either matter in open session would prejudice the district's position in the with respect to such litigation. For this purpose, "litigation" means any adjudicatory proceeding, including eminent domain, before a court, administrative body exercising its adjudicatory authority, hearing officer, or arbitrator. (Government Code 54956.9)

CSBA NOTE: Pursuant to Government Code 54956.9, the district is considered to be a "party," or to have "significant exposure," to a litigation if any of its officers or employees is a party or has significant exposure to the litigation under circumstances specified in items #1 and #2 below.

Litigation is considered "pending" in any of the following circumstances: (Government Code 54956.9)

1. ~~Litigation to which the district is a "party" has been initiated formally. (Government Code 54956.9(d)(1))~~

2. A point has been reached where to be "anticipated" when, in the Board's opinion based on the advice of its legal counsel regarding the "existing facts and circumstances," there is a "significant exposure to litigation" against the district; or the Board is meeting solely to determine whether, against a district officer or employee based on existing facts or circumstances, a closed session is authorized. prospective activities or alleged activities during and potentially during the course and scope of that office or employment. (Government Code 54956.9(d)(2), (3))
 Existing facts and circumstances for these purposes are limited to the following:
 (Government Code 54956.9)
 - a. 1. Facts and circumstances that might result in litigation against the district but which the district believes are not yet known to potential plaintiff(s) and which do not need to be disclosed.

 - b. 2. Facts and circumstances including, but not limited to, an accident, disaster, incident, or transactional occurrence which might result in litigation against the district, which are already known to potential plaintiff(s) and which must be publicly disclosed before the closed session or specified on the agenda.

 - c. 3. The receipt of a claim pursuant to the Government Claims Act or a written threat of litigation from a potential plaintiff. The claim or written communication must be available for public inspection.

 - d. 4. A threat of litigation made by a person in an open meeting on a specific matter within the responsibility of the Board.

 - e. 5. A threat of litigation made by a person outside of an open meeting on a specific matter within the responsibility of the Board, provided that the district official or employee receiving knowledge of the threat made a record of the statement before the meeting and the record is available for public inspection. Such record does not need to identify an alleged victim of tortious sexual conduct or anyone making a threat of litigation on the victim's behalf or identify an employee who is the alleged perpetrator of any unlawful or tortious conduct, unless the identity of this person has been publicly disclosed.

3. ~~Based on existing facts and circumstances, the Board has decided to initiate or is deciding whether to initiate litigation. (Government Code 54956.9(d)(4))~~

Before holding a closed session pursuant to the pending litigation exception, the Board shall state on the agenda or publicly announce the subdivision of Government Code 54956.9 under which the closed session is being held. If authority is based on Government Code 54956.9 (d)(1), the Board shall either state the title or specifically identify the litigation to be discussed or state that doing so

would jeopardize the district's ability to effectuate service of process upon unserved parties or to conclude existing settlement negotiations to its advantage. (Government Code 54956.9)

Agenda items related to pending litigation shall be described as a conference with legal counsel regarding either "existing litigation" or "anticipated litigation." (Government Code 54954.5)

"Existing litigation" items shall identify the name of the case specified by either the claimant's name, names of parties, or case or claim number, unless the Board states that to identify the case would jeopardize service of process or existing settlement negotiations. (Government Code 54954.5)

"Anticipated litigation" items shall state that there is significant exposure to litigation pursuant to Government Code 54956.9(d)(2) or (3) and shall specify the potential number of cases. When the district expects to initiate a suit, items related to anticipated litigation shall state that the discussion relates to the initiation of litigation pursuant to Government Code 54956.9(d)(4) and shall specify the potential number of cases. The agenda or an oral statement before the closed session may be required to provide additional information regarding existing facts and circumstances described in item #2 b-e above. (Government Code 54954.5)

Following the closed session, the Board shall publicly report, as applicable: (Government Code 54957.1)

- 1.—Approval to legal counsel to defend, appeal or not appeal, or otherwise appear in litigation. This report shall identify the adverse parties, if known, and the substance of the litigation.
- 2.—Approval to legal counsel to initiate or intervene in a lawsuit. This report shall state that directions to initiate or intervene in the action have been given and that the action, defendants, and other details will be disclosed to inquiring parties after the lawsuit is commenced unless doing so would jeopardize the district's ability to serve process on unserved parties or its ability to conclude existing settlement negotiations to its advantage.
- 3.—Acceptance of a signed offer from the other party or parties which finalizes the settlement of pending litigation. This report shall state the substance of the agreement.

If approval is given to legal counsel to settle pending litigation but final approval rests with the other party or with the court, the district shall report the fact of approval and the substance of the agreement thereon to persons who inquire once the settlement is final. (Government Code 54957.1)

Joint Powers Agency Issues

CSBA NOTE: Under certain circumstances, Government Code 54954.5 enables multiple anticipated litigation items to be grouped together into one closed session agenda item so long as the number of items is listed in the agenda. However, given the complexity and nuance of the different disclosure requirements for anticipated litigation items, it is recommended that each anticipated litigation item be listed as a separate agenda item.

In *Fowler v. City of Lafayette*, the appellate court clarified that when an item is agendaized in closed session based on Item #5 above, then Government Code 54956.9 requires that the statement be made available to the public. Upon receiving a threat of litigation in such a manner, the Board

should consult with CSBA's District and County Office of Education Legal Services or district legal counsel as appropriate. The following paragraph should be revised to reflect district practice.

Each agenda item related to anticipated litigation shall only contain one such matter. For an anticipated litigation item that is anticipated based on Items #2, #3, or #5 above, the agenda item shall also include the facts or circumstances that might result in litigation, the claim or written threat of litigation, or the record of the threat. However, the agenda item shall not identify the alleged victim of unlawful or tortious sexual conduct or anyone making the threat on the alleged victim's behalf, or identify a public employee who is the alleged perpetrator of any unlawful or tortious conduct upon which a threat of litigation is based, unless the identity of the person has been publicly disclosed. (Government Code 54956.9)

Existing Litigation

Based on the advice of its legal counsel, the Board may hold a closed session to confer with or receive advice from its legal counsel regarding existing litigation when discussion of the matter in open session would prejudice the district's position with respect to such litigation. Litigation is considered to be "existing" when the district has been named a party to the litigation or a district officer or employee has been named a party to the litigation based on prior or prospective activities or alleged activities during the course and scope of that office or employment, including litigation in which involves whether an activity is outside the course and scope of the office or employment. For this purpose, "litigation" means any adjudicatory proceeding, including eminent domain, before a court, administrative body exercising its adjudicatory authority, hearing officer, or arbitrator. (Government Code 54956.9)

Tort, Public, or Workers' Compensation Liability

CSBA NOTE: The following paragraphs are paragraph is for use by districts participating in a joint powers agency (JPA) for insurance pooling or in a self-insurance authority.

The Board may meet in closed session to discuss a claim for the payment of tort liability losses, public liability losses, or workers' compensation liability incurred by a joint powers agency (JPA) formed for the purpose of insurance pooling or self-insurance authority of which the district is a member. (Government Code 54956.95)

Closed session agenda items related to liability claims shall specify the claimant's name and the name of the agency against which the claim is made. (Government Code 54954.5)

Following the closed session, the Board shall publicly report the disposition of joint powers agency or self-insurance claims, including the name of the claimant(s), the name of the agency claimed against, the substance of the claim, and the monetary settlement agreed upon by the claimant. (Government Code 54957.1)(Government Code 54956.95)

Joint Powers Agency Issues

CSBA NOTE: Pursuant to Government Code 54956.96, a JPA may adopt a provision, either through a policy or through the joint powers agreement, authorizing a school district Board member serving on the JPA board to disclose confidential information received during the JPA board's closed session under the circumstances specified below. Government Code 54954.5

provides an agenda description for the purpose of this closed session. The following optional paragraphs are paragraph is for use by districts that participate in a JPA that has adopted such a provision.

When the board of the JPA has so authorized and upon advice of district legal counsel, the Board may also meet in closed session in order to receive, discuss, and take action concerning information obtained in a closed session of the JPA that has direct financial or liability implications for the district and that was obtained in a closed session of a JPA of which the district is a member. During the Board's closed session, a Board member serving on the JPA board may disclose confidential information acquired during a closed session of the JPA to fellow Board members. (Government Code 54956.96)

Closed session agenda items related to conferences involving a JPA shall specify the name of the JPA, the closed session description used by the JPA, and the name of the Board member representing the district on the JPA board. Additional information listing the names of agencies or titles of representatives attending the closed session as consultants or other representatives shall also be included. (Government Code 54954.5))

Review of Audit Report from California State Auditor's Office

CSBA NOTE: Government Code 54956.75 authorizes the Board to meet in closed session to discuss a confidential final draft audit report from the California State Auditor's Office. This authority relates to situations in which a member of the legislature has requested the California State Auditor's Office to audit a school district. This audit is separate from the annual audit that districts must conduct pursuant to Education Code 41020. The law does not authorize the Board to meet in closed session to discuss the district's annual audit.

Upon receipt of a confidential final draft audit report from the California State Auditor's Office and before the report has been made public, the Board may meet in closed session to discuss its response to that report. After public release of the report from the California State Auditor's Office, any Board meeting to discuss the report must shall be conducted in open session, unless exempted from that requirement by some other provision of law. (Government Code 54956.75)

Closed session agenda items related to an audit by the California State Auditor's Office shall state "Audit by California State Auditor's Office." (Government Code 54954.5)

CSBA NOTE: Government Code 54956.75 does not specify reporting requirements for closed sessions related to the review of the audit report from the State Auditor. The following optional paragraph reflects the purpose of the closed session.

Following the closed session, the Board shall publicly confirm that the report was reviewed and a response was prepared.

Review of Assessment Instruments

The Board may meet in closed session to review the contents of any student assessment instrument approved or adopted for the statewide testing system. Before any such meeting, the Board shall agree by resolution to accept any terms or conditions established by the State Board of Education for this review. (Education Code 60617)

CSBA NOTE: The following optional paragraph provides for compliance with Government Code 54954.2, which requires the agenda to have a brief general description of all closed session items to be discussed. Government Code 54954.5 provides no specific description of agenda items related to closed sessions authorized by the Education Code:

Agenda items related to the review of student assessment instruments shall state that the Board is reviewing the contents of an assessment instrument approved or adopted for the statewide testing program and that Education Code 60617 authorizes a closed session for this purpose in order to maintain the confidentiality of the assessment under review.

CSBA NOTE: The following optional paragraph provides for compliance with Government Code 54954.2, which requires the agenda to have a brief general description of all closed session items to be discussed. Government Code 54954.5 provides no specific description of agenda items related to closed sessions authorized by the Education Code:

Following the closed session, the Board shall confirm that the assessment instruments were reviewed. Any actions related to the review shall be taken in open session without revealing any proprietary or confidential information and shall be a matter of public record.

Policy Reference UPDATE Service

Copyright 2023 by California School Boards Association, West Sacramento, California 95691

All rights reserved.

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 35145

Description

Public meetings

Ed. Code 35146

Closed sessions regarding suspensions

Ed. Code 44929.21

Notice of reelection decision; districts with 250 ADA or more

Ed. Code 48912

Governing board suspension

Ed. Code 48918

Rules governing expulsion procedures

Ed. Code 49070

Challenging student records

Ed. Code 60617

Meetings of governing board

Gov. Code 3540-3549.3

Educational Employment Relations Act

Gov. Code 54950

Brown Act - Meetings

Gov. Code 54950-54963

The Ralph M. Brown Act

Federal

20 USC 1232g

Description

Family Educational Rights and Privacy Act

Management Resources

Attorney General Opinion

Description

57 Ops. Cal. Atty. Gen. 209 (1974)

Attorney General Opinion	59 Ops.Cal.Atty.Gen. 532 (1976)
Attorney General Opinion	78 Ops.Cal.Atty.Gen. 218 (1995)
Attorney General Opinion	86 Ops.Cal.Atty.Gen. 210 (2003)
Attorney General Opinion	89 Ops.Cal.Atty.Gen. 110 (2006)
Attorney General Opinion	94 Ops.Cal.Atty.Gen. 82 (2011)
Attorney General Opinion	98 Ops.Cal.Atty.Gen. 41 (2015)
Attorney General Publication	The Brown Act: Open Meetings for Legislative Bodies, rev. 2003
Court Decision	Fowler v. City of Lafayette (2020) 45 Cal.App.5th 68
Court Decision	Bell v. Vista Unified School District, (2001) 82 Cal.App. 4th 672
Court Decision	Fischer v. Los Angeles Unified School District, (1999) 70 Cal.App. 4th 87
Court Decision	Furtado v. Sierra Community College District (1998) 68 Cal.App. 4th 876
Court Decision	Morrison v. Housing Authority of the City of Los Angeles Board of Commissioners, (2003) 107 Cal.App.4th 860
Court Decision	Roberts v. City of Palmdale, (1993) 5 Cal.App. 4th 363
Court Decision	Sacramento Newspaper Guild v. Sacramento County Board of Supervisors, (1968) 263 Cal.App. 2d 41
Court Decision	San Diego Union v. City Council, (1983) 146 Cal.App.3d 947
CSBA Publication	The Brown Act: School Boards and Open Meeting Laws, rev. 2019
League of California Cities Publication	Open and Public IV: A Guide to the Ralph M. Brown Act, rev. July 2010
Website	CSBA District and County Office of Education Legal Services
Website	League of California Cities
Website	California Attorney General's Office
Website	CSBA

Cross References

Code	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan

1160	Political Processes
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
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
1340	Access To District Records
1340	Access To District Records
2120	Superintendent Recruitment And Selection
2121	Superintendent's Contract
2140	Evaluation Of The Superintendent
3280	Sale Or Lease Of District-Owned Real Property
3280	Sale Or Lease Of District-Owned Real Property
3320	Claims And Actions Against The District
3320	Claims And Actions Against The District
3515	Campus Security
3515	Campus Security
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3530	Risk Management/Insurance
3530	Risk Management/Insurance
3555	Nutrition Program Compliance
3555-E(1)	Nutrition Program Compliance
4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment
4112.6	Personnel Files
4112.9	Employee Notifications
4112.9-E(1)	Employee Notifications

4115	Evaluation/Supervision
4115	Evaluation/Supervision
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4119.23	Unauthorized Release Of Confidential/Privileged Information
4140	Bargaining Units
4143	Negotiations/Consultation
4143.1	Public Notice - Personnel Negotiations
4143.1	Public Notice - Personnel Negotiations
4144	Complaints
4144	Complaints
4212.6	Personnel Files
4212.9	Employee Notifications
4212.9-E(1)	Employee Notifications
4215	Evaluation/Supervision
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4219.23	Unauthorized Release Of Confidential/Privileged Information
4240	Bargaining Units
4243	Negotiations/Consultation
4243.1	Public Notice - Personnel Negotiations
4243.1	Public Notice - Personnel Negotiations
4244	Complaints
4244	Complaints
4312.1	Contracts
4312.6	Personnel Files
4312.9	Employee Notifications
4312.9-E(1)	Employee Notifications
4315	Evaluation/Supervision
4319.23	Unauthorized Release Of Confidential/Privileged Information
4340	Bargaining Units

4344	Complaints
4344	Complaints
5117	Interdistrict Attendance
5117	Interdistrict Attendance
5119	Students Expelled From Other Districts
5125	Student Records
5125	Student Records
5125.3	Challenging Student Records
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)
6162.5	Student Assessment
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
9011	Disclosure Of Confidential/Privileged Information
9121	President
9124	Attorney
9130	Board Committees
9150	Student Board Members
9270	Conflict Of Interest
9270-E(1)	Conflict Of Interest
9320	Meetings And Notices
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

Exhibit 9321-E(1): Closed Session

Status: ADOPTED

Original Adopted Date: 07/01/2019 | **Last Reviewed Date:** 07/12/01/2019/2023

BOARD MEETING AGENDA DESCRIPTIONS FOR CLOSED SESSION ITEMS

CSBA NOTE: Pursuant to Government Code 54954.2, the agenda for each Governing Board meeting must contain a general description of each item to be discussed in closed session; see the accompanying Board bylaw. Specific Bylaw. Government Code 54954.5 provides specific agenda descriptions for most closed session items are provided in Government Code 54954.5. The district may use substantially similar and that language and should consult with legal counsel as necessary. The following Exhibit reflects Government Code 54954.5 and, where is reflected below. Where the law does not provide a specific agenda description for a matter that is an allowable use of closed session, presents examples of agenda descriptions that would item, the language offered below is designed to inform the public of the purpose of the item without breaching confidentiality. Language in parentheses is for informational purposes only and should not be included as part of the general description of an item. The district may revise the following descriptions to reflect district practice and should consult with CSBA's District and County Office of Education Legal Services or district legal counsel as appropriate.

The Governing Board meeting agenda shall include the following description of a closed session item, as applicable:

Personnel Matters

PUBLIC EMPLOYEE APPOINTMENT

Government Code 54957

Title: _____

(Specify position to be filled)

PUBLIC EMPLOYMENT

Government Code 54957

Title: _____

(Specify position to be filled)

PUBLIC EMPLOYEE PERFORMANCE EVALUATION

Government Code 54957

Title: _____

(Specify ~~position~~ title of employee being evaluated)

PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

Government Code 54957

(No Due to employee privacy rights, no additional information is required. An employee's dismissal or nonrenewal shall not may be reported until the employee has first exhausted any right to a hearing or other administrative remedy provided.)

SPECIFIC COMPLAINT OR CHARGE AGAINST EMPLOYEE

Government Code 54957

(No Due to employee privacy rights, no additional information is required.) may be provided.)

EMPLOYEE APPLICATION FOR EARLY WITHDRAWAL OF FUNDS IN DEFERRED
COMPENSATION PLAN

Government Code 54957.10

(No additional information is required may be provided.)

Negotiations/Collective Bargaining

CONFERENCE WITH LABOR NEGOTIATORS

Government Code 54957.6

District-designated representatives: Designated Representatives:

(Specify names of representatives attending the closed session. If circumstances necessitate the absence of a specified designated representative, an agent or designee may participate in place of the absent representative as long as the name of the agent or designee is announced at an open session held prior to the closed session.)

Employee organization: Organization:

(Specify name of employee organization with which negotiations are being held.)

or

Unrepresented employee: Employee(s):

(Specify position of unrepresented employee(s) who is/are the subject of the negotiations.)

Matters Related to Students

STUDENT SUSPENSION/OTHER DISCIPLINARY ACTION

Education Code 35146

Student identification number:

(It is recommended that the student's name not be listed.)

Tracking/Identification Number:

(Due to student privacy rights, no additional information may be provided. The district may use other means to identify the student for record-keeping purposes.)

STUDENT EXPULSION

Education Code 48912

Student identification number:

(It is recommended that the student's name not be listed.)

Tracking/Identification Number:

(Due to student privacy rights, no additional information may be provided. The district may use other means to identify the student for record-keeping purposes.)

STUDENT GRADE CHANGE APPEAL

Education Code 49070

Student identification number:

~~(It is recommended that the student's name not be listed.~~

Tracking/Identification Number:

(Due to student privacy rights, no additional information may be provided. The district may use other means to identify the student for record-keeping purposes.)

CONFIDENTIAL STUDENT MATTER

Action under consideration:

Under Consideration:

(If the Board is considering a confidential student matter other than those listed above, specify type of action.)

Student identification number:

~~(It is recommended that the student's name not be listed.~~

Tracking/Identification Number:

(Due to student privacy rights, no additional information may be provided. The district may use other means to identify the student for record-keeping purposes.)

Security Matters

THREAT TO PUBLIC SERVICES OR FACILITIES

Government Code 54957

Consultation ~~with~~ With:

(Specify name of law enforcement agency and title of officer, or name of applicable agency representative and title, with whom the Board will consult.)

DEVELOPMENT/APPROVAL OF TACTICAL RESPONSE PLAN

Education Code 32281

Consultation ~~with~~ With:

(Specify name of law enforcement agency and title of officer, or name of applicable agency representative and title, with whom the Board will consult.)

Real Property Negotiations

CONFERENCE WITH REAL PROPERTY NEGOTIATORS

Government Code 54956.8

Property:

(Specify street address or, if no street address, the parcel number or other unique reference of the real property under negotiation.)

District negotiator:

Negotiator: _____

(Specify names of negotiators attending the closed session. If circumstances necessitate the absence of a specified negotiator, an agent or designee may participate in place of the absent negotiator as long as the name of the agent or designee is announced at an open session held prior to the closed session.)

Party With Whom District Is Negotiating parties:

(Specify name of party, not agent.)

Under negotiation Negotiation: _____

(Specify whether instruction to negotiator will concern price, terms of payment, or both.)

Pending Anticipated Litigation/Initiation of Litigation

CSBA NOTE: For an anticipated litigation or initiation of litigation closed session item, the district may be required to provide additional information on the agenda or in an oral statement prior to the closed session pursuant to Government Code 54956.9(e)(2)-(5). Boards should consult with CSBA's District and County Office of Education Legal Services or district legal counsel as appropriate.

CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION

Significant exposure to litigation pursuant to Government Code 54956.9(d)(2) or (3)

(If applicable) Existing Facts And Circumstances: _____

CONFERENCE WITH LEGAL COUNSEL - INITIATION OF LITIGATION

Initiation of litigation pursuant to Government Code 54956.9(d)(4)

(If applicable) Existing Facts And Circumstances: _____

Existing Litigation

CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION

Government Code 54956.9(d)(1)

Name of case Of Case: _____

(Specify by reference to claimant's name, names of parties, or case or claim numbers.)

or

Case name unspecified, as identification of the case would jeopardize service of process or existing settlement negotiations:

CONFERENCE WITH LEGAL COUNSEL ANTICIPATED LITIGATION

Government Code 54956.9(d)(2) or (3)

Significant exposure to litigation pursuant to Government Code 54956.9(d)(2) or (3). Number of potential cases: _____

Or

Initiation of litigation pursuant to Government Code 54956.9(d)(4). Number of potential cases: _____

If applicable, facts and circumstances: _____

(The district may be required to provide additional information on the agenda or in an oral statement prior to the closed session pursuant to Government Code 54956.9(e)(2)-(5). These include facts and circumstances, such as an accident, disaster, incident, or transactional occurrence that might result in litigation against the district and that are known to potential plaintiff(s).)

Joint Powers Authority Issues

LIABILITY CLAIMS FOR INSURANCE-RELATED JOINT POWERS AGENCY
Government Code 54956.95

Name of claimant(s): _____

(Specify name, except pursuant to Government Code 54961)

Tort, Public, or Workers' Compensation Liability

LIABILITY CLAIMS

Government Code 54956.95

Name Of Claimant(s): _____

(Specify name, except when the claimant is a victim or alleged victim of tortious sexual conduct or child abuse unless the identity of the person has been publicly disclosed.)

Name of agency against which the claim is made: _____

CONFERENCE INVOLVING Of Agency Against Which Claim Is Made:

Joint Powers Authority Issues

INFORMATION FROM A JOINT POWERS AGENCY WITH DIRECT FINANCIAL OR LIABILITY IMPLICATIONS FOR DISTRICT
Government Code 54956.96

Name of Of JPA: _____

Discussion will concern:

Will Concern: _____

(Specify closed session description used by the JPA.)

Name of district representative on JPA board:

Names of agencies or titles of representatives attending the closed session as consultants or other representatives, if applicable:

_____ Of District

Representative On JPA board: _____

Review of Audit from State Auditor's Office

AUDIT BY CALIFORNIA STATE AUDITOR'S OFFICE

Government Code 54956.75

(No additional information is required.)

Review of Assessment Instruments

REVIEW OF STUDENT ASSESSMENT INSTRUMENT

Education Code 60617

The Board is reviewing the contents of an assessment instrument approved or adopted for the statewide testing program. Education Code 60617 authorizes a closed session for this purpose in order to maintain the confidentiality of the assessment under review.

[\(Reference resolution in which board agreed to accept the terms or conditions established by rules and regulations of the State Board of Education.\)](#)

Policy Reference UPDATE Service

Copyright 2023 by California School Boards Association, West Sacramento, California 95691

All rights reserved.

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 35145	Public meetings
Ed. Code 35146	Closed sessions regarding suspensions
Ed. Code 44929.21	Notice of reelection decision; districts with 250 ADA or more
Ed. Code 48912	Governing board suspension
Ed. Code 48918	Rules governing expulsion procedures
Ed. Code 49070	Challenging student records
Ed. Code 60617	Meetings of governing board
Gov. Code 3540-3549.3	Educational Employment Relations Act
Gov. Code 54950	<u>Brown Act - Meetings</u>
Gov. Code 54950-54963	The Ralph M. Brown Act

Federal

[20 USC 1232g](#)

Description

[Family Educational Rights and Privacy Act](#)

Management Resources

Attorney General Opinion

Description

57 Ops. Cal. Atty. Gen. 209 (1974)

Attorney General Opinion

59 Ops. Cal. Atty. Gen. 532 (1976)

Attorney General Opinion

78 Ops. Cal. Atty. Gen. 218 (1995)

Attorney General Opinion

86 Ops. Cal. Atty. Gen. 210 (2003)

<u>Attorney General Opinion</u>	<u>89 Ops.Cal.Atty.Gen. 110 (2006)</u>
Attorney General Opinion	94 Ops.Cal.Atty.Gen. 82 (2011)
<u>Attorney General Opinion</u>	<u>98 Ops.Cal.Atty.Gen. 41 (2015)</u>
Attorney General Publication	The Brown Act: Open Meetings for Legislative Bodies, rev. 2003
<u>Court Decision</u>	<u>Fowler v. City of Lafayette (2020) 45 Cal.App.5th 68</u>
Court Decision	Bell v. Vista Unified School District; (2001) 82 Cal.App. 4th 672
Court Decision	Fischer v. Los Angeles Unified School District; (1999) 70 Cal.App. 4th 87
Court Decision	Furtado v. Sierra Community College District (1998) 88 Cal.App. 4th 876
Court Decision	Morrison v. Housing Authority of the City of Los Angeles Board of Commissioners; (2003) 107 Cal.App.4th 860
Court Decision	Roberts v. City of Palmdale; (1993) 5 Cal.App. 4th 363
Court Decision	Sacramento Newspaper Guild v. Sacramento County Board of Supervisors; (1968) 263 Cal.App. 2d 41
Court Decision	San Diego Union v. City Council; (1983) 146 Cal.App.3d 947
CSBA Publication	The Brown Act: School Boards and Open Meeting Laws, rev. 2019
League of California Cities Publication	Open and Public IV: A Guide to the Ralph M. Brown Act, rev. July 2010
Website	CSBA District and County Office of Education Legal Services
Website	League of California Cities
Website	California Attorney General's Office
Website	CSBA

Cross References

Code	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1160	Political Processes
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
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
1340	Access To District Records
1340	Access To District Records
2120	Superintendent Recruitment And Selection
2121	Superintendent's Contract
2140	Evaluation Of The Superintendent
3280	Sale Or Lease Of District-Owned Real Property
3280	Sale Or Lease Of District-Owned Real Property
3320	Claims And Actions Against The District
3320	Claims And Actions Against The District
3515	Campus Security
3515	Campus Security
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3530	Risk Management/Insurance
3530	Risk Management/Insurance
3555	Nutrition Program Compliance
3555-E(1)	Nutrition Program Compliance
4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment
4112.6	Personnel Files
4112.9	Employee Notifications
4112.9-E(1)	Employee Notifications
4115	Evaluation/Supervision
4115	Evaluation/Supervision
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4119.23	Unauthorized Release Of Confidential/Privileged Information
4140	Bargaining Units
4143	Negotiations/Consultation

4143.1	Public Notice - Personnel Negotiations
4143.1	Public Notice - Personnel Negotiations
4144	Complaints
4144	Complaints
4212.6	Personnel Files
4212.9	Employee Notifications
4212.9-E(1)	Employee Notifications
4215	Evaluation/Supervision
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4219.23	Unauthorized Release Of Confidential/Privileged Information
4240	Bargaining Units
4243	Negotiations/Consultation
4243.1	Public Notice - Personnel Negotiations
4243.1	Public Notice - Personnel Negotiations
4244	Complaints
4244	Complaints
4312.1	Contracts
4312.6	Personnel Files
4312.9	Employee Notifications
4312.9-E(1)	Employee Notifications
4315	Evaluation/Supervision
4319.23	Unauthorized Release Of Confidential/Privileged Information
4340	Bargaining Units
4344	Complaints
4344	Complaints
5117	Interdistrict Attendance
5117	Interdistrict Attendance
5119	Students Expelled From Other Districts
5125	Student Records
5125	Student Records
5125.3	Challenging Student Records
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)
6162.5	Student Assessment
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
9011	Disclosure Of Confidential/Privileged Information
9121	President
9124	Attorney
9130	Board Committees
9150	Student Board Members
9270	Conflict Of Interest
9270-E(1)	Conflict Of Interest
9320	Meetings And Notices
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

Exhibit 9321-E(2): Closed Session

Status: ADOPTED

Original Adopted Date: 07/01/2019 | **Last Reviewed Date:** 07/12/01/2019/2023

REPORTS OF CLOSED SESSION ACTIONS

CSBA NOTE: Pursuant to Government Code 54957.7, whenever the Governing Board holds a closed session, it must reconvene in open session following the closed session to report on its actions, either orally or in writing, and make any disclosures required by Government Code 54957.1 law; see the accompanying Board Bylaw. The following Exhibit reflects Government Code 54957.1 and, where language offered below is intended to follow the specific reporting requirements found in law. Where the law does not specifically address the reporting of any matter that is an allowable use of a closed session, presents sample item, the following language that would be designed to inform the public of the Board's action without breaching confidentiality. Language in parentheses is for informational purposes only and should not be included as part of the general description of an item. The district may revise the following examples descriptions to reflect district practice and should consult with CSBA's District and County Office of Education Legal Services or district legal counsel as necessary appropriate.

Following a closed session during any Governing Board meeting, the Board shall reconvene in open session to present, orally or in writing, a report of any of the following actions taken during the closed session, as applicable:

Personnel Matters

CSBA NOTE: Government Code 54957.1 requires the Board to publicly report any closed session action taken to appoint, employ, dismiss, accept the resignation of, or otherwise affect the employment status of a district employee. The Attorney General, in 89 Ops.Cal.Atty.Gen. 110 (2006), opined that boards are not required to publicly report an action taken in closed session to reject the proposed dismissal of an employee, as such a decision to maintain the status quo does not constitute "an action taken to dismiss."

PUBLIC EMPLOYEE APPOINTMENT

Title of position: _____
(Specify position to be filled)

Action taken: _____
(e.g., appointment/employment/evaluation/discipline/dismissal/release)

Board member votes/abstentions: _____

Appointment Made: (Yes; otherwise no action taken)

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____

(Enter names of Board members)

PUBLIC EMPLOYMENT

Title: _____

(Specify position to be filled)

Decision to Employ: (Yes; otherwise no action taken)

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused: _____

(Enter names of Board members)

PUBLIC EMPLOYEE PERFORMANCE EVALUATION

Title: _____

(Specify title of employee being evaluated)

(If applicable) Board evaluated an employee in the above listed position.

PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

CSBA NOTE: Pursuant to Government Code 54957.1, the general requirement is that any action taken to appoint, employ, dismiss, accept the resignation of, or otherwise affect the employment status of a public employee in closed session is required be reported after closed session. Any such report is also required to identify the title of the position even for items where the item of the position was not listed in the agenda. However, Government Code 54957.7 provides for an exception such that the report of a dismissal or of the nonrenewal of an employment contract must be deferred until the first public meeting following the exhaustion of administrative remedies, if any.

Title: _____

(Specify position affected)

(If applicable) Decision to Dismiss/Release: (Yes; otherwise no action taken)

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused: _____

(Enter names of Board members)

SPECIFIC COMPLAINT OR CHARGE AGAINST EMPLOYEE

(If applicable) Board heard/discussed a specific complaint or charge against an employee.

EMPLOYEE APPLICATION FOR EARLY WITHDRAWAL OF FUNDS IN DEFERRED COMPENSATION PLAN

(If applicable) Board received/discussed an employee's application for early withdrawal of funds in deferred compensation plan.

Negotiations/Collective Bargaining

Approval of final agreement with represented employees

Item approved: _____

Other party/parties to the negotiation: _____

Board member votes/abstentions: _____

(If applicable) Agreement Reached With: _____
(Specify Employee Organization)

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused: _____

(Enter names of Board members)

Matters Related to Students

~~(Final action must be taken in open session. It is recommended that the student's name not be disclosed.)~~

STUDENT SUSPENSION/OTHER DISCIPLINARY ACTION

Tracking/Identification Number: _____

(If applicable) Board heard/discussed this matter and will vote in open session as indicated in the agenda.

STUDENT EXPULSION

Tracking/Identification Number: _____

(If applicable) Board heard/discussed this matter and will vote in open session as indicated in the agenda.

STUDENT GRADE CHANGE APPEAL

Tracking/Identification Number: _____

(If applicable) Board heard/discussed this matter.

CONFIDENTIAL STUDENT MATTER

Action Under Consideration: _____

Tracking/Identification Number: _____

(If applicable) Board heard/discussed this matter.

Security Matters

Action taken: _____
(e.g., consultation with law enforcement; approval of contract or memorandum of understanding; approval of tactical response plan, without disclosing the details of the plan)

Board member votes/abstentions: _____

THREAT TO PUBLIC SERVICES OR FACILITIES

*(If applicable) Board consulted with: _____
(Specify name of law enforcement agency and title of officer, or name of applicable agency representative and title, with whom the Board will consult.)*

DEVELOPMENT/APPROVAL OF TACTICAL RESPONSE PLAN

(If applicable) Board approved a Tactical Response Plan.

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused: _____

(Enter names of Board members)

Real Property Negotiations

Action taken: _____
(Report if Board approves a final agreement concluding real estate negotiations. If final approval rests with the other party, report as soon as the other party has approved the agreement.)

Substance of the agreement: _____

Board member votes/abstentions: _____

Existing Litigation

Action taken related to existing litigation:

(e.g., approval to legal counsel to defend, appeal or not appeal, or otherwise appear in litigation; or approval to legal counsel of a settlement of pending litigation at any stage prior to or during a judicial or quasi-judicial proceeding. If final approval of settlement rests with the other party, report to any person upon request once the settlement is final.)

Adverse party/parties, if known: _____

Substance of the litigation: _____

Board member votes/abstentions: _____

CSBA NOTE: Pursuant to Government Code 54957.1, if the Board approves an agreement concluding real estate negotiations pursuant to Government Code 54956.8 in closed session, it is required to report the vote and the substance of the agreement in open session at the public meeting during which the closed session is held. However, if final approval rests with the other party to the agreement, the Superintendent or designee is required, upon inquiry by any person, to disclose the fact of that approval and the substance of the agreement as soon as the other party or its agent has informed the district of its approval.

(If applicable) Board approved an agreement concluding real estate negotiations and the agreement is final.

Substance Of Agreement: _____

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused: _____

(Enter names of Board members)

Anticipated Litigation/Initiation of Litigation

Action taken: The Board has given approval to legal counsel to initiate or intervene in a lawsuit. The action, defendants, and other details will be disclosed to any person upon request after the lawsuit is commenced, unless doing so would jeopardize the district's ability to serve process on unserved parties or its ability to conclude existing settlement negotiations to its advantage. (The report does not need to initially identify the action, defendants, or other details.)

Board member votes/abstentions: _____

CSBA NOTE: Pursuant to Government Code 54957.1, if the Board approves an agreement resolving litigation that is anticipated or litigation that the district was going to initiate, it is required to report the vote and the substance of the agreement in open session at the public meeting during which the closed session is held. However, if final approval rests with the other party to the agreement, the Superintendent or designee is required, upon inquiry by any person, to disclose the fact of that approval and the substance of the agreement as soon as the other party or its agent has informed the district of its approval.

CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION

(If applicable) Board has given approval to legal counsel to defend the district against anticipated litigation.

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused: _____
(Enter names of Board members)

or

(If applicable) Board approved an agreement concluding this matter and the agreement is final.

Adverse Party(s): _____

Substance Of Agreement: _____

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused: _____

(Enter names of Board members)

CONFERENCE WITH LEGAL COUNSEL – INITIATION OF LITIGATION

CSBA NOTE: Pursuant to Government Code 54957.1, in the case of approval given to initiate litigation, the Board is only required to report that it gave direction to initiate litigation. However, the Superintendent or designee is required, upon inquiry by any person, to disclose additional information regarding the action such as the name(s) of the defendant(s) once the litigation is formally commenced, unless doing so would jeopardize the district's ability to effectuate service of process on one or more unserved parties or conclude existing settlement negotiations to its advantage.

(If applicable) Board has given approval to legal counsel to initiate litigation.

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused: _____

(Enter names of Board members)

or

(If applicable) Board approved an agreement concluding this matter and the agreement is final.

Adverse Party(s): _____

Substance Of Agreement: _____

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused: _____

(Enter names of Board members)

Existing Litigation

CSBA NOTE: Pursuant to Government Code 54957.1, if the Board approves an agreement resolving existing litigation, it is required to report the vote and the substance of the agreement in open session at the public meeting during which the closed session is held. However, if final approval rests with the other party to the agreement, the Superintendent or designee is required, upon inquiry by any person, disclose the fact of that approval and the substance of the agreement as soon as the other party or its agent has informed the district of its approval.

CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION

(If applicable) Board has given approval to legal counsel to defend the district, seek or refrain from seeking appellate review or relief, or to enter as an amicus curiae in this litigation.

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(Enter names of Board members)

or

(If applicable) Board approved an agreement concluding this litigation and the agreement is final.

Substance Of Agreement: _____
Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(Enter names of Board members)

Tort, Public, or Workers’ Compensation Liability

LIABILITY CLAIMS

(If applicable) Board approved disposing of this claim and that disposition is final.

Substance Of Claim, Including Amount Of Payment To Claimant: _____
Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(Enter names of Board members)

Joint Powers Agency Issues

LIABILITY CLAIMS FOR INSURANCE-RELATED JOINT POWERS AGENCY

Name of claimant(s): _____

Name of agency against which the claim is made: _____

Substance of the claim: _____

Monetary settlement agreed upon by the claimant: _____

Board member votes/abstentions: _____

CONFERENCE INVOLVING INFORMATION FROM A JOINT POWERS AGENCY WITH DIRECT FINANCIAL OR LIABILITY IMPLICATIONS FOR DISTRICT

Name of JPA: _____

Action taken: _____

(Law does not include any specific disclosures to be reported.)

Board member votes/abstentions: _____

INFORMATION FROM A JOINT POWERS AGENCY WITH DIRECT FINANCIAL OR LIABILITY IMPLICATIONS FOR DISTRICT

(If applicable) Board heard/discussed this matter.

Review of Audit from State Auditor's Office

Action taken: The Board reviewed the confidential final draft audit report received from the California State Auditor's Office and has prepared a response.

(No additional information is required. Unless otherwise exempted by law, after the audit report is subsequently released to the public, any Board discussion of the report must be conducted in open session.)

AUDIT BY CALIFORNIA STATE AUDITOR'S OFFICE

(If applicable) Board heard/discussed this matter.

Review of Assessment Instruments

Action taken: The Board reviewed the contents of a student assessment instrument approved or adopted for the statewide testing system.

REVIEW OF STUDENT ASSESSMENT INSTRUMENT

(If applicable) Board reviewed the assessment in compliance with the applicable board resolution.

Policy Reference UPDATE Service

Copyright 2023 by California School Boards Association, West Sacramento, California 95691

All rights reserved.

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 35145	Public meetings
Ed. Code 35146	Closed sessions regarding suspensions
Ed. Code 44929.21	Notice of reelection decision; districts with 250 ADA or more
Ed. Code 48912	Governing board suspension
Ed. Code 48918	Rules governing expulsion procedures
Ed. Code 49070	Challenging student records
Ed. Code 60617	Meetings of governing board
Gov. Code 3540-3549.3	Educational Employment Relations Act
Gov. Code 54950	<u>Brown Act - Meetings</u>
Gov. Code 54950-54963	The Ralph M. Brown Act
Federal	Description
<u>20 USC 1232g</u>	<u>Family Educational Rights and Privacy Act</u>
Management Resources	Description
Attorney General Opinion	57 Ops. Cal. Atty. Gen. 209 (1974)
Attorney General Opinion	59 Ops.Cal.Atty.Gen. 532 (1976)
Attorney General Opinion	78 Ops.Cal.Atty.Gen. 218 (1995)
Attorney General Opinion	86 Ops.Cal.Atty.Gen. 210 (2003)
<u>Attorney General Opinion</u>	<u>89 Ops.Cal.Atty.Gen. 110 (2006)</u>
Attorney General Opinion	94 Ops.Cal.Atty.Gen. 82 (2011)
<u>Attorney General Opinion</u>	<u>98 Ops.Cal.Atty.Gen. 41 (2015)</u>
Attorney General Publication	The Brown Act: Open Meetings for Legislative Bodies, rev. 2003
<u>Court Decision</u>	<u>Fowler v. City of Lafayette (2020) 45 Cal.App.5th 68</u>
Court Decision	Bell v. Vista Unified School District; (2001) 82 Cal.App. 4th 672
Court Decision	Fischer v. Los Angeles Unified School District; (1999) 70 Cal.App. 4th 87
Court Decision	Furtado v. Sierra Community College District (1998) 68 Cal.App. 4th 876
Court Decision	Morrison v. Housing Authority of the City of Los Angeles Board of Commissioners; (2003) 107 Cal.App.4th 860
Court Decision	Roberts v. City of Palmdale; (1993) 5 Cal.App. 4th 363

Court Decision	Sacramento Newspaper Guild v. Sacramento County Board of Supervisors, (1968) 263 Cal.App. 2d 41
Court Decision	San Diego Union v. City Council, (1983) 146 Cal.App.3d 947
CSBA Publication	The Brown Act: School Boards and Open Meeting Laws, rev. 2019
League of California Cities Publication	Open and Public IV: A Guide to the Ralph M. Brown Act, rev. July 2010
Website	CSBA District and County Office of Education Legal Services
Website	League of California Cities
Website	California Attorney General's Office
Website	CSBA

Cross References

Code	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1160	Political Processes
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
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
1340	Access To District Records
1340	Access To District Records
2120	Superintendent Recruitment And Selection
2121	Superintendent's Contract
2140	Evaluation Of The Superintendent
3280	Sale Or Lease Of District-Owned Real Property
3280	Sale Or Lease Of District-Owned Real Property
3320	Claims And Actions Against The District
3320	Claims And Actions Against The District

3515	Campus Security
3515	Campus Security
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3530	Risk Management/Insurance
3530	Risk Management/Insurance
3555	Nutrition Program Compliance
3555-E(1)	Nutrition Program Compliance
4030	Nondiscrimination In Employment
4030	Nondiscrimination In Employment
4112.6	Personnel Files
4112.9	Employee Notifications
4112.9-E(1)	Employee Notifications
4115	Evaluation/Supervision
4115	Evaluation/Supervision
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4119.23	Unauthorized Release Of Confidential/Privileged Information
4140	Bargaining Units
4143	Negotiations/Consultation
4143.1	Public Notice - Personnel Negotiations
4143.1	Public Notice - Personnel Negotiations
4144	Complaints
4144	Complaints
4212.6	Personnel Files
4212.9	Employee Notifications
4212.9-E(1)	Employee Notifications
4215	Evaluation/Supervision
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4219.23	Unauthorized Release Of Confidential/Privileged Information
4240	Bargaining Units
4243	Negotiations/Consultation

4243.1	Public Notice - Personnel Negotiations
4243.1	Public Notice - Personnel Negotiations
4244	Complaints
4244	Complaints
4312.1	Contracts
4312.6	Personnel Files
4312.9	Employee Notifications
4312.9-E(1)	Employee Notifications
4315	Evaluation/Supervision
4319.23	Unauthorized Release Of Confidential/Privileged Information
4340	Bargaining Units
4344	Complaints
4344	Complaints
5117	Interdistrict Attendance
5117	Interdistrict Attendance
5119	Students Expelled From Other Districts
5125	Student Records
5125	Student Records
5125.3	Challenging Student Records
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)
6162.5	Student Assessment
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
9011	Disclosure Of Confidential/Privileged Information
9121	President
9124	Attorney
9130	Board Committees
9150	Student Board Members

9270	Conflict Of Interest
9270-E(1)	Conflict Of Interest
9320	Meetings And Notices
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

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: February 20, 2023

Attachments: X

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

Item Number: 12

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

SUBJECT:

Request to approve a Revision of Table A.5 of the River Delta Unified School District Master Plan for English Learner Success

BACKGROUND:

The River Delta Unified School District (RDUSD) serves a diverse group of students with the goal of "Creating Excellence to Ensure All Students Learn." River Delta Unified School District is committed to providing our English learners with the most positively impactful educational experience. This experience should include access to the full suite of classes and experiences available to English only students. The California Department of Education (CDE) is shifting its philosophy on reclassification and revamping the tools used in reclassification. CDE is now encouraging districts to have flexibility in their reclassification criteria.

STATUS:

RDUSD wishes to amend Table A.5 Reclassification Criterion, of the RDUSD Master Plan for English Learner Success to embrace the CDE's realignment. The Assistant Superintendent of Ed. Services and Coordinator of English Learner Services have consulted with our EL and LCAP advisors at the Sacramento County Office of Education, and our District Language Acquisition Committee (DELAC) regarding the revision. The district last updated the reclassification table in 2019-20. Attached the Board will find our current Table A.5, the proposed 2024 Table A.5, and the updated Reclassification Form (Form 8).

PRESENTER: Nancy Vielhauer, Assistant Superintendent of Educational Services

OTHER PEOPLE WHO MIGHT BE PRESENT: Dr. Kiwan-Gomez, Principal and Coordinator of EL services

COST AND FUNDING SOURCES: No cost to the district.

RECOMMENDATION:

That the Board approves the replacement of Table A.5 with the 2024 Table A.5 into the River Delta Unified School District Master Plan for English Learner Success and the use of the accompanying revised Form 8.

Time allocated: 2 minutes

RDUSD’s English Learner Master Plan includes the District’s current reclassification criterion in Table A.5 below.

Table A.5. RDUSD Reclassification Criteria 2019-2020

	Grade Level Measures		
Multiple Criteria	1st and Fall 2nd Grade	Winter/Spring 2nd Grade	3rd–12th Grade
English Language Proficiency (ELPAC)	ELPAC Proficiency: Overall score of: 4-well developed	ELPAC Proficiency: Overall score of: 4-well developed	ELPAC Proficiency: Overall score of: 4-well developed
Academic Achievement	“Meets Expectations” at Grade Level for Reading in English during most recent assessment window	NWEA MAP RIT Reading Score at or above the district average during most recent assessment window, but not below yellow band (Student Profile Report)	CAASPP English Language Arts at or above the midpoint of “Nearly Met” (Level 2) OR NWEA MAP RIT Reading Score at or above grade-level district mean during most recent assessment window, but not below yellow band (Student Profile Report) OR NWEA MAP RIT Reading Score at or above 10th grade end of year mean
Teacher Evaluation	Report Card indicates that student is at or above grade-level standards in all English Language Arts.	Report Card indicates that student is at least approaching standards in English Language Arts.	Report Card indicates that student is at or above grade level and a minimum of “C” in English Language Arts.
Parent Input and Consultation	Parental opinion and consultation	Parental opinion and consultation	Parental opinion and consultation

Proposed replacement for Table A.5 is below:

2024 Table A.5 RDUSD Reclassification Criteria

English Language Proficiency (ELPAC)	Demonstration of Basic Skills		Teacher Evaluation	Parent Notification	
	Assessment	Grade			Lexile
Overall proficiency of 4	Grades K-12: MAP Reading Assessment Basic or Proficient but not below orange band (Student Profile Report) Or Grades K-12: MAP Reading Assessment Basic or Proficient but not below orange band (Student Profile Report) Or Lexile equivalent score on any Standards-based reading inventory (NWEA-MAP or reading inventory) Or Lexile range that includes the indicated grade level Lexile Or Grades 3-12: CAASPP Assessment of nearly meets, meets, or exceeds standards in English Language Arts (ELA)	1	91	Observation Protocol for Teachers of English Learners (OPTEL)	Phone call to parent and letter sent
		2	290		
		3	450		
		4	560		
		5	660		
		6	770		
		7	800		
		8	850		
		9-10	920		
		11-12			

RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street, Rio Vista, California 94571-1651

(707) 374-1700 Fax (707) 374-2995

District English Language Learner's Program; MJ Kiwan Gómez, Coordinator

Office: 916.775.1771



INITIAL RECLASSIFICATION FORM (FORM 8)

To the parent(s)/guardian(s) of: _____ School _____ Date: _____
Last First M.I.

SSID #: _____ Date of Birth: _____ Grade: _____ Primary Language: _____

Prior to reclassification to Fluent English Proficient, each English Language Learner must meet district-developed, state-approved criteria. This form will be completed for each student considered for reclassification and then submitted to the school secretary.

	Standard	Documentation																				
<p>#1 English Language Proficiency</p>	<p>English Language Proficiency Assessment for California (ELPAC)</p> <p>The student must score a Performance Level of 4 Overall</p> <p>(If the student qualified to take the Alternate ELPAC the overall score must be a 3)</p>	<p>Overall Level (circle one): 3 4 Oral Level (circle one): 3 4 Written Level (circle one): 3 4 Domains: (check the box)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Level</th> <th style="width: 25%;">Beginning</th> <th style="width: 25%;">Somewhat/Moderately</th> <th style="width: 25%;">Well Developed</th> </tr> </thead> <tbody> <tr> <td>Listening</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Speaking</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Reading</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Writing</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Date of ELPAC Assessment: _____</p>	Level	Beginning	Somewhat/Moderately	Well Developed	Listening				Speaking				Reading				Writing			
Level	Beginning	Somewhat/Moderately	Well Developed																			
Listening																						
Speaking																						
Reading																						
Writing																						
<p>#2 Basic Skills (Must meet one criterion in this category)</p>	<p>Grades K-12: MAP Reading Assessment Basic or Proficient but not below orange band (Student Profile Report) Or Lexile equivalent score on any Standards-based reading inventory (NWEA-MAP or reading inventory) at or above grade level in Table A.5 of the RDUSD EL Master Plan Or Lexile range that includes the Lexile target in Table A.5 of the RDUSD EL Master Plan Or Grades 3-12: CAASPP Assessment of nearly meets, meets, or exceeds standards in English Language Arts (ELA)</p>	<p>MAP Date: _____ Circle One Orange, Yellow, Green, or Blue or Lexile equivalent score at or above target or Lexile range includes target or CAASPP ELA Date: _____ Circle One Nearly Meets, Meets, Exceeds</p>																				
<p>#3 Teacher Evaluation</p>	<p>Observation Protocol for Teachers of English Learners OPTEL Level 4 (Mid-Late Bridging: Minimal linguistic support needed to engage in grade-level learning) on both sections A. Listening and Reading Comprehension B. Speaking and Writing</p>	<p>ELA Performance Evaluation Criteria Met: Yes No _____ Reviewer Date</p>																				
<p>#4 Consultation with Parent/Guardian</p>	<p>OPTEL PARENT CONFIRMATION FORM</p>																					
<p>Recommendation</p>	<p>RECLASSIFICATION TEAM RECOMMENDATION</p> <p>It is recommended that the student:</p> <p><input type="radio"/> Be Reclassified as <i>Fluent English Proficient</i></p> <p><input type="radio"/> Be Reclassified as <i>Fluent English Proficient</i> (Student on active IEP, ALL Special Ed. criteria met.)</p> <p><input type="radio"/> Is NOT Reclassified at this time (Explain: _____)</p>																					

*If the school's IEP team, including ELD teacher, determines that an EL with an IEP would benefit from EL Reclassification, but the student's disability prevents him/her from meeting the above criteria, the Individualized Reclassification Protocol may be appropriate for this relatively small number of students.

Administrator	Date	Teacher	Date
Parent/Guardian	Date	EL Support Staff	Date

BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: February 20, 2024

Attachments: X

From: Tammy Busch, Asst. Superintendent of Business Services Item Number: 13

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

SUBJECT:

Request to Approve the 2024 Districtwide Comprehensive Safety Plan

BACKGROUND:

Districts with an enrollment of under 2,500 students are authorized to prepare a Districtwide Comprehensive Safety Plan. RDUSD's Safety Committee held a meeting on January 11, 2024, inviting law enforcement, fire departments and other first responders. The Safety Plan was reviewed, and suggestions and edits were made. The Safety Committee updated Board Policies and made revisions to reflect the changes in procedures and action steps. Each school site had the opportunity to review and provide input on the revised Safety Plan.

Each school site has inserted site specific information such as: Incident Commander Flowcharts, Staff Job Assignments, Phone Trees, and Staff Lists, which are located in the confidential materials section. All School Site Councils (SSC) approved the Safety Plan for 2024 prior to February 1, 2024.

STATUS:

The Safety Plan must be approved by the Board prior to the first of March of each year.

PRESENTER:

Tammy Busch, Asst. Superintendent of Business Services

OTHER PEOPLE WHO MIGHT BE PRESENT:

Staff

COST AND FUNDING SOURCES:

No cost to the District to review and update the Safety Plan – Implementation costs vary

RECOMMENDATION:

That the Board approves the Districtwide Comprehensive Safety Plan as submitted

Time allocated: 5 minutes



RIVER DELTA UNIFIED SCHOOL DISTRICT

2024

Comprehensive District Safety Plan

Bates Elementary School - 180 Primasing, Courtland

D.H. White Elementary School - 500 Elm Way, Rio Vista

Isleton Elementary School - 412 Union Street, Isleton

Walnut Grove Elementary School - 14181 Grove Street, Walnut Grove

Clarksburg Middle School - 52870 Netherlands, Clarksburg

Riverview Middle School - 525 South 2nd Street, Rio Vista

Delta High School - 52810 Netherlands, Clarksburg

Rio Vista High School - 410 South 4th Street, Rio Vista

River Delta High/Elementary School - 400 Elm Way, Rio Vista

River Delta Community Day School - 160 Courtland High School Ln, Courtland

Mokelumne High School - 160 Courtland High School Ln, Courtland

This Comprehensive School Safety Plan was developed by the district's safety planning committee, reviewed by district employees, School Site Councils (SSC), local law enforcement, fire districts and adopted by the River Delta Unified School District Governing Board on February 20, 2024

RDUSD Board Approval Confirmed by:

Name	Title	Signature	Date
<i>Marcial Lamera</i>	<i>Board President</i>		
<i>Katherine Wright</i>	<i>Superintendent</i>		

This document is to be maintained for public inspection in the district office during regular business hours or on the district's website www.riverdelta.org

RDUSD Safety Plan – Table of Contents

Comprehensive Safety Plan Purpose & Compliance	3
RDUSD Vision, Mission and Core Values	5
Vision.....	5
Mission.....	5
Core Values.....	5
Safety Plan Vision.....	6
Components of the Comprehensive School Safety Plan	7
RDUSD Safety Planning Committee	7
Assessment of School Safety	7
District/Campus Safety Strategies and Programs.....	8
<i>(A) Child Abuse Reporting Procedures</i>	9
<i>(B) Emergency Preparedness and Crisis Response Plan</i>	9
<i>(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines</i>	10
<i>(D) Procedures to Notify Teachers of Dangerous Pupils</i>	11
<i>(E) Workplace Violence Prevention Plan</i>	11
<i>(F) Discrimination and Harassment Policies</i>	12
<i>(G) Response to Opioid Overdose</i>	14
<i>(H) School-wide Dress Code</i>	15
<i>(I) Procedure for Safe Ingress and Egress to and from School</i>	16
<i>(J) A Safety and Orderly School Environment Conducive to Learning</i>	16
<i>(K) School Discipline Rules and Consequences</i>	25
<i>(L) Hate Crime Reporting Procedures and Policies</i>	27
Safety Plan Review, Evaluation and Amendment Procedures.....	28
Safety Plan Appendices	29
Protected Information.....	29
Appendix A: Emergency Preparedness Guidelines.....	30
Appendix B: District Crisis Response Plan.....	31
<i>Appendix B.1: District Staff Emergency Contacts – Confidential</i>	32
<i>Appendix B.2: Connect Ed Use Procedures – Confidential</i>	33
<i>Appendix B.3: Crisis Response/Community Emergency Contacts</i>	34
<i>Appendix B.4: RDUSD Incident Command System</i>	36
<i>Appendix B.5: District/Campus Emergency Evacuation Plans</i>	38
Appendix C: Emergency Response Guidelines.....	40
Appendix D: Types of Emergencies & General Procedures . . .	42
Appendix E: Power Failure / Outage Procedures.....	46
Appendix F: Catapult EMS Initiated Procedures	47

Comprehensive Safety Plan Purpose & Compliance

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans must include the following elements:

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Workplace violence prevention plan
- Discrimination and harassment policies
- Protocol for responding to opioid overdose
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March of each year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

Small school districts (with an enrollment of 2,500 students or less) may develop a comprehensive district safety plan to encompass all schools within the district, which would fulfill each individual school's comprehensive safety plan requirement. It is not required that small school districts have their safety plans developed or approved by site councils or designated safety committees; the plans must only be approved by the district board of trustees. However, a district plan should be developed in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and others who may be interested in the prevention of campus crime and violence.

As defined in **RDUSD Board Policy 0450**, the Board of Trustees recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and respect for others.

The Board shall review the comprehensive district wide and/or school safety plan(s) in order to ensure compliance with state law, Board policy and administrative regulation. Approval of the plan shall occur at a regularly scheduled meeting.

A copy of the comprehensive district safety plan shall be available for review without the confidential sections at the River Delta Unified School District office or on the website at rdusd.org.

A copy of the workplace violence prevention plan shall be available for review without the confidential sections at the River Delta Unified School District office or on the website at rdusd.org.

Declaration regarding RDUSD board policy and administrative regulation references:

Except when specifically quoted, the RDUSD Board Policies and Administrative Regulations included in this safety plan are for reference only and may include only a summarized version of the official policy language. To review these policies and regulations in their entirety, please see the district office during regular business hours.

RDUSD Vision, Mission and Core Values

Vision

In a diverse community, rich in agricultural and family traditions, the River Delta Unified School District will provide a safe, supportive, rigorous, student-centered education in which all students are prepared to achieve their maximum potential and become productive members of society.

Mission

Our Mission is to develop a professional learning community devoted to student success in the 21st century by:

- Providing a safe, respectful, and nurturing school environment
- Providing exemplary, standards-based, fiscally sustainable programs
- Fostering the development of each individual through enrichment, extra-curricular, and other support programs
- Employing, training, and retaining highly qualified professional staff
- Forging partnerships and collaboration opportunities with community shareholders

Core Values

We work together every day in the spirit of:

- **Curriculum**
We will implement curriculum and instruction aligned with state and local standards and assessment to ensure articulated K-12 continuous learning.
- **Facilities**
We will utilize and update all of our resources and facilities to their fullest potential for the educational benefits and safety of our students and for our community.
- **Growth and Update**
We will address the needs of each community and take appropriate action based on anticipation of growth and updates of existing structures.
- **School Efficiency**
We will design and implement a strategic plan which addresses planning and communication among teachers, students, parents, administrators, and the community.
- **Social Issues**
We will implement age-appropriate programs that will educate students and parents about physical, emotional, and social development and responsibility.
- **Technology**
We will utilize technology to enhance student learning; improve communication with families, communities and district staff and manage data and equipment.

Safety Plan Vision

To support the Vision, Mission, and Core Values of the River Delta Unified School District, we strive for a safe, respectful and nurturing learning environment where students are empowered to achieve through strong connectedness to their school and community.

Working together with our community partners, we will provide a safe campus environment by effectively identifying and addressing issues that deteriorate our schools' social and physical climate.

Components of the Comprehensive School Safety Plan

As a small school district (enrollment of 2,500 or below), the RDUSD Comprehensive District Safety Plan encompasses all eleven schools. Site-specific procedures to implement the components of this plan will be included within the body or appendices of this document. The Plan is reviewed and approved by site councils prior to Board Approval.

RDUSD Safety Planning Committee

- Katherine Wright, District Superintendent
- Nancy Vielhauer, Assistant Superintendent of Education Services
- Tammy Busch, Assistant Superintendent of Business Services
- Tracy Barbieri, Director of Special Education
- Jennifer Gaston, District Executive Assistant
- Ken Gaston, Director of MOT
- John Preston, Supervisor of MO
- Michael Mimiaga, Supervisor of Transportation
- Marcy Rossi, Site Principal
- Angela Patin, RDUSD Nurse
- Gaby Chavez, Administrative Assistant of MOT

Assessment of School Safety

Education Code, Section 32282 (a) 1

In the 2019-2020 California Healthy Kids Survey, conducted among district 7th graders - 51%, 9th graders – 46%, and 11th grade – 68% of students reported they feel safe at school all of the time. The same survey also showed that more than half of the students reported high levels of caring relationships with a teacher or other adult at their school and high levels of personal school connectedness. Each of these elements are key indicators of school safety, and these results show that RDUSD has developed for their students, a safe social and physical climate. The only concern that has arisen recently based on discipline data is an increase in drug offenses at the upper grades, which site administrators and counselors are addressing.

A review of school suspension and expulsion data, campus policies and procedures, and interviews with school administration showed an overall safe campus climate and a district commitment to student safety. Site security assessments conducted at each location found facilities to be in good repair and safe. Recommendations made following site security assessments conducted at schools in the district included: replacing door handles with handles lockable from the inside; adding fencing and lockable gates; posting additional signs to guide visitors to each school office; and strengthening lockdown procedures in emergency plans.

District/Campus Safety Strategies and Programs

Education Code 32282 (a) 2 (A)-(J)

As written in **RDUSD Board Policy 5142**, The Board of Trustees recognizes the importance of providing a safe school environment that is conducive to learning and helps ensure student safety and the prevention of student injury. The Superintendent or designee shall implement appropriate practices to minimize the risk of harm to students, including, but not limited to, school facilities and equipment, the outdoor environment, educational programs, and school- sponsored activities.

RDUSD continually assesses and ensures all schools sites have accessibility and accommodations to meet the requirements for students under federal and state disability laws.

(A) Child Abuse Reporting Procedures

Additional code references: Education Code 35294.2 (a) (2); Penal Code 11166

According to **RDUSD Board Policy 5141.4** The Board of Trustees is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, include instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, inform students of available support resources, and teach students how to obtain help and disclose incidents of abuse.

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

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

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

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

The Superintendent or designee shall provide training regarding the duties of mandated reporters.

(B) Emergency Preparedness and Crisis Response Plan

Additional code references: Educational Code 35295-35297; Government Code 8607 and 3100

In **RDUSD Board Policy 3516**, the Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The Superintendent or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters, and which shall be included in the district's comprehensive school safety plan. In developing the district and school emergency plans, the Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators. The Superintendent or designee shall use state-approved Standardized Emergency Management System guidelines and the National Incident Command System when updating district and site-level emergency and disaster preparedness plans.

The River Delta Unified School District Crisis Response Plan is included in the appendices and accomplishes the following: providing emergency preparedness guidelines and the district crisis response plan, which incorporates strategies of the Incident Command System (ICS), SEMS and NIMS; as well as emergency contact information and site-specific procedures.

(i) Earthquake and Multi-hazard Emergency Response Procedure System

RDUSD has defined emergency response procedures for earthquakes and other hazards in the Crisis Response Plans described in the appendices of this plan. This district follows the recommended “drop, cover and hold on” procedures for earthquake response. The plans also align with standards established by NIMS and SEMS and call for response actions to be coordinated using ICS. Additional details on the implementation of these plans, including roles and responsibilities for school personnel, are included as part of the District Emergency Operations Plan and School Emergency Response Procedures flipcharts. These additional supporting plans are provided to school personnel as references and are not included as part of this public document.

(ii) Use of School Buildings for Emergency Shelters

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community’s needs.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Additional code reference: Education Code 48900, 48915 (d) and (c)

As stated in **RDUSD Board Policy 5144** The Board of Trustees is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

Through **RDUSD Board Policy 5144.1 and 5144.2**, The Board of Trustees desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The policy also describes the guidelines in accordance with state and federal law, Student Due Process, On-Campus Suspension Program, Required Parental Attendance and the Decision to Not Enforce Expulsion Order available to the school board.

For campus-specific guidelines for suspension and expulsion of students, including behavior that may result in suspension or expulsion on the first offense, please refer to student and parent handbook distributed to all students at the start of each school year. Current versions will be available for review alongside this comprehensive safety plan in the district office.

(D) Procedures to Notify Employees of Dangerous Pupils.....

Additional code reference: Education Code 49079

As described in **RDUSD Board Policy 4158**: the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing necessary assistance and support when emergency situations occur.

Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. As appropriate, the Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace.

The Superintendent or designee shall ensure that employees receive training in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques, procedures for responding to an active shooter situation, and crisis resolution.

(E) Workplace Violence Prevention Plan.....

Senate Bill 906 (effective July 1, 2023) requires school officials whose duties involve regular contact with pupils in any of grades 6 to 12, inclusive, as part of a middle school or high school, and who is altered to or observes any threat or perceived threat to immediately report the threat or perceived threat to law enforcement, as provided.

SB 533-Restraining orders

- Existing law authorizes any employer, whose employee has suffered unlawful violence or a credible threat of violence from any individual that can reasonably be construed to be carried out or to have been carried out at the workplace, to seek a temporary restraining order and an order after hearing on behalf of the employee and other employees at the workplace, as described.
- Commencing January 1, 2025, a collective bargaining representative of an employee, as described, is authorized to seek a temporary restraining order and an order after hearing on behalf of the employee and other employees at the workplace, as described. The employer or collective bargaining representative of an employee, before filling such a petition, is to provide the employee who suffer unlawful violence or a credible threat of violence from any individual an opportunity to decline to be named in the temporary restraining order. An employee’s request to not be named in the temporary restraining would not prohibit an employer or collective bargaining representative from seeking a temporary restraining order on behalf of other employees at the workplace, and, if appropriate, other employees at the other workplaces of employer.

The California Occupational Safety and Health Act of 1973 imposes safety responsibilities on employers and employees, including the requirement that an employer establish, implement, and maintain an effective injury prevention program, and makes specific violations of these provisions a crime. The act is enforced by the Division of Occupational Safety and Health (division) within the Department of Industrial Relations, including the enforcement of standards adopted by the Occupational Safety and Health Standards boards (standards board).

Employers are required to:

- Establish, implement, and maintain, at all times in all work areas, an affective workplace violence prevention plan containing specified information.
- Record information in a violent incident log for every workplace violence incident, as specified.
- Provide effective training to employees on the workplace violence prevention plan, among other things, and provide additional training when a new or previously unrecognized workplace violence hazard has been identified and when changes are made to the plan.
- Created and maintained records of workplace violence hazard identification, evaluation, and correction and training and violent incident logs and workplace incident investigation records, as specified.
- Make certain records available to the division, employees, and employee representatives, as specified.
- Include the workplace violence prevention plan (WVPP) as part of their effective injury prevention program (IIPP), a violation of which is a misdemeanor in specified circumstances.

(F) Discrimination and Harassment Policies

Additional code reference: Education Code 200-262.4

A comprehensive prohibition of discrimination and harassment across all district programs and activities is identified in **RDUSD Board Policy 0410**, which states that the Board of Trustees is committed to providing equal opportunity for all individuals in district programs and activities. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, 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.

Among the policies included in this comprehensive set of anti-discrimination and harassment policies are two that clearly define the expectations and procedures regarding occurrences of discrimination and sexual harassment:

RDUSD Board Policy 5145.3 states that district's academic, extracurricular, and other educational support programs and activities prohibit unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

The Board of Trustees desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive.

As written in **RDUSD Board Policy 5145.7**, The Board of Trustees is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone.

The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

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

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

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

As written in **RDUSD Board Policy 5131.2** the Board of Trustees recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

(G) Response to Opioid Overdose.....

As described in **RDUSD Board Policy 5141.21**, The Board of Trustees believes the district may elect to make emergency naloxone hydrochloride or another opioid antagonist available at schools for the purpose of providing emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. In determining whether to make this medication available, the Superintendent or designee shall evaluate the emergency medical response time to the school and determine whether initiating emergency medical services is an acceptable alternative to providing an opioid antagonist and training personnel to administer the medication. (Education Code 49414.3)

When available at the school site, the school nurse shall provide emergency naloxone hydrochloride or another opioid antagonist for emergency medical aid to any person exhibiting potentially life-threatening symptoms of an opioid overdose at school or a school activity. Other designated personnel who have volunteered and have received training may administer such medication when a school nurse or physician is unavailable and shall only administer the medication by nasal spray or auto-injector. (Education Code 49414.3)

At least once per school year, the Superintendent or designee shall distribute to all staff a notice requesting volunteers to be trained to administer naloxone hydrochloride or another opioid antagonist, describing the training that the volunteer will receive, and explaining the right of the volunteer to rescind the offer to volunteer at any time, including after receiving training. The notice shall also include a statement that no benefit will be granted to or withheld from any employee based on the offer to volunteer and that there will be no retaliation against any employee for rescinding the offer to volunteer. (Education Code 49414.3)

The principal or designee may designate one or more volunteer employees to receive initial and annual refresher training, based on standards adopted by the SPI, regarding the storage and emergency use of naloxone hydrochloride or another opioid antagonist. The training shall be provided at no cost to the employee, conducted during regular working hours, and be provided by a school nurse or other qualified person designated by an authorizing physician and surgeon. Written materials provided during the training shall be retained at the school for reference. (Education Code 49414.3)

(H) School-wide Dress Code

Additional code reference: Education Code 35183

As described in **RDUSD Board Policy 5132**, The Board of Trustees believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or is likely to cause a substantial disruption to the educational program.

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code.

For campus-specific detailed dress code requirements, please refer to the student and parent handbook that are distributed to all students at the start of each school year. Current versions will be available for review alongside this comprehensive safety plan in the district office.

(I) Procedure for Safe Ingress and Egress to and from School

Through a collection of Board Policies, River Delta Unified School District has established procedures to ensure the Safe Ingress and Egress of students, parents, and school employees to and from school. The list below shows applicable board policies and administrative regulations and how they contribute to this safety component:

- BP 5142: “To assist students in safely crossing streets adjacent to or near school sites, the Board may employ crossing guards and/or establish a safety patrol at any district school. The Superintendent or designee shall periodically examine traffic patterns within school attendance areas in order to identify locations where crossing assistance may be needed.”
- AR 3543: provides a framework for school bus transportation safety plans and procedures including, student and parent education, bus evacuation exercises, limitations on school bus operation in limited visibility conditions and exceptions to school bus capacity limits in emergency situations where students must be moved immediately to ensure safety.
- BP 5131: holds students accountable for conduct not only on campus but also on their way to and from school.
- BP 5131.7: prohibits the possession of weapons, imitation firearms or other dangerous instruments, as defined in law and administrative regulation, in school buildings, on school ground or buses, at school-related or school-sponsored activities away from school, or while going to or coming from school.

Each school site will also identify emergency evacuation routes identifying locations where students may assemble in response to fire, earthquake, bomb threats or other similar hazards. A map showing emergency evacuation procedures for each campus is included in Appendix B.5: District/Campus Emergency Evacuation Plans.

In addition to the safety measures defined above, student safety will also be ensured through the control of the ingress and egress of campus visitors as defined in **RDUSD Board Policy 1250**:

All outsiders, as defined in law and administrative regulation, shall register immediately upon entering any school building or grounds when school is in session (Penal Code 627.2).

The principal or designee may provide a visible means of identification for all individuals who are not students or staff members while on school premises.

Additional code references: Education Code 32210-32211, Penal Code 627

(J) A Safe and Orderly School Environment Conducive to Learning

As intended by Educational Code 32282 (b) the action plans shown in the tables on the following pages were developed using strategies presented in the handbook developed and distributed by the School/Law Enforcement Partnership Program entitled “Safe Schools: A Planning Guide for Action”.

Each goal is supported by objectives, which will be accomplished through the defined action steps, using designated resources available, and coordinated or reported on by the designated lead person. Outcome measures are also listed and may be used to assess the progress in achieving the objectives.

Safe Physical Climate Goal:	Our schools are a source of pride in our community with safe, clean, and healthy facilities where our students can learn, achieve and thrive.			
Objectives	Action Steps	Resources	Project Lead	Outcomes
1) Identify and address security vulnerabilities and hazards	Maintain visibility from the building and surrounding environment by pruning landscape and moving potential obstacles (All Sites)	District	Gardener	M&O Supervisor will conduct regular site checks to ensure visibility is maintained
	Staff will keep classroom doors of the building locked at all times (All Sites). District will provide magnet strips to sites for doorways.	District, site	Site Administrators, M&O	Policy is enforced by the principal and door remain locked
	Security cameras at D.H. White Elementary School, Isleton Elementary School, Riverview Middle School, Bates Elementary, Walnut Grove, Rio Vista High School, Delta High School and Clarksburg Middle School	District	District Office	Cameras are installed, maintained and operational
	Enclose all open areas with fencing for the safety of students and staff.	Bond Measure J and K	District Office, M&O	Bates Elementary, Isleton Elementary and Rio Vista High School will be fenced to close all open areas.
	Ensure classrooms are safe and easy to lock in a lock down	District	District Office, M&O	Install teachers locks (safety doorknobs)

2) Identify and address communication issues within the district and community that affect the safety and wellbeing of students	District will continue to utilize CatapultEMS Safety management system districtwide.	Donations District	Site Administrators District Office	Provide an emergency communication system for the safety of the students and staff.
	All sites and programs are connected to and have the ability to send out messages via Parent Square	District	District Office, site principals	Integrated communication system for all programs

Safe Physical Climate Goal:	Our schools are a source of pride in our community with safe, clean and healthy facilities where our students can learn, achieve and thrive.			
Objectives	Action Steps	Resources	Project Lead	Outcomes
	All sites will develop and maintain a current phone tree		Site Administrators	Current contact information for all site personnel
	Meet with community in a site/district forum annually to address school and community safety		District, Site Administrators	Identify and address safety concerns connected with the schools
	Provide each site with a Red Emergency Analog Phone to be used when experiencing power loss and the VOIP phones are disabled	District	District Office, Site Administrators	Phone number will be left unlisted and private so outbound calls can be made during an emergency.
3) Identify and address traffic flow, pedestrian safety and visitor influence concerns	Crossing guards will safely cross students and families across the street to school (Where applicable)		Staff	Staff will ensure pedestrian safety
	Provide staff to: Supervise students being picked-up at dismissal time Supervise students before school on the main playground, including lining up in specific places		Administrators, staff	Students are supervised during pick-up times Reduction in the amount of parents/students walking through campus before school
	Ensure visitors (non-district employees), have and wear site-issued badges	District	Site Administrators	All visitors can be easily identified on school campuses

Safe Physical Climate Goal:	Our schools are a source of pride in our community with safe, clean and healthy facilities where our students can learn, achieve and thrive.			
Objectives	Action Steps	Resources	Project Lead	Outcomes
	Provide signage to all sites		District Office, Site Administrators	Physical spaces are clearly defined and policies are clearly communicated to the public
	Continue to use a digital sign-in system at all school sites	District LCAP and site funds	Site Administrator	All visitors will sign in digitally and receive a visitor badge, decreasing unidentified individuals on campus and signaling security risks.
4) Practice the activation of crisis response plans and tools	Work with local emergency response partners to conduct and monitor drills and to advise on access issues (all schools)	Local sheriff/police/fire	Site Administrators, District Office	Drills will be conducted regularly and emergency response partners will be informed/invited to all
	Train all staff and students on standard response protocols: 1. Evacuate 2. Shelter 3. Lockdown 4. Lockout and practice per Ed Code 5. Active Shooter	Standard Response Protocol, district, local sheriff/police/fire	Site Administrator	Students and staff have common and easy to remember protocols for crisis responses

Use CatapultEMS to notify and monitor staff and student status during emergency situations and drills	District Donations	Site Administrators	Students and Staff have a communication and efficient protocols for crises responses
Classrooms will be equipped with emergency supplies	District funds	District Office and M & O	Provide necessary supplies for the health, safety and welfare of students and staff members during an emergency.
Each school site will participate In a Great Shake-Out Earthquake Drill each school year.	No cost to the district to participate	Site Administrators	Staff and students will be prepared in the event of an earthquake.

Safe Physical Climate Goal:	Our schools are a source of pride in our community with safe, clean and healthy facilities where our students can learn, achieve and thrive.			
Objectives	Action Steps	Resources	Project Lead	Outcomes
	Develop a mental health response protocol and train all staff	Crisis response organizations (fire, police, etc.)	District Office, Site Administrator	Consistent response to mental health crises that are based on best practices

Safe Social Climate Goal:	Our students and staff thrive together in an environment of mutual respect, self-discipline and a commitment to excellence.			
Objectives	Action Steps	Resources	Project Lead	Outcomes
1) Promote social emotional learning and decrease behaviors that affect student safety	Continue implementation of Student Success Teams and Second Step (4-6)	District funds	Site Administrator or Designee	# of students referred to, and served by Student Success Teams and Second Step services Classroom referrals connected with harassment will decrease Definition of Bullying will be defined in the student handbook.

Safe Social Climate Goal:	Our students and staff thrive together in an environment of mutual respect, self-discipline and a commitment to excellence.			
Objectives	Action Steps	Resources	Project Lead	Outcomes
	Maintain 1 part-time counselor for each elementary site and 1 FTE for each high school.	District funds, SCOE	District Office, Site Administrator	Counselors will educate and support students in social emotional learning and anti-bullying behavior
	Provide parents education annually on bullying behavior	SCOE Bullying prevention program	District Office, Site Administrator	Parents will have clearer understanding of what is and isn't bullying Parents will understand and use complaint procedures to address potential bullying
	Monitor and address bullying behavior; staff will intervene on ALL bullying behavior	SCOE Bullying prevention program	Site administrator, supported by all school personnel	All staff will be trained in bullying prevention and use strategies and supports in classroom, as well as investigate all bullying claims

Safe Social Climate Goal:	Our students and staff thrive together in an environment of mutual respect, self-discipline and a commitment to excellence.			
Objectives	Action Steps	Resources	Project Lead	Outcomes
2) Strengthen staff resources available for prevention programs	Site administration will continue to serve as the district’s liaison and prevention coordinator in addition to the services already in place		Site administration team	Staff are trained in current research on bullying and provide a safe and supportive classroom and school climate
3) Strengthen administrative knowledge around current disciplinary practices and legal requirements around school safety	Provide annual training to district administrators on discipline, investigative process and expulsions	District	District Office	Consistent application of district and state disciplinary policies
	Identify and train district expulsion officers	SCOE, District	District Office	Ensure due process for all students and all paperwork is completed and presented to district and/or school board

(K) School Discipline Rules and Consequences

Additional code references: Education Code 35291 and 35291.5

RDUSD Board Policy 5131 identifies district-wide standards for student conduct:

The Board of Trustees believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation.

The Superintendent or designee shall ensure that each school site develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

Prohibited student conduct includes but is not limited to:

1. Conduct that endangers students, staff or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written or physical conduct that causes or threatens to cause violence, bodily harm, or substation disruption
 - a. “Cyberbullying” includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person’s electronic account and assuming that person’s identity in order to damage that person’s reputation.
3. Conduct that disrupts the orderly classroom or school environment
4. Willful defiance of staff’s authority for grades 7-12.
5. Damage to or theft of property belonging to students, staff or the district
6. Obscene acts or use of profane, vulgar or abusive language
7. Possession, use, or being under the influence of alcohol, tobacco, cannabis, smokeless tobacco products, and electronic cigarettes or other prohibited drug in violation of school rules
8. Possession or use of laser pointers, unless used for a valid instructional or other school-related purpose
 - a. Prior to bringing a laser pointer on school premises for a valid instructional or school-related purpose, students shall obtain permission from the principal or designee.
9. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time
 - a. Such devices shall be turned off in class, except when being used for a valid instructional or other school-related purpose as determined by the teacher or other district employee, and at any other time directed by a district employee. Any device with a camera, video or voice recording shall not be used in any manner which infringes on the privacy rights of any other person.
 - b. No student shall be permitted from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student’s health and the use of which is limited to purposes related to the student’s health.

10. Plagiarism or dishonesty in schoolwork or on tests
11. Inappropriate attire
12. Tardiness or unexcused absence from school
13. Failure to remain on school premises in accordance with school rules

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or cocurricular activities or other privileges in accordance with Board policy and administrative regulation. The superintendent or designee shall notify law enforcement as appropriate.

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during non-school hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

For campus-specific rules and comprehensive description of conduct and student behavior expectations, please refer to student and parent handbook distributed to all students at the start of each school year. Current versions will be available for review alongside this comprehensive safety plan in the district office.

RDUSD Board Policy 5144 describes standards for discipline and provides administrative guidance for the consequences of misconduct:

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

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

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

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

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

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

Additional Board Policies are listed below, which describe overarching discipline standards for specific areas of concern. Violation of these items will result in student referral to campus administration at the minimum and may lead to suspension or expulsion. These include:

- **Weapons:** The Board prohibits any student from possessing weapons, imitation firearms, or other dangerous instruments, as defined in law, and administrative regulation, in school buildings, on school grounds or buses, at school-related or school-sponsored activities away from school, or while coming to or coming from school. Under the power granted to the Board to protect the safety of students, staff and others on district property and to maintain order and discipline in the schools, any school employee is authorized to confiscate any prohibited weapon, imitation firearm, or dangerous instrument from any student on school grounds. **RDUSD Board Policy 5131.7**

(L) Hate Crime Reporting Procedures and Policies.....

Additional code references: Penal Code 628

As stated in **RDUSD Board Policy 5145.9**, The Board of Trustees is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents if they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. Such collaborative efforts shall focus on ensuring an efficient use of district and community resources, developing effective prevention strategies and response plans, providing assistance to students affected by hate-motivated behavior, and/or educating students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that includes the development of social-emotional learning, promotes their understanding of and respect for human rights, diversity, and acceptance in a multicultural society, and provides strategies to manage conflicts constructively.

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a teacher, the principal, or other staff member. Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the principal or the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, he/she shall also contact law enforcement.

Safety Plan Review, Evaluation and Amendment Procedures

The River Delta Unified School District comprehensive safety plan will be reviewed, evaluated and amended (if necessary) in November of each school year.

Pursuant to Education Code Section 35294.6(a), the River Delta Unified School District adopted this annual comprehensive school safety plan at the regular meeting of the Governing Board as noted on the cover page. An opportunity for public comment was provided during this meeting, prior to the plan's adoption. Documentation of this meeting, which may include the meeting agenda, minutes and copies of materials provided for the plan presentation, will be filed alongside the plan at the district office.

An updated file containing all appropriate or required safety related plans and materials are available for public inspection in the River Delta Unified School District Office.

Safety Plan Appendices

Protected Information

The preceding Comprehensive School Safety Plan is a public document to be available for review in the district office at any time during regular business hours, as mandated by Education Code 32282 (e). However, some appendices within this section may include proprietary information that shall not be released to the general public including personal contact information for staff members, detailed security procedures for campus crisis response and campus vulnerability assessment information.

As protected under the California Public Records Act (Government Code 6254 parts *c* and *aa*) and prescribed by RDUSD Administrative Regulation 1340, the following items will be identified as “**Confidential**”, reviewed only in a closed session of the RDUSD Governing Board and withheld from public release of the Comprehensive District Safety Plan:

- Any appendices containing personnel information that the disclosure of which would constitute an unwarranted invasion of personal privacy.
(Further detail on protected information is also defined in GC 6254.3.)
- Any appendices prepared to assess district and/or school site vulnerabilities to terrorist or other criminal acts intended to disrupt student instruction or safety.

According to the procedures developed by the Department of Homeland Security and defined in DHS Management Directive 11042.1, the following items will be designated “**For Official Use Only (FOUO)**”, will be reviewed only in a closed session of the RDUSD Governing Board and released only for official safety assurance or crisis response use:

- Any appendices containing detailed crisis response information that, if disclosed, would undermine plans or procedures designed to protect students from harm by revealing safety strategies such as but not limited to critical communications systems, crisis response facilities (i.e. command post, staging areas, etc.), and supplies storage.

Appendix A: Emergency Preparedness Guidelines

Please see attached flip chart, which includes emergency preparedness guidelines followed by the school district.

Appendix B: District Crisis Response Plan

The following sections provide key information for crisis response for RDUSD. While this information represents the basic tools needed for an effective crisis response, RDUSD will continue to assess, revise, and expand on the plan for continuous improvement in student safety. Additional documentation, including a stand-alone emergency operations plan will be referenced in this Comprehensive District Safety Plan as it is developed and implemented. Also, site- specific information is attached for use by site personnel and district personnel.

(FOR OFFICIAL USE ONLY)

Appendix B.1: District Staff Emergency Contacts – Confidential

(FOR OFFICIAL USE ONLY)

Appendix B.2: Parent Square Use Procedures – Confidential.....

(FOR OFFICIAL USE ONLY)

Appendix B.3: Crisis Response/Community Emergency Contacts.....

For all emergencies, call 911!

Public Health and Safety

Number	Purpose/Subject
Emergency - 911	
916-876-8309	Non-emergency
1-800-TELL-CHPP	Non-emergency
916-875-5437	Regular hours reports
916-875-5437	After hours reports
1-800-544-8596	Regular hours reports
1-800-544-8596	After hours reports
530-669-2345	Regular hours reports
1-888-400-0022	After hours reports
916-874-4670	Natural & Man-made disaster services coordination, procedures, resources and preparedness programs
707-784-1600	After hours reports
530-406-4930	Natural & Man-made disaster services coordination, procedures, resources and preparedness programs
916-875-5881	
707-784-8070	
530-666-8645	Health and public safety resources David Gordon
916-228-2410 dgordon@scoe.net	
916-875-1055	
800-547-0495	General Access Line
707-428-1131	24 hour Crisis Line
916-666-8645	Regular Hours
Text- 988	National Suicided prevention Lifeline

Number	Purpose/Subject
800-733-2767	Customer Service
800-876-4766	24 hr. HOTLINE

Communications – Media

Agency	Number	Purpose/Subject
Radio Stations		
KRVH	(707) 374-6336	Emergency Broadcast
Newspapers		
The Fairfield Recorder	(903) 389-3334	General
The Sacramento Bee	(916) 321-1000	General
Television		

Transportation and Utilities

Agency	Number	Purpose/Subject
Cal Trans	(800) 427-7623	Highway Conditions
Delta Breeze	(707) 374-2878	Public transportation
River Delta USD Transportation	(707) 374-2494	South Transportation Office
River Delta USD Transportation	(916) 775-1491	North Transportation Office
PG&E	(800) 743-5000	24-hour contact
SMUD	(888) 742-7683	

Appendix B.4: RDUSD Incident Command System

Standardized Emergency Management System/ Incident Command System Overview

The California Standardized Emergency Management System (SEMS) uses the Incident Command System (ICS) to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency.

ICS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

In the organizational structure described on the preceding page, the Operations Chief supervises five teams: First Aid and Student Health, Student Evacuation Transportation, Critical Incident Stress Response, Parent Coordination and Reunification and Student Accountability.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

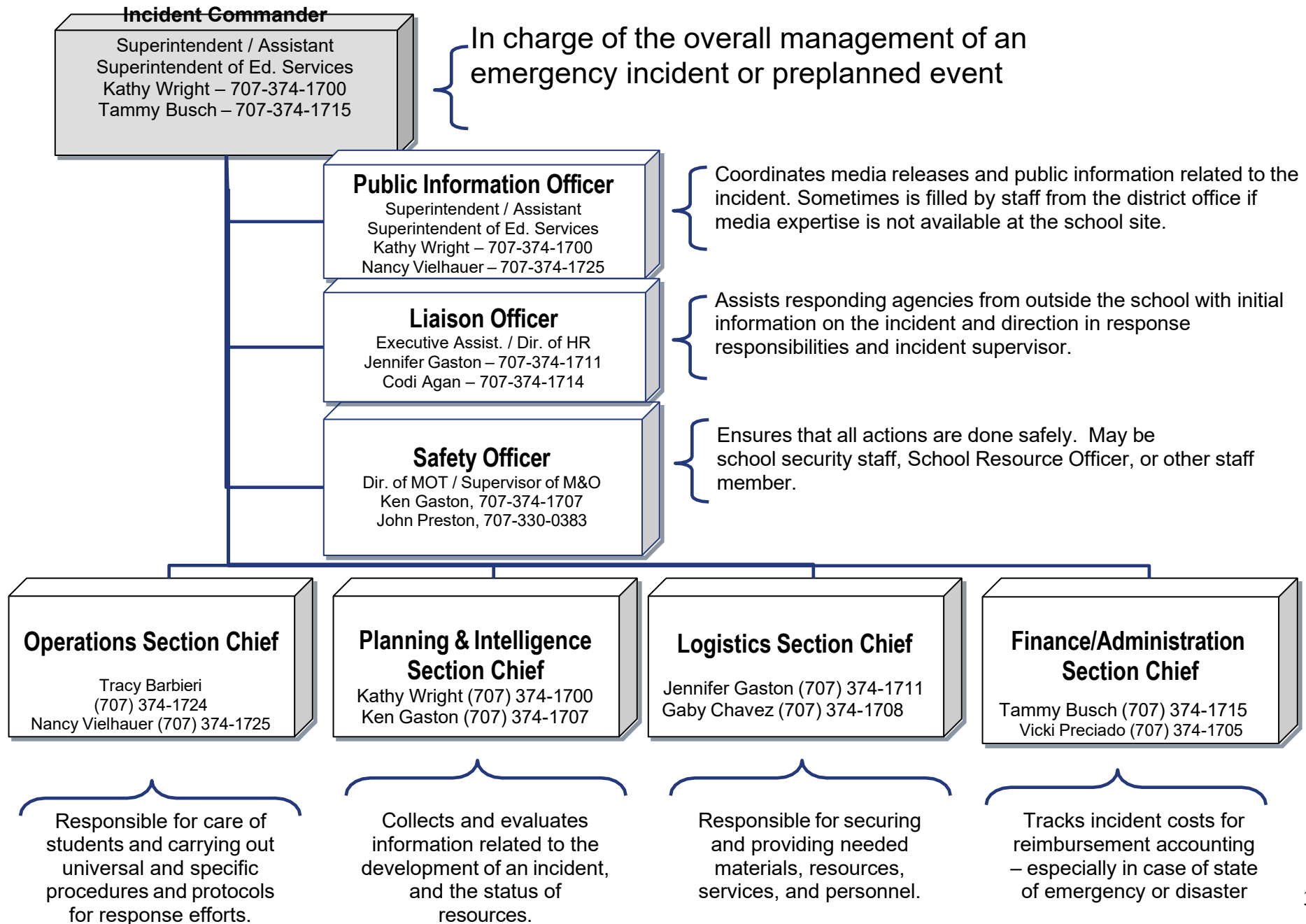
Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

RDUSD DISTRICT OFFICE Incident Response Team

Last Updated: 11/08/2023

Updated by: Gaby Chavez (707) 374-1708



Appendix B.5: District/Campus Emergency Evacuation Plans

(FOR OFFICIAL USE ONLY)



RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 94571-1651
 (707) 374-1700 Fax (707) 374-2995
<http://riverdelta.org>

STUDENT START & RELEASE TIMES
2023-2024

	START	RELEASE	WED	MINI
		M-T-T-F		
D.H. WHITE	8:20 AM	2:51 PM	1:36	1:05
RIVERVIEW	8:18 AM	3:00 PM	1:45	12:49
R.V.H.S.	8:10 AM	3:10 PM	2:05	1:10
ISLETON	8:20 AM	3:00 PM	1:45	1:10
WALNUT GROVE	7:55 AM	2:30 PM	1:15	12:40
MOKELUME H.S.	9:00 AM	2:00 PM	1:00	12:00
BATES	8:30 AM	3:00 PM	1:40	1:45
CLARKSBURG	8:15 AM	3:12 PM	2:02	1:05
DELTA H.S.	8:15 AM	3:12 PM	2:02	1:05
Community Day	8:00 AM	3:00 PM	2:00	3:00

Appendix C: Emergency Response Guidelines

STEP ONE: IDENTIFY THE TYPE OF EMERGENCY

The first response to an emergency is to determine the type of emergency that has occurred. Procedures for 18 different types of emergencies are listed in the following section.

STEP TWO: IDENTIFY THE LEVEL OF EMERGENCY

The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, there is a three-tiered rating below:

- **Level 1 Emergency:** A *minor* emergency that is handled by school personnel without the assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.
- **Level 2 Emergency:** A *moderate* emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving a potentially hazardous material, e.g., “unknown white powder.”
- **Level 3 Emergency:** A *major* emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

STEP THREE: DETERMINE THE IMMEDIATE RESPONSE ACTION

Once the type and extent of an emergency have been identified, school personnel can determine if an *immediate response action* is required. The most common immediate response actions initiated during school emergencies are:

- **Duck & Cover:** Students and staff protect themselves by crouching under a table, desk, or chair until the danger passes.
- **Shelter in Place:** Students and staff are kept indoors in order to isolate them from the outdoor environment. The heating and air conditioning system is also shut down.
- **Lock Down:** Students and staff are kept in a designated locked area until a danger has passed, such as an intruder being on campus.
- **Evacuate Building:** Students and staff are escorted outside to an assembly area if it has been determined that it is too dangerous to remain indoors.
- **Evacuate Campus:** Students and staff are escorted to an off-site assembly area if it has been determined that it is too dangerous to remain on campus.
- **All Clear:** Notification is given that normal school operations should resume.

STEP FOUR: COMMUNICATE THE APPROPRIATE RESPONSE ACTION (CatapultEMS)

Once the type of *immediate response action* is determined, the incident commander must inform the site’s staff which response action to take, using CatapultEMS, paging systems, or any other means necessary. The most appropriate method of communication depends on the response action selected. When announcing what response to take, avoid codes, jargon, or any other potentially confusing vocabulary. Be calm, direct, and clear in your announcements.

- **Duck & Cover:** Immediately use the site’s school-wide communication system to instruct students and staff to protect themselves by moving into a “duck & cover” position by crouching under a table, desk, or chair until the danger passes. Time is the most urgent matter with this response action as the emergency may take place before the announcement can be made. However, do not assume that all members of the site are already in a “duck & cover” position. Make the announcement even if the immediate crisis has passed.
- **Shelter in Place:** Immediately use the site’s school-wide communication system to instruct students and staff that they are to stay indoors until further notice, even if the heating and air conditioning system is disabled.
- **Lock Down:** Immediately use the site’s school-wide communication system to instruct staff to lock all exterior doors, to close any open windows, and to keep students as far away as possible from any windows until further notice
- **Lockout:** Immediately use the site’s school-wide communication system to instruct staff to lock all exterior doors, to close any open windows. Business as usual inside classroom.
- **Evacuate Building:** Immediately use the site’s fire alarm bell system to notify students and staff that they are to proceed to the site’s outside assembly area.
- **Evacuate Campus:** Immediately use the site’s fire alarm bell system to notify students and staff that they are to proceed to the site’s outside assembly area. From there, notify staff and students using a bullhorn that it has been determined that it is too dangerous to remain on campus. Provide instructions on how staff and students will be relocated.
- **All Clear:** Use the site’s school-wide communication system to notify staff and students that normal school operations should resume.



Appendix D: Types of Emergencies & General Procedures

AIRCRAFT CRASH

The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Shelter-in-Place, Evacuate Building, or Evacuate Campus depending on the nature of the accident, the location of damage, and the existence of any chemical and/or fuel spills.

ANIMAL DISTURBANCE

This procedure should be implemented when the presence of a coyote, mountain lion, or any other wild animal threatens the safety of students and staff. The administrator or designee will initiate appropriate actions, which may include Lock Down or Evacuate Building.

ARMED ASSAULT ON CAMPUS

This involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Such an incident may involve individuals who possess a gun, a knife or other harmful item. The administrator or designee will decide the appropriate response, which may include Shelter-in-Place, Lock Down, Evacuate Building, or Evacuate Campus.

BIOLOGICAL OR CHEMICAL RELEASE

This is an incident involving the discharge of a biological or chemical substance in a solid, liquid, or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant. The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place or Evacuate Building.

BOMB THREAT / THREAT OF VIOLENCE

This occurs upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may or may not present a risk of an explosion. If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to *call 911*. The person answering the threat call should ask the questions listed on the “Bomb Threat Checklist”. In coordination with law enforcement, the administrator or designee will initiate appropriate actions, which may include Duck & Cover, Lock Down, or Evacuation.

DISORDERLY CONDUCT

This involves a student or staff member exhibiting threatening or irrational behavior who does not have a weapon. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place, Lock Down, Evacuate Building, or Evacuate Campus.

EARTHQUAKE

Earthquakes occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation. The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Evacuate Building, or Evacuate Campus.

EXPLOSION OR RISK OF EXPLOSION

This involves an explosion on school property, the risk of an explosion on school property, an explosion or risk of explosion near the school, or a nuclear explosion involving radioactive materials. The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Shelter-in-Place, Evacuate Building, or Evacuate Campus.

FAULTY BRIDGES

This procedure addresses transportation to and from school sites. The administrator or designee will initiate appropriate actions, which may include Shelter -in-Place at the school site or bus and or evacuate bus.

FIRE IN SURROUNDING AREA

This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school. After calling the local fire department in an effort to determine the seriousness of the fire, the administrator or designee will initiate appropriate actions, which may include Shelter-in-Place, Lock Down, Evacuate Building, or Evacuate Campus.

FIRE ON SCHOOL GROUNDS

This procedure addresses situations where a fire is discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage. Upon discovery of a fire, teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the administrator or designee. The administrator or designee will immediately initiate the Evacuate Building action. If the size of the fire is beyond the control of staff on site, call 911 for immediate assistance from the fire department.

FLOODING

This applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or a failure of a nearby man-made dam. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place, Evacuate Building, or Evacuate Campus.

LOSS OR FAILURE OF UTILITIES

This addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place or Evacuate Building.

MOTOR VEHICLE CRASH

This procedure addresses situations involving a motor vehicle crash on or immediately adjacent to school property. Given the nature of the crash, there may also be a danger from a fuel spill, which should be considered when deciding which action(s) to take. The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Shelter-in-Place, Evacuate Building, or Evacuate Campus

PSYCHOLOGICAL TRAUMA

When the administrator or designee feels that there has been an event that causes a psychological impact on students and/or staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions, he or she should contact the local law enforcement office to request support in conducting a critical incident stress debriefing. Emergencies like these usually produce one or more of the following conditions: temporary disruption of regular school functions and routines, significant interference with the ability of students and staff to focus on learning, physical and/or psychological injury to students and staff, and concentrated attention from the community and news media. As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of others.

SEVERE WEATHER

Severe weather can happen anytime, in any part of the country. Severe weather can include hazardous conditions produced by thunderstorms, including damaging winds, tornadoes, large hail, flooding and flash flooding, and winter storms associated with freezing rain, sleet, snow and strong winds. The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Shelter-in-Place, Evacuate Building, or Evacuate Campus depending on the nature of the severe weather and the location of the damage.

SUSPECTED CONTAMINATION OF FOOD OR WATER

This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses. The administrator or designee will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area. Second, the administrator or designee will notify the district safety coordinator of the problem and await further instructions. Meanwhile, a list will be made of all potentially affected students and staff, which will be provided to responding authorities. Law enforcement should be contacted if there is evidence of individuals purposefully contaminating the food or water source.

UNLAWFUL DEMONSTRATION OR WALKOUT

An unlawful demonstration or walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the administrator or designee. The administrator or designee will initiate the Shelter-in-Place action. Students who ignore this action and leave campus shall be asked to sign his or her name and record address, telephone number and time entered or departed. If students leave the campus, the administrator or designee will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite. The administrator or designee should proceed in good judgment on the basis of police or other legal advice, in taking action to control and resolve the situation.

Appendix E: Power Failure / Outage Procedures

Power Failure/Outage Procedures

During any given day, schools may experience a power failure at various locations ranging from a few minutes to several days. Typically, we do not close school unless there is a compelling reason to do so. Classrooms are equipped with emergency supplies, including lanterns, flashlights and walkie talkies. In most short-term power outage situations, there is adequate light from windows and emergency lighting, as well as warm enough conditions for instruction to continue. Teachers are prepared to cope with a short-term power failure and will continue their regular curriculum and/or appropriate substitute assignments.

In the case of a power failure at a school site, River Delta Unified School District will follow these procedures:

- The first day of the power failure/outage, the school will be open, and classes held unless otherwise directed by the Superintendent.
 - If power failure/outage lasts for more than four hours,
 - the parents will receive a phone call from the District authorizing them to check their child out of school for the day.
 - District transportation will still be provided based on regularly scheduled routes.
 - All school staff will remain on site to supervise students who have not been check out of school.
- Food will be prepared by our Food Services Department and served to our students.
- If the school operates on a water well system, portable restrooms and hand sanitizing stations will be ordered and delivered to the site(s). If a generator is available to power the water well(s), it will be connected as soon as possible to restore the water supply.
- If the power is not on by 4:00 a.m. on the second consecutive day, the Superintendent and Cabinet Members, Operations and Transportation will decide together whether the closing of the school site is necessary. Only the Superintendent can order the closing of a school site.
- If the Superintendent decides to close a school for the day, the Superintendent's office will communicate the information to the community via:
 - District's All-Call System
 - District Website
 - School Website
- Sites not directly affected by a power failure/outage will remain open.

River Delta Unified School District may update these procedures periodically. Please check with your child's school to be sure you are aware of the most current procedures in place.

Appendix F: Catapult EMS Initiated Procedures

(FOR OFFICIAL USE ONLY)

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

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: February 20, 2024

Attachments: X

From: Katherine Wright, Superintendent

Item Number: 14

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

SUBJECT:

Request to the Board to take whatever action they deem necessary to respond to the California School Boards Association (CSBA) Delegate Assembly Elections: Official 2024 Delegate Assembly Ballot for Sub-Region 6-B

BACKGROUND:

“CSBA states the Delegate Assembly is a vital link in the association’s governance structure.”
Ballot material for the election of a representative to the CSBA Delegate Assembly from sub-region 6B (Sacramento County):

- Number of Seats: 2
- Delegates will serve two-year terms beginning April 1, 2024-March 31, 2026

STATUS:

Each of the candidates’ services on the school board listed after their names on the ballot. The Ballots must be postmarked on or before March 15, 2024. Results to be released by May 11, 2024.

PRESENTER:

Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

N/A

COST AND FUNDING SOURCES:

Zero cost to the district to vote for a representative to the CSBA Delegate Assembly

RECOMMENDATION:

That the Board take whatever action they deem necessary, if any.

Time allocated: 3 minutes



REQUIRES BOARD ACTION

January 31, 2024
MEMORANDUM

To: CSBA Member Boards and Even-numbered County Board Presidents and Superintendents
From: Albert Gonzalez, CSBA President
Re: 2024 Ballot for CSBA Delegate Assembly — **U.S. Postmark Deadline is Fri. March 15**

Enclosed is the ballot material for election to CSBA's Delegate Assembly from your region or subregion. It consists of: 1) the ballot (on red paper) listing the candidates, the reverse side of which contains the names of ALL current members of the Delegate Assembly from your region or subregion; and 2) the required candidate biographical sketch form and, if submitted, a resume. In addition, provided is a copy of the ballot on white paper to include with your board agenda. **Only the ballot on red paper is to be completed and returned to CSBA. It must be postmarked by the U.S. Post Office on or before Friday, March 15, 2024.**

Your Board may vote for up to the number of seats to be filled in the region or subregion as indicated on the ballot. For example, if there are three seats up for election, the Board may vote for up to three candidates. However, your Board may cast no more than one vote for any one candidate. The ballot also contains a provision for write-in candidates; their name and district or county office must be clearly printed in the space provided.

The ballot must be signed by the Board President, Board Clerk, or Superintendent as a designee of the board, and returned in the enclosed envelope; if the envelope is misplaced, you may use your district's or county office's stationery. Please write **DELEGATE ELECTION** prominently on the envelope along with the region or subregion number on the bottom left corner of the envelope (this number appears at the top of the ballot). If there is a tie vote, a run-off election will be held, and ballots will need to be postmarked on or before April 30. Results will be published by May 11, 2024.

For County Boards of Education Only:

Per Standing Rule 52, in regions with more than one county, each county board of education has one vote to elect the county board member who represents the county board(s) in the region in the Delegate Assembly. One-county regions will appoint the county Delegate. Your county board may vote for only one candidate to fill the Delegate position representing the county boards within your region. Enclosed is the ballot material for election to CSBA's Delegate Assembly of the county board representative from

your region. It consists of 1) the ballot (on GREEN paper) listing the candidates, the reverse side of which contains the name of the current member of the Delegate Assembly representing the county boards in your region; and 2) the required candidate biographical sketch form and, if submitted, a resume. In addition, also provided is a copy of the ballot on white paper to include with your board agenda. **Only the ballot on GREEN paper is to be completed and returned to CSBA. Like the ballot on red paper for the other Delegate seats in your region, it must be postmarked by the U.S. Post Office on or before Friday, March 15, 2024.**

The ballot on GREEN paper must be signed by the Board President, Board Clerk, or by the County Superintendent, as a designee of the board, and returned in the enclosed envelope. If the envelope is misplaced, you may use your county office's stationery. Please write **DELEGATE ELECTION** prominently on the envelope along with the region number on the bottom left corner of the envelope (this number appears at the top of the ballot). If there is a tie vote, a run-off election will be held, and ballots will need to be postmarked by May 1. The results for the county board seat in each region will also be published by May 11, 2024.

All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2024 – March 31, 2026. The next meeting of the Delegate Assembly takes place on Saturday, May 19 and Sunday, May 20, 2024. Please do not hesitate to contact the Executive Office at nominations@csba.org should you have any questions.

Encs: Ballot on red paper and watermarked "copy" of ballot on white paper
 Ballot on green paper and watermarked "copy" of ballot on white paper
 List of all current Delegates on reverse side of ballot
 Candidate(s)' required Biographical Sketch Forms and optional resumes
 CSBA-addressed envelope to send back ballots

REQUIRES BOARD ACTION

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **FRIDAY, MARCH 15, 2024**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2024 DELEGATE ASSEMBLY BALLOT
SUBREGION 6-B
(Sacramento County)

Number of seats: 2 (Vote for no more than 2 candidates)

Delegates will serve two-year terms beginning April 1, 2024 - March 31, 2026

**denotes incumbent*

Ken Barnes (Robla SD)

Christine Jefferson (Twin Rivers USD)*

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REGION 6 – 18 Delegates (11 elected/7 appointed)◆

Director: Jackie Thu-Huong Wong (Washington USD)

Below is a list of all elected or appointed Delegates from this Region.

Subregion 6-A (Yolo)

Deborah Bautista-Zavala (Woodland Joint USD), term expires 2024

Subregion 6-B (Sacramento)

Michael Baker (Twin Rivers USD)◆, appointed term expires 2025

Stacey Bastain (Twin Rivers USD), term expires 2025

Nancy Chaires Espinosa (Elk Grove USD) ◆, appointed term expires 2024

Pam Costa (San Juan USD), term expires 2025

Zima Creason (San Juan USD)◆, appointed term expires 2024

Craig DeLuz (Robla ESD), term expires 2025

Gina Jamerson (Elk Grove USD) ◆, appointed term expires 2025

Christine Jefferson (Twin Rivers USD), term expires 2024

Kara Lofthouse (Folsom-Cordova USD), term expires 2025

Noel Mara (Natomas USD), term expires 2025

Chinua Rhodes (Sacramento City USD)◆, appointed term expires 2025

Jamee Villa (Sacramento City USD)◆, appointed term expires 2024

Paula Villescaz (San Juan USD)◆, appointed term expires 2025

Vacant, term expires 2024

Subregion 6-C (Alpine, El Dorado, Mono)

Misty diVittorio (Placerville Union ESD), term expires 2024

Jessicca Rodgers (El Dorado Union HSD), term expires 2025

County Delegate:

Shelton Yip (Yolo COE), term expires 2024

Counties

Yolo (Subregion A)

Sacramento (Subregion B)

Alpine, El Dorado, Mono (Subregion C)

Delegate Assembly Biographical Sketch Form for 2024 Election



Deadline: Sunday, January 7, 2024 | No late submissions accepted

This form is required. An optional, one-page, single-sided, résumé may also be submitted. Do not state “see résumé.” Do not re-type this form. Please submit completed form via e-mail to nominations@csba.org by no later than 11:59 p.m. on January 7, 2024. Forms may also be submitted via mail, to CSBA's Executive Office, at 3251 Beacon Blvd., West Sacramento, CA 95691, with a postmark of no later than January 7, 2024. **It is the candidate's responsibility to confirm that CSBA has received nomination materials prior to the deadline.**

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: _____ Date: _____

Name: Christine Jefferson CSBA Region & subregion #: 6B

District or COE: Twin Rivers USD Years on board: 3 Years

Profession: Retired Contact Number (Cell Home Bus.): 916-548-8095

Primary E-mail: Christine.Jefferson@twinriversusd.org

Are you an incumbent Delegate? Yes No If yes, year you became Delegate: _____

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I believe that the Delegate Assembly brings a strong voice to public policy. As a grassroots community leader, it is important to have a balanced approach to ensuring that our policies are aligned with the needs of schools and also practical.

Please describe your activities and involvement on your local board, community, and/or CSBA.

I have spent many decades working and serving in the Del Paso Heights community. I have served as secretary on the Grant Little League. I have served two terms as a cheerleader coach to many students at Grant Union High School. I have served on the UCAN Board helping to promote students going to college. I have also volunteered for over 20 years at the TLC Soup Kitchen helping to feed the community. I have helped to form the Del Paso Heights Community Association. I have served along as a volunteer chaplain at Folsom State Prison for two years.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

I believe the achievement gap is the biggest challenge facing governance boards and CSBA can address by providing and promoting learning opportunities on how boards can address this in a practical way.

View results

Respondent

58

Anonymous

48:21

Time to complete

1. I have been... *

Appointed

Nominated

2. Your signature indicates your consent to be placed on the ballot and serve as a Delegate, if elected *

Yes - consent granted

3. Full name *

Kendrick LaKeith Barnes (known as "Ken Barnes")

4. Region/subregion *

6B



5. Name of District or COE *

Robla Elementary School District (ESD)

6. Years on board *

11

7. Profession

Career Services Manager - University of California, Davis

8. Contact number *

9165388783

9. Primary email address *

kbarnes@robla.k12.ca.us

10. Are you an incumbent Delegate? *

Yes

No

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. *

I am in my 12th year as a member of the Robla ESD School Board, and have 25 years of experience in career services at the University of California, Davis. That means I have experience in preparing children for college, helping them successfully navigate a top-ranked university, and entering the next chapter of their lives as they graduate and join the workforce. That perspective, and the experience associated with it, should be represented in the Delegate Assembly.

The skills I bring are program analytics, detailed knowledge of the job market and what it takes for people to successfully enter it, program evaluation, and key involvement in DEI topics that enrich districts. I also bring an awareness and experience in how to achieve goals when facing challenges, whether they are financial, structural, or curricular. I have led programs from creation to fruition, and have the knowledge, skills, and abilities to be innovative, develop ideas, and see them through to completion and assessment.

12. Please describe your activities and involvement on your local board, community, and/or CSBA. *

I have been an active member of my school board for 11 years, and have held the roles of President, Vice President (currently), and Clerk. I have also been active on other boards such as the Sacramento Area Bicycle Advocates (SABA). Before joining the Robla School Board I was an active member of Site Council, and actively participated in endorsing and supporting local political candidates.

I have also participated in numerous educational conferences that enhance my KSAs in serving my district's and state's diverse student population.

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? *

This is a tough question because there are several large challenges - including funding schools at necessary levels through the current state deficit, the politicalization of school boards, school safety, and the effects of COVID-19 on academic performance. I cannot pick one challenge because every corner of our state and many districts face severe and multiple challenges. If you want the single largest challenge, I would say it is providing the children of California with the resources they need to succeed in the face of budget deficits, a polarizing political environment, school safety, and the effects of COVID-19 - among other things.

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: February 20 ,2023

Attachments: 2

From: Tammy Busch, Asst. Superintendent

Item Number: 15.

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

SUBJECT: Request to Reject All June 29, 2023 Bids and Award Contract for Delta High School Boiler Replacement to Hometown Construction, Inc. from the February 2, 2024 rebid.

BACKGROUND: On January 10, 2023, the Board approved a contract with Capital Engineering to provide mechanical engineering services to prepare plans and specifications for replacement of the boilers and air handlers in the large gymnasium at Delta High School.

On June 27, 2023 the Board authorized Superintendent or Designee to award contract for Delta High School Boiler Replacement because there was no Board meeting scheduled in July in an amount not to exceed \$378,000.

On June 29, 2023, one bid was received from Emcor Services in the amount of \$725,447. This bid significantly exceeded the budgeted amount for the project. RGMK recommended rebidding the project to receive more competitive bidding.

STATUS:

An advertisement requesting bids was placed in the Sacramento Bee on January 5, 2024 and January 12, 2024, and plans were posted in multiple plan rooms and many personal telephone calls were made by the construction management staff to solicit qualified reputable contractors in the area. A pre-bid conference and site walk was held on January 17, 2024, and bids were opened on February 2, 2024. Two bids were received. The bid results were reviewed by Capital Engineering who explained that the four air-handling units for the gym are custom units from Trane which are needed to match the existing equipment and have a premium cost. The custom units are why the project cost is more than originally budgeted. With this new information, the cost is reasonable. The existing equipment is failing. It is important that this work be installed this summer to ensure heating for students in the fall.

PRESENTER: Tammy Busch, Asst. Superintendent and Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Maria Denney and/or Ralph Caputo, RGM Kramer

COST AND FUNDING SOURCES: Measure K \$ 622,000

RECOMMENDATION: Staff recommends:

1. The Board Reject All Bids from the June 29, 2023 bid opening for the Delta High School Gymnasium Boiler Replacement project.
2. The Board Award Hometown Construction, Inc. the Delta High School Gymnasium Boiler Replacement project from the February 2, 2024 rebid.
3. The Board authorize 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: 4 minutes

PROJECT NAME:

Delta High School Gym HVAC Equipment Replacement

BIDS DUE:

Thursday, June 29th, at 2:00PM

AT:

River Delta Unified School District

445 Montezuma Street

Rio Vista, CA 94571

CONTRACTOR	ADDENDA	ATTACHMENTS	BASE BID
EMCOR SERVICES MESA ENERGY SYSTEMS	1 2	<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 and Subcontractor DIR Registration <input checked="" type="checkbox"/> Bidders Acknowledgement of Project Schedule <input checked="" type="checkbox"/> Storm Water Pollution Prevention Certification	Total Base Bid: \$ 725,447
	1 2	Bid Form Non Collusion Declaration Site Visit Certification Designation of Subcontractors Bid Bond Information Required of Bidder Certification of Contractor and Subcontractor DIR Registration Bidders Acknowledgement of Project Schedule Storm Water Pollution Prevention Certification	Total Base Bid:
	1 2	Bid Form Non Collusion Declaration Site Visit Certification Designation of Subcontractors Bid Bond Information Required of Bidder Certification of Contractor and Subcontractor DIR Registration Bidders Acknowledgement of Project Schedule Storm Water Pollution Prevention Certification	Total Base Bid:
	1 2	Bid Form Non Collusion Declaration Site Visit Certification Designation of Subcontractors Bid Bond Information Required of Bidder Certification of Contractor and Subcontractor DIR Registration Bidders Acknowledgement of Project Schedule Storm Water Pollution Prevention Certification	Total Base Bid:
	1 2	Bid Form Non Collusion Declaration Site Visit Certification Designation of Subcontractors Bid Bond Information Required of Bidder Certification of Contractor and Subcontractor DIR Registration Bidders Acknowledgement of Project Schedule Storm Water Pollution Prevention Certification	Total Base Bid:

PROJECT NAME:

Delta High School Gym HVAC Equipment Replacement

BIDS DUE:

Friday, February 2nd, at 2:00PM

AT:

River Delta Unified School District
 445 Montezuma Street
 Rio Vista, CA 94571

CONTRACTOR	ADDENDA	ATTACHMENTS		BASE BID		
Hometown Construction Inc.		X	Bid Form	Total Bid \$ 597,000.00 Allowance \$ 25,000.00 Total Base Bid \$ 622,000.00		
	1_X	X	Non Collusion Declaration			
	2_X	X	Site Visit Certification			
		X	Designation of Subcontractors			
		X	Bid Bond			
		X	Information Required of Bidder			
			Certification of Contractor and Subcontractor			
		X	DIR Registration			
		X	Bidders Acknowledgement of Project Schedule			
EMCOR Services		X	Bid Form	Total Bid \$ 622,447.00 Allowance \$ 25,000.00 Total Base Bid: \$ 647,447.00		
	1_X	X	Non Collusion Declaration			
	2_X	X	Site Visit Certification			
		X	Designation of Subcontractors			
		X	Bid Bond			
		X	Information Required of Bidder			
			Certification of Contractor and Subcontractor			
		X	DIR Registration			
		X	Bidders Acknowledgement of Project Schedule			
	1		Bid Form	Total Bid Allowance Total Base Bid:		
			Non Collusion Declaration			
	2		Site Visit Certification			
			Designation of Subcontractors			
			Bid Bond			
			Information Required of Bidder			
			Certification of Contractor and Subcontractor			
			DIR Registration			
			Bidders Acknowledgement of Project Schedule			
	1		Bid Form	Total Bid Allowance Total Base Bid:		
			Non Collusion Declaration			
	2		Site Visit Certification			
			Designation of Subcontractors			
			Bid Bond			
			Information Required of Bidder			
			Certification of Contractor and Subcontractor			
			DIR Registration			
			Bidders Acknowledgement of Project Schedule			
	1		Bid Form	Total Bid Allowance Total Base Bid:		
			Non Collusion Declaration			
	2		Site Visit Certification			
			Designation of Subcontractors			
			Bid Bond			
			Information Required of Bidder			
			Certification of Contractor and Subcontractor			
			DIR Registration			
			Bidders Acknowledgement of Project Schedule			

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: February 20, 2024

Attachments: 1

From: Tammy Busch, Asst. Superintendent of Business Service

Item Number: 16.

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

SUBJECT:

Change Order #3 for Delta High School / Clarksburg Middle School Cafeteria Modernization to Bobo Construction

BACKGROUND:

On June 13, 2023, the Board awarded a contract to Bobo Construction in the amount of \$3,973,300.

On December 12, 2023, the Board approved Change Order #1 in the amount of \$17,653.90 for framing, plaster removal and unforeseen drywall.

On January 9, 2024, the Board approved Change Order #2 in the amount of \$19,353.21 for drywall at various locations and hardware at drinking fountain.

STATUS:

Construction at the DHS/CMS cafeteria began in July 2023. It is common to discover unforeseen conditions in modernization projects. All change orders are reviewed by the architect for merit and by the construction manager for fair pricing. This change order includes six items:

- Fire retardant paint at Kitchen Exhaust Hood
- New curb flashing at roof
- Roof repair at Music Room
- Fencing at electrical enclosure
- Anchorage at new drinking fountain
- Four new wheel stops at West parking lot

The project budget has a contingency amount of \$315,280. This change order is within the contingency amount.

PRESENTER:

Tammy Busch, Asst. Superintendent of Business Service and Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Maria Denney and/or Ralph Caputo, RGM Kramer

COST AND FUNDING SOURCES: Measure K \$9,643.73

RECOMMENDATION: Staff recommends:

1. That the Board approves Change Order #3 to Bobo Construction for the DHS/CMS Cafeteria Modernization Project.

Time allocated: 3 minutes

CHANGE ORDER

Date: February 1, 2024

CO# 03

Project:

Delta HS & Clarksburg MS Cafeteria Modernization
52810 Netherlands Ave

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:

Bobo Construction, Inc.
9722 Kent Street
Elk Grove, CA 95624

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 #29 Supply and install fire retardent paint at Kitchen Exhaust Hood wall (RFI #106)	\$ 2,186.14
2	PCO #31 Supply and install new curb flashing at three new curbs in the composition shingle roofing (ASI #002)	\$ 2,390.06
3	PCO #32 Roof Repair due to leak at Music Room	\$ 2,773.58
4	PCO #34.2 Additional fencing material at existing electrical enclosure on the main campus	\$ 310.16
5	PCO #035.2 Additional Wing Wall Anchorage at new drinking fountain (RFI #054)	\$ 601.95
6	PCO #036 Installion of four new wheel stops in West parking lot (PR #009)	\$ 1,381.84
TOTAL THIS CHANGE ORDER		\$ 9,643.73

Original contract sum: \$ 3,973,300.00

Previous change orders: \$ 37,007.11

Original contract amount plus/minus previous change orders \$ 4,010,307.11

Total amount of this change order \$ 9,643.73

Adjusted contract amount including this change order will be: \$ 4,019,950.84

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

By: _____

Contractor:

Bobo Construction, Inc.
9722 Kent Street
Elk Grove, CA 95624

By: _____
Digitally signed by Margarita Diakou
DN: cn=Margarita Diakou, email=Margarita.Diakou@bobococonstructioninc.com, Date: 2024.01.31 17:51:19-0800'

Architect:

HKIT Architects
538 Ninth Street Suite 240
Oakland, CA 94607

By: 

Construction Manager

RGM Kramer, Inc.
3230 Monument Way
Concord, CA 945418

By: _____



Bobo Construction Inc.
 9722 Kent Street
 Elk Grove, California 95624
 Phone: (916) 383-7777

Project: 3273 - Delta Hs & Clarksburg MS Mod.
 52870 Netherlands Road
 Clarksburg, California 95612

Prime Contract Potential Change Order #029: Fire Retardant at Kitchen Exhaust Hood Wall oer RFI 106

TO:	River Delta Unified School District 445 Montezuma Street Rio Vista, California 94571	FROM:	Bobo Construction, Inc. 9722 Kent Street Suite A Elk Grove, California 95624
PCO NUMBER/REVISION:	029 / 0	CONTRACT:	DELTA-001 - Standard Project Template Prime Contract
REQUEST RECEIVED FROM:		CREATED BY:	Margarita Diakou (Bobo Construction, Inc.)
STATUS:	Pending - In Review	CREATED DATE:	12/29/2023
REFERENCE:		PRIME CONTRACT CHANGE ORDER:	None
FIELD CHANGE:	No		
LOCATION:		ACCOUNTING METHOD:	Amount Based
SCHEDULE IMPACT:		PAID IN FULL:	No
EXECUTED:	No	SIGNED CHANGE ORDER RECEIVED DATE:	
		TOTAL AMOUNT:	\$2,186.14

POTENTIAL CHANGE ORDER TITLE: Fire Retardant at Kitchen Exhaust Hood Wall oer RFI 106

CHANGE REASON: Design Development

POTENTIAL CHANGE ORDER DESCRIPTION: *(The Contract Is Changed As Follows)*
 CE #050 - Fire Retardant at Kitchen Exhaust Hood Wall oer RFI 106

ATTACHMENTS:

#	Budget Code	Description	Amount
1	6-126.M Rough Carpentry.Materials	Wood Shield W-1000	\$159.13
2	6-126.L Rough Carpentry.Labor	Application of W-1000 2 men x 8h/e x \$107.69/h = 16x107.69	\$1,723.04
Subtotal:			\$1,882.17
BCI Self-Perform Markup (15.00% Applies to Labor, Rental Equipment, Materials, Burden, and Owned Equipment.):			\$282.33
GC Markup (5.00% Applies to Commitment, Professional Services, and Other.):			\$0.00
Bond (1.00% Applies to all line item types.):			\$21.64
Grand Total:			\$2,186.14

PCO #029 in the amount of \$2,186.14 is Approved.
 Jessie Elquist, RGMK 01-10-24

Erwin Won (HKIT Architects)

River Delta Unified School District
 445 Montezuma Street
 Rio Vista, California 94571

9722 Kent Street Suite A
 Elk Grove, California 95624

SIGNATURE _____ DATE _____ SIGNATURE _____ DATE _____ SIGNATURE _____ DATE _____

PAID

Invoice



WEST COAST FIRE SHIELD

P.O BOX 8711,
BODFISH, CA 93205
661-588-2183
661-215-5149
info@westcoastfireshield.com

Date: 12/27/2023
Invoice No.: CA7315
Salesperson: JOHN CHERRY
Ship By: UPS
Tracking Ref.: 1ZCK39890322
986968

Bill To:
Bobo Construction Inc.
9722 Kent St.
Elk Grove, CA 95624

Qty	Item	Description	Unit Price	Total
2	W-1000 G.	Wood Shield 1000 Single Gallons	\$61.49	\$122.98

Subtotal \$122.98
Shipping \$26.00
California \$10.15
Total \$159.13
Paid \$159.13

ALL Returns must be within 30 days of invoice. Must present invoice with reason for return. There will be a 15% restocking fee for all approved returns after inspection. Customer is responsible for shipping cost.

Thank you for your business.



BOBO
CONSTRUCTION, INC.

9722 Kent St.
Elk Grove, CA 95624
Ph: (916) 383-7777
F: (916) 383-1681
License No. 183537

Application of Fire Retardant

Setup, spray and backroll 2 coats per manufacturer instructions, cleanup

Labor:

	Hours	Rate	
Carpenter	8	107.69	861.52
Carpenter	8	107.69	861.52
		Subtotal	1723.04
		Self-performed 15%	258.456
			1981.496
		Bond 1%	19.81496
		Total	2001.311

T & M WAGE CHART

Determination: 2022-2

School/Project: Delta HS

General Contractor: Bobo Construction, Inc.

Prevailing Wage Rate Calculation

Date:

No	Trade / Craft	Group	Basic Hourly Rate	Fringes Benefits (does not increase for OT rates)							Burden (Employer Payments)					Total Burden	Total Hourly Rate	Profit 10%	Total Billable Rate	Comments
				Health & Welfare	Pension	Vacation / Holiday	Other Payments	Subtotal (Fringes)	Training	Subtotal Straight / OT Hourly Rate	FICA	SDI	Workman Comp.	UI	FUTA					
											7.65%	1.28%	Varies	6.20%	0.80%					
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
1	Laborer	3	\$36.50	\$9.60	\$13.86	\$3.05	\$0.30	\$26.81	\$0.50	\$63.81	\$4.88	\$0.82	\$3.83 6.00%	\$3.96	\$0.51	\$13.99	\$77.80			
2	Carpenter		\$54.51	\$12.49	\$11.25	\$5.58	\$3.30	\$32.62	\$1.19	\$88.32	\$6.76	\$1.13	\$5.30 6.00%	\$5.48	\$0.71	\$19.37	\$107.69			
3	Foreman		\$60.50	\$5.00	\$2.00	\$3.00	\$0.00	\$10.00	\$0.00	\$70.50	\$5.39	\$0.90	\$4.23 6.00%	\$4.37	\$0.56	\$15.46	\$85.96			
4	Laborer Foreman	3	\$46.50	\$9.60	\$13.86	\$3.05	\$0.30	\$26.81	\$0.50	\$73.81	\$5.65	\$0.94	\$4.43 6.00%	\$4.58	\$0.59	\$16.19	\$90.00			
5			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00 0.00%	\$0.00	\$0.00	\$0.00	\$0.00			
6			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00 0.00%	\$0.00	\$0.00	\$0.00	\$0.00			



BOBO
CONSTRUCTION, INC.

Bobo Construction Inc.
9722 Kent Street
Elk Grove, California 95624
P: (916) 383-7777

Project: 3273 Delta Hs & Clarksburg MS Mod.
52870 Netherlands Road
Clarksburg, California 95612

RFI #106: Limited Combustible Requirement at Exhaust Hood/Backsplash Wall lining

Status	Open		
To	Bonnie Williams (HKIT Architects)	From	Margarita Diakou (Bobo Construction, Inc.) 9722 Kent Street Ste. A Elk Grove, California 95624
Date Initiated	Dec 5, 2023	Due Date	Dec 12, 2023
Location			
Cost Impact	TBD	Schedule Impact	TBD
Drawing Number	Reference		
Linked Drawings			
Received From	Adam Hardesty (East Bay Restaurant Supply, Inc.)		
Copies To	Dave Adams (RGM Kramer, Inc.), Barton Copeland (Bobo Construction, Inc.), Margarita Diakou (Bobo Construction, Inc.), Jessie Elquist (RGM Kramer, Inc.), Christopher Gallup (River Delta Unified School District), Rachel Matsumoto (RGM Kramer, Inc.), Ayana Toliver (RGM Kramer, Inc.), Erwin Won (HKIT Architects)		
Urgency	Normal		

Activity

Question

Question from Margarita Diakou Bobo Construction, Inc. on Tuesday, Dec 5, 2023 at 02:56 PM PST

We received the following from East Bay:

Per NFPA, the required clearance for the Exhaust Hood is 0" to non-combustibles, 3" from limited combustibles and 18" from combustibles.
Sheetrock over wood often falls under the "Limited Combustible" category, however it has been classified as "non-combustible" as well. The local authority having jurisdiction can make this determination. Please confirm if sheetrock over wood at your location classifies as limited combustible or not.
Insulation can be added to the Hood at an additional cost in order to carry a zero clearance rating.
In addition, the specified flat stainless steel wall lining that is to install under the hood on top of the sheet rock and wood studs may also fall into this same category. There is an option with an added cost to provide 1" insulated wall lining to comply with code if needed.

Please advise.

Thank you.

Attachments

[RFI Clarksburg.pdf](#)

Awaiting an Official Response

**CURRENTLY THE HOOD IS DESIGNED TO A LIMITED COMBUSTIBLE/NON COMBUSTIBLE SURFACE WITH A 3" AIR SPACE AT ITS REAR
ALL COOKING EQUIPMENT REAR CLEARANCES HAVE BEEN ACCOMODATED PER MANUFACTURER GUIDELINES FROM COMBUSTIBLE/NON COMBUSTIBLE WALLS
DEFER TO ARCHITECT TO CONFIRM WALL CLASSIFICATION**

**NGASSOCIATES
12/06/2023**

Paint the wood stud wall framing behind the hood plus and additional 6" with attached Wood Shield W-1000 fire retardant paint to change the wall to limited combustibility.

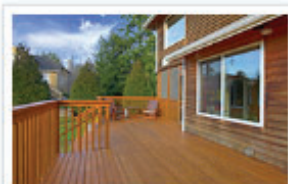
Erwin Won

12/13/2023 Rev.



[Home](#) [Online Store](#) [Products](#) [Pricing & Ordering](#) [Technical Sheets](#) [Application & Certification](#) [FAQ](#) [About Us](#) [Contact Us](#)

[Home](#) [Products](#) [Wood Products](#) [Wood Shield 1000](#)



WOOD SHIELD™ W-1000™



Meets or exceeds ASTM E-84, ASTM E-108, NFPA 255, NFPA 703, UL 723 & UBC 42-1

- Interior use, Class "A" flame retardant for all bare woods.
- Covers 200 sq. ft. per gallon with instructed application.
- Can be used as spray or applied by paint roller or brush.
- [CLICK HERE FOR FULL TECHNICAL INFORMATION](#)

Comes in a 1, 5, 55 and 220 gallon containers.
Call for pricing and shipping costs for your area:

1 (888) 290-3853



Your Solution for Internal and External Fire Safety

WOOD SHIELD 1000™ is used for wood fireproofing throughout the country. This intumescent spray-on fire retardant has a specially crafted formula that can be used on any wood surface—regardless of age—for incredible protection. Including furniture, doors, shelves, patios, trim, and much more this wood fireproofing solution is designed to be used on new and old wood surfaces in and around your home or property. Wood Shield 1000™ works on more than just soft woods. It also works great on mahogany, oak, and other hard woods. You'll love the stunning finish and fire resistance of this spray on flame retardant that can also be applied with a paint roller or brush.

Properties and Benefits

The clear, water-based, resin of Wood Shield 1000™ spray-on fire retardant thoroughly works its way into the deepest parts of wood surfaces through intumescent action. What makes this product even better is how easy it is to use—especially for internal wood applications. Users won't have to worry about having proper ventilation while wood fireproofing either. Simply spray, roll, or brush. It couldn't be any easier.

W-1000™ is also easy to apply. Best of all there is no petroleum derivatives or PBDEs which means newly treated surfaces are not only tough against mold, mildew, and insects, but they are also non-toxic and family friendly. Using this product on outdoor surfaces is highly recommended because its trade-crafted formula is also a UV inhibitor that defends against harmful sun rays that would otherwise cause unwanted damage or corrosion.

For more information, we have provided the tech sheet in the form of a simple-to-read PDF, but you can also contact our customer support for additional product details and general wood fireproofing inquiries.



East Coast Division
1 (863) 677-1805



West Coast Division
1 (661) 588-2183



Central Division
1 (844) 811-2097

RFI #005	Limited Combustible Requirement at Exhaust Hood/Backsplash
-----------------	--

PROJECT NAME:	Clarksburg
TO:	Bobo Construction
FROM:	EBRS

DATE:	December 5, 2021
--------------	------------------

REQUEST FOR INFORMATION:
<p>Per NFPA, the required clearance for the Exhaust Hood is 0" to non-combustibles, 3" from limited combustibles and 18" from combustibles.</p> <p>Sheetrock over wood often falls under the "Limited Combustible" category, however it has been classified as "non-combustible" as well. The local authority having jurisdiction can make this determination. Please confirm if sheetrock over wood at your location classifies as limited combustible or not. Insulation can be added to the Hood at an additional cost in order to carry a zero clearance rating. In addition, the specified flat stainless steel wall lining that is to install under the hood on top of the sheet rock and wood studs may also fall into this same category. There is an option with an added cost to provide 1" insulated wall lining to comply with code if needed.</p>

Any suggestion by EBRS and/or response to this RFI may warrant additional time and/or additional costs, even if not specifically stated above.



Bobo Construction Inc.
9722 Kent Street
Elk Grove, California 95624
Phone: (916) 383-7777

Project: 3273 - Delta Hs & Clarksburg MS Mod.
52870 Netherlands Road
Clarksburg, California 95612

Prime Contract Potential Change Order #031: Flashing and Roof Repair at Three Added Curbs per ASI 002

Table with 4 columns: Field Name, Value, Field Name, Value. Includes fields like TO, FROM, PCO NUMBER/REVISION, CONTRACT, REQUEST RECEIVED FROM, CREATED BY, STATUS, CREATED DATE, REFERENCE, PRIME CONTRACT CHANGE ORDER, FIELD CHANGE, LOCATION, ACCOUNTING METHOD, SCHEDULE IMPACT, PAID IN FULL, EXECUTED, SIGNED CHANGE ORDER RECEIVED DATE, and TOTAL AMOUNT.

POTENTIAL CHANGE ORDER TITLE: Flashing and Roof Repair at Three Added Curbs per ASI 002

CHANGE REASON: Design Development

POTENTIAL CHANGE ORDER DESCRIPTION: (The Contract Is Changed As Follows)

CE #052 - Flashing and Roof Repair at Three Added Curbs per ASI 002
Flash 3 new curbs in the composition shingle roof. Materials include:
Galvanized Metal Flashings, Felt Underlayment and Replacement Shingles.

ATTACHMENTS:

Table with 4 columns: #, Budget Code, Description, Amount. Includes line items for roofing commitment, BCI Self-Perform Markup, GC Markup, and Bond, with a Grand Total of \$2,390.06.

PCO #031 in the Amount of \$2,390.06 is Approved.
Jessie Elquist, RGMK 01-03-24

Erwin Won (HKIT Architects)

River Delta Unified School District
445 Montezuma Street
Rio Vista, California 94571

Bobo Construction, Inc.
9722 Kent Street Suite A
Elk Grove, California 95624

SIGNATURE DATE SIGNATURE DATE SIGNATURE DATE



4265 Duluth Avenue
Rocklin, CA 95765
916-543-9360 Fax 916-543-9361
Contractor's License # 816570

WORK ORDER AGREEMENT

To: Bobo Construction

Date: December 29, 2023

Attn: Margarita Diakou

Reference Project: Delta High School

We appreciate this opportunity and propose to furnish labor, materials, equipment, and insurance to complete the following scope of work:

Scope of Work:

- Supply and Install new Curb Flashing at 3 new curbs in the Composition Shingle Roofing.

Total Value: \$2,253.71

Clarifications:

***State License C-43 Sheet Metal, C-39 Roofing, C-20 HVAC, B #816570
Certified Small Business Enterprise #36937***

Conditions:

Proposal is valid for 20 days
Work to be performed during normal business hours

Exclusions:

All work not specifically addressed in above scope of work.
Overtime, liquidated damages, incidental and consequential damages.
Repairs to completed installation-damaged work caused by others.
Painting, coatings and primers. Wood or steel, framing, blocking, backing, nailers, sheathing or decking.

If you have any questions or would like to review the scope of this proposal, please call (916) 753-8720 or email at dennis@ruainc.com.

Thank you for your consideration.
Rua and Son Mechanical, Inc.

WORK ORDER AGREEMENT

Page 2

Dennis Phillips
Project Manager/Estimator

Reference Project: Delta High School Roof Flashings and Repairs

Payment Terms: Net 30 from date of invoice

“If legal action is required to secure payment, the prevailing party in such action shall be entitled to all actual attorney fees and costs, expert witness fees and costs, arbitrator fees and costs, arbitration forum fees and costs and every other fee and cost incurred by the prevailing party in good faith. Late payment shall bear interest at 1.5% per month, unless a higher statutory rate applies.”

Accepted by:

Signature

Title

Date

CO Breakdown

Reference: RFI 003/ASI002 Drawing #
 Requested by: Bobo Construction
 Contractor Name / #: Rua & Son Mechanical, Inc. WO#:
 RSM Job #: _____

Change Clarification: Flash 3 new curbs in the composition shingle roof. Materials include Galvanized Metal Flashings, Felt Underlayment and Replacement Shingles.

ITEMIZED LIST OF EXPENSES:	Total:
Materials:	
Materials	\$465.40
Sales Tax:..... 7.250%	\$33.71
Warranty:..... 0.00%	\$0.00
Total Material Cost:.....	\$499.11

	Hours:	Hour:	Total:
Labor:			
General Superintendent:.....	0.00	\$79.25	\$0.00
Foreman:.....	8.00	\$85.04	\$680.32
Journeyman; Field	8.00	\$85.04	\$680.32
Apprentice; Field	0.00	\$47.16	\$0.00
Journeyman; Shop	0.00	\$53.00	\$0.00
Apprentice; Shop	0.00	\$32.66	\$0.00
Drafting	0.00	\$66.20	\$0.00
Delivery Driver	0.00	\$34.28	\$0.00
Project Manager:.....	0.00	\$123.72	\$0.00
Subtotal:.....			\$1,360.64
Difficulty Factor:..... 0%			\$0.00
Overtime:..... 0%			\$0.00
Total Labor:.....			

Cost Expense:	Total:
Tool & Fabrication Equipment:.....	\$0.00
Expendable Tools:.....	\$0.00
Tool Rental:.....	\$0.00
Truck Use (Refer to Cal Trans Equipment Rental Rate).....	\$0.00
Subsistence: *****	\$0.00
Fuel :.....	\$100.00
Fuel / Delivery:.....	\$0.00
Mobilization:.....	\$0.00
Fees & Permits:.....	\$0.00
Parking 0%	\$0.00
Total Job Cost Expense:.....	\$100.00

Subcontractors:	Total:
Painter / Caulk	\$0
Abatement	\$0
Roofer	\$0
Insulation	\$0
Welder w/Rig	\$0
Rigging & Hoisting	\$0
Roll Former	\$0
Total Subcontractor Cost:.....	\$0

Summary:			
Material Costs:.....			\$499.11
Labor Cost:.....			□\$1,360.64
Job Expense Cost:.....			\$100.00
Subcontractor Cost:.....			\$0.00
Total Direct Cost:.....			\$1,959.75
General Overhead:.....	15.0%	of Total Direct Cost.....	\$293.96
Total Gross Cost:.....			\$2,253.71
Profit:.....	0%	of Total Gross Cost.....	\$0.00
Credits:.....			\$0.00
Subtotal:.....			\$2,253.71
Bond Fee:.....	0.00%	of Subtotal.....	\$0.00
Total Increase or Decrease to Contract Value:.....:			\$2,253.71

Additional Days Required Beyond Schedule Due to This Change Order....:	0.0
--	-----



RFI #003: Direction on Relief/Exhaust Venting Installation.

Status	Closed on 08/04/23		
To	Bonnie Williams (HKIT Architects)	From	Margarita Diakou (Bobo Construction, Inc.) 9722 Kent Street Ste. A Elk Grove, California 95624
Date Initiated	Jul 12, 2023	Due Date	Jul 19, 2023
Location			
Cost Impact	Yes (Unknown)	Schedule Impact	TBD
Drawing Number	M6.01, M6.02	Reference	
Linked Drawings			
Received From	Josh Johnstone (Hometown Construction Inc)		
Copies To	Dave Adams (RGM Kramer, Inc.), Barton Copeland (Bobo Construction, Inc.), Margarita Diakou (Bobo Construction, Inc.), Jessie Elquist (RGM Kramer, Inc.), Christopher Gallup (River Delta Unified School District), Marlin Jones (RGM Kramer, Inc.), Ayana Toliver (RGM Kramer, Inc.), Erwin Won (HKIT Architects)		
Urgency	Normal		

Activity

Question	<p>Question from Margarita Diakou Bobo Construction, Inc. on Wednesday, Jul 12, 2023 at 08:01 AM PDT</p> <p>We received the following from Hometown Construction:</p> <p>On the control diagram details (2/M6.01; 1&2/M6.02) it shows a motorized relief air damper in each of the systems. However, there is nothing in the HVAC floor plan (M2.01) or in the roof plan (M2.02) showing these dampers or how they are to be ducted. Please see attached and provide direction on how and where the relief air is to be installed.</p> <p>Thank you.</p> <p>Attachments DHS-CMS RFI-1 Relief air venting.pdf</p>
Official Response	<p>Response from Bonnie Williams HKIT Architects on Friday, Aug 4, 2023 at 09:04 AM PDT</p> <p>See attached RFI response</p> <p>Attachments RFI #03 Direction on Relief-Exhaust Venting Installation_HKIT Response 230803.pdf</p>
All Replies	<p>Response from Bonnie Williams HKIT Architects on Friday, Aug 4, 2023 at 09:04 AM PDT</p> <p>See attached RFI response</p> <p>Attachments RFI #03 Direction on Relief-Exhaust Venting Installation_HKIT Response 230803.pdf</p>



RFI #003: Direction on Relief/Exhaust Venting Installation.

Status	Open		
To	Bonnie Williams (HKIT Architects)	From	Margarita Diakou (Bobo Construction, Inc.) 9722 Kent Street Ste. A Elk Grove, California 95624
Date Initiated	Jul 12, 2023	Due Date	Jul 19, 2023
Location			
Cost Impact	Yes (Unknown)	Schedule Impact	TBD
Drawing Number	M6.01, M6.02	Reference	
Linked Drawings			
Received From	Josh Johnstone (Hometown Construction Inc)		
Copies To	Dave Adams (RGM Kramer, Inc.), Barton Copeland (Bobo Construction, Inc.), Margarita Diakou (Bobo Construction, Inc.), Jessie Elquist (RGM Kramer, Inc.), Christopher Gallup (River Delta Unified School District), Marlin Jones (RGM Kramer, Inc.), Ayana Toliver (RGM Kramer, Inc.), Erwin Won (HKIT Architects)		
Urgency	Normal		

Activity

Question

Question from Margarita Diakou Bobo Construction, Inc. on Wednesday, Jul 12, 2023 at 08:01 AM PDT

We received the following from Hometown Construction:

On the control diagram details (2/M6.01; 1&2/M6.02) it shows a motorized relief air damper in each of the systems. However, there is nothing in the HVAC floor plan (M2.01) or in the roof plan (M2.02) showing these dampers or how they are to be ducted.

Please see attached and provide direction on how and where the relief air is to be installed.

Thank you.

Attachments

[DHS-CMS RFI-1 Relief air venting.pdf](#)

Awaiting an Official Response

Please refer to attached drawings showing relief ducts/dampers and ventilators for each of the furnace systems.

Ryan Celaya, Capital, 8/3/23

Erwin Won
8/4/2023



4265 Duluth Avenue
Rocklin, CA 95765
916-543-9360 Fax 916-543-9361
Contractor's License # 816570

WORK ORDER AGREEMENT

To: Bobo Construction

Date: December 29, 2023

Attn: Margarita Diakou

Reference Project: Delta High School

We appreciate this opportunity and propose to furnish labor, materials, equipment, and insurance to complete the following scope of work:

Scope of Work:

- Supply and Install new Elastomeric Sealant with Mesh Reinforcement on Coping Joints at the South Headwall above the Shingle Roofing. Work includes removal of old mastic/sealant at joints.

Total Value: \$2,615.35

Clarifications:

State License C-43 Sheet Metal, C-39 Roofing, C-20 HVAC, B #816570

Certified Small Business Enterprise #36937

Conditions:

Proposal is valid for 20 days

Work to be performed during normal business hours

Exclusions:

All work not specifically addressed in above scope of work.

Overtime, liquidated damages, incidental and consequential damages.

Repairs to completed installation-damaged work caused by others.

Painting, coatings and primers. Wood or steel, framing, blocking, backing, nailers, sheathing or decking.

If you have any questions or would like to review the scope of this proposal, please call (916) 753-8720 or email at dennis@ruainc.com.

Thank you for your consideration.

WORK ORDER AGREEMENT

Page 2

Rua and Son Mechanical, Inc.

Dennis Phillips
Project Manager/Estimator

Reference Project: Delta High School Roof Flashings and Repairs

Payment Terms: Net 30 from date of invoice

“If legal action is required to secure payment, the prevailing party in such action shall be entitled to all actual attorney fees and costs, expert witness fees and costs, arbitrator fees and costs, arbitration forum fees and costs and every other fee and cost incurred by the prevailing party in good faith. Late payment shall bear interest at 1.5% per month, unless a higher statutory rate applies.”

Accepted by:

Signature

Title

Date

CO Breakdown

Reference: Clarksburg HS New Flashings at Comp Shingles. Drawing #
 Requested by: Bobo Construction
 Contractor Name / #: Rua & Son Mechanical, Inc. WO#:
 RSM Job #: _____

Change Clarification: Clean and Repair Coping Joints at South Parapet Wall. Work includes removal of built up mastic, and application of elastomeric sealant with mesh reinforcement at joints.

ITEMIZED LIST OF EXPENSES:	Total:
Materials:	
Materials	\$600.00
Sales Tax:..... 7.250%	\$43.50
Warranty:..... 0.00%	\$0.00
Total Material Cost:.....	\$643.50

	Hours:	Hour:	Total:
Labor:			
General Superintendent:.....	0.00	\$79.25	\$0.00
Foreman:.....	6.00	\$85.04	\$510.24
Journeyman; Field	12.00	\$85.04	\$1020.48
Apprentice; Field	0.00	\$47.16	\$0.00
Journeyman; Shop	0.00	\$53.00	\$0.00
Apprentice; Shop	0.00	\$32.66	\$0.00
Drafting	0.00	\$66.20	\$0.00
Delivery Driver	0.00	\$34.28	\$0.00
Project Manager:.....	0.00	\$123.72	\$0.00
Subtotal:.....			\$1,530.72
Difficulty Factor:..... 0%			\$0.00
Overtime:..... 0%			\$0.00
Total Labor:.....			\$1,530.72

Job Cost Expense:	Total:
Tool & Fabrication Equipment:.....	\$0.00
Expendable Tools:.....	\$0.00
Tool Rental:.....	\$0.00
Truck Use (Refer to Cal Trans Equipment Rental Rate).....	\$0.00
Subsistence: *****	\$0.00
Fuel :.....	\$100.00
Fuel / Delivery:.....	\$0.00
Mobilization:.....	\$0.00
Fees & Permits:.....	\$0.00
Parking 0%	\$0.00
Total Job Cost Expense:.....	\$100.00

Subcontractors:		Total:
Painter / Caulk		\$0
Abatement		\$0
Roofer		\$0
Insulation		\$0
Welder w/Rig		\$0
Rigging & Hoisting		\$0
Roll Former		\$0
Total Subcontractor Cost:.....		\$0
Summary:		
Material Costs:.....		\$643.50
Labor Cost:.....		\$1,530.72
Job Expense Cost:.....		\$100.00
Subcontractor Cost:.....		\$0.00
Total Direct Cost:.....		\$2,274.22
General Overhead:.....	15.0%	of Total Direct Cost..... \$341.13
Total Gross Cost:.....		\$2,615.35
Profit:.....	0%	of Total Gross Cost..... \$0.00
Credits:.....		\$0.00
Subtotal:.....		\$2,615.35
Bond Fee:.....	0.00%	of Subtotal..... \$0.00
Total Increase or Decrease to Contract Value:.....:		\$2,615.35
Additional Days Required Beyond Schedule Due to This Change Order....:		0.0



Bobo Construction Inc.
 9722 Kent Street
 Elk Grove, California 95624
 Phone: (916) 383-7777

Project: 3273 - Delta Hs & Clarksburg MS Mod.
 52870 Netherlands Road
 Clarksburg, California 95612

Prime Contract Potential Change Order #034.2: Additional Fencing at E Enclosure per RFI 102.1

TO:	River Delta Unified School District 445 Montezuma Street Rio Vista, California 94571	FROM:	Bobo Construction, Inc. 9722 Kent Street Suite A Elk Grove, California 95624
PCO NUMBER/REVISION:	034.2 / 2	CONTRACT:	DELTA-001 - Standard Project Template Prime Contract
REQUEST RECEIVED FROM:		CREATED BY:	Margarita Diakou (Bobo Construction, Inc.)
STATUS:	Pending - In Review	CREATED DATE:	1/5/2024
REFERENCE:		PRIME CONTRACT CHANGE ORDER:	None
FIELD CHANGE:	No		
LOCATION:		ACCOUNTING METHOD:	Amount Based
SCHEDULE IMPACT:		PAID IN FULL:	No
EXECUTED:	No	SIGNED CHANGE ORDER RECEIVED DATE:	
		TOTAL AMOUNT:	\$310.16

POTENTIAL CHANGE ORDER TITLE: Additional Fencing at E Enclosure per RFI 102.1

CHANGE REASON: Existing Condition

POTENTIAL CHANGE ORDER DESCRIPTION: *(The Contract Is Changed As Follows)*
 CE #055 - Additional Fencing at E Enclosure per RFI 102.1

ATTACHMENTS:

[PCO1.pdf](#) , [_SKM_C454e24010514060.pdf](#) , [_SKM_C454e24010514420.pdf](#)

#	Budget Code	Description	Amount
1	2-821.S Chain Link Fences.Commitment	Additional Fencing at E Enclosure per RFI 102.1	\$292.47
Subtotal:			\$292.47
BCI Self-Perform Markup (15.00% Applies to Labor, Rental Equipment, Materials, Burden, and Owned Equipment.):			\$0.00
GC Markup (5.00% Applies to Commitment, Professional Services, and Other.):			\$14.62
Bond (1.00% Applies to all line item types.):			\$3.07
Grand Total:			\$310.16

PCO #034.2 in the amount of \$310.16 is Approved.

Jessie Elquist, RGMK 01/26/24

Erwin Won (HKIT Architects)

River Delta Unified School District
 445 Montezuma Street
 Rio Vista, California 94571

Bobo Construction, Inc.
 9722 Kent Street Suite A
 Elk Grove, California 95624

SIGNATURE _____ DATE _____ SIGNATURE _____ DATE _____ SIGNATURE _____ DATE _____

PISOR FENCE DIVISION, INC.

P.O. BOX 7213
 CITRUS HEIGHTS, CA 95621-7213
 P-(916) 726-1173 F-(916)726-1198

CHANGE ORDER

Number 1

TO: Bobo Construction Inc.

RE: Delta HS added fencing at enclosure

Phone:	Date: 01/22/24
Job Name / Location: CA.	
Job Number 7937	

We hereby agree to make the change(s) specified below:

CO1- Furnish and install an additional 7 ft high chain link fence and gate. 22 LF +/- complete in place- \$292.47

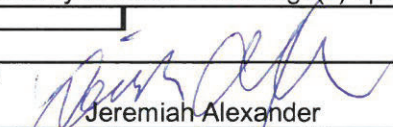
~~CO2- Repair Gate posts hit by wast management & reinstall gate on new post. Labor & Materials \$2,400.00~~

District agrees to cover the costs for materials ONLY.

Materials: \$254.32
 15% Markup: \$38.15
 Total: \$292.47

NOTE: This Change Order becomes part of and in conformance with the existing contract.
 Material prices good for 45 days, thereafter subject to change at any time.

\$292.47

WE AGREE hereby to make the change(s) specified above at this price →		\$2,692.47
Date		
01/22/24		
Authorized Signature (Contractor)		
ACCEPTED -- The above prices and specifications of this Change Order are satisfactory and are hereby accepted. All work to be performed under same terms and conditions as specified in original contract unless otherwise stipulated.		Date of acceptance _____
		Signature _____ (owner)

PISOR FENCE DIVISION, INC.

P.O. BOX 7213
 CITRUS HEIGHTS, CA 95621-7213
 P-(916) 726-1173 F-(916)726-1198

CHANGE ORDER

Number 1

Phone:	Date: 01/18/24
Fax:	
Job Name / Location: Delta HS	
Job Number 7937	

TO: Bobo _____

We hereby agree to make the change(s) specified below.

Revised Change Order for additional fence near enclosure

Labor	\$1016.82
Materials	\$254.32
Total Markup	\$190.67

Note: CLF fabric comes in 50' rolls but we have extended unit pricing.
 Markup is 15% total, breakdown sheet shows this per category for clarification purposes

NOTE: This Change Order becomes part of and in conformance with the existing contract.
 Material prices good for 45 days, thereafter subject to change at any time.

WE AGREE hereby to make the change(s) specified above at this price →		\$1,461.81
Date	01/18/24	
Authorized Signature (Contractor)	John Sears	
ACCEPTED -- The above prices and specifications of this Change Order are satisfactory and are hereby accepted. All work to be performed under same terms and conditions as specified in original contract unless otherwise stipulated.	Date of acceptance	
	Signature _____ (owner)	

Pisor Fence Division
 PO Box 7213
 Citrus Heights, CA 95621

DAILY EXTRA WORK REPORT

PCO # 1
 REPORT #
 SHEET 1 OF 1

JOB # 7937
 Description DELTA HS

DATE PERFORMED TBD
 DATE OF REPORT
 RESUBMITTAL DATE
 SUBCONTRACTOR Y / N Y

WORK PERFORMED FOR BOBO
 DESCRIPTION OF WORK Installation & Repairs

EQUIPMENT BREAKDOWN				
EQUIP. NO.	EQUIPMENT DESCRIPTION	HOURS	HOURLY RATE	EXTENDED AMOUNT
T093	Truck/Tools		\$57.71	\$0.00
	Bobcat		\$35.87	
	Bobcat with Auger		\$52.81	
	Superintendent Truck		\$42.49	
TOTAL EQUIPMENT COSTS				\$0.00

INVOICED MATERIALS AND SPECIALISTS			
DESCRIPTION & INVOICE #	QUANTITY	RATE	AMOUNT
7" CLF	22.00	\$6.56	\$144.32
Top/Bottom Rail 1 5/8"	44.00	\$2.50	\$110.00
TOTAL INVOICED COSTS			\$254.32
B. TOTAL EQPMNT / MATRL / SPECLST COSTS			\$254.32

LABOR BREAKDOWN					
LABOR NAME	LABOR CLASS.	TYPE	HOURS	HOURLY RATE	EXTENDED AMOUNT
	Foreman	REG	6.00	\$88.54	\$531.24
		OT			
	Laborer	REG	6.00	\$80.93	\$485.58
		OT		\$102.01	
Superintendent		REG		\$80.00	
		OT			
		REG		\$78.93	
		OT			
Travel		REG		\$55.00	
		OT			
Shop Fab		REG		\$55.00	
		OT			
A. TOTAL LABOR COSTS					\$1,016.82

MARK-UPS AND SURCHARGES	%	AMOUNTS
LABOR MARKUP = (A + LS) x %	15.0	\$152.52
EQPT/MATRL/SPLCLST MARK-UP = B x %	15.0	\$38.15

~~EXTRA WORK BILL TOTAL \$1,461.81~~

T & M WAGE CHART

12/23/2023

School/Project: Delta HS

General Contractor: Bobo Construction

Prevailing Wage Rate Calculation

Date:

No	Trade / Craft	Group	Basic Hourly Rate	Fringes Benefits (does not increase for OT rates)							Burden (Employer Payments)							GL/Excess Liability		
				Health & Welfare	Pension	Vacation / Holiday	Other Payments	Subtotal (Fringes)	Training	Subtotal Straight / OT Hourly Rate	FICA	SDI	Workman Comp.	UI	FUTA	Total Burden	Total Hourly Rate			
											7.65%	1.28%	Varies	6.20%	1.20%				8%	
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S		
1	Laborer		\$35.25	\$10.10	\$9.96	\$3.26	\$4.72	\$28.04	\$0.52	\$63.81	\$4.88	\$0.82	\$6.70 10.50%	\$3.96	\$0.77	\$17.12	\$80.93			
2	Foreman		\$41.25	\$10.10	\$9.96	\$3.26	\$4.72	\$28.04	\$0.52	\$69.81	\$5.34	\$0.89	\$7.33 10.50%	\$4.33	\$0.84	\$18.73	\$88.54			
3			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		
4			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
5			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
6			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

Notes:

- I Insert Contractor's basic hourly rate, health & welfare, pension, vacation/holiday and other payments in columns "D to H", then add training to column "J". Subtotal straight and over time hourly rates will be calculated at column "K" which includes "Fringes Benefits". Please note that ONLY "basic hourly rates" will change for over time and all other "Fringe Benefits" remain the same as straight hourly rates.
- II Insert Contractor's workman compensation rate at lower section of columns "N" where shows "0.00%" for each contractor/trade. Total hourly rate including "Fringes Benefits" and all "Burdens" will be calculated at column "R". Since "Burdens" are percentages of the "subtotal straight/OT hourly rates" they will increase for over time rates and will be calculated automatically by the spreadsheet.



BOBO
CONSTRUCTION, INC.

Bobo Construction Inc.
9722 Kent Street
Elk Grove, California 95624
P: (916) 383-7777

Project: 3273 Delta Hs & Clarksburg MS Mod.
52870 Netherlands Road
Clarksburg, California 95612

RFI #102.1: Updated Dimensioned Layout for Fence and Gates at Electrical Enclosure

Status	Open		
To	Bonnie Williams (HKIT Architects)	From	Margarita Diakou (Bobo Construction, Inc.) 9722 Kent Street Ste. A Elk Grove, California 95624
Date Initiated	Jan 5, 2024	Due Date	Jan 12, 2024
Location			
Cost Impact	TBD	Schedule Impact	TBD
Drawing Number	A2.00	Reference	
Linked Drawings			
Received From	Jeremiah Alexander (Pisor Fence Division Inc)		
Copies To	Barton Copeland (Bobo Construction, Inc.), Margarita Diakou (Bobo Construction, Inc.), Jessie Elquist (RGM Kramer, Inc.), Christopher Gallup (River Delta Unified School District), Kenji Israels (RGM Kramer, Inc.), Erwin Won (HKIT Architects)		
Urgency	Urgent		

Activity

Question

Question from Margarita Diakou Bobo Construction, Inc. on Friday, Jan 5, 2024 at 11:24 AM PST

We received the following from Pisor Fence:

Please see attached updated dimensioned layout for the fence and gates at the Electrical Enclosure. Please note that we propose the East gate is enlarged to 9', so we can avoid coredrilling for another post on the East side, where the area is congested with underground electrical.

Please confirm this is acceptable.

Attachments

[1000000561.heic](#), [1000000562.heic](#), [1000000563.heic](#), [A2.00 - Scaled E Enclosure Fence_Markup.pdf](#)

Awaiting an Official Response

This is acceptable.

Erwin Won
1/5/2024



Bobo Construction Inc.
 9722 Kent Street
 Elk Grove, California 95624
 Phone: (916) 383-7777

Project: 3273 - Delta Hs & Clarksburg MS Mod.
 52870 Netherlands Road
 Clarksburg, California 95612

Prime Contract Potential Change Order #035.2: Wing Wall Anchorage at Drinking Fountain per RFI 054.

TO:	River Delta Unified School District 445 Montezuma Street Rio Vista, California 94571	FROM:	Bobo Construction, Inc. 9722 Kent Street Suite A Elk Grove, California 95624
PCO NUMBER/REVISION:	035.2 / 2	CONTRACT:	DELTA-001 - Standard Project Template Prime Contract
REQUEST RECEIVED FROM:		CREATED BY:	Margarita Diakou (Bobo Construction, Inc.)
STATUS:	Pending - In Review	CREATED DATE:	1/12/2024
REFERENCE:		PRIME CONTRACT CHANGE ORDER:	None
FIELD CHANGE:	No		
LOCATION:		ACCOUNTING METHOD:	Amount Based
SCHEDULE IMPACT:		PAID IN FULL:	No
EXECUTED:	No	SIGNED CHANGE ORDER RECEIVED DATE:	
		TOTAL AMOUNT:	\$601.95

POTENTIAL CHANGE ORDER TITLE: Wing Wall Anchorage at Drinking Fountain per RFI 054.

CHANGE REASON: Design Development

POTENTIAL CHANGE ORDER DESCRIPTION: *(The Contract Is Changed As Follows)*
CE #057 - Concrete Scanning and Wing Wall Anchorage at Drinking Fountain per RFI 054.

ATTACHMENTS:

[Delta high P.C.O. R.F.I. #54.pdf](#) , [_Bobo Construction - Clarksburg CA - 1.11.2024.pdf](#)

#	Budget Code	Description	Amount
1	1-710.SVC Testing Services.Professional Services	Concrete Scanning	\$0.00
2	6-126.S Rough Carpentry.Commitment	Wing Wall Anchorage at Drinking Fountain per RFI 054	\$567.61
Subtotal:			\$567.61
BCI Self-Perform Markup (15.00% Applies to Labor, Rental Equipment, Materials, Burden, and Owned Equipment.):			\$0.00
GC Markup (5.00% Applies to Commitment, Professional Services, and Other.):			\$28.38
Bond (1.00% Applies to all line item types.):			\$5.96
Grand Total:			\$601.95

PCO #035.2 in the amount of \$601.95 is Approved.
 Jessie Elquist, RGMK 01/26/24

Erwin Won (HKIT Architects)

River Delta Unified School District
 445 Montezuma Street
 Rio Vista, California 94571

Elk Grove, California 95624

SIGNATURE _____ DATE _____ SIGNATURE _____ DATE _____ SIGNATURE _____ DATE _____

M&M Structures, Inc.

Date: 1/12/2024

Subject: R.F.I. #54

Project: Delta high Café remodel

Add	Count	Price	total	Labor
rckw3	4	68.96	68.96	1.33
Titen 1/2" x 5"	4	2.98	11.92	1.06
2x4 12'	1	1650thou	13.2	0.66
SDS#10 2 1/2"	1	21	21	0.2
Lumber		13.2		3.25
Lumber tax		0.13		
Hardware		101.88		
Tax 7.25		8.34		
Foreman		370.14	113.89 per hr.	3.25 hrs
Equip		0		
Total		493.69		
15% markup		74.05		
P.C.O. total		567.74		

Calculations are incorrect, see calculation sheet for corrections. Please revise and resubmit with the total being the corrected amount of \$567.61

Lumber	\$	13.20
Lumber Tax	\$	0.01
Hardware	\$	101.88
Tax	\$	8.34
Labor	\$	370.14
Total	\$	493.57
15%	\$	74.04
PCO Total	\$	567.61



BOBO
CONSTRUCTION, INC.

Bobo Construction Inc.
9722 Kent Street
Elk Grove, California 95624
P: (916) 383-7777

Project: 3273 Delta Hs & Clarksburg MS Mod.
52870 Netherlands Road
Clarksburg, California 95612

RFI #054: Missing Dimensions and Attachment Detail for Drinking Fountain Alcove

Status	Open		
To	Bonnie Williams (HKIT Architects)	From	Margarita Diakou (Bobo Construction, Inc.) 9722 Kent Street Ste. A Elk Grove, California 95624
Date Initiated	Sep 18, 2023	Due Date	Sep 25, 2023
Location			
Cost Impact	TBD	Schedule Impact	TBD
Drawing Number	Reference		
Linked Drawings			
Received From	Dan Monhoff (M&M Structures Inc)		
Copies To	Dave Adams (RGM Kramer, Inc.), Barton Copeland (Bobo Construction, Inc.), Margarita Diakou (Bobo Construction, Inc.), Jessie Elquist (RGM Kramer, Inc.), Christopher Gallup (River Delta Unified School District), Rachel Matsumoto (RGM Kramer, Inc.), Ayana Toliver (RGM Kramer, Inc.), Erwin Won (HKIT Architects)		
Urgency	Urgent		

Activity

Question

Question from Margarita Diakou Bobo Construction, Inc. on Monday, Sep 18, 2023 at 08:53 AM PDT

We received the following from M&M Structures:

Details 4B/A5.03 and 17/A9.20 do not provide all dimensions for the drinking fountain alcove in the Cafeteria Room. How far from existing door? What is the overall width of the FP6 furring wall? How far do the WP4 walls extend? Also, we are not able to locate a detail on how the FP6 furring wall is to attach to the existing concrete wall.

Please provide all missing dimensions and missing relavat detail.

Thank you.

Attachments

[Delta high cafe west wall 001.jpg](#)

Awaiting an Official Response

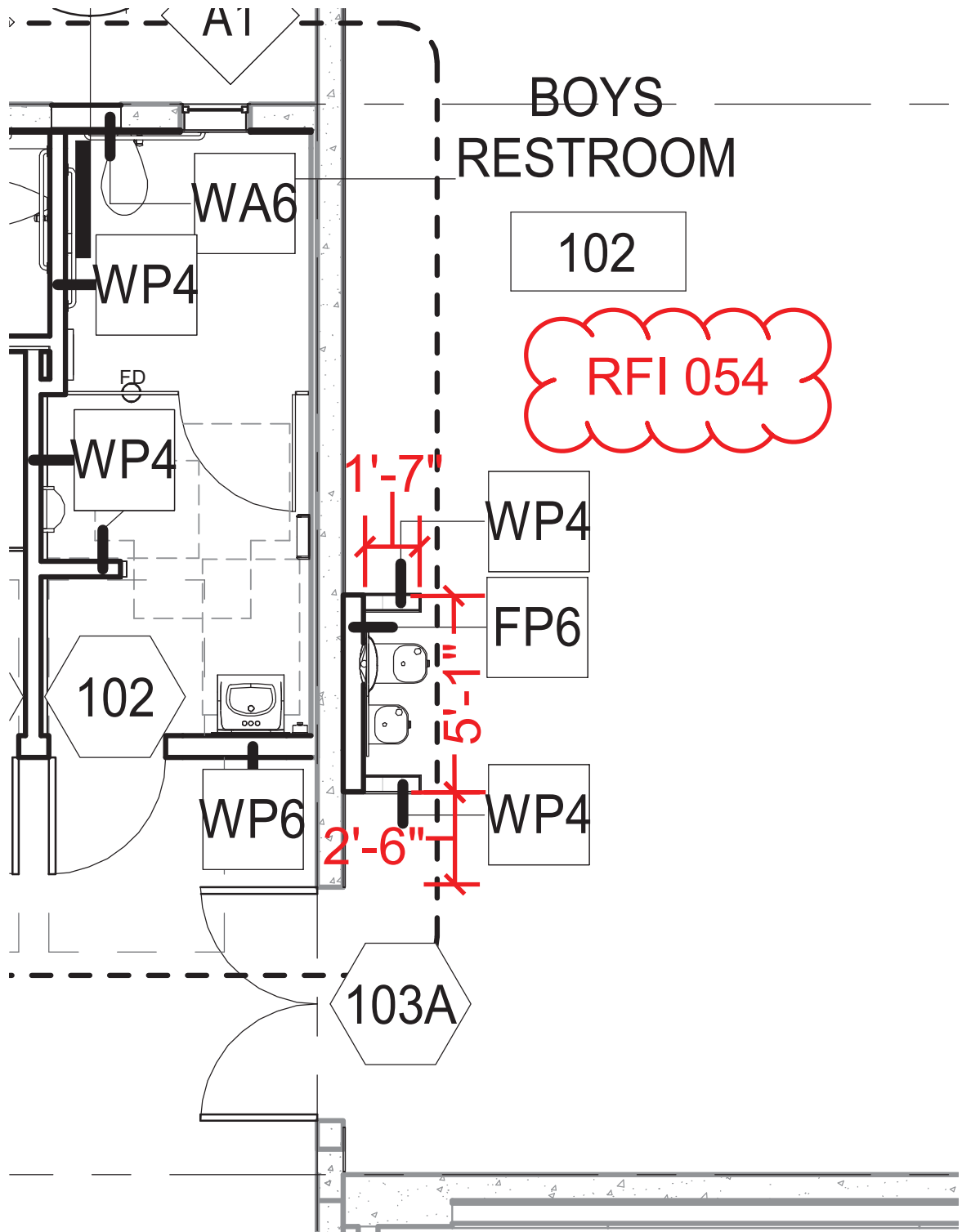
- See attached mark-up for additional clarification on dimensions for the Drinking fountain. Dimensions noted are to F.O.S. Reference Detail FP on A8.00 for width of wall FP6.
- Also reference detail 23/A9.10 for alcove dimensions and 21/A9.20 for drinking fountain anchorage.
- FP6 does not attach to concrete wall. Extend to structure above as shown on Int. Elevation 4B/A5.03. Attach base and head per typical base/head of wall details on A8.00 and Structural Details on S1.01.

Cozy Hannula, HKIT Architects
9/22/23

ZFA RESPONSE: This response supplants the response sent previously on 10/2/23. See attached SSK-02, attached for structural detailing of the partial height walls at the drinking fountain.

UPDATED RESPONSE SENT: 10/3/2023
Lindsey Broderick, PE / Angie Sommer, SE

52 AM PDT



BOYS
RESTROOM

102

RFI 054

102

103A

WA6

WP4

WP4

WP4

FP6

WP4

WP6

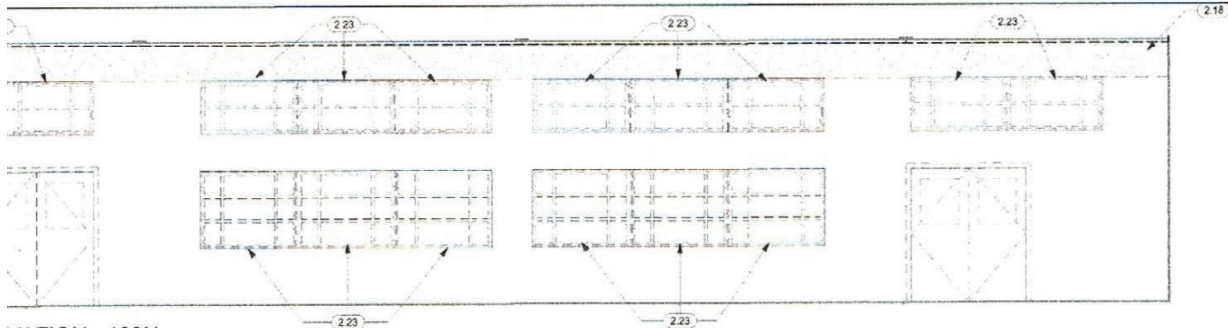
FD

1'-7"

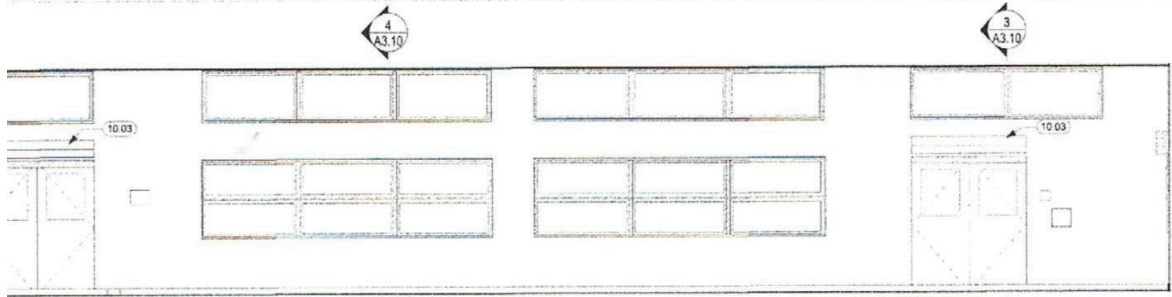
5'-1"

2'-6"

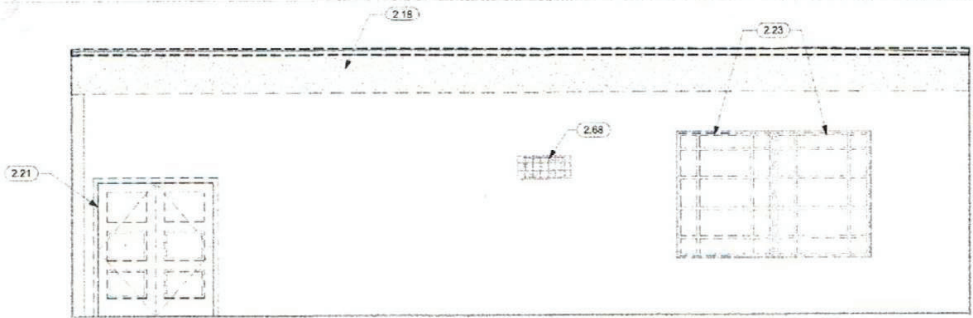
A1



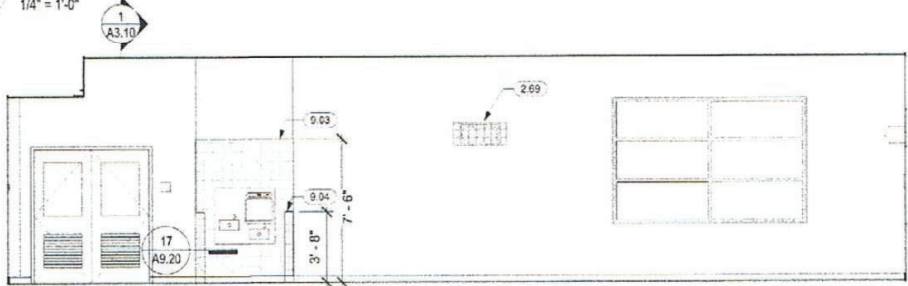
VATION - 103N



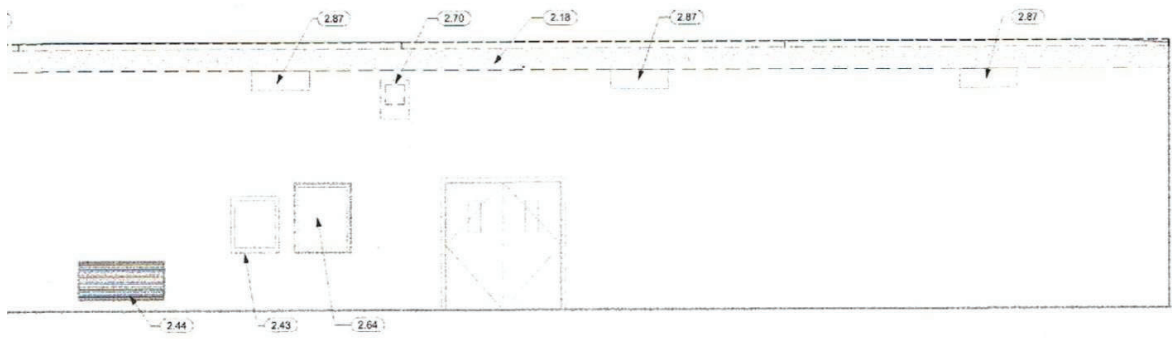
V - 103N



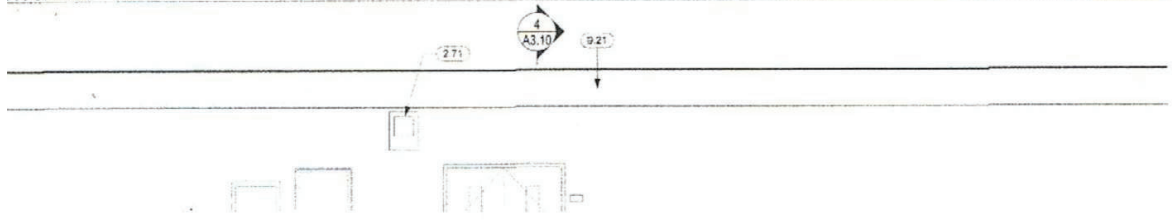
4A CAFETERIA DEMO ELEVATION - 103W
1/4" = 1'-0"



4B CAFETERIA ELEVATION - 103W
1/4" = 1'-0"



VATION - 103S



GE

ELI

A. FO
ME
EN

B. NO
11A

GE

A. SE
SE

B. SE

C. SE

D. SE

E. SE

F. SE

G. SE
FIF

H. SE
RE

KE

2.18

2.21

2.23

2.25

2.43

2.44

2.48

2.64

2.68

2.69

2.70

2.71

2.82

2.87

6.01

9.03

9.04

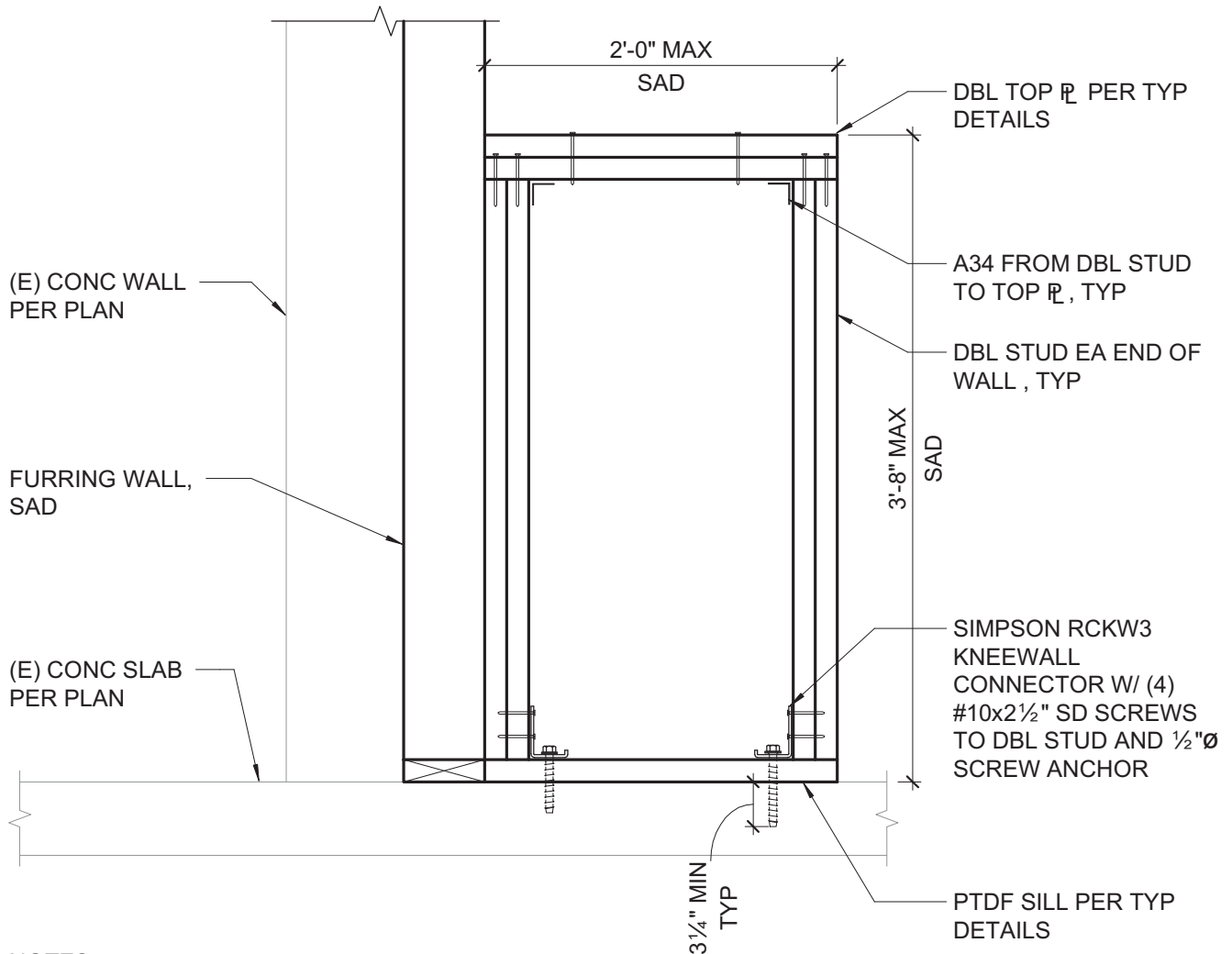
9.08

9.21

10.03

10.07


LE



NOTES:

1. CONTRACTOR TO SCAN (E) CONC PRIOR TO DRILLING, DO NOT CUT OR DAMAGE (E) REINF.
2. SAD FOR DIMENSIONS AND FINISHES.

1 PARTIAL HEIGHT WALL AT DRINKING FOUNTAIN
 1" = 1'-0"

SHEET NAME: RESPONSE TO RFI #54	STAMP: 	DATE: 10/03/23
PROJECT NAME: DELTA HS/CLARKSBURG MS CAFETERIA MODERNIZATION		SCALE: 1" = 1'-0"
ZFA STRUCTURAL ENGINEERS 601 montgomery street suite 1450 san francisco ca 94111 415.243.4091 zfa.com		ENG/PM: ALB / AMS
		JOB NO.: 22338
		SHEET NO.: SSK-02



Bobo Construction Inc.
 9722 Kent Street
 Elk Grove, California 95624
 Phone: (916) 383-7777

Project: 3273 - Delta Hs & Clarksburg MS Mod.
 52870 Netherlands Road
 Clarksburg, California 95612

Prime Contract Potential Change Order #036: Add Four Wheels Stops in West Parking Lot per PR 009

TO:	River Delta Unified School District 445 Montezuma Street Rio Vista, California 94571	FROM:	Bobo Construction, Inc. 9722 Kent Street Suite A Elk Grove, California 95624
PCO NUMBER/REVISION:	036 / 0	CONTRACT:	DELTA-001 - Standard Project Template Prime Contract
REQUEST RECEIVED FROM:		CREATED BY:	Margarita Diakou (Bobo Construction, Inc.)
STATUS:	Pending - In Review	CREATED DATE:	1/22/2024
REFERENCE:		PRIME CONTRACT CHANGE ORDER:	None
FIELD CHANGE:	No		
LOCATION:		ACCOUNTING METHOD:	Amount Based
SCHEDULE IMPACT:		PAID IN FULL:	No
EXECUTED:	No	SIGNED CHANGE ORDER RECEIVED DATE:	
		TOTAL AMOUNT:	\$1,381.84

POTENTIAL CHANGE ORDER TITLE: Add Four Wheels Stops in West Parking Lot per PR 009

CHANGE REASON: Client Request

POTENTIAL CHANGE ORDER DESCRIPTION: *(The Contract Is Changed As Follows)*
CE #058 - Add Four Wheels Stops in West Parking Lot per PR 009

ATTACHMENTS:

#	Budget Code	Description	Amount
1	6-126.L Rough Carpentry.Labor	Labor - Add Four Wheels Stops in West Parking Lot per PR 009	\$861.52
2	6-126.M Rough Carpentry.Materials	Materials - Add Four Wheels Stops in West Parking Lot per PR 009	\$328.18
Subtotal:			\$1,189.70
BCI Self-Perform Markup (15.00% Applies to Labor, Rental Equipment, Materials, Burden, and Owned Equipment.):			\$178.46
GC Markup (5.00% Applies to Commitment, Professional Services, and Other.):			\$0.00
Bond (1.00% Applies to all line item types.):			\$13.68
Grand Total:			\$1,381.84

PCO #036 in the amount of \$1,381.84 is Approved.
 Jessie Elquist, RGMK 01/26/24

Erwin Won (HKIT Architects)

River Delta Unified School District
 445 Montezuma Street
 Rio Vista, California 94571

9722 Kent Street Suite A
 Elk Grove, California 95624

SIGNATURE _____ DATE _____ SIGNATURE _____ DATE _____ SIGNATURE _____ DATE _____



BOBO
CONSTRUCTION, INC.

Material Cost:	Wheel Stops and Pins:	\$228.18
	Epoxy:	\$100.00
Labor:	Two men x 4h/each = 8 hours	
	8x107.69	\$861.52
		\$1,189.70
	OH&P	\$178.46
	Subtotal:	\$1,368.16
	Bond:	\$13.68
	Total:	\$1,381.84

www.statewidesafety.com



STATEWIDE SACRAMENTO
7920 CUCAMONGA AVE
SACRAMENTO, CA 95826-3808

Sales Quotation

QUOTE #	07005229
LOCATION	07
DATE	01/22/24
PAGE	1 of 1

BILL TO

S1326901
BOBO CONSTRUCTION INC
9722 KENT ST STE A
ELK GROVE, CA 95624-2471

SHIP TO

BOBO CONSTRUCTION INC
9722 KENT ST STE A
ELK GROVE, CA 95624-2471

QUOTE DATE 01/22/24	EXPIRE DATE 02/21/24	REQUIRED DATE	REFERENCE NUMBER	PAYMENT TERMS NET 30
WRITTEN BY Melanie Saechao		CONTACT LINDSAY WEAVER-GIBSO		SHIP VIA CUSTOMER PICKUP
FREIGHT TERMS PREPAID		JOB NUMBER		SALES REP BRET GREEN

PRODUCT/DESCRIPTION	QUANTITY	PRICE	U/M	EXTENSION
G11113 4' CONCRETE CAR STOP CAR STOP DIMENSIONS: 5.5"H X 8"W X 48"L	4	45.455	EA	181.82
G11129 5/8" X 12" REBAR PINS CONC CAR 2 REBAR PINS PER EACH 4' CAR STOP	8	3.500	EA	28.00

MERCHANDISE TOTAL	HANDLING	MISC CHARGE	TAX	FREIGHT	QUOTE TOTAL
209.82	0.00	0.00	18.36	0.00	228.18

Accepted:

By: _____

Date: _____

Proposal Request



Date: 01/10/2024

Proposal Request No. 09

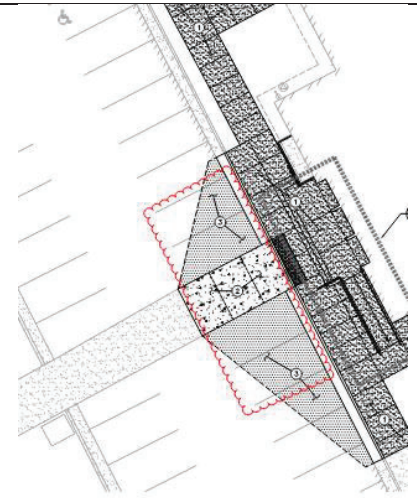
Project: Delta HS & Clarksburg MS

Cafeteria Modernization

Owner: River Delta Unified School District

To: Bobo Construction, Inc.
(Contractor): 9722 Kent Street Suite A
Elk Grove, CA 95624

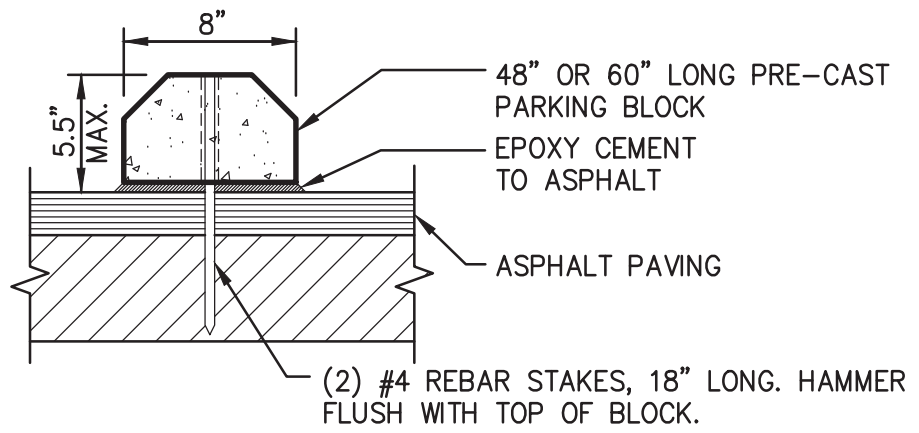
Provide a price to install (4) concrete wheel stops in (4) parking stalls located in the West parking lot.



Attachments:
Wheel Stop Detail

Reason for Change:
Owner Request

Project Manager:
Jessie Elquist
RGMK



5
C6.5

CONCRETE WHEEL STOP

NO SCALE





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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: February 20, 2024

Attachments: 10

From: Tammy Busch, Asst. Superintendent of Business Service

Item Number: 17.

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

SUBJECT:

Request to Approve the Preliminary Budget for the Riverview Modernization Interim Campus Housing, Including the Fee Proposals from Various Consulting and Contracting Services

BACKGROUND:

On March 14, 2023, the Board approved the Riverview Building A Modernization Project. Construction of the modernization project is anticipated to take one year. Students will need to be housed in temporary portables during construction. Division of the State Architect (DSA) requires approval of temporary portables.

On November 14, 2023 the Board approved an agreement with Wilson Architects to provide design services for the interim housing project

STATUS:

RGMK has created a budget for the interim campus, obtained proposals for additional power, electrical disconnections, plumbing disconnection, demolition, portable relocations, and inspection services. This work will be performed by Steve Smith Electric, Warren Gomes Excavating, Mobile Modular, Willscot, and CAS Inspections, enabling the creation of Riverview Interim Housing for the upcoming Modernization project. This work includes the removal of electrical and plumbing services to existing portables, removal of existing portables, and DSA inspection oversight.

PRESENTER:

Tammy Busch, Asst. Superintendent of Business Service and Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Maria Denney and Ralph Caputo, RGM Kramer

COST AND FUNDING SOURCES: Measure J not to exceed \$1,328,863

RECOMMENDATION: Staff recommends:

1. The Board approve the Master Budget for the Interim Campus project at Riverview.
2. The Board approve a proposal from RGMK in the amount of \$35,000 for construction management services.
3. The Board approve a proposal from Steve Smith Electric in the amount of \$27,396 to install two (2) transformers to energize the Interim Housing.

4. The Board approve a proposal from Steve Smith Electric in the amount of \$5,120 to disconnect power and data from four (4) existing portables.
5. The Board approve a proposal from Warren Gomes Excavating in the amount of \$5,020 to demolish portable ramps and disconnect plumbing from restroom portable.
6. The Board approve a proposal from Mobile Modular in the amount of \$9,307 to remove one (1) leased portable.
7. The Board approve a proposal from Willscot (William Scotsman) in the amount of \$13,652 to remove two (2) leased portables.
8. The Board approve a proposal from Rent-A-Fence in the amount of \$3,750.63 to provide site fencing for the installation of ten (10) interim housing portables.
9. The Board approve a proposal from CAS Inspections in the amount of \$15,000 to provide inspection services for the installation of ten (10) interim housing portables.
10. The Board approve a proposal from ICU Technologies in the amount of \$8,316.87 to implement a video intercom buzzer system for the entry gate.
11. The Superintendent or designee be authorized to approve additional miscellaneous expenditures for services within the budget that may be necessary to complete the project, subject to the existing Board policy.

Time allocated: 5 minutes

Description: Interim Campus
Buildings: 10
Square Feet: 9,600

<input checked="" type="checkbox"/>	Preliminary
<input type="checkbox"/>	Pre Final
<input type="checkbox"/>	Final

Description	Preliminary Budget 2/12/2024	Comments
A. SITE		
1 SITE ACQUISITION/APPRaisal/TITLE	\$ -	
2 SURVEY	\$ 11,520	F3 & Associates, Inc site survey.
3 SITE SUPPORT - BOND FEES	\$ -	
4 LEGAL FEES - Allowances	\$ -	
5 OTHER (EIR/Negative Declaration)	\$ -	
6 OTHER	\$ -	
7 HAZMAT ASSESSMENT	\$ -	
SITE SUBTOTAL	\$ 11,520	
B. PLANS		
1 ARCHITECT'S FEE FOR PLANS	\$ 54,700	\$54,100 + \$600 in est. reimbursables (Wilson Architecture).
2 DSA FEES	\$ 5,978	Being based off \$350K electrical fee.
3 DSA HOURLY FEES ALLOWANCE	\$ -	
4 HEALTH DEPARTMENT	\$ -	
5 ENERGY ANALYSIS FEES	\$ -	
6 DEPARTMENT OF EDUCATION - PLAN CHECK FEE	\$ -	
7 PRELIMINARY TESTS	\$ -	
A. SOILS	\$ -	
B. OPSC & YRE CONSULTANTS	\$ -	
C. BIDDING AND ADVERTISING	\$ 2,000	Under CUPPCAA, CM will attempt to Multi-Prime work and maintain bid packages under \$60K.
D. ENGINEERING/CONSULTING	\$ -	
E. HAZARDOUS MATERIAL SURVEY/SPECS	\$ -	
8 ADMINISTRATIVE COSTS	\$ -	
PLANS SUBTOTAL	\$ 62,678	
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*	\$ -	
A. RETURN MM PORTABLES	\$ 9,307	Mobil Modular (1) classroom modular return.
B. RETURN WILLSCOT PORTABLES	\$ 13,652	Willscot (2) classroom modulars return.
C1. DISCONNECT PORTABLE (ELECTRICAL)	\$ 5,120	Steve Smith Electric.
C2. DISCONNECT PLUMBING & AC RAMP DEMO	\$ 5,020	Warren Gomes Excavating.
D. RELOCATE RESTROOM PORTABLE	\$ 17,500	Anaya Construction restroom portable relocation from RVMS to RVHS, to be seated at the Book Room storage portable location.
E. ABATEMENT ALLOWANCE	\$ -	Cost of abatement to be carried under Modernization project.
7 NEW CONSTRUCTION	\$ -	
A. LEASE TEN (10) PORTABLES	\$ 414,010	Delivery, monthly lease, and return of 10 portables.
B. AC RAMP CONSTRUCTION	\$ 17,500	Allowance for Warren Gomes Excavating.
C. AC RAMP DEMOLITION AT 10 PORTABLES	\$ 8,000	Allowance for Summer 2025.
D. DISCONNECT ELECTRICAL AT 10 PORTABLES	\$ 15,000	Allowance for Summer 2025.
8 A. UNCONVENTIONAL ENERGY SOURCES	\$ -	
B. SPECIAL ACCESS COMPLIANCE	\$ -	
C. POWER & TECHNOLOGY PROJECT	\$ 350,000	Allowance for: data (2 drops for WAP per classroom) and VOIP phones (1 per classroom). Tammy to speak with Data Path re. Temp relocation of the WAPS, main building to the portables, fire alarm, clock speaker, and intrusion.
9 TEMPORARY PARTITIONS FOR TEMP ADMIN AREA	\$ 5,000	Allowance for temporary office partitions.
10 AIR MONITOR CLEARANCE	\$ -	
11 PROJECT MANAGEMENT	\$ 35,000	Pending add-service approval from District.
12 OTHER (ITEMIZE)	\$ -	
A. LABOR COMPLIANCE	\$ -	
B. MOVING/STORAGE	\$ 120,000	Allowance for Bid 1: move 3 classrooms to consolisate(room 5 and old music room), move-out 3 portables. Bid 2: move-in 10 portables. Bid 3: move-out 10 portables.
C. DUMPSTER	\$ 3,500	Allowance for dumpster to purge Building A classrooms.
D. TEMP FENCE (PORTABLE CONSTRUCTION SECURITY)	\$ 3,751	Rent-A-Fence.
E. TEMP FENCE (FOR DUMPSTER SECURITY)	\$ 1,500	Allowance for Rent-A-Fence.
F. CHEMICAL EVALUATION (STORAGE AND MOVING)	\$ 10,000	Allowance for evaluation of chemicals stored in labs and plan for moving.
G. PG&E SERVICE	\$ -	
H. CARPENTRY & PAINT TOUCH-UP AT 10 PORTABLES	\$ 10,000	Allowance for restoring interior of modulars to initial condition.
CONSTRUCTION SUBTOTAL	\$ 1,043,860	
D. TESTS (CONSTRUCTION LAB)	\$ -	
E. INSPECTION (IOR)	\$ 15,000	CAS Inspections, Inc.
F. FURNITURE AND EQUIPMENT	\$ 75,000	Includes (2) 4-foot bookshelves, and portable ELMO projectors, and miscellaneous items.
G. CONTINGENCIES	\$ 120,806	10% of Constructon Cost.
TOTAL ESTIMATED COSTS (ITEMS A THROUGH G)	\$ 1,328,863	

February 9, 2024

Ms. Tammy Busch, Chief Business Official
River Delta Unified School District
445 Montezuma Street
Rio Vista, CA 94571

Re: Riverview Interim Housing Project
Construction Management Fee Proposal

Dear Ms. Busch:

In accordance with the Agreement between the District and RGM Kramer, Inc., the following is our fee proposal for Construction Management services for the Riverview Middle School Interim Housing Project as outlined in the attachment.

As set forth in the Agreement, our fee will be on an a not-to-exceed time and material basis based on the approved hourly rate. Our estimated cost for services for these projects shall not exceed \$35,000.

The services to be provided shall be as described in the Agreement for the activities described below.

- Coordination with Mobile Modular and Wilscot to remove three (3) leased portable classrooms
- Procure pricing to disconnect plumbing and electrical to restroom portable and power to classroom portables
- Coordination with Mobile Modular for delivery of ten (10) portables for the temporary campus during construction
- Procure and coordinate power & data for ten (10) portables
- Procure fencing and entry buzzer
- Move coordination and procurement of moving services

If satisfactory, please sign and return one copy for our records.

Respectfully Submitted,



Ralph J. Caputo, CEO
RGM Kramer, Inc.

CC:

Kathy Wright, RDUSD
Rich Dunlap, RGM Kramer, Inc.

Maria Denney, RGM Kramer, Inc.

Corporate Office • 3230 Monument Way • Concord, CA 94518 • Phone: (925) 671-7717

4020 Moorpark Avenue, Suite 220 • San Jose, CA 95117 • Phone: (408) 246-6327

1101 College Avenue, Suite 215 • Santa Rosa, CA 95404 • Phone: (707) 575-9550

www.rgmkramer.com

**River Delta Unified School District
RGMK Fee Calculation
2/9/2024**

Riverview Interim Housing

	Pre-Bid	Bid	Construction	Closeout	Total Hours	Hourly Rates	Total Amount
Sr. Program Director	10.00	10.00	10.00	-	30.00	\$ 203.00	\$ 6,090.00
Program Manager	4.00	4.00	-		8.00	\$ 198.00	\$ 1,584.00
Project Manager		10.00	20.00		30.00	\$ 192.00	\$ 5,760.00
Project Engineer	40.00	40.00	40.00		120.00	\$ 148.00	\$ 17,760.00
Admin Assistant	-	-	19.00	20.00	39.00	\$ 99.00	\$ 3,861.00
Subtotal							\$ 35,055.00
Grand Total							\$ 35,055.00

Steve Smith Electric

Quotation

PO Box 386
Rio Vista CA 94571
PH 7072491848 Fax 7073745997
Lic# 511118

DATE January 24, 2024
Quotation # 16/24

Quotation prepared for.
RDUSD CO/ RGMK

Quotation valid until: March 30, 2024
Prepared by: Steve

Comments or special instructions:

Description	AMOUNT
Install (2) 150 kva transformers using existing feeders to supply 400 amps to Gym Main location.	
TOTAL	\$27,396.00

Stephen A Smith

THANK YOU FOR YOUR BUSINESS!

Steve Smith Electric

Quotation

PO Box 386
Rio Vista CA 94571
PH 7072491848 Fax 7073745997
Lic# 511118

DATE January 22, 2024
Quotation # May-98

Quotation valid until: March 30, 2024
Prepared by: Steve

Quotation prepared for.
RDUSD CO/RGMK

Comments or special instructions:

Description	AMOUNT
Demo electrical and comm for existing portables and bathroom. Transport demo materials and store onsite.	
TOTAL	\$5,120.00

Stephen A Smith

THANK YOU FOR YOUR BUSINESS!

REVISION 1

Bid Date: 2/06/2024

Time: 12:00PM

Quote Number: 24009

River Delta Unified School District

445 Montezuma Street

Rio Vista, CA 94571

Proposal for:

Livingview Middle School AC Ramp Removal & Utility Disconec

from

WARREN E. GOMES EXCAVATING, INC.

P.O. BOX 369, RIO VISTA, CA 94571

(707) 374-2881

License: 279646 Type: A/HAZ



**WARREN E. GOMES
EXCAVATING
INCORPORATED**

Item	Description	Quantity	Unit	Total Price
01	Remove Asphalt Transition Ramps Remove and dispose of AC ramps. Heat and clean up existing AC to smooth out.	3.00	EA	
02	Disconnect Restroom Plumbing Disconnect water service, cut and cap below grade. Disconnect sewer service install clean out cap below grade. Set clean out box at grade.	1.00	LS	
Total:				<u><u>5,020.00</u></u>

Attachment Enclosed



Job Conditions - Attachment 'A'

Riverview Middle School AC Ramp Removal & Utility Disconnect

Exclusions

- Engineering or construction staking.
- Inspection, permits, fees, bonds or testing.
- Relocation, removal or replacement of existing utilities.
- Repair or replacement of existing utilities that have not been identified by Owner prior to construction work and are damaged in the course of Contractor's work.
- Pot holing or finding any public or private utilities, including, but not limited to gas, phone, water or electricity.
- Removal or handling of hazardous, contaminated or buried materials.
- Winter maintenance, erosion control and other work required by a SWPP plan.
- Landscape and irrigation work.
- Fences and walls.
- Structural excavation and backfill.
- Rock or sand cushion under any concrete.
- Concrete work.
- Striping, signs, bumpers, headers or bollards.
- Prime oil, fog seal and soil sterilant.
- Stripping and discing.
- Construction Water.
- Asphalt or concrete restoration.
- Overexcavation of unstable soils.
- Dewatering.
- As-built drawings.
- Water meters.

Qualifications

- Balancing the site (i.e. no import or export). Grade adjustments may be required to achieve this balance.
- Using the adjacent property as a borrow/disposal site
- Placing all strippings in the rear of the lots or in landscape areas.
- Providing dust control only when WEG crews are physically working on the project.
- Prices may need to be revised to reflect any changes shown on the final approved plans.
- This a unit price proposal. Total amount due shall be based upon the unit price and actual quantities performed.
- Working five eight hour shifts per week.
- One move-in for each major phase of work.
- Additional work at cost plus 15% or at a mutually agreed upon price.
- Proposal is contingent upon execution of a mutually agreeable contract which would include the above conditions.
- Proposal valid for 30 days.



Mobile Modular Management Corporation
 5700 Las Positas Road
 Livermore CA, 94551
 (925) 606-9000 Fax: (925) 453-3201
www.mobilemodular.com

Return Quotation

Return Quotation #: 10748518
 Contract: 576322
 Date of Quote: 02/01/2024
 Date Return Requested: 03/26/2024

Customer & Site Information		Mobile Modular Contact
Customer Information: River Delta USD 445 Montezuma St Rio Vista, CA 94571 Contact: Wayne Rebstock Phone: (707) 374-1708 Fax: (707) 374-2901	Site Information: River Delta USD 525 S. 2nd St. Riverview Middle RIO VISTA, CA 94571-1941 Contact: Kenji Israels Phone: 510.926.0096 Fax: Email: Cell:	Questions? Please Contact: Dulce Bautista dulce.bautista@mobilemodular.com Phone: (925) 606-9000 Fax: (925) 453-3201
Customer PO/Reference: 071332		

Product Information

Item & Description	Qty	Charge Each	Extended Total
Classroom, 24x40 DSA (Item1001) (RH)			
#Cleaning Fee, Building	2	\$250.00	\$500.00
Prepare Equipment For Removal (B5) (PW)	1	\$4,441.00	\$4,441.00
Removal, Ramp Skirting (PW)	36	\$19.00	\$684.00
Return Haulage Fuel 12 Wide Lowboy	2	\$164.00	\$328.00
Return Haulage Lowboy 12 wide	2	\$1,094.00	\$2,188.00
Return Haulage Permit 12 wide Lowboy	2	\$164.00	\$328.00
Return Haulage Pilot 12 wide Lowboy	2	\$419.00	\$838.00
Estimated Total:			\$9,307.00

E-Code Verification

Please verify that these are the e-codes to be returned: 513982,513983

Special Notes

Special Terms & Important Contractual Information

- Estimated Total does not include rent due.
- Quote is valid for 30 days.
- Quote does not include any charges that may be appropriate for an un-level or obstructed site.
- Unless otherwise noted, customer is responsible for the removal of any electrical connections, phone lines, plumbing, furniture, sprinklers, decking, or extra labor due to site conditions.
- Additional costs for permits, pilot cars, etc. are the responsibility of the customer.
- Applicable taxes will be charged using the actual tax rate at the time of return.
- Upon return of the Equipment (including without limitation buildings, containers, stairs, ramps, or otherwise Lessor-owned Equipment), an inspection of the Equipment will be performed by Lessor. Lessee will be responsible for all costs associated with damages (beyond normal wear and tear), or missing items (such as keys, plumbing trees, etc.) and will be billed accordingly.
- **Unless otherwise noted, prices do not include prevailing wages, Davis-Bacon wages, or other special or certified wages.**

If you would like to proceed with this quote, please sign the authorization and return to Mobile Modular.



Mobile Modular Management Corporation
 5700 Las Positas Road
 Livermore CA, 94551
 (925) 606-9000 Fax: (925) 453-3201
www.mobilemodular.com

Return Quotation

Return Quotation #: 10748518
 Contract: 576322
 Date of Quote: 02/01/2024
 Date Return Requested: 03/26/2024

Authorization

The signature below indicates understanding of and agreement to the terms and charges listed above. We understand this is the best estimate available at this time and that additional charges may be incurred based on site conditions and other circumstances.

Company: River Delta USD

Print Name: Signature:

Title: Date:

Please contact Mobile Modular if there is a change to the schedule date.

Kenji Israels

From: Cindy Barber <cbarber@mobilemini.com>
Sent: Monday, February 12, 2024 11:38 AM
To: Kenji Israels
Subject: WillScot Return 01620365 – Return Request Information [thread::Dc5B-0EsJzyp4HbJbAi8kD0::]

Hello Kenji Israels,

My name is Cindy Barber and I will be your Customer Success Specialist.

I am following up on your return request for a Return: 40x24 Classroom for RIVER DELTA UNIFIED SCHOOL DISTRICT with unit number CPX-66304 that is located at Riverview Middle school RIO VISTA,CA 94571.

Please confirm the following site details to ensure a smooth return:

- Site address: Riverview Middle school RIO VISTA,CA 94571
- Primary Site Contact Name/Email/ Phone #:
- Secondary Site Contact Name/Email/Phone#:
- Site hours:
- Site Surface (dirt, asphalt, gravel, etc.):
- Site Requirements/Restrictions (such as Site Map, PPE, gate codes, to be escorted on site, etc.):
- Have any hazards or obstructions been added compared to the delivery of the unit:
- Is this a prevailing wage job? If so, please provide the DIR# and/or PLA paperwork:
- Provide any additional subcontractor form/needed certifications to be completed:
- Please advise if any tires, axles, or wheels have been removed, damaged or have become missing since the original installation:
- Is the hitch accessible:

Units on rent longer than 12 months are subjected to Market Rate Adjustments. Market Rate Adjustments is the difference in current market rates for return and knockdown charges and those pre-paid on the initial invoice. Additional information can be found in our [terms and conditions](#). The following current Market Rate Adjustments for unit CPX-66304 will be:

Knockdown: \$4,754.00

Fuel: \$1,031.00

Freight: \$1,041.00

Finally, please make sure that prior to pick up, the unit will be disconnected from all utilities, as well as cleaned and swept out. Please also make sure there will be 160 ft of turn around space for our truck. Remember to remove all items inside the unit that were not delivered with the unit. WillScot is not responsible for storage or return of any customer-owned items and/or any items stored in the unit.

Thank you for choosing WillScot. We value your business!

Regards,

Cindy Barber
Customer Success Specialist
Office: + 1 (800) 782-1500 x

thread::Dc5B-0EsJzyp4HbJbAi8kD0::

Kenji Israels

From: Cindy Barber <cbarber@mobilemini.com>
Sent: Monday, February 12, 2024 11:34 AM
To: Kenji Israels
Subject: WillScot Return 01618607 – Return Request Information [thread::qLv0skNvJs-_94LP2yebKj0::]

Hello Kenji Israels,

My name is Cindy Barber and I will be your Customer Success Specialist.

I am following up on your return request for a Return: 40x24 Classroom for RIVER DELTA UNIFIED SCHOOL DISTRICT with unit number CPX-66307 that is located at 525 S 2nd Street RIO VISTA,CA 94571.

Please confirm the following site details to ensure a smooth return:

- Site address: 525 S 2nd Street RIO VISTA,CA 94571
- Primary Site Contact Name/Email/ Phone #:
- Secondary Site Contact Name/Email/Phone#:
- Site hours:
- Site Surface (dirt, asphalt, gravel, etc.):
- Site Requirements/Restrictions (such as Site Map, PPE, gate codes, to be escorted on site, etc.):
- Have any hazards or obstructions been added compared to the delivery of the unit:
- Is this a prevailing wage job? If so, please provide the DIR# and/or PLA paperwork:
- Provide any additional subcontractor form/needed certifications to be completed:
- Please advise if any tires, axles, or wheels have been removed, damaged or have become missing since the original installation:
- Is the hitch accessible:

Units on rent longer than 12 months are subjected to Market Rate Adjustments. Market Rate Adjustments is the difference in current market rates for return and knockdown charges and those pre-paid on the initial invoice.

Additional information can be found in our [terms and conditions](#). The following current Market Rate Adjustments for unit CPX-66307 will be:

Knockdown: **\$4,754.00**

Fuel: **\$1031.00**

Freight: **\$1041.00**

Finally, please make sure that prior to pick up, the unit will be disconnected from all utilities, as well as cleaned and swept out. Please also make sure there will be 160 ft of turn around space for our truck. Remember to remove all items inside the unit that were not delivered with the unit. WillScot is not responsible for storage or return of any customer-owned items and/or any items stored in the unit.

Thank you for choosing WillScot. We value your business!

Regards,

Cindy Barber
Customer Success Specialist
Office: + 1 (800) 782-1500 x

thread::qLv0skNvJs-_94LP2yebKj0::



(888) 313-3623
 admin@rentafence.com
 www.rentafence.com

ADDRESS

River Delta Unified School District

SHIP TO

Riverview Middle School,
 525 S 2nd St,
 Rio Vista CA 94571

Estimate 14001

DATE 01/22/2024

EXPIRATION DATE 04/30/2024

SHIP DATE	TRACKING NO.	P.O. NUMBER	SITE CONTACT/CELL NUMBER ONLY	SALES REP
05/10/2024	Prevailing Wage	1 MONTH	510-926-0096	GLORIA

DATE	DESCRIPTION	QTY	RATE	AMOUNT
	DELIVERY AND INSTALL DELIVERY AND INSTALL FINAL PICK UP AND LABOR (NON-TAXABLE)	708	4.00	2,832.00
	6X12 RENEWAL 6FT HIGH CHAIN LINK PANELS AND STANDS FENCE	708	1.00	708.00T
	PREVAILING WAGE PREVAILING WAGE DIR Project Number:	1	0.00	0.00T
	Fuel Surcharge 4% Fuel Surcharge on Subtotal	3,540	0.04	141.60T
	ATTENTION SIGN AND RETURN THE ESTIMATE AFTER THE INVOICE IS PAID, THE ORDER WILL BE PLACED ON THE SCHEDULE FOR DELIVERY. DELIVERY WILL BE BETWEEN 6AM- 6PM. PLEASE HAVE THE ONSITE AVAILABLE. DISPATCH WILL CONTACT YOU.	1	0.00	0.00T
	TERMS & CONDITIONS By Signing this Estimate/ Quote - Customer agrees to (ATTACHED) Rentefence.com TERMS & CONDITONS: Additional Charges may apply @ \$1.50 per foot for the following: Hand-Carried Installation of more than 50' from our vehicle. Hillside installation- Regardless of the grade of the slope. Inaccessible Installation- Any safety related issues that occur. Installation wait time- \$150.00 per hour of wait time. Delivery and Pickup Time Not Guaranteed.	1	0.00	0.00

SUBTOTAL 3,681.60
 TAX 69.03

TOTAL \$3,750.63

ALL EQUIPMENT AND MATERIAL MUST BE PAID IN FULL PRIOR TO PICK-UP. ALL LATE PAYMENTS WILL BE SUBJECT TO A 1.5% FINANCE CHARGE.


Accepted By

Accepted Date

ALL EQUIPMENT AND MATERIAL MUST BE PAID IN FULL PRIOR TO PICK-UP. ALL LATE PAYMENTS WILL BE SUBJECT TO A 1.5% FINANCE CHARGE.

Proposal

CAS Inspections Inc.
 373 Pebble Beach Drive
 Rio Vista, CA. 94571
 (925)584-1930
CASp.Inc@gmail.com

Proposal created for: River Delta Unified SD		Job Name: Riverview MS. Interim Housing Portables	
Address: 445Montezuma St.		Job Address: 525 South 2 nd Street	
City, State, Zip: Rio Vista, CA. 94571		City, State, Zip: Rio Vista, CA. 94571	
Phone: (707) 374-1700	Date Submitted:	Architect/Engineers Capital Eng.	Date of Plans:
Inspection Service DSA App.#02-122179			
Inspection service includes: continuous observation, foundation,, electrical, ADA path of travel, Fire alarm testing, onsite/offsite documentation and overhead.			
120 hrs @ \$125.00 part time service. Schedule 5/1-5/31/2024, (Per PM team schedule of completion)			
Overtime work requires Districts approval @ 1.5 X \$125.00=\$187.50 per hr. 4 hr. min.			
We hereby propose to furnish Inspection Service in accordance to the above specifications, for the sum of: \$ 15,000.00			
Payment to be made as follows: Within Thirty (30) days of Invoice Date			
CAS Inspections Inc. Neil Brodhead, Owner DSA cert.#4734		Authorized Signature: 	
<u>Acceptance of Proposal:</u> The above Specifications, prices and conditions are acceptable. I hereby authorize all work as specified. Payment to be remitted as outlined above.		Proposal valid 30 Days	
<u>Date</u> <u>Authorized:</u> _____		<u>Authorized Owner or Agent:</u> <u>Owner</u> _____ <u>Agent</u> _____	



ATTN: Tammy Busch
River Delta USD
525 South 2nd St
Rio Vista, CA 94571
C/O RGM Kramer, Inc.

ICU Technologies
1382 Blue Oaks Blvd STE 110
Roseville, CA 95678
Prepared by: Adam White
Phone: (916)-305-2767

River Delta USD - Video Intercom - Riverview Middle School				
Description	Product Model	Price	Units	Total
Video Intercom Reader Pro	OP-VID-PRO-INT	\$810.00	1	\$810.00
Single Door Controller	OP-2ESH-POE	\$729.00	1	\$729.00
Four Door Mercury Dual Voltage Integrated Power Supply	AC-LSP-4DR-MER-LCK	\$458.87	1	\$458.87
Installation and services of access control and video surveillance field devices/systems	ICU-TECH 1	\$133.99	16	\$2,143.84
Project Lead-Manage and set schedule, coordinate with others, communicate system status	ICU-Project Lead	\$177.70	8	\$1,421.60
Sub-contractor GSA installation materials, including cabling, conduit, fitting, blocks, connectors, and patch cables	ICU-MISC-GSA	\$1,246.01	1	\$1,246.01
ICU GSA installation materials, including cabling, conduit, fitting, blocks, connectors, and patch cables	ICU-MISC-GSA	\$148.24	1	\$148.24
Design and system integration, software setup, oversight of installation by technicians	ICU-Security Engineer	\$188.46	2	\$376.93
Project Manager-Manages and supervises personnel including technicians and ancillary support staff involved in all aspects of project activity, organizes and assigns responsibilities to subordinates, and oversees the successful completion of all assigned tasks on security information technology projects	ICU-Project Manager	\$215.38	2	\$430.76
Video Intercom Licensing - 1 Year	SW-PRM-P1	\$390	1	\$390.00
<i>Prevailing rate wages applied to this project.</i>			Subtotal	\$8,155.25
GSA-IFF		0.007556	1	\$61.62
Shipping		\$100.00	1	\$100.00

Total **\$8,316.87**

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: February 20, 2024

Attachments: 1

From: Tammy Busch, Asst. Superintendent of Business Service

Item Number: 18.

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

SUBJECT:

Request to Approve a Proposal with Clark Roofing, Inc. for the D.H. White Elementary School Cafeteria Roof Replacement Project

BACKGROUND:

The Cafeteria Roof at DH White is beyond its useful life and is leaking in several areas around the HVAC units.

STATUS:

The District requested RGM Kramer solicit quotes to replace the cafeteria roof at DH White. Two quotes were received with reasonable pricing. Clark Roofing is based in Sacramento and has previously performed successful work for the District at Delta High School and the District Office.

PRESENTER:

Tammy Busch, Asst. Superintendent of Business Service and Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Maria Denney and Ralph Caputo, RGM Kramer

COST AND FUNDING SOURCES:

RRMA not to exceed \$35,201.33.

RECOMMENDATION: Staff recommends:

- (1) the Board award a contract to Clark Roofing, Inc, in the amount of \$35,201.33,
- (2) the Board authorize the Superintendent to approve additional miscellaneous expenditures for services that may be necessary to complete the project, subject to the existing Board policy.

Attachments:

Quote from Clark Roofing, Inc.

Time allocated: 3 minutes

Clark Roofing, Inc.

Lic. No. 461137

2076 Acoma Street • Sacramento, CA 95815-3507 • OFFICE: (916) 929-3311 • FAX: (916) 929-3321

Date: Thursday, February 8, 2024

Project: DH White ES

Attention: Cade Roper

DIR#	Spec Section	Prevailing Wage	Addenda	Tax Incl.	Installed	F.O.B
1000024627	Division 7	YES	N/A	YES	YES	YES

Scope of Work - Tear off existing single ply system in well above restroom and install fresh TPO

- 1 Tear off existing roofing system to wood deck and inspect for dry rot (Repaired with signed change order if needed)
- 2 Remove coping and save for future install
- 3 Furnish and install 1/4" Densdeck mechanically fastened per manufactures specs to wood deck
- 4 Furnish and install 60 Mil TPO mechanically attached per manufactures specs
- 5 Furnish and install 60 Mil TPO to wall conditions per manufactures specs reusing existing coping metal
- 6 Furnish and install 60 Mil TPO to 4 curb conditions per manufactures specs with counter skirt per manufactures specs
- 7 Furnish and install 60 Mil tpo to 3 sleeper curbs reusing the existing metal cap per manufactures specs
- 8 Furnish and install clad metal to scupper area per manufactures specs
- 9 Furnish and install 60 Mil TPO to drain on roof per manufactures specs
- 10 Furnish and install 60 Mil TPO to all pipe conditions (Field wrapped) with clamp and caulking
- 11 per manufactures specs
- 12 Reinstall all coping metal back to original form with new screws and caulking
- 13 Furnish and install downspout to gutter above area to push water away from wall
- 14 Provide Clark Roofing Inc. 2 year Contractor Warranty
- 15 Provide Manufactures 20 Year Warranty

Proposed Costs \$ **35,201.33**

EXCLUSIONS

- 1 Lead and architectural metal not listed above
- 2 Sheet metal components not listed above
- 3 Wood and Carpentry not listed above
- 4 Permits & Fees
- 5 Mold
- 6 Damaged to complete work from sub trade damage

Note: This proposal may be withdrawn by us if not accepted within -15- days

Signed

Destin Tabatt

Estimator

Dtabatt@clarkroofinginc.com

Date

Thursday, February 8, 2024

ph: (916)929-3311

fx: (916)929-3321

BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: February 20, 2024

Attachments: 4

From: Tammy Busch, Asst. Superintendent of Business Service

Item Number: 19.

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

SUBJECT:

Request to Approve Project Inspector Proposals from CAS Inspections Inc. and Christopher Gallup for HVAC replacement at four sites.

BACKGROUND:

In 2022, Capital Engineering in cooperation with Camacho Mechanical and District Maintenance staff completed an assessment of the District's HVAC systems at all sites. District maintenance staff subsequently identified priority projects at each site. RGM Kramer prepared budget estimates for the priority work and the replacement of selected items at four sites (Isleton ES, D.H. White ES, Rio Vista HS and Clarksburg MS) was selected by District staff as the recommended initial projects.

On December 12, 2023, the Board of Education awarded Hometown Construction HVAC projects at Isleton, RVHS and Clarksburg; and DH White HVAC project to B&M Builders.

STATUS:

To ensure quality installation, it is important to have an inspector monitor the construction process. RGM Kramer solicited proposals from inspectors who are currently performing excellent service to the District.

PRESENTER:

Tammy Busch, Asst. Superintendent of Business Service and Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Maria Denney and Ralph Caputo, RGM Kramer

COST AND FUNDING SOURCES:

ESSER Funds, not to exceed \$48,800.


RECOMMENDATION: Staff recommends:

1. The Board approve the proposal with CAS Inspection Inc. in the amount of \$10,000 for inspection services for DH White HVAC project.
2. The Board approve the proposal with CAS Inspection Inc. in the amount of \$10,000 for inspection services for Isleton HVAC project.
3. The Board approve the proposal with CAS Inspection Inc. in the amount of \$10,000 for inspection services for RVHS HVAC project.
4. The Board approve the proposal with Christopher Gallup in the amount of \$18,800 for inspection services for Clarksburg HVAC project.

Time allocated: 4 minutes


Proposal

CAS Inspections Inc.
 373 Pebble Beach Drive
 Rio Vista, CA. 94571
 (925)584-1930
CASp.Inc@gmail.com

Proposal created for: River Delta Unified SD		Job Name: D.H. White, HVAC Replacement	
Address: 445 Montezuma St.		Job Address: 500 Elm Way	
City, State, Zip: Rio Vista, CA. 94571		City, State, Zip: Rio Vista, CA. 94571	
Phone: (707) 374-1700	Date Submitted:	Architect/Engineers Capital Eng.	Date of Plans:
Inspection Service			
Proposal includes inspections on a part time bases, Verify contractor installation is according to contract documents, specifications, and Mfg. submittal testing requirements.			
Proposal does not include: Verification Duct cleaning, Testing Air Balancing requirement or certification.			
4 hour min. @ \$125.00 per hr. 8 hrs. max per day. Schedule 3/25-3/28/24, 6/10-6/15/24 (Per PM team schedule of completion)			
Overtime work requires Districts approval @ 1.5 X \$125.00=\$187.50 per hr. 4 hr. min.			
We hereby propose to furnish Inspection Service in accordance to the above specifications, for the sum of: not to exceed \$ 10,000.00			
Payment to be made as follows: Within Thirty (30) days of Invoice Date			
CAS Inspections Inc. Neil Brodhead, Owner DSA cert.#4734		Authorized Signature: 	
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 30 Days	
<u>Date</u> Authorized: _____		Authorized Owner or Agent: Owner _____ Agent _____	


Proposal

CAS Inspections Inc.
 373 Pebble Beach Drive
 Rio Vista, CA. 94571
 (925)584-1930
CASp.Inc@gmail.com

Proposal created for: River Delta Unified SD		Job Name: Isleton ES, HVAC Replacement	
Address: 445Montezuma St.		Job Address: 412 Union Street	
City, State, Zip: Rio Vista, CA. 94571		City, State, Zip: Isleton, CA. 95641	
Phone: (707) 374-1700	Date Submitted:	Architect/Engineers Capital Eng.	Date of Plans:
Inspection Service			
Proposal includes inspections on a part time bases, Verify contractor installation is according to contract documents, specifications, and Mfg. submittal testing requirements.			
Proposal does not include: Verification Duct cleaning, Testing Air Balancing requirement or certification,			
4 hour min. @ \$125.00 per hr. 8 hrs. max per day. Schedule 3/25-3/28/24, 6/10-6/15/24 (Per PM team schedule of completion)			
Overtime work requires Districts approval @ 1.5 X \$125.00=\$187.50 per hr. 4 hr. min.			
We hereby propose to furnish Inspection Service in accordance to the above specifications, for the sum of: not to excede \$ 10,000.00			
Payment to be made as follows: Within Thirty (30) days of Invoice Date			
CAS Inspections Inc. Neil Brodhead, Owner DSA cert.#4734		Authorized Signature: 	
Acceptance of Proposal: The above Specifications, prices and conditions are acceptable. I herby authorize all work as specified. Payment to be remitted as outlined above.		Proposal valid 30 Days	
<u>Date</u> Authorized: _____		Authorized Owner or Agent:	
		Owner _____	
		Agent _____	

Proposal

CAS Inspections Inc.
 373 Pebble Beach Drive
 Rio Vista, CA. 94571
 (925)584-1930
CASp.Inc@gmail.com

Proposal created for: River Delta Unified SD		Job Name: Rio Vista HS, HVAC Replacement	
Address: 445 Montezuma St.		Job Address: 410 South 4 th Street	
City, State, Zip: Rio Vista, CA. 94571		City, State, Zip: Rio Vista, CA. 94571	
Phone: (707) 374-1700	Date Submitted:	Architect/Engineers Capital Eng.	Date of Plans:
Inspection Service			
Proposal includes inspections on a part time bases, Verify contractor installation is according to contract documents, specifications, and Mfg. submittal testing requirements.			
Proposal does not include: Verification Duct cleaning, Testing Air Balancing requirement or certification.			
4 hour min. @ \$125.00 per hr. 8 hrs. max per day. Schedule 3/25-3/28/24, 6/10-6/15/24 (Per PM team schedule of completion)			
Overtime work requires Districts approval @ 1.5 X \$125.00=\$187.50 per hr. 4 hr. min.			
We hereby propose to furnish Inspection Service in accordance to the above specifications, for the sum of: not to exceed \$ 10,000.00			
Payment to be made as follows: Within Thirty (30) days of Invoice Date			
CAS Inspections Inc. Neil Brodhead, Owner DSA cert.#4734		Authorized Signature: 	
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 30 Days	
<u>Date</u> Authorized: _____		Authorized Owner or Agent:	
		Owner _____	
		Agent _____	

PROPOSAL FOR INSPECTION SERVICES

For

River Delta Unified School District

Clarksburg Middle School HVAC Replacement Project

January 29, 2024

Inspector: Christopher Ward Gallup, DSA Class 1, #3865

Hourly

Rate: \$130 per hour with a minimum of 4 Hours per site visit with 2-hour billing block thereafter per day.

Overtime rate: \$195 per hour, Saturdays, Sundays, Holidays, Night work or any hours after 8 hours per day. It is understood that all overtime must be approved by the District in writing beforehand.

Inspector is a sole-proprietor without any employees.

This Project is known to have not been submitted to DSA, but it is understood the District would like Inspector oversight of the work performed. This will be on a part-time basis, two-days per week, unless requested differently by the Project Manager.

Proposal not to exceed \$18,800.00.

Respectfully,

Christopher Gallup

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: February 20, 2024

Attachments: 2

From: Tammy Busch, Asst. Superintendent of Business Service

Item Number: 20

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

SUBJECT:

Request to Approve the Proposals from Alta Fence Co. and ICU Technologies for the Isleton Elementary School Fencing and Gate Project

BACKGROUND:

Isleton Elementary has an area in front of the administration office and library door entrance that currently is not safety secure. A gate and buzzer system will allow the administrative and library staff to view visitors and grant access.

STATUS:

RGMK has obtained a proposal from Alta Fence Co for the construction of fencing and gates at Isleton Elementary School. This is to meet evolving security needs at the school. In addition, a proposal from ICU Technologies was obtained to install a video intercom buzzer system that allows Library and Administrative Office users to view visitors and grant access.

PRESENTER:

Tammy Busch, Asst. Superintendent of Business Service and Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Maria Denney and Ralph Caputo, RGM Kramer

COST AND FUNDING SOURCES:

Maintenance Funds \$19,981.89

RECOMMENDATION: Staff recommends:

1. The Board approve the a proposal from Alta Fence Co in the amount of \$10,585 to install fencing and gates at Isleton.
2. The Board approve the a proposal from ICU Technologies in the amount of \$9,396.89 to implement a video intercom buzzer system for the entry gate.

Time allocated: 3 minutes



ATTN: Tammy Busch
River Delta USD
525 South 2nd St
Rio Vista, CA 94571
C/O RGM Kramer, Inc.

ICU Technologies
1382 Blue Oaks Blvd STE 110
Roseville, CA 95678
Prepared by: Adam White
Phone: (916)-305-2767

River Delta USD - Video Intercom - Isleton Elementary				
Description	Product Model	Price	Units	Total
Video Intercom Reader Pro	OP-VID-PRO-INT	\$810.00	1	\$810.00
Single Door Controller	OP-2ESH-POE	\$729.00	1	\$729.00
Four Door Mercury Dual Voltage Integrated Power Supply	AC-LSP-4DR-MER-LCK	\$458.87	1	\$458.87
Installation and services of access control and video surveillance field devices/systems	ICU-TECH 1	\$133.99	24	\$3,215.76
Project Lead-Manage and set schedule, coordinate with others, communicate system status	ICU-Project Lead	\$177.70	8	\$1,421.60
Sub-contractor GSA installation materials, including cabling, conduit, fitting, blocks, connectors, and patch cables	ICU-MISC-GSA	\$1,246.01	1	\$1,246.01
ICU GSA installation materials, including cabling, conduit, fitting, blocks, connectors, and patch cables	ICU-MISC-GSA	\$148.24	1	\$148.24
Design and system integration, software setup, oversight of installation by technicians	ICU-Security Engineer	\$188.46	2	\$376.93
Project Manager-Manages and supervises personnel including technicians and ancillary support staff involved in all aspects of project activity, organizes and assigns responsibilities to subordinates, and oversees the successful completion of all assigned tasks on security information technology projects	ICU-Project Manager	\$215.38	2	\$430.76
Video Intercom Licensing - 1 Year	SW-PRM-P1	\$390	1	\$390.00
<i>Prevailing rate wages applied to this project.</i>			Subtotal	\$9,227.17
GSA-IFF		0.007556	1	\$69.72
Shipping		\$100.00	1	\$100.00

Total **\$9,396.89**

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: February 20, 2024

Attachments: 4

From: Tammy Busch, Asst. Superintendent of Business Services

Item Number: 21.

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

SUBJECT:

Rio Vista High School Gym and Locker Room Modernization: Restroom Portable.

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 gymnasium at Rio Vista High School. On January 10, 2023, the Board approved a contract with HKIT Architects to develop a scope of work and project program for the project.

STATUS:

To accommodate the gymnasium modernization, lavatory services are needed in proximity to the gymnasium.

RGMK has obtained proposals for an environmental mitigation assessment, disconnection of plumbing and electrical services for the demolition of the Book Room/Cafeteria Management portable located next to the gymnasium. This work is proposed to be performed by HB&T Environmental, Warren Gomes Excavating, and Steve Smith Electric. The cost of demolition of the bookroom portable will be brought to the next Board meeting.

Once removed, a restroom portable currently located at Riverview Middle School will be relocated by Anaya Construction, to the location of the Book Room/Cafeteria Management portable at Rio Vista High School.

PRESENTER:

Tammy Busch, Asst. Superintendent of Business Service and Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Maria Denney and Ralph Caputo, RGM Kramer

COST AND FUNDING SOURCES:

Measure J not to exceed \$24,357.

RECOMMENDATION: Staff recommends:

1. The Board approve a proposal from HB&T Environmental in the amount of \$2,417 to perform an environmental mitigation assessment on the Book Room/Cafeteria Management portable.
2. The Board approve a proposal from Warren Gomes Excavating in the amount of \$1,480 to disconnect plumbing from the Book Room/Cafeteria Management portable.
3. The Board approve a proposal from Steve Smith Electric in the amount of \$2,960 to disconnect power from the Book Room/Cafeteria Management portable.

4. The Board approve a proposal from Anaya Construction in the amount of \$17,500 to relocate a restroom portable from Riverview Middle School to Rio Vista High School.
5. The Superintendent be authorized to approve additional miscellaneous consulting and construction services and expenses provided for in the budget in accordance with existing Board policy as may be required to complete the project.

Time allocated: minutes

**Kenji Israels
RGM Kramer
3230 Monument Way
Concord Ca. 94518**

**Date: February 12, 2024
Job # Proposal**

Subject: Asbestos Survey

**RE: Rio Vista High School Book Room Portable
410 S 4th St.
Rio Vista, CA 94571**

Dear Kenji,

HB & T Environmental Inc. is pleased to submit this Asbestos Survey proposal for your consideration. The scope of work per the provided Photos and Aerial view for the above referenced location is as follows:

SERVICES INCLUDE:

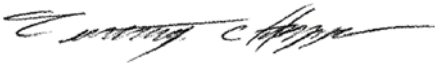
- Inspection for suspect asbestos containing materials (ACM).
- Collection of samples of suspect approximately (20) ACM.
- Laboratory analysis of suspect ACM samples by Polarized Light Microscopy (PLM) and 400 Point Count where required.
- Laboratory analysis to be performed by an accredited independent laboratory.
- Preparation of survey findings reports.
- Laboratory analysis to be performed by an accredited independent laboratory and The analytical results returned to HB&T on a **(3-5) Three to Five Day Turnaround** time frame.
- Preparation of survey findings reports.
- Preparation of survey findings implemented into abatement specifications as needed For an additional cost of \$1,000.00 already included in this proposal

The proposed fee for the above listed services includes all Labor, Travel and Sample Analysis (Laboratory Fees) for the estimated samples to be collected at an estimated Total of: \$ 2,417.00

The above estimate may be subject to an increase or decrease in costs upon site conditions, quantities of samples taken, samples analyzed by the lab, lab turn-around time frames and or expended labor.

If you have any questions, please feel free to contact me at your earliest convenience.

Sincerely,



Timothy C. Hoppe
Environmental Consultant
CAC No. 92-0106
CDPH No. 3968

**To contract HB&T Environmental to provide the above proposed services,
Please Sign and Date below and email back to sender.**

Authorizing signature:

Proposal for:
RDUSD Book Room @ RVHS Wet Utilities Disconnect
from

Bid Date: 1/31/2024
Time: 12:00PM

WARREN E. GOMES EXCAVATING, INC.
P.O. BOX 369, RIO VISTA, CA 94571
(707) 374-2881

License: 279646 Type: A/HAZ



Quote Number: 24007

River Delta Unified School District
445 Montezuma Street
Rio Vista, CA 94571

Item	Description	Quantity	Unit	Total Price
01	Disconnect Water Service, Cut & Cap Below Grade	1.00	EA	
02	Disconnect Sewer Service Cut & install clean out cap below grade. Set clean out box at grade.	1.00	EA	
Total:				<u>1,480.00</u>

Attachment Enclosed

WARREN E. GOMES EXCAVATING, INC.

Job Conditions - Attachment 'A'

RDUSD Book Room @ RVHS Wet Utilities Disconnect

Exclusions

- Engineering or construction staking.
- Inspection, permits, fees, bonds or testing.
- Relocation, removal or replacement of existing utilities.
- Repair or replacement of existing utilities that have not been identified by Owner prior to construction work and are damaged in the course of Contractor's work.
- Pot holing or finding any public or private utilities, including, but not limited to gas, phone, water or electricity.
- Removal or handling of hazardous, contaminated or buried materials.
- Winter maintenance, erosion control and other work required by a SWPP plan.
- Landscape and irrigation work.
- Fences and walls.
- Structural excavation and backfill.
- Rock or sand cushion under any concrete.
- Concrete work.
- Striping, signs, bumpers, headers or bollards.
- Prime oil, fog seal and soil sterilant.
- Stripping and discing.
- Construction Water.
- Asphalt or concrete restoration.
- Overexcavation of unstable soils.
- Dewatering.
- As-built drawings.
- Water meters.

Qualifications

- Balancing the site (i.e. no import or export). Grade adjustments may be required to achieve this balance.
- Using the adjacent property as a borrow/disposal site
- Placing all strippings in the rear of the lots or in landscape areas.
- Providing dust control only when WEG crews are physically working on the project.
- Prices may need to be revised to reflect any changes shown on the final approved plans.
- This a unit price proposal. Total amount due shall be based upon the unit price and actual quantities performed.
- Working five eight hour shifts per week.
- One move-in for each major phase of work.
- Additional work at cost plus 15% or at a mutually agreed upon price.
- Proposal is contingent upon execution of a mutually agreeable contract which would include the above conditions.
- Proposal valid for 30 days.

Steve Smith Electric

Quotation

DATE February 8, 2024

PO Box 386
Rio Vista CA 94571
PH 7072491848 Fax 7073745997
Lic# 511118

Quotation valid until:
Prepared by: Steve

Quotation prepared for.

Comments or special instructions:
RVHS book storage

Description	AMOUNT
Demo existing portable electric, comm and fire alarm back to adjacent underground box.	
TOTAL	\$2,960.00

Stephen A Smith

THANK YOU FOR YOUR BUSINESS!

Anaya Construction
P.O. Box 1260
Ripon, Ca. 95366
License #: 746627
DIR #: 1000007522
Cell #: (209) 605-4395

Proposal Date: February 9, 2024

Bill to: River Delta USD
500 Elm Way
Rio Vista, CA 94571

Attn: RGM Kramer Inc, Kenji

Re: Relocation of 10x32 restroom

Anaya Construction will provide all materials, labor and equipment needed to do the scope of work listed below.

1. Dismantle (1) 10x32 portable at Riverview MS.
2. Raise portable to double cribbing.
3. Transport portable to Rio Vista HS.
4. Dismantle (E) ramps and landings and transport to Rio Vista HS.
5. Set up restroom using new wood foundation and skirting material per approved drawings.
6. Set-up (E) ramps and landings.
7. All utilities need to be disconnected and reconnected by others.
8. When complete sites to be left clean from all debris.

Total cost: ----- \$ 17,500.00

Note: Cost based on weekday prevailing wage rates. Cost does not include Skilled and Trained workforce, PSA or PLA.

Thank You,

Joe Arreguin
joe@anaya-construction.com
925-775-8956

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: February 20, 2024

Attachments: 1

From: Tammy Busch, Asst. Superintendent of Business Service

Item Number: 22

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

SUBJECT: Approve an Agreement with Williams & Associates, Inc. to provide services for State School Facility Program (SFP) Funding

BACKGROUND: Williams & Associates has submitted initial SFP applications 4.07 and 4.08 to the California Department of Education (CDE) for Walnut Grove Fire Alarm and DH White Modular classroom projects. We have received Final Plan Approval for these projects from CDE. This is the first step toward receiving State Funding.

STATUS:

As the Bond Program continues, we have more projects that are eligible for State Funding that Williams & Associates can provide their expertise including preparing preliminary plan documents for CDE, filing Notice of Exemptions as required by the California Environmental Quality Act (CEQA) preparing SFP Modernization funding applications and supplemental information to OPSC. The Walnut Grove Fire Alarm project next steps include supplemental information as required upon receipt of 15-day letters/4-day letters from OPSC. The following projects are eligible for SFP funding:

- Walnut Grove Elementary School Fire Alarm
- DH White Elementary School Administration Building
- Riverview Middle School Modernization
- Clarksburg Middle School Restroom Renovation

PRESENTER:

Tammy Busch, Asst. Superintendent of Business Service and Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Maria Denney and/or Ralph Caputo, RGM Kramer

COST AND FUNDING SOURCES:

Measure J \$38,808 and Measure K \$16,632

RECOMMENDATION: Staff recommends:

1. The Board to approve an Agreement with Williams & Associates, Inc. to provide services for State School Facility Program (SFP) Funding.

Time allocated: 4 minutes

January 31, 2024

Ms. Katherine Wright
Superintendent
River Delta Unified School District
445 Montezuma Street
Rio Vista, CA 94571

Subject: Proposal for Additional Services - State School Facility Program


Dear Ms. Wright,

Williams & Associates, LLC is pleased to provide you with a proposal for additional services under the State School Facility Program for the River Delta Unified School District.

Williams & Associates was established in 1995 and has provided services specializing in school facility planning over the last 29 years to over eighty school districts in California. With over 37 years of experience, we have worked on projects affected by Local, State, and Federal agencies including City and County Planning agencies; the California Department of Education and Office of Public School Construction. This diverse background provides our clients with the expertise to effectively coordinate their projects through the School Facilities Program's eligibility, application for funding, and closeout processes.

Please do not hesitate to contact us should you have any questions or require clarification on any aspect of this proposal. We thank you for the opportunity to submit this proposal and be considered for your District's facility funding needs.

Best regards,



MimiDene Zanze
Principal

Williams & Associates, LLC

Table of Contents

Executive Summary & Services 2

Firm Information & Proposed Personnel 3

Contact Information 4

Compensation 5

State School Facility Program – Additional Services

Executive Summary

Over the past four years, our team has partnered with River Delta Unified School District (RDUSD) and became familiar with the district's facilities and goals. We have assisted the District with filing modernization eligibility and funding applications under the State School Facility Program. To continue the process, we are prepared to provide the following assistance:

- Analysis, preparation, and submittal of State School Facility Program (SFP) eligibility applications and supplemental information to the Office of Public School Construction (OPSC) for eligible schools, including coordination of additional information requests from the OPSC during eligibility processing.
- Preparation and submittal of California Department of Education (CDE) preliminary plan and/or final plan submittals for modernization and new construction projects identified by the District, including coordination of additional information requests from the CDE during the review process.
- Preparation of the Notice of Exemption under the California Environmental Quality Act (CEQA) for the modernization and new construction projects identified by the District.
- Coordination with the school district, program manager and project architect(s) regarding the SFP application for funding process for the schools identified by the District.
- Preparation and submittal of the SFP Modernization funding applications and supplemental information to the OPSC for eligible schools identified by the District, including coordination of additional information requests from the OPSC during funding application processing.
- Preparation and submittal of supplemental information in response to the 15-day letters/4-day letters from the OPSC for applications filed under the SFP. This includes the preparation of priority for funding certifications and fund release requests for the projects.
- Meeting with District staff, program manager, architects, and State agencies.
- Attending Board and district committee meetings, when necessary.
- Providing updates and advice on the State program when requested.

Firm Information

Williams & Associates, LLC is a limited liability company that was established in 1995 and has provided services specializing in school facility planning over the last 29 years to over eighty school districts in California. With over 37 years of experience, we have worked on projects affected by Local, State, and Federal agencies including City and County Planning agencies; the California Department of Education and Office of Public School Construction. This diverse background provides our clients with the expertise to effectively coordinate their projects through the School Facilities Program's eligibility, application for funding, and closeout processes. We work collaboratively with the district's facilities team, whether they are district staff or district consultants, to ensure that we thoroughly understand the district's needs. Knowing the district's needs and goals allows our team the ability to create successful strategies to meet those needs in the most efficient manner possible.

In order to prepare successful funding strategies, we will work alongside district staff to gather relevant information. When necessary, we will request verification of data gathered by our team, to ensure proper preparation of document forms and reports.

Our primary team consists of MimiDene Zanze of Williams & Associates, and two support staff.

MimiDene leads the efforts to gather necessary information for inclusion in the various facility analyses, including meeting with district staff and consultants to visit sites and document previously prepared facility documents. MimiDene and the support staff prepare the primary analysis for calculation of eligibility in various facility programs, and preparation of agency forms and/or documents. MimiDene will be available to present any necessary information to district personnel, committees, or to the district's governing board.

MimiDene Zanze, Principal

Ms. Zanze has been assisting school districts throughout the state for over 37 years with their school facility needs.

From January, 1987 and the subsequent three and one-half years, she initiated her career into the school facilities arena with the Office of Local Assistance, now known as Office of Public School Construction, where she was responsible for all construction and modernization projects for San Diego and Imperial Counties.

For the next three and one-half years, MimiDene was the Director of School Facilities Planning for the El Dorado County Office of Education. In this capacity she coordinated virtually all the projects for the school districts in El Dorado County that were seeking state funding for schools.

From July, 1993 through June, 1995, MimiDene was the Director of School Planning for the architectural firm Murray & Downs, A.I.A. Inc. located in Placerville, California.

Beginning in July, 1995, MimiDene Zanze formed the company Williams & Associates specializing in school facility planning. Over the last 29 years, the firm has provided assistance to over eighty school districts in California working on projects affected by Local, State, and Federal agencies including City and County Planning agencies; the California Department of Education; Office of Public School Construction; Division of the State Architect; Department of Toxic Substance Control; California Coastal Commission; and the Tahoe Regional Planning Agency. This diverse background provides clients with the experience to effectively coordinate their projects through the State School Facilities Program's eligibility, application for funding, and closeout process.

Ms. Zanze has a B.S. in Business Administration from California State University, Sacramento and holds a certificate in Educational Facilities Planning from the University of California, Davis.

Our team is unique in that MimiDene, and staff have worked directly for the Office of Public School Construction (and the Office of Local Assistance, as OPSC was previously named). Because our team is so familiar with this agency and has so many positive working relationships with the current agency employees, we are able to provide very first-hand knowledge of the intricacies of the facility programs. This creates advantages to your district, in the application of direct experience and the breadth of knowledgeable strategies that we are able to share with the district when preparing applications and creating strategies for successful funding.

We regularly attend workshops, monthly meetings and training provided through the Coalition for Adequate School Housing (CASH). We also regularly attend State Allocation Board meetings to keep abreast of changes to the regulations and policies associated with school facility funding.

CONTACT INFORMATION

FIRM NAME	Williams & Associates, LLC
PRINCIPAL	MimiDene Zanze, Principal Williams & Associates, LLC P.O. Box 2125 Placerville, CA 95667 530.906.6690 - Phone mimidene@williams-assoc.com

Compensation

Should the District wish to retain our team for the aforementioned services, we would request that services be billed on an hourly basis, at a rate of \$180 per hour, for a Not-to-Exceed amount of \$55,440. This Not-to-Exceed amount is estimated for four (4) modernization projects at the following schools:

- Walnut Grove Elementary School
- D.H. White Elementary School
- Riverview Middle School
- Clarksburg Middle School

The estimated average cost per school is \$13,860.

Additional Costs

The District shall pay and reimburse any direct costs (such as travel, special printing fees and mailing costs), when such expenses are incurred at the request and approval of the District.

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: February 20, 2024

Attachments: X

From: Tammy Busch, Asst. Supt. Business

Item Number: 23

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

SUBJECT:

Request to Approve the GASB 75 Accounting Valuation Report for FY 2022-2023 Provided by Nicolay Consulting Group (NCG)

BACKGROUND:

River Delta Unified has an Other Post-Employment Benefits (OPEB) Trust which is administered by Public Agency Retirement Services (PARS). GASB 75 requires Actuarial Reports for the district's OPEB Plan to be reported to the Governing Board on an annual basis. Every other year a full actuarial valuation is necessary. For the years that the District does not receive a full actuarial valuation the District will be required to obtain a roll forward valuation from the actuary.

The annual report includes updates to the plans assets. The purpose of the valuation is to determine the plan's financial status.

STATUS:

This GASB 75 reports is a roll forward actuarial valuation from the actuary firm of Nicolay Consulting as of June 30, 2023.

Our current funding methodology is to contribute 1% of monthly payroll to the Trust with the option an additional ad hoc payment. River Delta participates in a 'pay-as-you-go' method, much like most of the districts in Sacramento County.

Currently in our collective bargaining agreement, a retiree who had been employed by the district for a minimum of fifteen (15) years and is between the ages of 55 and 65, are entitled to a \$750 a month for the purchase of health, dental, and life insurance.

PRESENTER:

Tammy Busch, Asst. Supt. of Business

OTHER PEOPLE WHO MIGHT BE PRESENT: N/A

COST AND FUNDING SOURCES:

Unrestricted General Fund

RECOMMENDATION:

That the Board receives the information and approves the report as submitted.

Time allocated: 5 minutes

**River Delta Unified School District
OPEB Plan**

**Governmental Accounting Standards Board
(GASB) Statement 75**

Actuarial Valuation Date: June 30, 2021

Measurement Date: June 30, 2022

Fiscal Year End: June 30, 2023

November 27, 2023

November 27, 2023

OPEB CONSULTANTS AND ACTUARIES
231 SANSOME STREET, SUITE 300
SAN FRANCISCO, CALIFORNIA 94104
TEL: 415-512-5300
FAX: 415-512-5314

Tammy Bush
Assistant Superintendent of Business Services
River Delta Unified School District
445 Montezuma Street
Rio Vista, CA 94571

Re: River Delta Unified School District GASB 75 Report for FYE June 30, 2023

Dear Ms. Bush

River Delta Unified School District (the "District") has retained Nicolay Consulting Group to complete this valuation of the District's postemployment medical program (the "Plan") as of June 30, 2022 measurement date compliant under Governmental Accounting Standards Board (GASB) Statement 75.

The purpose of this valuation is to determine the value of the expected postretirement benefits for current and future retirees and the Net OPEB Liability and OPEB Benefit Cost for the fiscal year ending June 30, 2023. The amounts reported herein are not necessarily appropriate for use for a different fiscal year without adjustment.

Based on the foregoing, the cost results and actuarial exhibits presented in this report were determined on a consistent and objective basis in accordance with applicable Actuarial Standards of Practice and generally accepted actuarial procedures. We believe they fully and fairly disclose the actuarial position of the Plan based on the plan provisions, employee and plan cost data submitted.

The actuarial calculations were completed under the supervision of Sue Simon and Earlene Young. They are members of the American Academy of Actuaries who meet the Qualification Standards of the American Academy of Actuaries to render the actuarial opinion herein. To the best of our knowledge, the information supplied in the actuarial valuation is complete and accurate. In our opinion, assumptions as approved by the plan sponsor are reasonably related to the experience of and expectations for the Plan.

We would be pleased to answer any questions on the material contained in this report or to provide explanation or further detail as may be appropriate.

Respectfully submitted,

NICOLAY CONSULTING GROUP



Earlene L Young EA, FCA, MAAA
Senior Actuary



Sue Simon ASA, MAAA, EA, FCA
Vice President & Senior Actuary

Table of Contents

Section	Page
I. Management Summary	
A) Highlights	1
B) Gap Analysis.....	2
C) 10-Year Projection of Employer's Benefit Payments	3
D) Breakdown of Explicit and Implicit Liabilities.....	4
E) Funding Progress.....	5
II. GASB 75 Exhibits	
A) Schedule of Changes in Net OPEB Liability (Exhibit 1).....	6
B) Summary of Changes in Net OPEB Liability (Exhibit 2).....	7
C) Derivation of Significant Actuarial Assumptions	8
D) Sensitivity Analysis (Exhibit 3).....	9
E) Schedule of OPEB Expense (Exhibit 4)	10
F) Interest on the Total OPEB Liability (Exhibit 5)	11
G) Earnings on Plan Fiduciary Net Position (Exhibit 6).....	12
H) Schedule of Contributions (Exhibit 7).....	13
I) Deferred Inflows/Outflows of Resources (Exhibit 8).....	14
J) Schedule of Deferred Inflows/Outflows of Resources (Exhibit 9)	15
K) Reconciliation of the Net Position (Exhibit 10)	16
III. Data	
A) Summary of Demographic Information	17
B) Distribution of Participants by Age and Service.....	18

Table of Contents

Section	Page
IV. Plan Provision Summary	
A) Plan Description	19
V Actuarial Assumptions and Methods	
A) Actuarial Assumptions.....	21
B) Actuarial Methods.....	25
VI. Glossary	
A) Key Terms.....	26

Section I Management Summary

A) Highlights

Summary of Key Valuation Results

	2022	2021
Disclosure elements as of measurement period ending June 30:		
<u>Present Value of Future Benefits:</u>		
Active	\$10,778,115	\$15,076,630
Retiree	<u>2,104,983</u>	<u>2,567,894</u>
Total	\$12,883,098	\$17,644,524
<u>Actuarial Accrued Liability or Total OPEB Liability (TOL)</u>		
Active	\$6,590,496	\$7,466,925
Retiree	<u>2,104,983</u>	<u>2,567,894</u>
Total	\$8,695,479	\$10,034,819
Plan Fiduciary Net Position (i.e. Fair Value of Assets)	1,027,690	1,185,524
Net OPEB Liability (NOL)	\$7,667,789	\$8,849,295
Plan Fiduciary Net Position as a percentage of the TOL	12%	12%
Aggregate OPEB Expense (Exhibit 4)	\$1,147,131	\$868,214
Covered Payroll	\$16,313,260	N/A
Schedule of contributions for measurement period ending June 30:		
Actuarially determined contributions (Exhibit 7)	\$898,464	\$821,257
Actual contributions ⁽¹⁾	<u>211,427</u>	<u>237,823</u>
Contribution deficiency/(excess)	\$687,037	\$583,434
Employer's Share of Benefit Payments	\$157,465	\$158,044
Demographic data for measurement period ending June 30 ⁽²⁾:		
Number of active members	231	231
Number of retired members and beneficiaries	61	61
Inactive Participants with deferred benefits	<u>0</u>	<u>0</u>
Total Participants	292	292
Key assumptions as of the Measurement Date:		
Discount rate	5.60%	3.96%
Expected Net Investment Return	6.85%	6.85%
Initial Trend Rate		
Pre-65	6.84%	6.84%
Post-65	5.15%	5.15%
Ultimate Rate	4.00%	4.00%
Year Ultimate Rate is Reached	2069	2069
CalPERS Minimum	4.00%	4.00%

⁽¹⁾ Includes payments to trust and amounts paid directly by the plan sponsor.

⁽²⁾ Census data as of June 30, 2021 is used in the measurement of the TOL as of June 30, 2022. See Section III for additional details on the demographic data.

Section I Management Summary

B) Gap Analysis

The Total OPEB Liability has decreased \$1,339,340 from \$10,034,819 as of June 30, 2021 to \$8,695,479 as of June 30, 2022. This decrease is primarily due to the increase in the discount rate (2.4M) offset by expected benefits earned, plan amendment and interest on the total OPEB liability.

Interim Valuation

This report presents liabilities as of the measurement date that are based on an interim valuation.

GASB 75 allows plan sponsors to perform valuations biennially, meaning the results for a valuation can be rolled forward to up to two GASB 75 measurement dates. The valuation date can precede a GASB 75 measurement date as long as the results would not be materially different had an updated census been collected as of the measurement date. Therefore, if the District has had a significant shift in participant demographics between the valuation date and a GASB 75 measurement date, an updated census must be collected and a full valuation performed.

When a full valuation is performed the inputs to the valuation (participant census, plan provisions, assets, and actuarial assumptions and methods) are reviewed and updated.

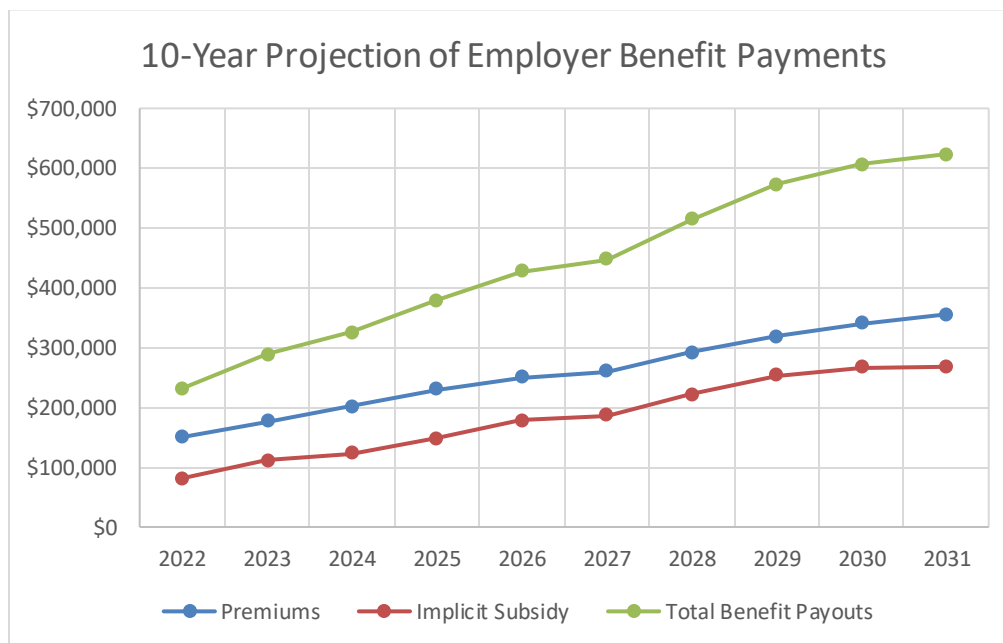
When an interim valuation is performed, only assets, plan provision changes materially impacting the results, and the discount rate to the extent that it is based on a yield or index rate for a 20-year, tax exempt general obligation municipal bond are updated.

Section I Management Summary

C) 10-Year Projection of Employer's Benefit Payments

In this table we show the projected pay-as-you-go costs (employer's share of premiums), the implicit subsidy, and total expected benefit payments. The implicit subsidy reflects the shortfall of premiums versus the true cost of coverage. The shortfall exists because claims for active employees are combined with claims of retirees (who generally are older and cost more) to develop a single flat premium paid by both groups.

Plan Year Beginning 7/1	Employer's Share of Premiums	Implicit Subsidy	Total
2022	\$150,289	\$81,455	\$231,744
2023	\$177,188	\$110,923	\$288,111
2024	\$201,999	\$123,379	\$325,378
2025	\$229,761	\$148,720	\$378,481
2026	\$249,867	\$177,467	\$427,334
2027	\$260,526	\$186,525	\$447,051
2028	\$291,997	\$222,303	\$514,300
2029	\$318,246	\$254,033	\$572,279
2030	\$339,606	\$266,339	\$605,945
2031	\$355,614	\$267,875	\$623,489



Section I Management Summary

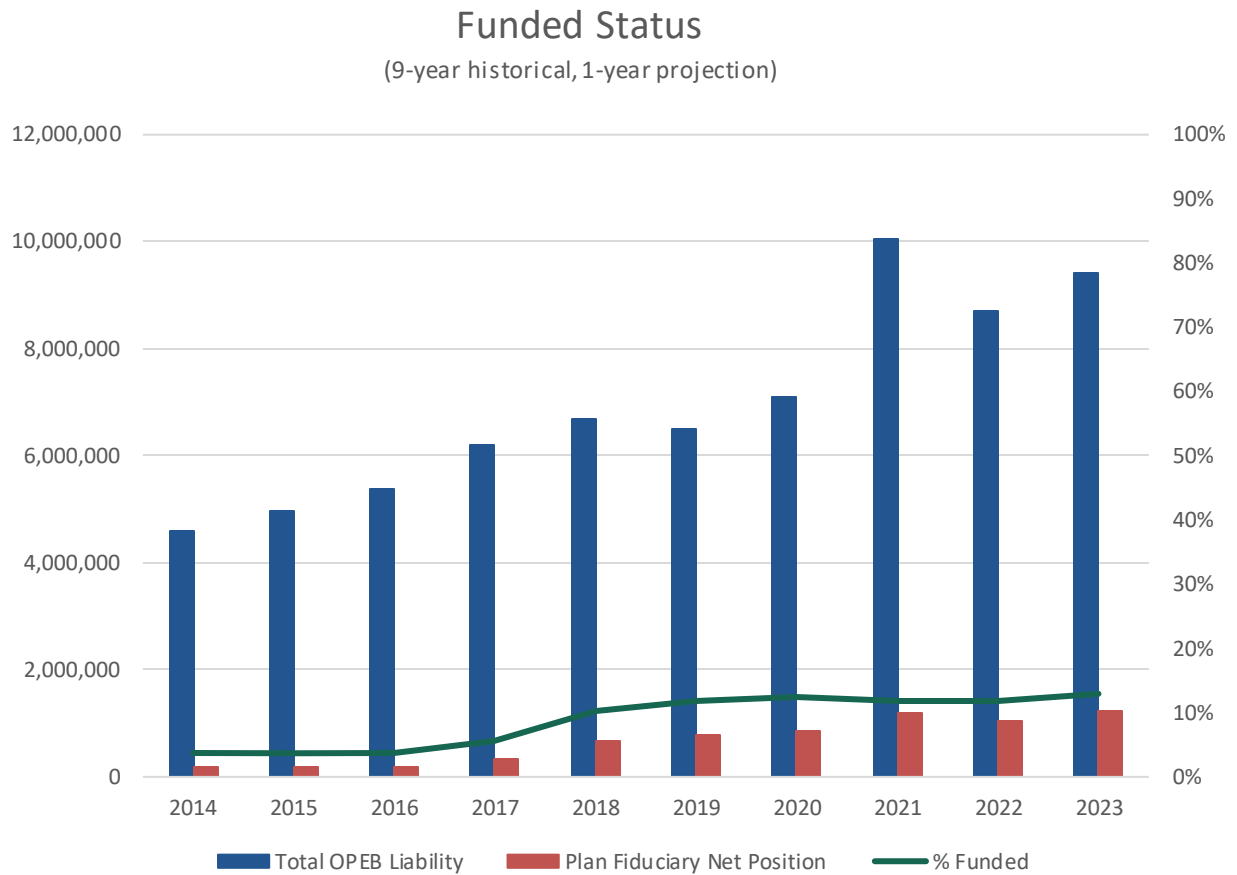
D) Breakdown of Explicit and Implicit Liabilities

	Explicit	Implicit	Total
Present Value of Future Benefits			
Actives	\$5,892,285	\$4,885,830	\$10,778,115
Retirees	<u>1,525,973</u>	<u>579,010</u>	<u>2,104,983</u>
Total	\$7,418,258	\$5,464,840	\$12,883,098
Actuarial Accrued Liability			
Actives	\$3,658,430	\$2,932,066	\$6,590,496
Retirees	<u>1,525,973</u>	<u>579,010</u>	<u>2,104,983</u>
Total	\$5,184,403	\$3,511,076	\$8,695,479
Normal Cost 2022-23	\$253,056	\$203,000	\$456,056

Section I Management Summary

E) Funding Progress

Below is an illustration of the funded status of the Plan for the past 9 years, and a projection of the next year looking forward:



Section II GASB 75 Exhibits

A) Schedule of Changes in Net OPEB Liability (Exhibit 1)

	2022	2021
<u>Total OPEB Liability</u>		
Service cost	\$631,212	\$299,474
Interest	419,287	500,732
Change of benefit terms	220,092	0
Differences between expected and actual experience	(16,732)	(887,507)
Changes of assumptions	(2,435,734)	3,191,975
Benefit payments	<u>(157,465)</u>	<u>(158,044)</u>
Net change in Total OPEB Liability	(\$1,339,340)	\$2,946,630
Total OPEB Liability – beginning (a)	\$10,034,819	\$7,088,189
Total OPEB Liability – ending (b)	\$8,695,479	\$10,034,819
<u>Plan Fiduciary Net Position</u>		
Contributions – employer	\$211,427	\$237,823
Contributions – employee	0	0
Net investment income	(205,319)	236,188
Benefit payments	(157,465)	(158,044)
Administrative expense	(6,477)	(2,558)
Other	<u>0</u>	<u>0</u>
Net change in Plan Fiduciary Net Position	(\$157,834)	\$313,409
Plan Fiduciary Net Position – beginning (c)	\$1,185,524	\$872,115
Plan Fiduciary Net Position – ending (d)	\$1,027,690	\$1,185,524
Net OPEB Liability - beginning (a) – (c)	\$8,849,295	\$6,216,074
Net OPEB Liability – ending (b) – (d)	\$7,667,789	\$8,849,295
Plan Fiduciary Net Position as a percentage of the TOL	12%	12%
Covered employee payroll	\$16,313,260	N/A
NOL as percentage of covered employee payroll	47%	N/A

Section II GASB 75 Exhibits

B) Summary of Changes in Net OPEB Liability (Exhibit 2)

	Total OPEB Liability (a)	Plan Fiduciary Net Position (b)	Net OPEB Liability (a)-(b)
Measurement as of June 30, 2021:	\$10,034,819	\$1,185,524	\$8,849,295
Recognized Changes Resulting from:			
▪ Service cost	631,212	-	631,212
▪ Interest	419,287	-	419,287
▪ Diff. between expected and actual experience	(16,732)	-	(16,732)
▪ Changes of assumptions	(2,435,734)	-	(2,435,734)
▪ Net investment income	-	(205,319)	205,319
▪ Benefit payments	(157,465)	(157,465)	-
▪ Contributions – employer	-	211,427	(211,427)
▪ Contributions – employee	-	-	-
▪ Administrative expense	-	(6,477)	6,477
▪ Change of benefit terms	<u>220,092</u>	<u>-</u>	<u>220,092</u>
Net Changes	(\$1,339,340)	(\$157,834)	(\$1,181,506)
Measurement as of June 30, 2022:	\$8,695,479	\$1,027,690	\$7,667,789

Section II GASB 75 Exhibits

C) Derivation of Significant Actuarial Assumptions

Long-term Expected Rate of Return – As of June 30, 2021 valuation date, the long-term expected rates of return for each major investment class in the Plan’s portfolio are as follows:

Investment Class	Target Allocation	Long-Term Expected Real Rate of Return ¹
Equity	58.00%	5.66%
Fixed Income	35.00%	1.41%
REITs	2.00%	5.06%
Cash	5.00%	0.00%

¹JPMorgan arithmetic Long Term Capital Market assumptions and expected inflation of 2.26%.

The above table shows the target asset allocation in the PARS Balanced investment policy.

Discount rate – The discount rate is based on a blend of the long-term expected rate of return on assets for benefits covered by plan assets and a yield or index for 20-year, tax-exempt general obligation municipal bonds with an average rating of AA/Aa or better for benefits not covered by plan assets.

Above are the arithmetic long-term expected real rates of return by asset class for the next 10 years as provided in a report by JP Morgan. For years thereafter, returns were based on historical average index real returns over the last 30 years assuming a similar equity/fixed investment mix and a 2.26% inflation rate. Investment expenses were assumed to be 10 basis points per year. These returns were matched with cash flows for benefits covered by plan assets and the Fidelity Municipal 20-year AA General Obligation Bond Index, and the Bond Buyer 20-Bond General Obligation index were matched with cash flows not covered by plan assets to measure the reasonableness of the choice in discount rate.

	June 30, 2022	June 30, 2021
Discount Rate	5.60%	3.96%
Long-term Rate of Return	6.85%	6.85%
Fidelity Municipal 20-yr GO Index	3.69%	N/A
Bond Buyer 20-Bond GO Index	N/A	2.16%

Section II GASB 75 Exhibits

D) Sensitivity Analysis (Exhibit 3)

Sensitivity of the Net OPEB Liability to changes in the discount rate – The following presents the District’s Net OPEB Liability if it were calculated using a discount rate that is 1% point lower (4.60%) or 1% point higher (6.60%) than the current rate:

Sensitivity of the Net OPEB Liability to changes in the Trend rate – The following presents the District’s Net OPEB Liability if it were calculated using a trend table that has rates that are 1% point lower or 1% point higher than the current set of rates:

Net OPEB Liability as of the June 30, 2022 measurement date: \$7,667,789

Sensitivity Analysis:

	NOL/(A)	\$ Change	%Change
Discount Rate			
+1%	\$6,488,005	(\$1,179,784)	(15%)
Base	\$7,667,789	-	-
-1%	\$8,998,091	\$1,330,302	17%
Trend Rate			
+1%	\$9,239,481	\$1,571,692	20%
Base	\$7,667,789	-	-
-1%	\$6,352,266	(\$1,315,523)	(17%)

Section II GASB 75 Exhibits

E) Schedule of OPEB Expense (Exhibit 4)

Measurement Period Ending:	June 30, 2022	June 30, 2021
Components of OPEB Expense:		
Service Cost	\$631,212	\$299,474
Interest on the Total OPEB Liability (Exhibit 5)	419,287	500,732
Projected Earnings on OPEB Plan Investments (Exhibit 6)	(82,807)	(62,342)
Employee Contributions	0	0
Administrative Expense	6,477	2,558
Changes on Benefit Terms	220,092	0
Recognition of Deferred Resources Due to:		
▪ Changes of Assumptions	93,421	323,642
▪ Differences between Expected and Actual Experience	(176,039)	(174,458)
▪ Differences Between Projected Actual Earnings on Assets	35,488	(21,392)
Aggregate OPEB Expense	\$1,147,131	\$868,214

Section II GASB 75 Exhibits

F) Interest on the Total OPEB Liability (Exhibit 5)

	Amount for Period a	Portion of Period b	Interest Rate c	Interest on the Total OPEB Liability a*b*c
Beginning Total OPEB Liability	\$10,034,819	100%	3.96%	\$397,379
Service Cost	\$631,212	100%	3.96%	24,996
Benefit payments	(\$157,465)	50%	3.96%	<u>(3,088)</u>
Total Interest on the TOL				\$419,287

Section II GASB 75 Exhibits

G) Earnings on Plan Fiduciary Net Position (Exhibit 6)

Total Projected Earnings	Amount for Period a	Portion of Period b	Projected Rate of Return c	Projected Earnings a*b*c
Beginning Plan Fiduciary Net Position	\$1,185,524	100%	6.85%	\$81,208
Employer Contributions	\$211,427	50%	6.85%	7,121
Employee Contributions	\$0	50%	6.85%	0
Benefits payments	(\$157,465)	50%	6.85%	(5,304)
Administrative Expense and Other	(\$6,477)	50%	6.85%	(218)
Total Projected Earnings				\$82,807

Comparison of Projected and Actual Earnings On Investments

Total Projected Earnings	\$82,807
Actual Net Investment Income	<u>(205,319)</u>
Difference Between Projected and Actual Earnings on Assets	\$288,126

Section II GASB 75 Exhibits

H) Schedule of Contributions¹ (Exhibit 7)

Measurement Period Ending:	June 30, 2022	June 30, 2021
Actuarially Determined Contribution ²	\$898,464	\$821,257
Contributions to the Trust	\$95,487	\$123,219
Pay-go Payments by Employer Unreimbursed by the Trust	54,163	49,818
Active Implicit Rate Subsidy Transferred to OPEB	<u>61,777</u>	<u>64,786</u>
Total OPEB Contributions ¹	\$211,427	\$237,823
Covered-employee payroll ³	\$16,313,260	N/A
Contributions as a percentage of covered-employee payroll ³	1%	N/A

¹ ADC and Contributions are for the measurement period July 1, 2021 to June 30, 2022.

² Employers setting a discount rate based on the assumption that assets will be sufficient to cover all future benefit payments under the plan are assumed to annually make contributions equal to the actuarially determined contribution. Annual contributions made that are substantially less than the ADC would require additional support for use of a discount rate equal to the long-term expected return on trust assets.

³ Covered-Employee Payroll represented above is based on covered-employee payroll provided by the employer. GASB 75 defines covered-employee payroll as the total payroll of employees that are provided benefits through the OPEB plan.

Section II GASB 75 Exhibits

I) Deferred Inflows/Outflows of Resources (Exhibit 8)

	Deferred Outflows of Resources	Deferred Inflows of Resources
Unrecognized Deferred Resources due to:		
▪ Differences between expected and actual experience	\$26,029	\$1,494,337
▪ Changes in assumptions	2,765,945	2,205,513
▪ Net difference between projected and actual earnings	143,938	0
Contribution to OPEB plan after measurement date ¹	<u>296,288</u>	<u>0</u>
Total	<u>\$3,232,200</u>	<u>\$3,699,850</u>

¹ Determined as of the fiscal year ending June30, 2023

Amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

Fiscal Year Ended June 30	Recognized Deferred Outflows/(Inflows) of Resources
2024	(\$49,078)
2025	(52,701)
2026	(59,763)
2027	(24,992)
2028	(82,618)
Thereafter	<u>(494,786)</u>
Total Deferred Resources:	(\$763,938)

Section II GASB 75 Exhibits

J) Schedule of Deferred Inflows/Outflows of Resources (Exhibit 9)

Fiscal Establishe	Initial Amount	Initial Years	Years Left	Amount	Balances as of	
				Recognize In FY 2023	06/30/23 of Deferred Outflows	Inflows
Difference Between Expected and Actual Plan Experience						
2018	(\$27,572)	11.437	5.437	(\$2,411)	\$0	(\$13,106)
2019	46,244	11.437	6.437	4,043	26,029	0
2020	(1,101,429)	12.083	8.083	(91,155)	0	(736,809)
2021	(12,684)	12.083	9.083	(1,050)	0	(9,534)
2022	(887,507)	10.580	8.580	(83,885)	0	(719,737)
2023	<u>(16,732)</u>	10.580	9.580	<u>(1,581)</u>	<u>0</u>	<u>(15,151)</u>
Total	(\$1,999,680)			(\$176,039)	\$26,029	(\$1,494,337)
Change in Assumptions						
2018	\$0	11.437	5.437	\$0	\$0	\$0
2019	0	11.437	6.437	0	0	0
2020	265,140	12.083	8.083	21,943	177,368	0
2021	0	12.083	9.083	0	0	0
2022	3,191,975	10.580	8.580	301,699	2,588,577	0
2023	<u>(2,435,734)</u>	10.580	9.580	<u>(230,221)</u>	<u>0</u>	<u>(2,205,513)</u>
Total	\$1,021,381			\$93,421	\$2,765,945	(\$2,205,513)
Plan Amendment						
2023	<u>\$220,092</u>	1.000	0.000	<u>\$220,092</u>	<u>\$0</u>	<u>\$0</u>
Total	\$220,092			\$220,092	\$0	\$0
Net Difference Between Projected and Actual Earnings On Investments						
2018	\$3,724	5.000	0.000	\$0	\$0	\$0
2019	9,744	5.000	0.000	1,948	0	0
2020	18,110	5.000	1.000	3,622	3,622	0
2021	35,309	5.000	2.000	7,062	14,123	0
2022	(173,846)	5.000	3.000	(34,769)	0	(104,308)
2023	<u>288,126</u>	5.000	4.000	<u>57,625</u>	<u>230,501</u>	<u>0</u>
Total	\$181,167			\$35,488	\$248,246	(\$104,308)
Sub-Total					143,938	
Totals:				172,962	\$2,935,912	(\$3,699,850)

Section II GASB 75 Exhibits

K) Reconciliation of the Net Position (Exhibit 10)

Measurement as of:	June 30, 2022	June 30, 2021
Total OPEB Liability (TOL)	\$8,695,479	\$10,034,819
Plan Fiduciary Net Position (PFNP)	<u>1,027,690</u>	<u>1,185,524</u>
Net OPEB Liability (NOL)	\$7,667,789	\$8,849,295
Deferred Inflows of resources (CR):		
▪ Differences between expected and actual experience	1,494,337	1,657,687
▪ Changes in assumptions	2,205,513	0
▪ Net difference between projected and actual earnings	0	108,700
Deferred Outflows of resources (DR):		
▪ Differences between expected and actual experience	26,029	30,072
▪ Changes in assumptions	2,765,945	3,089,587
▪ Net difference between projected and actual earnings	143,938	0
▪ Est. contributions post measurement date ¹	<u>296,288</u>	<u>232,625</u>
Net Position	\$8,135,439	\$7,263,398

¹ Post-measurement date contributions to be reported in the financial disclosures.

Reconciliation of Net Position

Net Position at June 30, 2021 ¹	\$7,263,398
Aggregate OPEB Expense	1,147,131
Total OPEB Contributions	(211,427)
Difference in Post-Measurement Contributions	<u>(63,663)</u>
Net Position at June 30, 2022 ¹	\$8,135,439

¹ Change in FY20 and FY21 post-measurement date contributions

Post-Measurement Date Contributions Breakdown

	7/1/22-6/30/23	7/1/21-6/30/22
Direct Contributions to the Trust	\$155,706	\$116,685
Employer Share of Retiree Premiums Unreimbursed by the Trust ¹	59,127	54,163
Administration Fees Unreimbursed by the Trust ¹	0	0
Implied Subsidy Unreimbursed by the Trust	<u>81,455²</u>	<u>61,777</u>
Total Post-Measurement Date Contributions	\$296,288	\$232,625

¹ Administration fees can be included in the premium costs shown.

² Calculated by your OPEB actuary, shown on page 3 of this report.

Section III Data

A) Summary of Demographic Information

The participant data used in the valuation was provided by the District as of June 30, 2021. It is assumed that this data is representative of the population as of June 30, 2022. While the participant data was checked for reasonableness, the data was not audited. The valuation results presented in this report are dependent upon the accuracy of the participant data provided. The table below presents a summary of the basic participant information for the active and retired participants covered under the terms of the Plan.

	2021
<u>Actives</u>	
Counts	
▪ Total	231
Averages	
▪ Age	45.2
▪ Service	9.4
<u>Retirees</u>	
Counts	
▪ Under age 65	15
▪ Age 65 and over	46
▪ Total	61
Averages	
▪ Age	70.6
Inactive Participants with deferred benefits	0
Total Participants	292
<u>Covered Dependents of Retirees</u>	
Counts	
▪ Spouses / Domestic Partners	18
▪ Children	0
▪ Total	18
Total Participants and Dependents	310

Section III Data

B) Distribution of Participants by Age and Service

Distribution of Service Groups by Age Groups

Age Group	Retired* Participants	Active Participant – Years of Service						Total
		0 - 4	5 - 9	10 - 14	15 - 19	20 - 24	25+	
< 25	0	6	0	0	0	0	0	6
25 - 29	0	22	4	0	0	0	0	26
30 - 34	0	16	9	2	0	0	0	27
35 - 39	0	17	5	10	2	0	0	34
40 - 44	0	5	3	6	6	2	0	22
45 - 49	0	6	4	5	3	7	0	25
50 - 54	0	10	6	4	3	6	3	32
55 - 59	6	8	2	4	7	7	3	31
60 - 64	9	5	2	1	1	3	3	15
65 - 69	16	1	0	2	1	1	3	8
> 70	30	2	3	0	0	0	0	5
Total	61	98	38	34	23	26	12	231

* Retired participants include retirees, disabled participants, and surviving family members. Does not include covered dependents.

Section IV Plan Provision Summary

A) Plan Description

Eligibility and Contribution Requirements

Employees who retire at age 55 or older with 10 or more years of continuous District service are eligible to receive postemployment benefits from the District until they reach age 65. The District will contribute \$400 per month (prorated if the retiree was a part-time employee) toward the cost of postemployment medical, dental, vision and life insurance coverage. Retirees may elect any plan available through the CalPERS medical program and they may continue their enrollment in the District's dental and vision plans. A retiree life insurance plan is also available. Any remaining amount is paid directly to the retiree.

On September 1, 2008 the District joined the CalPERS medical program (PEMHCA). The District elected the "unequal" contribution approach in which District contributions will increase steadily; ultimately reaching 100% of the CalPERS Minimum Employer Contribution. Any employee who retires from the District and receives a PERS or STRS pension is eligible for this benefit. The benefit continues throughout the life of the retiree and surviving spouse, independently of the aforementioned stipend.

Pre-Medicare Premiums	Region 1 Plans			
	2021 Plan	EE	EE+SP	EE+Fam
	Anthem HMO Select	\$925.60	\$1,851.20	\$2,406.56
	Anthem HMO Traditional	1,307.86	2,615.72	3,400.44
	Kaiser	813.64	1,627.28	2,115.46
	PERS Care	1,294.69	2,589.38	3,366.19
	PERS Choice	935.84	1,871.68	2,433.18
	PERS Select	566.67	1,133.34	1,473.34
	UnitedHealthcare	941.17	1,882.34	2,447.04
	Western Health Advantage	757.02	1,514.04	1,968.25
Medicare Premiums	2021 Plan	EE	EE+SP	EE+Fam
	Kaiser	324.48	648.96	973.44
	PERS Choice	349.97	699.94	1,049.91
	PERS Select	349.97	699.94	1,049.91
	PERS Care	381.25	762.50	1,143.75
	United Healthcare	311.56	623.12	934.68
PEMHCA Minimum				2021
				\$143.00

Section IV Plan Provision Summary

A) Plan Description (continued)

Pre-Medicare Premiums	Region 1 Plans			
	2022 Plan	EE	EE+SP	EE+Fam
	Anthem HMO Select	\$1,015.81	\$2,031.62	\$2,641.11
	Anthem HMO Traditional	1,304.00	2,608.00	3,390.40
	Kaiser	857.06	1,714.12	2,228.36
	PERS Platinum*	1,057.01	2,114.02	2,748.23
	PERS Gold*	701.23	1,402.46	1,823.20
	UnitedHealthcare	1,020.28	2,040.56	2,652.73
	Western Health Advantage	741.26	1,482.52	1,927.28
Medicare Premiums	2022 Plan	EE	EE+SP	EE+Fam
	Kaiser	\$302.53	\$605.06	\$907.59
	PERS Gold*	377.41	754.82	1,132.23
	PERS Platinum*	381.94	763.88	1,145.82
	United Healthcare	294.65	589.30	883.95
PEMHCA Minimum				2022
				\$149.00

*We assumed that participants in PERS Care and PERS Choice will change to PERS Platinum and those in PERS Select will change to PERS Gold in 2022.

Plan Provision Changes

There have been no plan amendments since the last measurement date.

The Plan was amended in January 2022, to increase the District Contribution from \$300 per month to \$400 per month which has been reflected at the measurement date as of June 30, 2022.

Section V Actuarial Assumption, Methods, & Considerations

A) Actuarial Assumptions

Discount Rate	5.60%, as of June 30, 2022; 3.96%, as of June 30, 2021.
Net Investment Return	6.85%, based on the PARS Balanced investment policy,
Inflation	We assumed 2.26% annual inflation.
Payroll increases	2.75% annual increases.
Administrative Expenses	The administrative expense was \$6,477 for the measurement period ending June 30, 2022.

Pre-Excise Tax Health Care Trend	Year Beginning	Increase in Premium Rates	
		Pre-65	Post-65
	2022	Actual	Actual
	2023	6.84%	5.15%
	2024	6.59%	5.00%
	2025	6.34%	5.00%
	2026	6.00%	5.00%
	2027	6.00%	5.00%
	2028	5.75%	5.00%
	2029	5.50%	5.00%
	2030	5.25%	5.00%
	2031 to 2037	5.00%	5.00%
	2038 to 2050	4.75%	4.75%
	2051 to 2068	4.50%	4.50%
	2069 and later	4.00%	4.00%

Section V Actuarial Assumption, Methods, & Considerations

A) Actuarial Assumptions (continued)

Plan Distribution for Calculating Baseline Cost	Plan	Pre-Medicare	Post-Medicare
	Anthem HMO Select	3%	0%
	Anthem HMO Traditional	1%	0%
	Kaiser Permanente	81%	92%
	PERS Care	0%	2%
	PERS Choice	4%	2%
	PERS Select	8%	2%
	United Healthcare HMO	3%	2%
	Western Health Advantage	0%	0%
	Total	100%	100%

Average Per Capita Claims Cost (Baseline Cost) Pre-Medicare: \$829.86 per month
 Post-Medicare: \$315.51 per month

Medicare Coverage We assumed that 100% of eligible participants will participate.

Health Plan Participation We assumed 95% of eligible retirees will elect to participate in the District's program until they reach age 65. We assumed that upon reaching age 65, 80% of eligible retirees will elect to continue coverage under a CalPERS medical plan.

Morbidity Factors CalPERS 2017 study

Population for Curving CalPERS 2017 study

Age-Weighted Claims Costs	Age	Male	Female
	50	\$850	\$886
	55	\$1,098	\$1,020
	60	\$1,420	\$1,174
	65	\$321	\$331
	70	\$285	\$288
	75	\$338	\$327
	80	\$371	\$368
	85	\$385	\$383

Section V Actuarial Assumption, Methods, & Considerations

A) Actuarial Assumptions (continued)

Mortality*

Certificated and classified employees were treated separately; their mortality tables are described below.

The mortality rates used for classified employees are those from the 2017 CalPERS Experience Study.

Pre-Retirement: CalPERS 2017 Mortality pre-retirement

Post-Retirement: CalPERS 2017 Mortality post-retirement

Age	Sample Mortality Rates			
	Active Employees		Retired Employees	
	Male	Female	Male	Female
55	0.17%	0.12%	0.44%	0.41%
60	0.26%	0.17%	0.67%	0.48%
65	0.36%	0.23%	0.93%	0.64%
70	0.62%	0.39%	1.34%	0.93%
75	1.06%	0.62%	2.32%	1.63%
80	1.66%	0.94%	3.98%	3.01%
85	0.00%	0.00%	7.12%	5.42%
90	0.00%	0.00%	13.04%	10.09%

The mortality rates used for certificated employees are those used in the 2016 CalSTRS valuations, projected forward with the RP-2016 ultimate (2032) rates, increased by 10%.

Pre-Retirement: CalSTRS 2016 Mortality pre-retirement

Post-Retirement: CalSTRS 2016 Mortality post-retirement

Age	Sample Mortality Rates of Base Table			
	Active Employees		Retired Employees	
	Male	Female	Male	Female
55	0.16%	0.12%	0.37%	0.22%
60	0.27%	0.18%	0.49%	0.29%
65	0.46%	0.26%	0.70%	0.44%
70	0.82%	0.44%	1.12%	0.72%
75	1.45%	0.76%	2.00%	1.32%
80	2.56%	1.32%	3.67%	2.54%
85	0.00%	0.00%	7.06%	5.06%
90	0.00%	0.00%	13.57%	10.26%

Disability*

None

Percent Married

We assumed that 30% of participating retirees will enroll a spouse.

* Source: NCG has not performed an experience study to select these assumptions. NCG has not observed materially consistent gains or consistent losses associated with these assumptions

Section V Actuarial Assumption, Methods, & Considerations

A) Actuarial Assumptions (continued)

Retirement* Certificated and classified employees were treated separately; their retirement tables are described below.

Certificated employees hired before prior to January 1, 2013 were evaluated using the Cal STRS retirement rates from the 2016 evaluation. Certificated employees hired on or after January 1, 2013 were valuated using the Cal STRS 2% @ 62 pension plan employees table.

Cal STRS 2016
Retirement Rates
(Male)

Age	Years of Service					
	5	10	15	20	25	30+
50	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
55	2.7%	2.7%	2.7%	2.7%	6.1%	2.7%
60	6.3%	6.3%	6.3%	6.3%	14.2%	6.3%
65	14.0%	14.0%	14.0%	14.0%	31.5%	14.0%
70	12.0%	12.0%	12.0%	12.0%	27.0%	12.0%
75	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Cal STRS 2016
Retirement Rates
(Female)

Age	Years of Service					
	5	10	15	20	25	30+
50	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
55	3.5%	3.5%	3.5%	3.5%	7.9%	3.5%
60	7.0%	7.0%	7.0%	7.0%	15.8%	7.0%
65	17.0%	17.0%	17.0%	17.0%	38.3%	17.0%
70	14.0%	14.0%	14.0%	14.0%	31.5%	14.0%
75	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Cal STRS 2% @ 62

Age	Male	Female
50	0.0%	0.0%
55	3.0%	4.0%
60	9.0%	9.0%
65	30.0%	30.0%
70	20.0%	20.0%
75	100.0%	100.0%

**Source: NCG has not performed an experience study to select these assumptions. NCG has not observed materially consistent gains or consistent losses associated with these assumptions*

Section V Actuarial Assumption, Methods, & Considerations

A) Actuarial Assumptions (continued)

Retirement* (continued) Classified employees hired before prior to January 1, 2013 were evaluated using the Cal PERS school employees 2% at 55 retirement rate. Classified employees hired on or after January 1, 2013 were valued using the 2017 Cal PERS school employees 2% @ 62 table.

2017 CalPERS school employees retirement rate	Years of Service				
	Age	5	10	15	20
50	0.4%	0.7%	1.1%	1.2%	1.3%
55	2.1%	4.2%	5.8%	6.9%	7.7%
60	3.3%	6.6%	9.2%	10.9%	12.1%
65	8.0%	15.8%	22.1%	26.1%	29.1%
70	7.1%	14.0%	19.6%	23.1%	25.8%
75	6.7%	13.2%	18.4%	21.8%	24.3%

2% @ 62	Years of Service				
	Age	5	10	15	20
50	0.0%	0.0%	0.0%	0.0%	0.0%
55	1.4%	2.7%	3.8%	4.5%	5.0%
60	2.6%	5.3%	7.4%	8.7%	9.7%
65	7.2%	14.2%	19.9%	23.5%	26.2%
70	7.1%	14.0%	19.6%	23.1%	25.8%
75	6.7%	13.2%	18.4%	21.8%	24.3%

*Source: NCG has not performed an experience study to select these assumptions. NCG has not observed materially consistent gains or consistent losses associated with these assumptions.

Section V Actuarial Assumption, Methods, & Considerations

A) Actuarial Assumptions (continued)

Withdrawal* Certificated and classified employees were treated separately; their retirement tables are described below.

Certificated employees were evaluated using the 2016 Cal STRS withdrawal rates. Selected rates are shown below.

STRS Withdrawal Rates	Service	Male	Female
	0	16.0%	15.0%
	5	3.5%	3.0%
	10	1.8%	1.8%
	15	1.2%	1.2%
	20	0.9%	0.9%
	25	0.7%	0.7%

Classified employees were evaluated using the 2017 CalPERS school employees withdrawal rates. Selected rates are shown below.

CalPERS School employees Withdrawal Rates	Age	Years of Service				
		0	5	10	15	20
	20	21.1%	12.1%	0.0%	0.0%	0.0%
	25	21.1%	12.1%	5.3%	0.0%	0.0%
	30	18.3%	12.1%	5.3%	3.1%	0.0%
	35	15.5%	9.8%	5.3%	3.1%	2.0%
	40	13.8%	7.5%	4.4%	3.1%	2.0%
	45	12.0%	6.7%	3.5%	2.6%	2.0%
	50	12.4%	6.0%	3.0%	2.0%	1.5%

**Source: NCG has not performed an experience study to select these assumptions. NCG has not observed materially consistent gains or consistent losses associated with these assumptions.*

Assumption Changes

The discount rate was changed from 3.96% as of June 30, 2021 to 5.60%. as of June 30, 2022

There have been no other assumption changes since the last measurement date.

Section V Actuarial Assumption, Methods, & Considerations

B) Actuarial Methods

Actuarial Cost Method	<p>Entry Age Normal</p> <p>An actuarial cost method under which the Actuarial Present Value of the Projected Benefits of each individual included in the valuation is allocated on a level basis over the earnings or service of the individual between entry age and assumed exit age(s). The portion of this Actuarial Present Value allocated to a valuation year is called the Normal Cost.</p>
Amortization Methodology	<p>We used straight-line amortization. For assumption changes and experience gains/losses, we assumed Average Future Working Lifetime, averages over all actives and retirees (retirees are assumed to have no future working years). For asset gains and losses, we assumed 5 years.</p>
Financial and Census Data	<p>The District provided the participant data, financial information and plan descriptions used in this valuation. The actuary has checked the data for reasonableness, but has not independently audited the data. The actuary has no reason to believe the data is not complete and accurate, and knows of no further information that is essential to the preparation of the actuarial valuation.</p>
Plan Fiduciary Net Position	<p>Market value of assets as of the measurement date</p>
Measurement Date	<p>June 30, 2022</p>
Valuation Date	<p>June 30, 2021. Results have been rolled forward (an actuarial adjustment) to June 30, 2022.</p>
Funding Policy	<p>The District contributes 1% of payroll (employer contribution) plus pay-go for PEMHCA premiums not reimbursed by the trust.</p> <p>The 1% of payroll contribution is intended to cover the funding for the \$300 minimum benefit and the District is reimbursed by the trust annually for the cost of this benefit. Results in this report were calculated with the assistance of ProVal actuarial valuation software. ProVal model was developed in 1994 and maintained by Winklevoss Technologies (WinTech). WinTech provides valuation and projection software for both pension and other postemployment benefit plans. We utilize ProVal in accordance with its intended purpose and have not identified any material inconsistencies in ProVal's assumptions nor outputs that would affect this valuation.</p>
Valuation Model	

Section VI Glossary

A) Key Terms

Annual OPEB Expense	The amount recognized by an employer in each accounting period for contributions to a defined benefit OPEB plan on the modified accrual basis of accounting.
Deferred outflows and inflows of resources related to OPEB	Deferred outflows of resources and deferred inflows of resources related to OPEB arising from certain changes in the collective net OPEB liability or collective total OPEB liability
Covered Payroll	Annual compensation paid (or expected to be paid) to active employees covered by an OPEB plan, in aggregate.
Net OPEB Liability (NOL)	The liability of employers and non-employer contributing entities to plan members for benefits provided through a defined benefit OPEB plan that is administered through a trust that meets the criteria of the GASB Statements.
Normal Cost or Service Cost	The portion of the Total Present Value of Future Benefits attributed to employee service during the current fiscal year by the actuarial cost method. These terms are used interchangeably.
Other Postemployment Benefits (OPEB)	Retiree health care benefits and post-employment benefits provided separately from a pension plan (excluding termination offers and benefits).
Plan Fiduciary Net Position (FNP)	Set equal to the market value of assets as of the measurement date.
Present Value of Future Benefits (PVFB)	The value, as of the valuation date, of the projected benefits payable to all members for their accrued service and their expected future service, discounted to reflect the time value (present value) of money and adjusted for the probabilities of retirement, withdrawal, death and disability.
Total OPEB Liability (TOL)	The portion of the actuarial present value of projected benefit payments that is attributed to past period of member service in conformity with the GASB Statements. The total OPEB liability is the liability of employers and non-employer contributing entities to plan members for benefits provided through a defined benefit OPEB plan that is not administered through a trust that meets the criteria of the GASB Statements.

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

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: February 20, 2024

Attachments: X

From: Codi Agan, Director of Personnel

Item Number: 24

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

SUBJECT:

Request to Approve Resolution #862 Relative to the Reduction or Elimination of Particular Kinds of Classified Services or Final Notice of Layoff Because of Reduction of Particular Kinds of Services for the 2024-25 School Year

BACKGROUND:

It is necessary for the reduction or elimination of 7.90 FTE Classified Staff at the end of the 2023-2024 school year.

STATUS:

Resolution #862 the intention to dismiss classified employees by the Reduction or Elimination of 7.90 FTE of classified services for the 2024-2025 school year.

PRESENTER:

Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Staff

COST AND FUNDING SOURCES:

RECOMMENDATION:

That the Board approves Resolution #862 Reduction or Elimination of 7.90 FTE Classified Staff.

Time allocated: 2 minutes

**RIVER DELTA UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 862**

RESOLUTION OF INTENTION TO DISMISS CLASSIFIED EMPLOYEES

WHEREAS, Education Code sections 45101, 45114, 45117, 45298 and 45308 authorize the Board of Trustees of the River Delta Unified School District to layoff or reduce classified employees for lack of work and/or lack of funds for an upcoming school year; and

WHEREAS, Education Code section 45117 requires the Superintendent or Superintendent’s designee to provide written notice to a classified employee not later than March 15, 2024, and before the employee is given final notice from the Board of Trustees that the employee’s services will not be required for the ensuing year due to lack of work or lack of funds, that it has been recommended that the notice be given to the employee, stating the reasons that the employee’s services will not be required for the following school year, and informing the employee of the employee’s displacement rights, if any, and reemployment rights; and

WHEREAS, pursuant to Education Code section 45117(a)(2), where a classified employee has received a preliminary notice that their services will not be required for the following school year due to a lack of work or lack of funds, the notice and the reasons for the notice shall be confidential and shall not be divulged by any person, except as may be necessary in the performance of duties, until the employee has requested a hearing as provided in Education Code section 45117 (b) or has waived their right to a hearing; and

WHEREAS, the Superintendent has recommended to the Board of Trustees that, due to a lack of work and/or a lack of funds, certain services now being provided by the district must be reduced for the 2024/2025 school year, and the following positions should be laid-off for the 2024/2025 school year:

Health Assistant	6.34 FTE
Office Specialist	0.50 FTE
Instructional Assistant II	1.06 FTE
TOTAL	7.90 FTE

BE IT RESOLVED that the Board of Trustees acknowledges the Superintendent’s recommendation and the Superintendent is hereby authorized and directed to give preliminary notice of reduction of services to the affected employee(s) of this District pursuant to District rules and regulations and applicable provisions of the Education Code not later than March 15, 2024, of such reduction or discontinuance as set forth above, and of such employees’ displacement rights, if any, and reemployment rights.

BE IT FURTHER RESOLVED that the District Superintendent or designee is authorized and directed to take any other actions necessary to carry out this Resolution.

PASSED AND ADOPTED the 20th day of February 2024, by the Board of Trustees of the River Delta Unified School District of Sacramento County, California, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

IN WITNESS WHEREOF, I, Randall Jelly, Clerk of the Board of Trustees of the River Delta Unified School District of Sacramento County, California, certify that the foregoing is a full, true, and correct copy of Resolution No. 862 adopted by said Board at a Regular Meeting thereof held at a regular public place of meeting and the Resolution is on file in the office of said Board.

Randall Jelly, Clerk
Board of Trustees
River Delta Unified School District

Date

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

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: February 20, 2024

Attachments: X

From: Codi Agan, Director of Personnel

Item Number: 25

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

SUBJECT:

Request to Approve the Short-Term Staffing Permit as authorized by the Commission on Teacher Credentialing for the 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 Short-Term Staffing Permit as authorized by the Commission on Teacher Credentialing.

STATUS:

Public posting, attached, was posted February 16, 2024 – February 20, 2024. Applicants have been prepared and are ready to be submitted to the commission on Teacher Credentialing for Brenda Casillas, Walnut Grove Elementary.

PRESENTER:

Kathy Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Staff

COST AND FUNDING SOURCES:

RECOMMENDATION:

That the Board approves the Short-Term Staffing Permit Request on Brenda Casillas.

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 SHORT-TERM STAFFING PERMIT (STSP) 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 Short-Term Staffing Permit as authorized by the California Commission on Teacher Credentialing.

Brenda Casillas

Walnut Grove 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, February 16, 2024, at 5:00 p.m. and will end on Tuesday, February 20, 2024, at 5:00 p.m.

Any person having an objection to the use of a Short-Term Staffing 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).]

February 16, 2024

Dated

Katherine Wright

Katherine Wright
Superintendent

PLEASE POST

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

Creating Excellence To Ensure That All Students Learn



RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 94571-1651
(707) 374-1700 Fax (707) 374-2995
<http://riverdelta.org>

NOTICIA PUBLICA

INTENCION DE SOLICITAR UN PERMISO DE PERSONAL A CORTO PLAZO (STSP) DE LA COMISION DE CREDENCIAL 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 Personal a Corto Plazo según lo autoriza la Comisión de Acreditación de Maestros de California.

Brenda Casillas

Escuela Primaria Walnut Grove

Credencial de Materia Multiple

Según lo exige la ley, esta noticia se publicará en un lugar público por un mínimo de setenta y dos (72) horas. El periodo de esta publicación comenzara el viernes, 16 de febrero de 2024, a las 5:00 p.m. y finalizara el martes, 20 de febrero de 2024, a las 5:00 p.m.

Cualquier persona que tenga una objeción al uso de un Permiso de Personal a Corto Plazo 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. [Codigo de Gobierno § 54954.2; Ley de Estadounidenses con Discapacidades de 1990, § 202 (42 U.S.C. § 12132).]

16 febrero de 2024

Fecha

Katherine Wright

Katherine Wright
Superintendente

POR FAVOR PUBLICAR

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

BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: February 20, 2024

Attachments: x

From: Codi Agan, Director of Personnel

Item Number: 26

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

SUBJECT:

Request to Approve the Agreement of Collaboration between California Department of Education, The Ministry of Education & Vocational Training of Spain, and River Delta Unified School District for California /Spain Visiting Teacher Program 2024-2025.

BACKGROUND:

The California Department of Education is a designated sponsor by the United States Department of State of the Exchange Teacher Visitor Program. The Exchange Teacher Visitor Program regulations implement the Mutual Educational and Cultural Exchange Act of 1961, as amended, Public Law 87-256, 22 U.S.C. 2451, et seq. (1988). The purpose of the Act is to increase mutual understanding between the people of the United States and the people of other countries by means of educational and cultural exchanges, which assist the Department of State in furthering the foreign policy objectives of the United States.

In 2023-2024 school year, the District successfully hired a qualified teacher for Bates Elementary School to participate in the Dual Immersion Program. Renewing this agreement with the California/Spain Visiting Teacher Program for 2024-2025 will allow the District to renew the employment contract with this teacher.

STATUS:

Participation in the California/Spain Visiting Teacher Program for the 2024-2025 school year will help enrich the Dual Immersion Program we currently have at Bates Elementary School.

PRESENTER:

Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Staff

COST AND FUNDING SOURCES:

RECOMMENDATION:

That the Board approves the Agreement of Collaboration between California Department of Education, The Ministry of Education & Vocational Training of Spain, and River Delta Unified School District for California /Spain Visiting Teacher Program 2024-2025

Time allocated: 2 minutes



**AGREEMENT OF COLLABORATION BETWEEN
THE CALIFORNIA DEPARTMENT OF EDUCATION,
THE MINISTRY OF EDUCATION, VOCATIONAL TRAINING AND SPORT OF SPAIN,
AND RIVER DELTA UNIFIED SCHOOL DISTRICT/CHARTER SCHOOL**

CALIFORNIA/SPAIN VISITING TEACHERS PROGRAM 2024–25

**Article 1
BACKGROUND AND PURPOSE**

The California Department of Education (CDE) is a designated sponsor by the United States (U.S.) Department of State of the Exchange Teacher Visitor Program. The Exchange Teacher Visitor Program regulations (see Attachment 1) implement the Mutual Educational and Cultural Exchange Act (Act) of 1961, as amended, Public Law 87-256, 22 U.S.C. 2451, et seq. (1988). The purpose of the Act is to increase mutual understanding between the people of the United States and the people of other countries by means of educational and cultural exchanges, which assist the U.S. Department of State in furthering the foreign policy objectives of the United States.

This Agreement of Collaboration is established pursuant to the Memorandum of Understanding entered February 17, 2000, and updated in 2005 and 2014, between the CDE, and the Ministry of Education, Vocational Training and Sport of Spain (hereafter referred to as the Ministry of Education). The purposes of this agreement are to:

- 1.1. Place visiting teachers from Spain in kindergarten through grade twelve public school teaching positions in California schools where their language skills and their professional background and experience can enrich the education of California's students;
- 1.2. Provide the visiting teachers, as well as California students, teachers, and the State's general public with a cross-cultural experience that can foster mutual understanding and respect; and
- 1.3. Create opportunities for the visiting teachers to build their professional expertise and English language skills and to better understand American culture, society, and teaching practices.

Article 2
GENERAL PROVISIONS

In agreeing to participate in the Exchange Teacher Visitor Program for the 2024–25 school year and approving this Agreement of Collaboration, the RIVER DELTA UNIFIED School District/Charter School agrees to:

- 2.1. Identify the number of teaching positions and the areas of expertise for which it will recruit visiting teachers from Spain by March 15, 2024.
- 2.2. Designate a school district/charter school representative who will participate in the visiting teacher selection, set tentatively for April 10–14, 2024 and who will have the authority to offer contracts of employment to visiting teachers from Spain, who have a minimum of three years teaching experience, on the same terms and conditions as similarly situated district/charter teachers.
- 2.3. Maintain close contact with the visiting teachers prior to their arrival in California and provide them with the academic standards for the school district/charter school and other materials related to their teaching assignments and professional expectations.
- 2.4. Provide the necessary documentation, such as the “Offer of Employment” to the CDE for the Certificate of Eligibility for Exchange Visitor (J-1) Status: i.e., a signed written offer of employment.
- 2.5. Provide the designated staff of the CDE the opportunity to interview potential candidates and review documents to ensure the quality of the selected teachers, completeness of applications, and English language proficiency.
- 2.6. Process California credential applications for the visiting teachers.
- 2.7. Identify at the earliest possible time the specific school, grade, and subject assignment the visiting teacher will be given. The teaching position shall be in compliance with any applicable collective bargaining agreement, pursuant to the *Code of Federal Regulations*, Title 22 (22 CFR) Section 62.24(f)(3). (See Attachment 1.)
- 2.8. Ensure that the assignment of each visiting teacher is consistent with the assignment the visiting teacher was offered at the time of the selection; provided that, in the event this is not honored, the teacher will hold the right to reject the assignment. In the event the school district/charter school offers the visiting teacher an alternative assignment outside the scope of Article 3 of this Agreement, the reimbursement rights under Article 2, Section 2.12, will apply.

- 2.9. Provide housing information, organize orientation, and provide professional development (PD) activities to meet the needs of the visiting teachers. The orientation shall include, but not be limited to, information concerning local community life and resources such as housing, public transportation, medical centers, libraries, banks, social security offices, Department of Motor Vehicles, recreation centers, etc.
- 2.10. Ensure that the visiting teachers are afforded the opportunity to participate in professional development and cultural activities both as participants and resources.
- 2.11. Assist the visiting teachers in preparing for the California Basic Education Skills Test (CBEST) examination and California Teacher of English Learners (CTEL) requirements.
- 2.12. Barring unusual extenuating circumstances, ensure school district/charter school employment for visiting teachers for at least one school year; in the event of dismissal for any cause other than lack of professional skills or professional misconduct, the teacher will be eligible for statutory compensation. In addition, the school district/charter school will reimburse the visiting teacher as follows for direct costs incurred for travel and arrival to the school district/charter school for the teaching assignment offered in the selection process: processing fees for the J-1 non-immigrant visa, round-trip airline tickets, insurance, hotel, and rental deposits. Such payment is due within 30 days upon receipt of proof for actual costs incurred by the visiting teacher.
- 2.13. Inform the CDE promptly by telephone (confirmed promptly in writing) of any serious problem or controversy that may lead to the termination of a visiting teacher on J-1 status, 22 *CFR*, Section 62.13. (See Attachment 1.)
- 2.14. Cooperate with the CDE in the implementation and evaluation of the 2024–25 Exchange Teacher Visitor Program in accordance with the U.S. Department of State regulations, 22 *CFR*, sections 62 (See Attachment 1.)

**ARTICLE 3
PROGRAM PLACEMENT FOR THE SCHOOL YEAR**

- 3.1. Positions and Characteristics:
 - 3.1.1. Total number of Spanish teachers requested 1
 - 3.1.2. Intended dates of employment 8/2/2024 - 6/6/2025
 - 3.1.3. Proposed arrival date in the school district/charter school 7/15/2024
 - 3.1.4. Effective beginning teaching date (not before August) 8/2/2024
 - 3.1.5. Will the visiting teachers be paid a salary or stipend for preservice training and orientation? Yes No Dates 8/2/24 - 8/6/24
 - 3.1.6. RIVER DELTA UNIFIED School District/Charter School

intends to hire visiting teachers for the following positions:

Multiple Subject Credentials

Grades	Alternative Program: Bilingual Education	Dual Language Immersion	Structured English Immersion	Total Teachers
Transitional Kindergarten		TK/K COMBO	N/A	1
Kindergarten			N/A	
First Grade			N/A	
Second Grade			N/A	
Third Grade			N/A	
Fourth Grade			N/A	
Fifth Grade			N/A	
Sixth Grade			N/A	
Seventh/Eighth Grade			N/A	

Single Subject Credentials

Subject Matter	Middle School	High School	Total Teachers
Spanish as a Foreign Language			
Spanish for Spanish Speakers			

3.2. Selection of Visiting Teachers

3.2.1. In December 2023, the Ministry of Education announces teaching positions for visiting teachers for the 2024–2025 school year.

3.2.2. The Ministry of Education preselects a number of candidates among qualified teacher applicants.

3.2.3. The representative(s) from the CDE conducts the mini-CBEST and English language proficiency test based on the Foreign Service Institute (FSI) and provides a list of qualified teachers with passing scores to representatives of the Ministry of Education.

3.2.4. The selection committee composed of representatives of the participating school district/charter school, representative(s) of the CDE, and representatives of the Ministry of Education conduct the final selection process.

3.2.5. RIVER DELTA UNIFIED School District/ Charter School will allow:

Mr./Ms. MICHEL JAIR KIWAN GOMEZ Position PRINCIPAL
to conduct interviews from among the preselected qualified candidates on behalf of the RIVER DELTA UNIFIED School District/Charter School.

Mr./Ms. CODI AGAN will hire 1 (number) teachers

3.3. Program Coordination, Compliance and Implementation:

3.3.1. The RIVER DELTA UNIFIED School District/
Charter School designates Mr./Ms. MICHEL JAIR KIWAN GOMEZ
as the liaison appointed for the specific purpose of coordinating
and complying with the terms of this Agreement of Collaboration,
and to cooperate in its implementation with the designated staff
of the CDE and the Ministry of Education.

3.3.2 The liaison will ensure effective and ongoing communication with
the visiting teachers and site administrators in order to provide a
high level of monitoring and support to the visiting teachers.

Article 4

RESPONSIBILITIES OF THE CALIFORNIA DEPARTMENT OF EDUCATION

- 4.1. The CDE agrees to issue the Certificate of Eligibility for Exchange Visitor (J-1) Status in accordance with the U.S. Department of State regulations governing the Exchange Visitor Program, 22 *CFR*, sections 62. The U.S. Embassy has the authority to grant or to deny the J-1 visas.
- 4.2. The CDE agrees to collaborate with the Embassy of Spain, the Consulate General of Spain Education Offices, and the RIVER DELTA UNIFIED School District/Charter School in providing an orientation and monitoring the visiting teachers in accordance with the Exchange Visitor Program regulations, 22 *CFR*, Section 62.10. (See Attachment 1.)
- 4.3. The CDE's responsibility under this agreement is limited to its roles: (1) as a sponsor as defined in the U.S. Department of State regulations governing the Exchange Visitor Program, 22 *CFR*, Part 62, and (2) in the activities outlined in the Memorandum of Understanding with the Ministry of Education.
- 4.4. The CDE is neither a party to, nor responsible for, any agreements between the visiting teacher and other organizations, or the employment contract between the RIVER DELTA UNIFIED School District/Charter School and the visiting teacher(s), except as it relates to the non-immigrant J-1 program status of the exchange visitor. (See 2.12. of this Agreement.)

This Agreement of Collaboration will become effective on the date of its signature and will be operative for the school year 2024–25. Agreements are for one year in duration and are updated for four additional years as needed to meet the requirements of the Exchange Visitor Program, 22 *CFR* Part 62. (See Attachment 1)

By signing/typing your name electronically, you are agreeing that your electronic signature is the legal equivalent of your manual signature on this Agreement.

Tony Thurmond
State Superintendent of Public Instruction

Date

By the Superintendent or Authorized Representative
of the School District/Charter School

Date

By the Ministry of Education of Spain
Lourdes Orueta Mendia, Education Attaché

Date

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

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: February 20, 2024

Attachments: x

From: Codi Agan, Director of Personnel

Item Number: 27

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

SUBJECT:

Request to approve Agreement of Collaboration between California Department of Education, The Secretary of Public Education of Mexico, and River Delta Unified School District for California /Mexico Visiting Teacher Program 2024-2025.

BACKGROUND:

The California Department of Education is a designated sponsor by the United States Department of State of the Exchange Teacher Visitor Program. The Exchange Teacher Visitor Program regulations implement the Mutual Educational and Cultural Exchange Act of 1961, as amended, Public Law 87-256, 22 U.S.C. 2451, et seq. (1988). The purpose of the Act is to increase mutual understanding between the people of the United States and the people of other countries by means of educational and cultural exchanges, which assist the Department of State in furthering the foreign policy objectives of the United States.

STATUS:

Participation in the California/Mexico Visiting Teacher Program for the 2024-2025 school year will help enrich the educational and cultural experience of classrooms we currently have in our schools.

PRESENTER:

Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Staff

COST AND FUNDING SOURCES:

RECOMMENDATION:

That the Board approves the Agreement of Collaboration between California Department of Education, The Secretary of Public Education of Mexico, and River Delta Unified School District for California /Mexico Visiting Teacher Program 2024-2025

Time allocated: 2 minutes



California Department of Education

Secretaría de Educación Pública

**AGREEMENT OF COLLABORATION BETWEEN
THE CALIFORNIA DEPARTMENT OF EDUCATION,
THE SECRETARY OF PUBLIC EDUCATION OF MÉXICO, AND
RIVER DELTA UNIFIED SCHOOL DISTRICT/CHARTER SCHOOL**

CALIFORNIA/MÉXICO VISITING TEACHERS PROGRAM 2024–25

**Article 1
BACKGROUND AND PURPOSE**

The California Department of Education (CDE) is a designated sponsor by the United States (U.S.) Department of State of the Exchange Teacher Visitor Program. The Exchange Teacher Visitor Program regulations (see Attachment 1) implement The Mutual Educational and Cultural Exchange Act (Act) of 1961, as amended, Public Law 87-256, 22 U.S.C. 2451, *et seq.* (1988). The purpose of the Act is to increase mutual understanding between the people of the United States and the people of other countries by means of educational and cultural exchanges, which assist the U.S. Department of State in furthering the foreign policy objectives of the United States.

This Agreement of Collaboration is established pursuant to the Memorandum of Understanding entered into in August 2000 and updated in 2004 between the CDE and the Secretaría de Educación Pública (SEP) de México. The purposes of the agreement are to:

- 1.1. Place visiting teachers from México in kindergarten through grade twelve public school teaching positions in California schools where their language skills and their professional background and experience can enrich the education of California's students;
- 1.2. Provide the visiting teachers, as well as California students, teachers, and the State's general public with a cross-cultural experience that can foster mutual understanding and respect; and
- 1.3. Create opportunities for the visiting teachers to enrich their professional expertise and English language skills and to better understand the American culture, society, and teaching practices.

Article 2
GENERAL PROVISIONS

In agreeing to participate in the Exchange Teacher Visitor Program for the 2024–25 school year and approving this Agreement of Collaboration, the RIVER DELTA UNIFIED School District/Charter School agrees to:

- 2.1. Identify the number of teaching positions and the areas of expertise for which it will recruit visiting teachers from México by March 1, 2024.
- 2.2. Designate a school district/charter school representative who will participate in the visiting teacher selection set tentatively for March 21–22, 2024, and who will have the authority to offer contracts of employment to visiting teachers from México, who have a minimum of three years teaching experience, on the same terms and conditions as similarly situated district/charter teachers.
- 2.3. Maintain close contact with the visiting teachers prior to their arrival in California and provide them with the academic standards for the school district/charter school and other materials related to their teaching assignment and professional expectations.
- 2.4. Provide the necessary documentation, such as the “Offer of Employment” to the CDE for the Certificate of Eligibility for Exchange Visitor (J-1) Status: i.e., a signed written offer of employment.
- 2.5. Provide the designated staff of the CDE the opportunity to interview potential candidates and review documents to ensure the quality of the selected teachers, completeness of applications, and English language proficiency.
- 2.6. Process California credential applications for the visiting teachers.
- 2.7. Identify at the earliest possible time the specific school, grade, and subject assignment the visiting teacher will be given. The teaching position shall be in compliance with any applicable collective bargaining agreement, pursuant to the *Code of Federal Regulations*, Title 22 (22 CFR) Section 62.24(f)(3). (See Attachment 1.)
- 2.8. Ensure that the assignment of each visiting teacher is consistent with the assignment the visiting teacher was offered at the time of the selection; provided that, in the event this is not honored, the teacher will hold the right to reject the assignment. In the event the school district/charter school offers the visiting teacher an alternative assignment outside the scope of Article 3 of this Agreement, the reimbursement rights under Article 2, Section 2.12, will apply.

- 2.9. Provide housing information, organize orientation, and provide professional development (PD) activities to meet the needs of the visiting teachers. The orientation shall include, but not be limited to, information concerning local community life and resources such as housing, public transportation, medical centers, libraries, banks, social security offices, Department of Motor Vehicles, recreation centers, etc.
- 2.10. Ensure that the visiting teachers are afforded the opportunity to participate in professional development and cultural activities both as participants and resources.
- 2.11. Assist the visiting teachers in preparing for the California Basic Education Skills Test (CBEST) examination and California Teacher of English Learners (CTEL) requirements.
- 2.12. Barring unusual extenuating circumstances, ensure school district/charter school employment for visiting teachers for at least one school year; in the event of dismissal for any cause other than lack of professional skills or professional misconduct, the teacher will be eligible for statutory compensation. In addition, the school district/charter school will reimburse the visiting teacher as follows for direct costs incurred for travel and arrival to the school district/charter school for the teaching assignment offered in the selection process: processing fees for the J-1 non-immigrant visa, round-trip airline tickets, insurance, hotel, and rental deposits. Such payment is due within 30 days upon receipt of proof for actual costs incurred by the visiting teacher.
- 2.13. Inform the CDE promptly by telephone (confirmed promptly in writing) of any serious problem or controversy that may lead to the termination of a visiting teacher on J-1 status, 22 *CFR*, Section 62.13. (See Attachment 1.)
- 2.14. Cooperate with the CDE in the implementation and evaluation of the 2024–25 Exchange Teacher Visitor Program in accordance with the U.S. Department of State regulations, 22 *CFR*, sections 62 (See Attachment 1.)

Article 3
PROGRAM PLACEMENT FOR THE SCHOOL YEAR

- 3.1. Positions and Characteristics:
 - 3.1.1. Total number of visiting teachers from México requested: 7.
 - 3.1.2. Intended dates of employment: 8/2/2024 - 6/6/2025.
 - 3.1.3. Proposed arrival date in the school district/charter school: 7/15/2024.
 - 3.1.4. Will the visiting teachers be paid a salary or stipend for preservice training and orientation? Yes No Dates 8/2/2024 - 8/6/2024

3.1.5. RIVER DELTA UNIFIED School District/Charter School intends to hire visiting teachers for the following positions:

Multiple Subject Credentials

Grades	Alternative Program: Bilingual Education	Dual Language Immersion	Structured English Immersion	Total Teachers
Transitional Kindergarten		TK/K COMBO	Not Available	1
Kindergarten			Not Available	
First Grade			Not Available	
Second Grade			Not Available	
Third Grade			Not Available	
Fourth Grade			Not Available	
Fifth Grade			Not Available	
Sixth Grade			Not Available	
Seventh/Eight Grade			Not Available	

Single Subject Credentials

Subject Matter	Middle School	High School	Total Teachers
Spanish as a Foreign Language			
Spanish for Spanish Speakers			
Mathematics (Spanish or bilingual model only)		X	4
Specify Other (Spanish or bilingual model only)		ART, SCIENCE	2

3.2. Selection of Visiting Teachers

- 3.2.1. In November 2023, the SEP publicly announced the application procedures for teaching positions for visiting teachers for the 2024–25 school year.
- 3.2.2. The SEP pre-selected a number of candidates based on the California Commission on Teacher Credentialing checklist for Mexican applicants to qualify for the CDE testing.
- 3.2.3. The representative(s) from the CDE conducts the mini-CBEST and English language proficiency test based on the Foreign Service Institute

and provides a list of qualified teachers with passing scores to the representatives of the SEP.

3.2.4. The selection committee comprised of representatives of the participating school district/charter school, representative(s) of the CDE, and a representative of the SEP conduct the final selection process.

3.2.5. RIVER DELTA UNIFIED School District/ Charter School will allow:

Mr./Ms. KATHERINE WRIGHT Position SUPERINTENDENT
to conduct interviews from among the preselected qualified candidates on behalf of the RIVER DELTA UNIFIED School District/Charter School.

Mr./Ms. CODI AGAN will hire 7 (number) teachers

3.3. Program Coordination, Compliance, and Implementation:

3.3.1 The RIVER DELTA UNIFIED School District/Charter School designates Mr./Ms. MICHEL JAIR KIWAN GOMEZ as the liaison appointed for the specific purpose of coordinating and complying with the terms of this Agreement of Collaboration, and to cooperate in its implementation with the designated staff of the CDE and the SEP.

3.3.2 The liaison will ensure effective and ongoing communication with the visiting teachers and site administrators in order to provide a high level of monitoring and support to the visiting teachers.

Article 4

RESPONSIBILITIES OF THE CALIFORNIA DEPARTMENT OF EDUCATION

4.1. The CDE agrees to issue the Certificate of Eligibility for Exchange Visitor (J-1) Status in accordance with the U.S. Department of State regulations governing the Exchange Visitor Program, 22 *CFR* Part 62, sections 62. (See Attachment 1.) The U.S. Embassy and its consulates in México have the authority to grant or to deny the J-1 visas.

4.2. The CDE agrees to collaborate with the SEP, and with the RIVER DELTA UNIFIED School District/Charter School in providing an orientation and monitoring the visiting teachers in accordance with the Exchange Visitor Program regulations, 22 *CFR*, Section 62.10. (See Attachment 1.)

4.3. The CDE's responsibility under this agreement is limited to its roles: (1) as a sponsor as defined in the U.S. Department of State regulations governing the Exchange Visitor Program, 22 *CFR* Part 62 and (2) in the activities outlined in the Memorandum of Understanding with the SEP.

4.4. The CDE is neither a party to, nor responsible for, any agreements between the visiting teacher and other organizations, or the employment contract between the RIVER DELTA UNIFIED School District/Charter School and the visiting teacher(s), except as it relates to the non-immigrant J-1 program status of the exchange visitor. (See point 2.12 of this Agreement).

This Agreement of Collaboration will become effective on the date of its signature and will be operative for the school year 2024–25. Agreements are for one year in duration and are updated for four additional years as needed to meet the requirements of the Exchange Visitor Program, 22 *CFR* Part 62. (See Attachment 1.)

By signing/typing your name electronically, you are agreeing that your electronic signature is the legal equivalent of your manual signature on this Agreement.

For the California Department of Education
Tony Thurmond
State Superintendent of Public Instruction

Date

By the Superintendent or Authorized Representative
for the _____
School District/Charter School

Date

BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: February 20, 2024

Attachments: X

From: Codi Agan, Director of Personnel

Item Number: 28

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

SUBJECT:

Request to Approve the Out-of-County Travel for District Administration to Attend the International Interviews with the Exchange Teacher Visitor Program Mexico to Interview Potential Employees Through the Secretary of Public Education of Mexico in Mexico City, MX on March 20 – March 23, 2024.

BACKGROUND:

The California Department of Education is a designated sponsor by the United States Department of State of the Exchange Teacher Visitor Program. The Exchange Teacher Visitor Program regulations implement the Mutual Educational and Cultural Exchange Act of 1961, as amended, Public Law 87-256, 22 U.S.C. 2451, et seq. (1988). The purpose of the Act is to increase mutual understanding between the people of the United States and the people of other countries by means of educational and cultural exchanges, which assist the Department of State in furthering the foreign policy objectives of the United States.

STATUS:

The River Delta Unified School District is in need of applicants for hard-to-fill certificated positions. The Exchange Teacher Visitor Program gives higher priority to districts that attend their interviews in-person and make offers to potential employees during these interviews. The interviews will be held in Mexico City on March 21 & 22, 2024. If qualified applicants are not available prior to departing for the interviews, all travel arrangements will be cancelled.

PRESENTER:

Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Staff

COST AND FUNDING SOURCES:

\$2,580.00 per person plus applicable taxes and fees. General Fund.

Possible attendees: Katherine Wright, Superintendent; MJ Kiwan Gomez, Principal; Leticia Magana, Vice Principal; tenured, certificated teacher.

RECOMMENDATION :

That the Board approves the out-of-country travel for District administration to attend the Interviews with the Exchange Teacher Visitor Program Mexico in Mexico City if applicable.

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: February 20, 2024

Attachments: X

From: Board President Lamera

Item Number: 29

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

SUBJECT:

Request for Future Board Agenda Items from Board Members

BACKGROUND:

During the course of time, topics from community members, staff and other notable topics of interest within the Board's jurisdiction arise. Board members need a platform to address their fellow Board colleagues to discuss future items within their jurisdiction to be added to future agendas for discussion or action.

STATUS:

The Board will review upcoming Board meetings, study sessions, and identify future agenda items.

PRESENTER:

Board President Lamera

OTHER PEOPLE WHO MIGHT BE PRESENT:

Staff

COST AND FUNDING SOURCES:

No cost to request future Board agenda items.

RECOMMENDATION:

That the Board identifies future agenda items if applicable

Time allocated: 3 minutes