CUYAMA JOINT UNIFIED SCHOOL DISTRICT
BOARD MEETING MINUTES
Tuesday, December 12, 2023, 6:00 P.M.
BOARD ROOM, CUYAMA ELEMENTARY SCHOOL
2300 Hwy 166, New Cuyama CA 93254

Join Zoom Meeting

https://us06web.zoom.us/j/85914446339?pwd=PJOKrlt7ZM9pakqYtKrhi94fnkxJYe.1

Meeting ID: 859 1444 6339

Passcode: 2A71wy

I. The meeting will be called to order by Superintendent, Alfonso Gamino at **6:00 P.M.**

Roll Call Vote:

Heather Lomax **Ab** Elaine Johnson **P** Whitney Goller **Ab** Jeff Mitchell **P**

Michael Funkhouser **P**

Alfonso Gamino **P** Superintendent

FLAG SALUTE: Led by **Andi Garcia, Blue Sky Center Representative**

II. PUBLIC FORUM:
Following recognition by the President, members of the public shall have an opportunity to address the Board of Trustees either before or during the Board's consideration of each item of business to be discussed. In order to efficiently manage the business of the Board, the Board President may limit the amount of time allocated for each individual speaker to 3 minutes and limit the total time allocated on a particular issue to 15 minutes, pursuant to board policy. Items not appearing on the agenda cannot, by law, be the subject of Board action. Such items may be placed on future agendas for full discussion and/or action.

Andi Garcia from the Blue-Sky Center who is the Art in Action Coordinator spoke about how appreciated they are to be a part of helping the school.
She is happy to announce that there will be some of the Cuyama High School students going to the Blue-Sky center to print their Caltrans T-Shirt that they designed for the contest that Blue Sky held. Also, the Blue-Sky center mailed out a Cuyama Valley Home Energy Survey to all Cuyama residents. They received most of the resident surveys but decided to offer it electronically. They will be mailing out an information card to everyone so the community will be able to submit online.

ASB Report was announced by Alfonso Gamino. ASB and classes have been gearing up for their finals and for the upcoming break. ASB is hosting dress up week for the last week of school during finals. ASB is having Pajama Day, winter wonderland, character day, Santa's workshop, and ugly sweater day. ASB will also be hosting activities during finals week which will include gingerbread house building, ommatea decorating, letter writing, door decorating, and much more.

III. Informational Items

1. Request for allowance of attendance due to emergency conditions (Fiscal Year 2022-2023) Form J-13A approved by the California Department of Education. **Pg. 1-2**
   Presented by Mr. Gamino

2. Approval of Fiscal Year 2023-2024 Adopted Budget dated September 15, 2023. **Pg. 3-6**
   Presented by Mr. Gamino

IV. ACTION ITEMS:
a. Annual Organizational Meeting. Nomination and Election of Officers.
Nomination and Election of President of the Board for the 2024 calendar year (Board President then presides over the meeting). **Pg. 7**

Moved By: **Michael Funkhouser** 2nd By: **Jeffrey Mitchell**

Roll Call Vote:

Heather Lomax **Ab** Elaine Johnson **Y** Whitney Goller **Ab**

Jeffrey Mitchell **Y** Michael Funkhouser **Y**

The board elected Elaine Johnson as Board President for the 2024 calendar year.

Approved 3-0

b. Nomination and Election of Clerk of the Board for the 2024 calendar year. **Pg. 7**

Moved By: **Michael Funkhouser** Seconded By: **Jeffery Mitchell**

Roll Call Vote:

Heather Lomax **Ab** Elaine Johnson **Y** Whitney Goller **Ab**

Jeffrey Mitchell **Y** Michael Funkhouser **Y**

The board elected Heather Lomax as Board Clerk for the 2024 calendar year.

Approved 3-0

c. Appointment of Superintendent as Board Secretary for the 2024 calendar year. **Pg. 7**

Moved By: **Elaine Johnson** 2nd By: **Michael Funkhouser**

Roll Call Vote:

Heather Lomax **Ab** Elaine Johnson **Y** Whitney Goller **Ab**

Jeffrey Mitchell **Y** Michael Funkhouser **Y**

The board elected Alfonso Gamino as the Superintendent as Board Secretary for the 2024 calendar year.

Approved 3-0

d. It is recommended that the Board update the Governing Board Authorized Signatures of board members for the 2024 calendar year. **Pg. 7**

Moved By: **Michael Funkhouser** 2nd By: **Jeffery Mitchell**

Roll Call Vote:

Heather Lomax **Ab** Elaine Johnson **Y** Whitney Goller **Ab**

Jeffrey Mitchell **Y** Michael Funkhouser **Y**

The board discussed and updated the Governing Board Authorized Signatures for the 2024 calendar year.

Approved 3-0

e. It is recommended that the Board approve the Authorized Signatures for Release of

Commercial and Payroll Warrants for the 2024 calendar year to Alfonso Gamino, Superintendent, Theresa King, Business Manager, and to Rachel Leyland, CVHS teacher. **Pg. 7**

Moved By: **Michael Funkhouser** 2nd By: **Jeffery Mitchell**

Roll Call Vote:

Heather Lomax **Ab** Elaine Johnson **Y** Whitney Goller **Ab**

Jeffrey Mitchell **Y** Michael Funkhouser **Y**

The board discussed and approved the Authorized Signatures for Release for Commercial and the Payroll Warrants for the 2024 calendar year to Alfonso Gamino and to Terri King.

Approved 3-0

f. It is recommended that the Board approve the Authorized Signature of District Personnel to Act as District Agents for the 2024 calendar year to Alfonso Gamino, Superintendent and to Theresa King, Business Manager. **Pg. 7**

Moved By: **Michael Funkhouser** 2nd By: **Jeffery Mitchell**

Roll Call Vote:

Heather Lomax **Ab** Elaine Johnson **Y** Whitney Goller **Ab**

Jeffrey Mitchell **Y** Michael Funkhouser **Y**

The board approved the Authorized Signature of District Personnel to Act as the District Agents for the 2024 Calendar Year to Alfonso Gamino and Terri King.

Approved 3-0

g. It is recommended that the Board approve Alfonso Gamino, Superintendent and Theresa King, Business Manager to be able to provide offers of employment to district candidates. **Pg. 7**

Moved By: **Elaine Johnson** 2nd By: **Jeffery Mitchell**

Roll Call Vote:

Heather Lomax **Ab** Elaine Johnson **Y** Whitney Goller **Ab**

Jeffrey Mitchell **Y** Michael Funkhouser **Y**

The Board approved Alfonso Gamino and Terri King to provide offers of employment to the district candidates.

Approved 3-0

h. It is recommended that the Board approve the resolution of the Governing Board Powers Duties Authority to make cash and budget transfers to Alfonso Gamino, Superintendent and to Theresa King, Business Manager for the 2024 calendar year. **Pg. 8**

Moved By: **Jeffery Mitchell** 2nd By: **Michael Funkhouser**

Roll Call Vote:

Heather Lomax **Ab** Elaine Johnson **Y** Whitney Goller **Ab**

Jeffery Mitchell **Y** Michael Funkhouser **Y**

The board approved the Governing Board Powers Duties to Alfonso Gamino and Terri King to make cash and budget transfers for the 2024 Calendar Year.

Approved 3-0

i. It is recommended that the Board approve the Governing Board Regular Meeting Schedule. **Pg. 9**

Moved By: **Elaine Johnson** 2nd By: **Michael Funkhouser**

Roll Call Vote:

Heather Lomax **Ab** Elaine Johnson **Y** Whitney Goller **Ab**

Jeffrey Mitchell **Y** Michael Funkhouser **Y**

The board approved the Governing Board Regular Meeting Schedule for the 2024 Calendar year.

Approved 3-0

j. Appointment of School Board Representative to the Santa Barbara Committee on School District Organization for the 2024 calendar year. **Pg. 10**

Moved By: **Elaine Johnson** 2nd By: **Michael Funkhouser**

Roll Call Vote:

Heather Lomax **Ab** Elaine Johnson **Y** Whitney Goller **Ab**

Jeffrey Mitchell **Y** Michael Funkhouser **Y**

The board discussed and elected Whitney Goller for the School Board Representative to the Santa Barbara Committee on the School District Organization for the 2024 Calendar year.

Approved 3-0

k. It is recommended that the board decide whether and take action to either select a board member as a representative of the district to attend the Santa Barbara County School Boards Association (SBCSBA) Executive Committee meetings or to not select a representative to the SBCSBA for the 2024 school year. **Pg. 11-13**

Moved By: **Elaine Johnson** 2nd By: **Michael Funkhouser**

Roll Call Vote:

Heather Lomax **Ab** Elaine Johnson **Y** Whitney Goller **Ab**

Jeffrey Mitchell **Y** Michael Funkhouser **Y**

The board discussed that there will be no need to have a board member representing the SBCSBA for the 2024 school year.

Approved 3-0

l. It is recommended that the Board approve the Statement of Facts Roster of Public Agencies Filing and file it with the Secretary of State within (10) days. **Pg. 14**

Moved By: **Elaine Johnson** 2nd By: **Michael Funkhouser**

Roll Call Vote:

Heather Lomax **Ab** Elaine Johnson **Y** Whitney Goller **Ab**

Jeffrey Mitchell **Y** Michael Funkhouser **Y**

The board approved the Statement of Facts Roster of Public Agencies Filing and file it with the Secretary of State within 10 days from today.

Approved 3-0

m. It is recommended that the board review and approve the Services Acceptance Memorandum of Understanding with the Parent Institute for Quality Education (PIQE) for the Signature Family Engagement in Education K-12 Program. **Pg. 15-17**

Moved By: **Elaine Johnson** 2nd By: **Michael Funkhouser**

Roll Call Vote:

Heather Lomax **Ab** Elaine Johnson **Y** Whitney Goller **Ab**

Jeffrey Mitchell **Y** Michael Funkhouser **Y**

The Board reviewed and approved the Services Acceptance Memorandum of Understanding with the Parent Institute for Quality Education of the Signature Family Engagement in Education K-12 Program.

Approved 3-0

n. It is recommended that the Board discuss and approve the Nature Explore Proposal of Services for Cuyama Joint Unified School District for Designer/Educator Services paid for out of the County of Santa Barbara First 5 funds. **Pg. 18-26**

Moved By: **Michael Funkhouser** 2nd By: **Elaine Johnson**

Roll Call Vote:

Heather Lomax **Ab** Elaine Johnson **Y** Whitney Goller **Ab**

Jeffrey Mitchell **Y** Michael Funkhouser **Y**

The Board discussed and approved the Nature Explore Proposal of services for the Cuyama Joint Unified School District for the Proposal For Design and Workshop Services paid for out of the County of Santa Barbara First 5 grant funds.

Approved 3-0

o. It is recommended that the board approve the Clinical Experience Renewal Agreement Renewal between Western Governors University and Cuyama Joint Unificd School District. This is a three (3) year agreement from effective date. **Pg. 27-32**

Moved By: **Michael Funkhouser** 2nd By**: Jeffery Mitchell**

Roll Call Vote:

Heather Lomax **Ab** Elaine Johnson **Y** Whitney Goller **Ab**

Jeffrey Mitchell **Y** Michael Funkhouser **Y**

The board approved the Clinical Experience Renewal Agreement between the Western Governors University and Cuyama Joint Unified School District effective December 12, 2023, through December 30, 2026.

Approved 3-0

p. It is recommended that the district approve the Memorandum of Understanding (MOU between Fighting Back Santa Maria Valley and the Cuyama Joint Unified School District to hold the all-day activities in the gym on Tuesday, January 9, 2023. Fighting Back Santa Maria Valley will conduct activities all day to bring our student body together discuss issues and to work as a student body/staff. It is the goal that after the session, our students will work to continue to develop the positive school culture tradition enjoyed in Cuyama School District. Our teachers, support staff, and Superintendent/Principal will also participate in the activities so that this can be an all-staff event. **Pg. 33-35**

Moved By: **Elaine Johnson** 2nd By: **Michael Funkhouser**

Roll Call Vote:

Heather Lomax **Ab** Elaine Johnson **Y** Whitney Goller **Ab**

Jeffrey Mitchell **Y** Michael Funkhouser **Y**

The board approved the Memorandum of Understanding between Fighting Back Santa Maria Valley and the Cuyama Joint Unified School District to be held at the Cuyama Valley High School Gym on Tuesday January 9, 2023 from 8:00am to 3:00pm.

Approved 3-0

q. It is recommended that the board discuss, review, and approve the first reading of the September 2023 CSBA Policy updates. The Policy Guide Sheet and CSBA Update Checklist are on pages **36-40.**

1. BP 1160- Political Process **Pg. 41-46**

2. BP & AR 1330- Use of School Facilities **Pg. 47-60**

3. E(1) 1330 – Use of School Facilities – Delete **Pg. 61-64**

4. AR 3311 – Bids **Pg. 65-77**

5. AR 3311.3 – Design-Build Contracts **Pg. 78-82**

6. BP 3312 – Contracts **Pg. 83-93**

7. BP 3460 – Financial Reports and Accountability **Pg. 94-104**

8. BP 3551 – Food Service Operations/Cafeteria Fund **Pg. 105-114**

9. AR 3551 – Food Service Operations/Cafeteria Fund **Pg. 115-123**

10. BP 4151 – Employee Contribution **Pg. 124-130**

11. BP 4251 – Employee Contribution **Pg. 139-145**

12. BP 4351 – Employee Contribution **Pg. 146-152**

13. AR 4217.3 – Layoff/Rehire **Pg. 131-138**

14. BP 5131.9 – Academic Honesty **Pg. 153-155**

15. BP 6154 – Homework/Makeup Work **Pg. 156-160**

16. BP 6162.5 – Student Assessment **Pg. 161-167**

17. AR 7140 Architectural and Engineering Services **Pg. 168-171**

18. BB 9124 – Attorney **Pg. 172-175**

Moved By: **Michael Funkhouser** 2nd By: **Elaine Johnson**

Roll Call Vote:

Heather Lomax **Ab** Elaine Johnson **Y** Whitney Goller **Ab**

Jeffrey Mitchell **Y** Michael Funkhouser **Y**

The board discussed, reviewed, and approved as a final reading of the September 2023 CSBA Policy updates.

Approved 3-0

r. It is recommended that the board discuss, review, and approve the first reading of the October 2023 CSBA Policy updates. The Policy Guide Sheet and CSBA Update Checklist are on pages **176-352.**

1. BP 0410 – Nondiscrimination in District Programs and Activities **Pg. 183-197**

2. BP 1312.2 – Complaints Concerning Instructional Materials **Pg. 198-202**

3. AR 1312.2 – Complaints Concerning Instructional Materials **Pg. 203-207**

4. E (1) – Complaints Concerning Instructional Materials **Pg. 208-212**

5. BP 1312.3 - Uniform Complaints Procedures **Pg. 213-227**

6. AR 1312.3 – Uniform Complaints Procedures **Pg. 228-251**

7. AR 1312.4 – Williams Uniform Complaint Procedures **Pg. 252-259**

8. E(1) 1312.4 – Williams Uniform Complaint Procedures **Pg. 260-264**

9. E(2) 1312.4 – Williams Uniform Complaint Procedures **Pg. 265-270**

10. BP 5145.3 – Nondiscrimination/Harassment **Pg. 271-282**

11. BP 6143 – Courses of Study **Pg. 283-290**

12. AR 6143 – Courses of Study **Pg. 291-308**

13. BP 6161.1 – Selection and Evaluation of Instructional Materials **Pg. 309-317**

14. AR 6161.1 – Selection and Evaluation of Instructional Materials **Pg. 318-327**

15. E(1) 6161.1 – Selection and Evaluation of Instructional Materials **Pg. 328-336**

16. BP 6161.11 – Supplementary Instructional Materials **Pg. 337-342**

17. BPO 6163.1 – Library Media Centers **Pg. 343-352**

Moved By: **Jeffery Mitchell** 2nd By: **Michael Funkhouser**

Roll Call Vote:

Heather Lomax **Ab** Elaine Johnson **Y** Whitney Goller **Ab**

Jeffrey Mitchell **Y** Michael Funkhouser **Y**

The board discussed, reviewed, and approved as a final reading of the October 2023 CSBA Policy updates.

Approved 3-0

s. It is recommended that the Board review and approve the 1st Interim Report of the 2023-2024 school year. Ms. Theresa King will present the 1st Interim Report. **Starting on Page 383**

The board tabled and pulled this item for action after closed section

Moved By: **Jeffery Mitchell** 2nd By: **Michael Funkhouser**

Roll Call Vote:

Heather Lomax **Ab** Elaine Johnson **Y** Whitney Goller **Ab**

Jeffrey Mitchell **Y** Michael Funkhouser **Y**

The board tabled and pulled this item for action after closed section.

The board reconvened to open section to discuss and approve this The 1st Interim Report.

Approved 3-0

V. SUPERINTENDENT'S REPORT:

1. Williams update for Cuyama Valley High School on November 15, 2023.
   Mr. Gamino updated the board regarding the most resent Williams visit to Cuyama Valley High School on November 15, 2023. The school received a very good report with minor improvements that were recommended.

2. Plan to proactively address the student body at CVHS to continue to take to new heights the tradition of a positive and proud school culture among all students and staff.
   Mr. Gamino presented the board a culture and climate plan of action for Cuyama Valley High School. He will share this plan with families in an informational document that will be in sent home in English and Spanish. The plan includes bringing Fighting Back Santa Maria to work with teachers and all students (January 9, 2023). The plan includes Parents Institute for Quality Education (PIQE) to engage our families. PE Locker room aides will be provided during PE, Sierra Madre Continuation High School will open January 2024, parent teacher conferences will continue, and the district will continue to provide ongoing communication with families in English/Spanish.

3. California Community Schools Partnership Program (CCSPP) informational update:
   Mr. Gamino presented the California Community Schools Partnership Program 5-year implementation grant process. This process involves shared decision making by a steering community that will be composed of a board member (Elaine Johnson), at least one teacher, one classified member, school counselor, superintendent/principal, and several parents. The grant application is due February 9, 2024.

4. Other
   None

VI. BOARD MEMBER REPORT:

Elaine Johnson reported that she went to the Bakersfield Condors hoking game. She reported that students had a very experience going to the game.

Jeffery Mitchell and Elaine Johnson was very proud of the FFA Tri Tip Fundraiser. Hoping that FFA might do it next year.

VII. CONSENT AGENDA:

The Board will consider the following consent calendar items. All items listed are considered to be routine and noncontroversial. Consent items will be considered first and may be approved by one motion if no member of the CJUSD Board wishes to comment or discuss. If comment or discussion is desired, the item will be removed from the consent agenda and considered in the listed sequence with an opportunity for any member of the public to address the CJUSD Board concerning the item before action is taken.

1. Minutes of the November 9, 2023 Board Meeting including the Personnel Activity Report. **Pg. 353-361**
   Members Present: Whitney Goller, Elaine Johnson, Michael Funkhouser, Jeffery Mitchell. Members absent: Heather Lomax
2. Checks Board Report and warrants for November 1-30, 2023. **Pg. 362-378**
3. Field Trip request: 4th-5th grade field trip to Santa Maria Philharmonic concert for schools to Grace Baptist Church. Bus needed. Bus will leave after school starts and return before students go home for the day. Requested by Mrs. Bonnie Rodriguez. **Pg. 379**
4. ~~Fundraiser: Elementary School: Winter Program Refreshments. Elementary/Middle School ASB will sell hot coco and cupcakes/cookies at this year's Winter Program on December 14, 2023. **380-381**~~
5. Fundraiser CVHS: The 2024 Senior Class would like to sell chocolate bars at stores and the catholic church in New Cuyama from Worlds Finest Chocolate to raise funds for their Senior trip. **Pg. 382**

Moved By: **Michael Funkhouser** 2nd By: **Jeffery Mitchell**

Roll Call Vote:

Heather Lomax **Ab** Elaine Johnson **Y** Whitney Goller **Ab**

Jeffrey Mitchell **Y** Michael Funkhouser **Y**

The board approved consent agenda items numbers 1-3 and number 5. Consent agenda number 4 removed at the request of the teacher that submitted the request.

VIII. ITEM(S) PULLED FROM CONSENT AGENDA: **None**

1._____
_____

Moved By: _____ 2nd By: _____

Roll Call Vote:

Heather Lomax ____ Elaine Johnson _____ Whitney Goller _____

Jeffrey Mitchell _____ Michael Funkhouser_____

2._____
_____

Moved By: _____ 2nd By: _____

Roll Call Vote:

Heather Lomax ____ Elaine Johnson _____ Whitney Goller _____

Jeffrey Mitchell _____ Michael Funkhouser_____

3.
_____
_____

Moved By: _____ 2nd By: _____

Roll Call Vote:

Heather Lomax ____ Elaine Johnson _____ Whitney Goller _____

Jeffrey Mitchell _____ Michael Funkhouser_____

IX. CLOSED SESSION:

NOTE: The Brown Act permits the Board to consider certain matters in closed session, in limited circumstances. The Board will consider and may act upon any of the items described below in closed session. The Brown Act requires that the Board report out certain actions taken in closed session, which will be announced following the closed session. WITH LIMITED EXCEPTIONS, THE LAW REQUIRES THAT INFORMATION DISCLOSED IN CLOSED SESSION REMAIN CONFIDENTIAL.

A. CONFERENCE WITH LEGAL COUNSEL—ANTICIPATED LITIGATION
Significant exposure to litigation pursuant to paragraph (2) of subdivision (d) of Government Code Section 54956.9: 1 potential case

Discussion no Action

B. Under California Government Code 54957 Certificated and Classified Personnel changes. The Board will be asked to review and approve a number of transfers, reassignments, promotions, evaluations, terminations, resignations and hirings reported by the Superintendent.

The board approved the personal activity report as submitted.

C. Negotiations as it relates to CUE/CTA – Consult with District negotiators Mr. Tim Salazar and Mr. Alfonso Gamino, authorized by Government Code section 3549.1

Discussion no Action

D. Negotiations as it relates to CSEA Cuyama Chapter #288 – Consult with District negotiators Mr. Tim Salazar and Mr. Alfonso Gamino, authorized by Government Code section 3549.1

Discussion no Action

The Board will adjourn into closed session at **7:18** p.m.

The Board returned to open session at: **8:30** p.m.

Report out from closed session: **Report under each closed session item above.**

Board returned to action item "s" before adjournment.

X. ADJOURNMENT:

Moved By: **Elaine Johnson** 2nd By: **Michael Funkhouser**

Roll Call Vote:

Heather Lomax **Ab** Elaine Johnson **Y** Whitney Goller **Ab**

Jeffrey Mitchell **Y** Michael Funkhouser **Y**

Approved 3-0

Meeting adjourned 8:55pm

Materials prepared in connection with an item on the regular session agenda may be reviewed in the Superintendent's office 72 hours in advance of the meeting and will be available for public inspection at the meeting. An individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should contact the Superintendent or designee. (Government Code 54954.2)

The next regularly scheduled School Board Meeting will be on
Thursday, January 12, 2023; 6:00 p.m., Elementary School Board Room
Materials related to an item on this Order of Business distributed to the Board of Education are available for public inspection at the district office and at: https://cuyamaunified.org/board-materials-2021-2022/ using the "Click Here" links next to the date: 01/12/2023.

Cuyama Joint Unified School District
2300 Highway 166, New Cuyama, California 93254
(661) 766-2482 • FAX: (661) 766-2255

December 12, 2023

Personnel Activity Report

Certificated Hires:

1. Effective January 8, 2023 ½ Sierra Madre & ½ CTE Full time assignment	Carlos Diaz	Certificated Salary Schedule

Classified Hires:

1. Maintenance II/Bus Driver	Daniel Cortes	Classified Salary Schedule

Certificated Stipend Coaching revision:

1. JV football coach: The district had approved Tony Muniz to receive the 2023-2024 JV football stipend (approved on September 14, 2023). However, the Athletic Director and Tony Muniz agreed that Mr. Biff Charlton should receive the 2023-2024 JV football coach stipend (not Toney Muniz) as Mr. Charlton provided the coaching throughout the season. Paid at stipend schedule C2 rate.

Extra Duty Schedule

1. Winter Sports Basketball (he will condition and practice with returning students who are interested in playing basketball for the CVHS in the 2024-2025 season (students 9th -11th) to be ready for 2024-2025 basketball season.

Varsity Coach	Charlie Bosma	C2 Extra Duty stipend schedule

2. ASB Advisor (HS) Effective January 8, 2023	Alicia Muniz	A1 Extra Duty stipend schedule

Cuyama Joint Unified School District
2300 Highway 166, New Cuyama, California 93254
(661) 766-2482 • FAX: (661) 766-2255

December 12, 2023

Cuyama Valley Positive School Culture and Climate Plan

I. To enhance CVHS culture and climate the school will:
   a. Prioritize open communication among students, teachers, and staff.
      1. December 2023: Work in partnership with the district to develop the district's plan for services.
      2. Fighting Back Santa Maria will conduct a full day of whole student body and small group activities to enhance the school culture and climate amongst the students, teachers, and support staff.
      3. Activities will focus on building positive relationships, modeling positive behavior, appreciation for one another (students and staff alike)
      4. Sharing experiences by students, teachers, support staff, and the Superintendent himself. We can all learn from each other's experiences.

II. To enhance a strong family/school partnership the district will:
   a. Provide a Signature Family Engagement in Education J-12 Program for parents/guardians of the students enrolled in the Cuyama Joint Unified School District starting in late March 2023. This is the Parent Institute for Quality Education (PIQE).
      1. Superintendent/Principal will participate and collaborate in several of the sessions to bring the community be become partners with the school as we educate their children.
      2. (8) parent sessions will be provided (one session a week).
      3. A graduation ceremony with certificates will be provided to parents who attend four or more of the sessions.
      4. The program will be offered in English/Spanish.

III. Locker Room safety: PE locker rooms closed through January 9, 2023.

IV. Instructional aide for the boys' and girls' locker room will be provided during PE for continuous supervision and to support the PE activities.

V. Open Sierra Madre as alternate placement option for students.

VI. Continue our annual parent/teacher conferences, welcome back event, awards assembly, and other events throughout the year.

VII. Continue to communicate with our families in English and in Spanish throughout the year. Send out a notice of this plan to our families over the winter break to keep them informed.

VIII. Take other necessary actions as deemed appropriate to maintain the CVHS culture and climate that Cuyama is known for. Together we are the community.

Checks Dated 12/01/2023 through 12/31/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-770056	12/01/2023	Haslett, Lisa D	01-5800		441.47
01-770057	12/01/2023	Frontier Communications	01-5910		407.42
01-770058	12/01/2023	Home Depot Credit Services	01-4300		734.87
01-770059	12/01/2023	IEC Power, LLC	01-5640		1,359.58
01-770060	12/01/2023	Jordano's Food Service	13-4300	414.76	
			13-4710	6,323.61	6,738.37
01-770061	12/01/2023	Pacific Gas & Electric	01-5520		471.65
01-770062	12/01/2023	Pitney Bowes	01-5600	125.97	
			01-5800	56.05	182.02
01-770063	12/01/2023	Quill Corporation	01-4300		127.03
01-770064	12/01/2023	Tech-Time Communications, Inc	01-5640		706.43
01-770065	12/01/2023	Verizon Business	01-5910		22.41
01-771235	12/08/2023	Amazon Capital Services	01-4300		20.89
01-771236	12/08/2023	AUS West Lockbox	01-5550		449.43
01-771237	12/08/2023	B&B Surplus, Inc	01-4300		471.97
01-771238	12/08/2023	Berchtold Equipment Co.	01-4300		159.04
01-771239	12/08/2023	Brown & Reich Petroleum, Inc.	01-4381	727.62	
			01-4384	334.59	1,062.21
01-771240	12/08/2023	CANON FINANCIAL SERVICES, INC.	01-5800		210.38
01-771241	12/08/2023	Home Depot Credit Services	01-4300		2,880.91
01-771242	12/08/2023	Infinity Communications	01-5865		625.00
01-771243	12/08/2023	James Herrera	01-5100		320.00
01-771244	12/08/2023	Jordano's Food Service	13-4300	168.88	
			13-4710	2,341.31	2,510.19
01-771245	12/08/2023	Kern Machinery	01-5640		1,362.29
01-771246	12/08/2023	LimottaIT	01-4400	11,631.08	
			01-5800	1,625.00	13,256.08
01-771247	12/08/2023	Linde Gas & Equipment Inc.	01-4300		1,837.22
01-771248	12/08/2023	Old Cuyama Do It Best	01-4300		234.72
01-771249	12/08/2023	Pacific Gas & Electric	01-5520		300.40
01-771250	12/08/2023	Renaissance Learning, Inc.	01-5835		3,767.80
01-771251	12/08/2023	RingCentral Inc.	01-5910		854.91
01-771252	12/08/2023	Southern California Gas Co.	01-5510		3,239.52
01-772520	12/15/2023	American Business Machines	01-8699		15.00
01-772521	12/15/2023	Applied Technology Group, Inc.	01-5900	250.00	
			01-8699	250.00	500.00
01-772522	12/15/2023	Cummins Sales and Service	01-5640		502.94
01-772523	12/15/2023	Cuyama Community Services Dist	01-5530		533.22
01-772524	12/15/2023	Dean Lovett	01-5800		650.00
01-772525	12/15/2023	Dubuque Bank & Trust	01-7438	4,203.04	
			01-7439	23,770.88	27,973.92
01-772526	12/15/2023	Home Depot Credit Services	01-8699		231.80
01-772527	12/15/2023	Jordano's Food Service	13-4300	367.93	
			13-4710	5,894.13	6,262.06
01-772528	12/15/2023	Kern County Supt. Of Schools	01-4300	273.09	
			01-4380	984.05	

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

Checks Dated 12/01/2023 through 12/31/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-772528	12/15/2023	Kern County Supt. Of Schools	01-5640	6,997.90	8,255.04
01-772529	12/15/2023	Marborg Disposal	01-8699		741.60
01-772530	12/15/2023	Midway Laboratory, Inc	01-8699		25.00
01-772531	**12/15/2023**	**Old Cuyama Do It Best**	**01-4300**		**1,030.80**
01-772532	12/15/2023	Purchase Power	01-4300	34.83	
			01-5900	110.37	145.20
01-772533	12/15/2023	Quill Corporation	01-4300	256.68	
			01-8699	**118.69**	**375.37**
01-772534	12/15/2023	Quinn Company	01-5640		10,748.87
01-772535	12/15/2023	VISA	01-5800		72.00
01-772536	12/15/2023	Waldrop's Auto Parts	01-4300	33.86	
			01-4380	**245.16**	
			01-4382	92.06	
			01-8699	180.48	551.56
		Total Number of Checks	**45**		**103,368.59**

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	42	87,857.97
13	Cafeteria Spec Rev Fund	3	15,510.62
	Total Number of Checks	**45**	103,368.59
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		**103,368.59**

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

Bank Account COUNTY - County-AP

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 01-770056, Dated 12/01/2023, Printed (000351), PO# ,BatchId AP12012023										
Direct Employee	Haslett, Lisa D (000152) P.O. Box 464 New Cuyama, CA 93254									
2023/24	09/01/23		Milage for farel cat clean up	2308LH	11/29/23	Paid	Printed	441.47		441.47
	2024 01-0000-0-0000-8100-5800-030-0000-0000									
						Check Amount for 01-770056		**441.47**		
Check # 01-770057, Dated 12/01/2023, Cleared (000351), PO# PO24-00049,BatchId AP12012023										
AP Vendor	Frontier Communications (000033/1) PO BOX 740407 Cincinnati, OH 45274-0407									
2023/24	11/13/23	R24-00050	Frontier Comm. Fee 11/13/2023-12/12/20 23 661-766-2293	231113-2293	11/29/23	Paid	Cleared	303.49		303.49
	2024 01-0000-0-0000-2700-5910-030-0000-0000									
2023/24	11/13/23	R24-00050	Frontier Comm. Fee 11/13/2023-12/12/20 23 661-766-2642	231113-2642	11/29/23	Paid	Cleared	103.93		103.93
	2024 01-0000-0-0000-2700-5910-030-0000-0000									
						Check Amount for 01-770057		**407.42**		
Check # 01-770058, Dated 12/01/2023, Cleared (000351), PO# ,BatchId AP12012023										
Direct Vendor	Home Depot Credit Services (002329/1) Dept 32-2502046356 PO BOX 78047 Phoenix, AZ 85062-8047									
2023/24	11/08/23		AG Supplies	21439	11/29/23	Paid	Cleared	143.40		143.40
	2024 01-6387-0-3800-1000-4300-070-0000-00R7									
2023/24	10/26/23		AG Supplies	3016992	11/29/23	Paid	Cleared	145.17		145.17
	2024 01-6387-0-3800-1000-4300-070-0000-00R7									
2023/24	10/16/23		AG Supplies	3024495	11/29/23	Paid	Cleared	262.16		262.16
	2024 01-6387-0-3800-1000-4300-070-0000-00R7									
2023/24	11/05/23		AG Supplies	3624239	11/29/23	Paid	Cleared	184.14		184.14
	2024 01-6387-0-3800-1000-4300-070-0000-00R7									
						Check Amount for 01-770058		**734.87**		
Check # 01-770059, Dated 12/01/2023, Printed (000351), PO# PO24-00051,BatchId AP12012023										

Selection Sorted by Check #, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Check/Advice Date = 12/1/2023, Ending Check/Advice Date = 12/31/2023, Page Break by Check/Advice? = N, Zero? = Y)

Bank Account COUNTY - County-AP

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 01-770059, Dated 12/01/2023, Printed (000351), PO# PO24-00051,BatchId AP12012023										
AP Vendor	IEC Power, LLC (002897/1) 8775 Folsom Blvd, Suit 110 Sacramento, CA 95826									
2023/24	11/17/23	R24-00052	Solar Maintenance Agreement 10/18/2023-11/17/2023	CUYAMA-OM-IN113	11/29/23	Paid	Printed	1,359.58		1,359.58
	2024	01- 0000- 0- 0000- 8100- 5640- 030- 0000- SOLR				679.79				
	2024	01- 0000- 0- 0000- 8100- 5640- 070- 0000- SOLR				679.79				
						Check Amount for 01-770059		**1,359.58**		
Check # 01-770060, Dated 12/01/2023, Cleared (000351), PO# PO24-00005,BatchId AP12012023										
AP Vendor	Jordano's Food Service (001095/1) 550 South Patterson Ave. Santa Barbara, CA 93111									
2023/24	11/06/23	R24-00005	HS Lunch	6913248	11/29/23	Paid	Cleared	1,107.47		1,107.47
	2024	13- 5310- 0- 0000- 3700- 4300- 070- 0000- 0000								
	2024	13- 5310- 0- 0000- 3700- 4710- 070- 0000- 0000				1,107.47				
	2024	13- 5310- 0- 0000- 3700- 4790- 070- 0000- 0000								
2023/24	11/06/23	R24-00005	HS Breakfast	6913249	11/29/23	Paid	Cleared	693.49		693.49
	2024	13- 5310- 0- 0000- 3700- 4300- 070- 0000- 0000								
	2024	13- 5310- 0- 0000- 3700- 4710- 070- 0000- 0000				693.49				
	2024	13- 5310- 0- 0000- 3700- 4790- 070- 0000- 0000								
2023/24	11/13/23	R24-00006	ES Lunch	6917068	11/29/23	Paid	Cleared	1,491.80		1,491.80
	2024	13- 5310- 0- 0000- 3700- 4300- 030- 0000- 0000								
	2024	13- 5310- 0- 0000- 3700- 4300- 070- 0000- 0000				162.90				
	2024	13- 5310- 0- 0000- 3700- 4710- 030- 0000- 0000				1,328.90				
	2024	13- 5310- 0- 0000- 3700- 4710- 030- SUMR- 0000								
	2024	13- 5310- 0- 0000- 3700- 4710- 070- 0000- 0000								
2023/24	11/13/23	R24-00006	ES Breakfast	6917069	11/29/23	Paid	Cleared	74.39		74.39
	2024	13- 5310- 0- 0000- 3700- 4300- 030- 0000- 0000								
	2024	13- 5310- 0- 0000- 3700- 4300- 070- 0000- 0000								
	2024	13- 5310- 0- 0000- 3700- 4710- 030- 0000- 0000				74.39				
	2024	13- 5310- 0- 0000- 3700- 4710- 030- SUMR- 0000								
	2024	13- 5310- 0- 0000- 3700- 4710- 070- 0000- 0000								
2023/24	11/13/23	R24-00005	HS Lunch	6917070	11/29/23	Paid	Cleared	1,099.40		1,099.40
	2024	13- 5310- 0- 0000- 3700- 4300- 070- 0000- 0000				121.66				
	2024	13- 5310- 0- 0000- 3700- 4710- 070- 0000- 0000				977.74				

Selection Sorted by Check #, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Check/Advice Date = 12/1/2023, Ending Check/Advice Date = 12/31/2023, Page Break by Check/Advice? = N, Zero? = Y)

Bank Account COUNTY - County-AP

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 01-770060, Dated 12/01/2023, Cleared (000351), PO# PO24-00005,BatchId AP12012023 (continued)										
AP Vendor		Jordano's Food Service (001095/1) (continued)								(continued)
2023/24	11/13/23	R24-00005	HS Lunch	6917070 (continued)	11/29/23	Paid	Cleared	(continued)		
	2024	13- 5310- 0- 0000- 3700- 4790- 070- 0000- 0000								
2023/24	11/13/23	R24-00005	HS Breakfast	6917071	11/29/23	Paid	Cleared	357.58		357.58
	2024	13- 5310- 0- 0000- 3700- 4300- 070- 0000- 0000				36.61				
	2024	13- 5310- 0- 0000- 3700- 4710- 070- 0000- 0000				320.97				
	2024	13- 5310- 0- 0000- 3700- 4790- 070- 0000- 0000								
2023/24	11/27/23	R24-00006	ES Lunch	6923765	11/29/23	Paid	Cleared	1,286.91		1,286.91
	2024	13- 5310- 0- 0000- 3700- 4300- 030- 0000- 0000								
	2024	13- 5310- 0- 0000- 3700- 4300- 070- 0000- 0000				93.59				
	2024	13- 5310- 0- 0000- 3700- 4710- 030- 0000- 0000				1,193.32				
	2024	13- 5310- 0- 0000- 3700- 4710- 030- SUMR- 0000								
	2024	13- 5310- 0- 0000- 3700- 4710- 070- 0000- 0000								
2023/24	11/27/23	R24-00006	ES Breakfast	6923766	11/29/23	Paid	Cleared	522.18		522.18
	2024	13- 5310- 0- 0000- 3700- 4300- 030- 0000- 0000								
	2024	13- 5310- 0- 0000- 3700- 4300- 070- 0000- 0000								
	2024	13- 5310- 0- 0000- 3700- 4710- 030- 0000- 0000				522.18				
	2024	13- 5310- 0- 0000- 3700- 4710- 030- SUMR- 0000								
	2024	13- 5310- 0- 0000- 3700- 4710- 070- 0000- 0000								
2023/24	11/27/23	R24-00007	ASES Snack	6923767	11/29/23	Paid	Cleared	105.15		105.15
	2024	13- 5310- 0- 0000- 3700- 4710- 030- 0000- ASES								
						Check Amount for 01-770060		**6,738.37**		
Check # 01-770061, Dated 12/01/2023, Cleared (000351), PO# PO24-00043,BatchId AP12012023										
AP Vendor		Pacific Gas & Electric (000074/1) Box 997300 Sacramento, CA 95899-7300								
2023/24	11/13/23	R24-00045	E.S Electric 10/05/2023-11/02/20 23	231113-9893147388-2	11/29/23	Paid	Cleared	471.65		471.65
	2024	01- 0000- 0- 0000- 8100- 5520- 030- 0000- 0000								
						Check Amount for 01-770061		**471.65**		
Check # 01-770062, Dated 12/01/2023, Cleared (000351), PO# PO24-00052,BatchId AP12012023										
AP Vendor		Pitney Bowes (000200/1) PO BOX 981039 Boston, MA 02298-1039								

Bank Account COUNTY - County-AP

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 01-770062, Dated 12/01/2023, Cleared (000351), PO# PO24-00052,BatchId AP12012023										
AP Vendor	Pitney Bowes (000200/1) (continued)									
2023/24	11/26/23	R24-00053	Qtrly postage meter rental & refill 09/08/2023-11/20/2023	1024321773	11/29/23	Paid	Cleared	182.02		182.02
	2024 01-0000-0-0000-7200-5600-000-0000-0000							125.97		
	2024 01-0000-0-0000-7200-5800-000-0000-0000							56.05		
						Check Amount for 01-770062		**182.02**		
Check # 01-770063, Dated 12/01/2023, Cleared (000351), PO# ,BatchId AP12012023										
Direct Vendor	Quill Corporation (000734/1) PO BOX 37600 Philadelphia, PA 19101-0600									
2023/24	11/16/23		Ink for ES teacher	35737212	11/29/23	Paid	Cleared	127.03		127.03
	2024 01-0000-0-1110-1000-4300-030-0000-0000									
						Check Amount for 01-770063		**127.03**		
Check # 01-770064, Dated 12/01/2023, Cleared (000351), PO# ,BatchId AP12012023										
Direct Vendor	Tech-Time Communications, Inc (000205/1) 5801 Norris Rd. Bakersfeild, CA 93308									
2023/24	10/31/23		HS Bell repair	SLO-3916	11/29/23	Paid	Cleared	706.43		706.43
	2024 01-0000-0-0000-8100-5640-070-0000-0000									
						Check Amount for 01-770064		**706.43**		
Check # 01-770065, Dated 12/01/2023, Cleared (000351), PO# PO24-00013,BatchId AP12012023										
AP Vendor	Verizon Business (002132/1) PO Box 15043 Albany, NY 12212-5043									
2023/24	11/10/23	R24-00013	Verizon Fax Monthly Fee 10/01/2023-10/31/2023	62932857	11/29/23	Paid	Cleared	22.41		22.41
	2024 01-0000-0-0000-2700-5910-000-0000-0000									
						Check Amount for 01-770065		**22.41**		
Check # 01-771235, Dated 12/08/2023, Cleared (000352), PO# ,BatchId AP12082023										

Bank Account COUNTY - County-AP

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 01-771235, Dated 12/08/2023, Cleared (000352), PO# ,BatchId AP12082023										
Direct Vendor	Amazon Capital Services (000201/1) PO Box 035184 Seattle, WA 98124-5184									
2023/24	11/15/23		Student laptop chargers	14WF-NTWR-96YP	12/06/23	Paid	Cleared	222.99		222.99
	2024	01-0000-0-0000-2700-4300-000-0000-0000								
2023/24	11/01/23		Credit to be applied to 66WX, 4L3V, QNFK	17DM-WWVP-6NQD	12/06/23	Paid	Cleared	368.48-		368.48-
	2024	01-0000-0-0000-2700-4300-000-0000-0000								
2023/24	10/04/23		Computer chair for HS office	1QQN-4WDF-QNFK	12/06/23	Paid	Cleared	166.38		166.38
	2024	01-0000-0-0000-2700-4300-070-0000-0000								
							Check Amount for 01-771235	**20.89**		
Check # 01-771236, Dated 12/08/2023, Cleared (000352), PO# PO24-00036,BatchId AP12082023										
Vendor	AUS West Lockbox (001882/1) PO BOX 101179 Pasadena, CA 91189-1179									
2023/24	12/01/23	R24-00037	Mop head service for ES & HS November2023	5031317787	12/05/23	Paid	Cleared	449.43		449.43
	2024	01-0000-0-0000-8100-5550-000-0000-0000								
							Check Amount for 01-771236	**449.43**		
Check # 01-771237, Dated 12/08/2023, Cleared (000352), PO# PO24-00066,BatchId AP12082023										
AP Vendor	B&B Surplus, Inc (000042/1) 7020 Rosedale Highway Bakersfield, CA 93308-5842									
F 2023/24	11/13/23	R24-00067	AG Supplies	1104176	12/06/23	Paid	Cleared	471.97		471.97
	2024	01-6387-0-3800-1000-4300-070-0000-00R7								
							Check Amount for 01-771237	**471.97**		
Check # 01-771238, Dated 12/08/2023, Cleared (000352), PO# ,BatchId AP12082023										
Direct Vendor	Berchtold Equipment Co. (000268/1) 1410 W. Betteravia Rd. Santa Maria, CA 93455									
2023/24	11/14/23		Parts	P13352	12/05/23	Paid	Cleared	159.04		159.04

Bank Account COUNTY - County-AP

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 01-771238, Dated 12/08/2023, Cleared (000352), PO# ,BatchId AP12082023										
Direct Vendor	Berchtold Equipment Co. (000268/1) (continued)									
2023/24	11/14/23		Parts	P13352 (continued)	12/05/23	Paid	Cleared	(continued)		
	2024 01- 0000- 0- 0000- 8100- 4300- 070- 0000- 0000									
						Check Amount for 01-771238		**159.04**		
Check # 01-771239, Dated 12/08/2023, Cleared (000352), PO# PO24-00009,BatchId AP12082023										
AP Vendor	Brown & Reich Petroleum, Inc. (002798/1) 215 South 6th Street PO BOX 1076 Taft, CA 93268									
2023/24	11/28/23	R24-00009	Diesel and Fuel Order # 18606	41857	12/05/23	Paid	Cleared	1,062.21		1,062.21
	2024 01- 0000- 0- 0000- 3600- 4381- 000- 0000- 7230					727.62				
	2024 01- 0000- 0- 0000- 3600- 4382- 000- 0000- 7230									
	2024 01- 0000- 0- 0000- 8100- 4300- 030- 0000- WELL									
	2024 01- 0000- 0- 0000- 8100- 4384- 000- 0000- 0000					334.59				
						Check Amount for 01-771239		**1,062.21**		
Check # 01-771240, Dated 12/08/2023, Cleared (000352), PO# PO24-00014,BatchId AP12082023										
AP Vendor	CANON FINANCIAL SERVICES, INC. (000155/1) 14904 Collections Center Drive Chicago, IL 60693-0149									
2023/24	10/30/23	R24-00014	CA 2023 Property Tax	31478482	12/06/23	Paid	Cleared	210.38		210.38
	2024 01- 0000- 0- 0000- 2700- 5600- 030- 0000- 0000									
	2024 01- 0000- 0- 0000- 2700- 5600- 070- 0000- 0000									
	2024 01- 0000- 0- 0000- 2700- 5800- 000- 0000- 0000					210.38				
	2024 01- 0000- 0- 0000- 2700- 5800- 000- 0000- COPY									
	2024 01- 0000- 0- 0000- 7200- 5600- 000- 0000- 0000									
	2024 01- 0000- 0- 0000- 7200- 5800- 000- 0000- COPY									
	2024 01- 0000- 0- 1110- 1000- 5600- 030- 0000- 0000									
	2024 01- 0000- 0- 1110- 1000- 5600- 070- 0000- 0000									
	2024 01- 0000- 0- 1110- 1000- 5800- 030- 0000- COPY									
	2024 01- 0000- 0- 1110- 1000- 5800- 070- 0000- COPY									
						Check Amount for 01-771240		**210.38**		
Check # 01-771241, Dated 12/08/2023, Printed (000352), PO# ,BatchId AP12082023										

Bank Account COUNTY - County-AP

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 01-771241, Dated 12/08/2023, Printed (000352), PO# ,BatchId AP12082023										
Direct Vendor	Home Depot Credit Services (002329/1) Dept 32-2502046356 PO BOX 78047 Phoenix, AZ 85062-8047									
2023/24	12/05/23		AG Supplies	WM54353745	12/06/23	Paid	Printed	2,880.91		2,880.91
	2024 01- 6387- 0- 3800- 1000- 4300- 070- 0000- 00R7									
						Check Amount for 01-771241		**2,880.91**		
Check # 01-771242, Dated 12/08/2023, Cleared (000352), PO# PO24-00039,BatchId AP12082023										
AP Vendor	Infinity Communications (000128/1) PO Box 999 Bakersfield, CA 93302-0999									
2023/24	07/10/23	R24-00040	E-rate consulting services Fee payment 1 of 4.	15766	12/06/23	Paid	Cleared	625.00		625.00
	2024 01- 0000- 0- 0000- 7200- 5865- 000- 0000- 0000									
						Check Amount for 01-771242		**625.00**		
Check # 01-771243, Dated 12/08/2023, Printed (000352), PO# PO24-00003,BatchId AP12082023										
AP Vendor	James Herrera (002887/1) PO BOX 251 New Cuyama, CA 93254									
2023/24	12/01/23	R24-00003	Daily rate for 2023 November 2023	233011JH	12/05/23	Paid	Printed	320.00		320.00
	2024 01- 0000- 0- 0000- 3600- 5100- 070- 0000- SPED									
						Check Amount for 01-771243		**320.00**		
Check # 01-771244, Dated 12/08/2023, Printed (000352), PO# PO24-00006,BatchId AP12082023										
AP Vendor	Jordano's Food Service (001095/1) 550 South Patterson Ave. Santa Barbara, CA 93111									
2023/24	12/04/23	R24-00006	ES Lunch	6927735	12/06/23	Paid	Printed	2,020.22		2,020.22
	2024 13- 5310- 0- 0000- 3700- 4300- 030- 0000- 0000									
	2024 13- 5310- 0- 0000- 3700- 4300- 070- 0000- 0000					168.88				
	2024 13- 5310- 0- 0000- 3700- 4710- 030- 0000- 0000					1,851.34				
	2024 13- 5310- 0- 0000- 3700- 4710- 030- SUMR- 0000									
	2024 13- 5310- 0- 0000- 3700- 4710- 070- 0000- 0000									
2023/24	12/04/23	R24-00006	ES Breakfast	6927736	12/06/23	Paid	Printed	489.97		489.97
	2024 13- 5310- 0- 0000- 3700- 4300- 030- 0000- 0000									

Bank Account COUNTY - County-AP

	Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 01-771244, Dated 12/08/2023, Printed (000352), PO# PO24-00006,BatchId AP12082023 (continued)											
AP Vendor	Jordano's Food Service (001095/1) (continued)										(continued)
	2023/24	12/04/23	R24-00006	ES Breakfast	6927736 (continued)	12/06/23	Paid	Printed	(continued)		
		2024	13- 5310- 0- 0000- 3700- 4300- 070- 0000- 0000								
		2024	13- 5310- 0- 0000- 3700- 4710- 030- 0000- 0000				489.97				
		2024	13- 5310- 0- 0000- 3700- 4710- 030- SUMR- 0000								
		2024	13- 5310- 0- 0000- 3700- 4710- 070- 0000- 0000								
								Check Amount for 01-771244	**2,510.19**		
Check # 01-771245, Dated 12/08/2023, Cleared (000352), PO# ,BatchId AP12082023											
Direct Vendor	Kern Machinery (001297/1) PO BOX 80007 Bakersfield, CA 93380										
	2023/24	11/07/23		Mower Repair	101-1110726	12/05/23	Paid	Cleared	1,362.29		1,362.29
		2024	01- 0000- 0- 0000- 8100- 5640- 000- 0000- 0000								
								Check Amount for 01-771245	**1,362.29**		
Check # 01-771246, Dated 12/08/2023, Cleared (000352), PO# PO24-00031,BatchId AP12082023											
Vendor	LimottaIT (002779/1) 320 Alisal Road Suite 101 Solvang, CA 93463										
	2023/24	06/30/23	R24-00034	Limotta May and June's Labor hours	45860	12/06/23	Paid	Cleared	1,625.00		1,625.00
		2024	01- 0000- 0- 0000- 7700- 5800- 000- 0000- SRVC								
F	2023/24	10/15/23	R24-00069	Student laptops	45957	12/06/23	Paid	Cleared	11,631.08		11,631.08
		2024	01- 1100- 0- 1110- 1000- 4400- 030- 0000- 0000				9,022.59				
		2024	01- 1100- 0- 1110- 1000- 4400- 070- 0000- 0000				2,608.49				
								Check Amount for 01-771246	**13,256.08**		
Check # 01-771247, Dated 12/08/2023, Printed (000352), PO# PO24-00065,BatchId AP12082023											
AP Vendor	Linde Gas & Equipment Inc. (000202/1) 10 Riverview Drive Danbury, CT 06810										
F	2023/24	11/29/23	R24-00066	AG Supplies	39711703	12/06/23	Paid	Printed	1,837.22		1,837.22
		2024	01- 6387- 0- 3800- 1000- 4300- 070- 0000- 00R7								
								Check Amount for 01-771247	**1,837.22**		
Check # 01-771248, Dated 12/08/2023, Cleared (000352), PO# PO24-00004,BatchId AP12082023											

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Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 01-771248, Dated 12/08/2023, Cleared (000352), PO# PO24-00004,BatchId AP12082023										
AP Vendor		Old Cuyama Do It Best (000217/1) 3045 Hwy 166 Cuyama, CA 93254								
2023/24	10/06/23	R24-00004	ES grounds49	B323658	12/05/23	Paid	Cleared	49.56		49.56
	2024	01-0000-0-0000-3600-4380-000-BUS1-7230								
	2024	01-0000-0-0000-3600-4380-000-BUS4-7230								
	2024	01-0000-0-0000-8100-4300-000-0000-0000								
	2024	**01-0000-0-0000-8100-4300-030-0000-0000**				49.56				
	2024	01-0000-0-0000-8100-4300-030-0000-WELL								
	2024	01-0000-0-0000-8100-4300-070-0000-0000								
	2024	01-0000-0-1137-4200-4300-070-0000-FTBL								
	2024	**01-0035-0-0000-8100-4300-000-RENT-0000**								
	2024	01-6387-0-3800-1000-4300-070-0000-00R7								
2023/24	11/30/23	R24-00004	ES Gounds	B325066	12/05/23	Paid	Cleared	26.59		26.59
	2024	01-0000-0-0000-3600-4380-000-BUS1-7230								
	2024	01-0000-0-0000-3600-4380-000-BUS4-7230								
	2024	01-0000-0-0000-8100-4300-000-0000-0000								
	2024	**01-0000-0-0000-8100-4300-030-0000-0000**				26.59				
	2024	01-0000-0-0000-8100-4300-030-0000-WELL								
	2024	01-0000-0-0000-8100-4300-070-0000-0000								
	2024	01-0000-0-1137-4200-4300-070-0000-FTBL								
	2024	**01-0035-0-0000-8100-4300-000-RENT-0000**								
	2024	01-6387-0-3800-1000-4300-070-0000-00R7								
2023/24	11/13/23	R24-00004	ES RO	B325749	12/05/23	Paid	Cleared	43.10		43.10
	2024	01-0000-0-0000-3600-4380-000-BUS1-7230								
	2024	01-0000-0-0000-3600-4380-000-BUS4-7230								
	2024	01-0000-0-0000-8100-4300-000-0000-0000								
	2024	**01-0000-0-0000-8100-4300-030-0000-0000**				43.10				
	2024	01-0000-0-0000-8100-4300-030-0000-WELL								
	2024	01-0000-0-0000-8100-4300-070-0000-0000								
	2024	01-0000-0-1137-4200-4300-070-0000-FTBL								
	2024	**01-0035-0-0000-8100-4300-000-RENT-0000**								
	2024	01-6387-0-3800-1000-4300-070-0000-00R7								
2023/24	11/12/23	R24-00004	Shop Supplies	B325751	12/05/23	Paid	Cleared	42.02		42.02
	2024	01-0000-0-0000-3600-4380-000-BUS1-7230								
	2024	01-0000-0-0000-3600-4380-000-BUS4-7230								
	2024	01-0000-0-0000-8100-4300-000-0000-0000				42.02				
	2024	**01-0000-0-0000-8100-4300-030-0000-0000**								

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Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 01-771248, Dated 12/08/2023, Cleared (000352), PO# PO24-00004,BatchId AP12082023 (continued)										
AP Vendor		Old Cuyama Do It Best (000217/1)	(continued)							(continued)
2023/24	11/12/23	R24-00004	Shop Supplies	B325751 (continued)	12/05/23	Paid	Cleared	(continued)		
	2024	01- 0000- 0- 0000- 8100- 4300- 030- 0000- WELL								
	2024	01- 0000- 0- 0000- 8100- 4300- 070- 0000- 0000								
	2024	01- 0000- 0- 1137- 4200- 4300- 070- 0000- FTBL								
	2024	01- 0035- 0- 0000- 8100- 4300- 000- RENT- 0000								
	2024	01- 6387- 0- 3800- 1000- 4300- 070- 0000- 00R7								
2023/24	11/14/23	R24-00004	ES Grounds	B325788	12/05/23	Paid	Cleared	28.20		28.20
	2024	01- 0000- 0- 0000- 3600- 4380- 000- BUS1- 7230								
	2024	01- 0000- 0- 0000- 3600- 4380- 000- BUS4- 7230								
	2024	01- 0000- 0- 0000- 8100- 4300- 000- 0000- 0000								
	2024	01- 0000- 0- 0000- 8100- 4300- 030- 0000- 0000				28.20				
	2024	01- 0000- 0- 0000- 8100- 4300- 030- 0000- WELL								
	2024	01- 0000- 0- 0000- 8100- 4300- 070- 0000- 0000								
	2024	01- 0000- 0- 1137- 4200- 4300- 070- 0000- FTBL								
	2024	01- 0035- 0- 0000- 8100- 4300- 000- RENT- 0000								
	2024	01- 6387- 0- 3800- 1000- 4300- 070- 0000- 00R7								
2023/24	11/16/23	R24-00004	HS Office Supplies	B325891	12/05/23	Paid	Cleared	25.86		25.86
	2024	01- 0000- 0- 0000- 2700- 4300- 070- 0000- 0000				25.86				
	2024	01- 0000- 0- 0000- 3600- 4380- 000- BUS1- 7230								
	2024	01- 0000- 0- 0000- 3600- 4380- 000- BUS4- 7230								
	2024	01- 0000- 0- 0000- 8100- 4300- 000- 0000- 0000								
	2024	01- 0000- 0- 0000- 8100- 4300- 030- 0000- 0000								
	2024	01- 0000- 0- 0000- 8100- 4300- 030- 0000- WELL								
	2024	01- 0000- 0- 0000- 8100- 4300- 070- 0000- 0000								
	2024	01- 0000- 0- 1137- 4200- 4300- 070- 0000- FTBL								
	2024	01- 0035- 0- 0000- 8100- 4300- 000- RENT- 0000								
	2024	01- 6387- 0- 3800- 1000- 4300- 070- 0000- 00R7								
2023/24	12/31/23	R24-00004	HS Office Supplies	B325895	12/05/23	Paid	Cleared	19.39		19.39
	2024	01- 0000- 0- 0000- 2700- 4300- 070- 0000- 0000				19.39				
	2024	01- 0000- 0- 0000- 3600- 4380- 000- BUS1- 7230								
	2024	01- 0000- 0- 0000- 3600- 4380- 000- BUS4- 7230								
	2024	01- 0000- 0- 0000- 8100- 4300- 000- 0000- 0000								
	2024	01- 0000- 0- 0000- 8100- 4300- 030- 0000- 0000								
	2024	01- 0000- 0- 0000- 8100- 4300- 030- 0000- WELL								
	2024	01- 0000- 0- 0000- 8100- 4300- 070- 0000- 0000								
	2024	01- 0000- 0- 1137- 4200- 4300- 070- 0000- FTBL								
	2024	01- 0035- 0- 0000- 8100- 4300- 000- RENT- 0000								

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Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 01-771248, Dated 12/08/2023, Cleared (000352), PO# PO24-00004,BatchId AP12082023 (continued)										
AP Vendor		Old Cuyama Do It Best (000217/1) (continued)								(continued)
2023/24	12/31/23	R24-00004	HS Office Supplies	B325895 (continued)	12/05/23	Paid	Cleared	(continued)		
	2024	01- 6387- 0- 3800- 1000- 4300- 070- 0000- 00R7								
						Check Amount for 01-771248		**234.72**		
Check # 01-771249, Dated 12/08/2023, Cleared (000352), PO# PO24-00043,BatchId AP12082023										
AP Vendor		Pacific Gas & Electric (000074/1) Box 997300 Sacramento, CA 95899-7300								
2023/24	12/11/23	R24-00045	E.S Electric 10/05/2023 - 11/02/2023	232211-9949685111-6	12/05/23	Paid	Cleared	300.40		300.40
	2024	01- 0000- 0- 0000- 8100- 5520- 030- 0000- 0000								
						Check Amount for 01-771249		**300.40**		
Check # 01-771250, Dated 12/08/2023, Cleared (000352), PO# ,BatchId AP12082023										
Direct Vendor		Renaissance Learning, Inc. (002456/1) PO BOX 64910 St. Paul, MN 55164-0910								
2023/24	05/15/23		Star reading and math for ES for FY 2023-2024	INV5285555	12/06/23	Paid	Cleared	3,767.80		3,767.80
	2024	01- 7435- 0- 1110- 1000- 5835- 030- 0000- 0000								
						Check Amount for 01-771250		**3,767.80**		
Check # 01-771251, Dated 12/08/2023, Cleared (000352), PO# PO24-00046,BatchId AP12082023										
AP Vendor		RingCentral Inc. (000194/1) P.O. Box 734232 Dallas, TX 75373-4232								
2023/24	11/09/23	R24-00048	Phone Service 11/08/2023-12/07/2023	CD-000690569	12/06/23	Paid	Cleared	854.91		854.91
	2024	01- 0000- 0- 0000- 2700- 5910- 030- 0000- 0000				504.93				
	2024	01- 0000- 0- 0000- 2700- 5910- 070- 0000- 0000				258.25				
	2024	01- 0000- 0- 0000- 7200- 5910- 000- 0000- 0000				91.73				
						Check Amount for 01-771251		**854.91**		
Check # 01-771252, Dated 12/08/2023, Cleared (000352), PO# PO24-00018,BatchId AP12082023										

Selection Sorted by Check #, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Check/Advice Date = 12/1/2023, Ending Check/Advice Date = 12/31/2023, Page Break by Check/Advice? = N, Zero? = Y)

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Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 01-771252, Dated 12/08/2023, Cleared (000352), PO# PO24-00018,BatchId AP12082023										
AP Vendor	Southern California Gas Co. (000091/1) PO BOX C Monterey Park, CA 91756-5111									
2023/24	12/15/23	R24-00018	E.S Natural Gas 10/20/2023 - 11/21/2023	232711-12760450	12/05/23	Paid	Cleared	1,778.38		1,778.38
	2024	01- 0000- 0- 0000- 8100- 5510- 030- 0000- 0000								
2023/24	12/15/23	R24-00017	Monthly H.S Gas 10/20/2023 - 11/21/2023	232711-12775093	12/05/23	Paid	Cleared	1,461.14		1,461.14
	2024	01- 0000- 0- 0000- 8100- 5510- 070- 0000- 0000								
						Check Amount for 01-771252		**3,239.52**		
Check # 01-772520, Dated 12/15/2023, Cleared (000353), PO# ,BatchId AP12152023										
Direct Vendor	American Business Machines (000365/1) PO BOX 2737 Bakersfield, CA 93303-2737									
2023/24	03/07/23		Reissued STLD	671551B	12/13/23	Paid	Cleared	15.00		15.00
	2024	01- 0000- 0- 0000- 0000- 8699- 000- 0000- STLD								
						Check Amount for 01-772520		**15.00**		
Check # 01-772521, Dated 12/15/2023, Cleared (000353), PO# ,BatchId AP12152023										
Direct Vendor	Applied Technology Group, Inc. (000419/1) 4440 Easton Drive Bakersfield, CA 93309									
2023/24	03/01/23		Reissued STLD	REC0000087888B	12/13/23	Paid	Cleared	250.00		250.00
	2024	01- 0000- 0- 0000- 0000- 8699- 000- 0000- STLD								
2023/24	12/01/23	R24-00008	UHF RADIO SERVICE 12/01/2023-12/31/2023	REC0000095308	12/12/23	Paid	Cleared	250.00		250.00
	2024	01- 0000- 0- 0000- 3600- 5900- 000- 0000- 7230								
						Check Amount for 01-772521		**500.00**		
Check # 01-772522, Dated 12/15/2023, Printed (000353), PO# ,BatchId AP12152023										
Direct Vendor	Cummins Sales and Service (000263/1) 4601 East Brundage Lane Bakersfield, CA 93307									

Selection Sorted by Check #, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Check/Advice Date = 12/1/2023, Ending Check/Advice Date = 12/31/2023, Page Break by Check/Advice? = N, Zero? = Y)

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Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 01-772522, Dated 12/15/2023, Printed (000353), PO# ,BatchId AP12152023										
Direct Vendor		Cummins Sales and Service (000263/1)		(continued)						
2023/24	11/21/23		Bus repair	Y8-42017	12/13/23	Paid	Printed	502.94		502.94
	2024	01- 0000- 0- 0000- 3600- 5640- 000- BUS2- 7230								
						Check Amount for 01-772522		**502.94**		
Check # 01-772523, Dated 12/15/2023, Cleared (000353), PO# PO24-00040,BatchId AP12152023										
AP Vendor		Cuyama Community Services Dist (000206/1) PO BOX 368 New Cuyama, CA 93254								
2023/24	11/30/23	R24-00041	Monthly water service HS 10/20/2023-11/20/2023	231130-100213A	12/12/23	Paid	Cleared	68.70		68.70
	2024	01- 0000- 0- 0000- 8100- 5530- 070- 0000- 0000								
2023/24	11/30/23	R24-00041	Monthly water service HS 10/20/2023-11/20/2023	231130-100213B	12/12/23	Paid	Cleared	464.52		464.52
	2024	01- 0000- 0- 0000- 8100- 5530- 070- 0000- 0000								
						Check Amount for 01-772523		**533.22**		
Check # 01-772524, Dated 12/15/2023, Printed (000353), PO# ,BatchId AP12152023										
Direct Vendor		Dean Lovett (000269/1) PO BOX 219 New Cuyama, CA 93254								
2023/24	11/29/23		ES RO Repair	0000250	12/13/23	Paid	Printed	650.00		650.00
	2024	01- 0000- 0- 0000- 8100- 5800- 030- 0000- WELL								
						Check Amount for 01-772524		**650.00**		
Check # 01-772525, Dated 12/15/2023, Cleared (000353), PO# PO24-00001,BatchId AP12152023										
AP Vendor		Dubuque Bank & Trust (002903/1) P.O. Box 360 Dubuque, IA 52004-0360								
2023/24	12/20/23	R24-00001	QUARTERLY COMMERCIAL SOLAR LOAN PAYMENT DEC. 2023	231220DB	12/14/23	Paid	Cleared	27,973.92		27,973.92
	2024	01- 0000- 0- 0000- 9100- 7438- 030- 0000- QZAB				2,101.52				

Selection Sorted by Check #, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Check/Advice Date = 12/1/2023, Ending Check/Advice Date = 12/31/2023, Page Break by Check/Advice? = N, Zero? = Y)

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Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 01-772525, Dated 12/15/2023, Cleared (000353), PO# PO24-00001,BatchId AP12152023										
AP Vendor	Dubuque Bank & Trust (002903/1) (continued)									
2023/24	12/20/23	R24-00001	QUARTERLY COMMERCIAL SOLAR LOAN PAYMENT DEC. 2023	231220DB (continued)	12/14/23	Paid	Cleared	(continued)		
	2024	01- 0000- 0- 0000- 9100- 7438- 070- 0000- QZAB				2,101.52				
	2024	01- 0000- 0- 0000- 9100- 7439- 030- 0000- QZAB				11,885.44				
	2024	01- 0000- 0- 0000- 9100- 7439- 070- 0000- QZAB				11,885.44				
						Check Amount for 01-772525		**27,973.92**		
Check # 01-772526, Dated 12/15/2023, Printed (000353), PO# ,BatchId AP12152023										
Direct Vendor	Home Depot Credit Services (002329/1) Dept 32-2502046356 PO BOX 78047 Phoenix, AZ 85062-8047									
2023/24	03/07/23		Reissued STLD	89003B	12/13/23	Paid	Printed	231.80		231.80
	2024	01- 0000- 0- 0000- 0000- 8699- 000- 0000- STLD								
						Check Amount for 01-772526		**231.80**		
Check # 01-772527, Dated 12/15/2023, Printed (000353), PO# PO24-00005,BatchId AP12152023										
AP Vendor	Jordano's Food Service (001095/1) 550 South Patterson Ave. Santa Barbara, CA 93111									
2023/24	11/27/23	R24-00005	HS Lunch	6923769	12/13/23	Paid	Printed	1,404.18		1,404.18
	2024	13- 5310- 0- 0000- 3700- 4300- 070- 0000- 0000				216.96				
	2024	13- 5310- 0- 0000- 3700- 4710- 070- 0000- 0000				1,187.22				
	2024	13- 5310- 0- 0000- 3700- 4790- 070- 0000- 0000								
2023/24	11/27/23	R24-00005	HS Breakfast	6923770	12/13/23	Paid	Printed	504.92		504.92
	2024	13- 5310- 0- 0000- 3700- 4300- 070- 0000- 0000								
	2024	13- 5310- 0- 0000- 3700- 4710- 070- 0000- 0000				504.92				
	2024	13- 5310- 0- 0000- 3700- 4790- 070- 0000- 0000								
2023/24	12/04/23	R24-00005	HS Lunch	6927737	12/13/23	Paid	Printed	771.44		771.44
	2024	13- 5310- 0- 0000- 3700- 4300- 070- 0000- 0000				36.93				
	2024	13- 5310- 0- 0000- 3700- 4710- 070- 0000- 0000				734.51				
	2024	13- 5310- 0- 0000- 3700- 4790- 070- 0000- 0000								
2023/24	12/04/23	R24-00005	HS Breakfast	6927738	12/13/23	Paid	Printed	240.57		240.57
	2024	13- 5310- 0- 0000- 3700- 4300- 070- 0000- 0000								

Selection Sorted by Check #, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Check/Advice Date = 12/1/2023, Ending Check/Advice Date = 12/31/2023, Page Break by Check/Advice? = N, Zero? = Y)

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Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 01-772527, Dated 12/15/2023, Printed (000353), PO# PO24-00005,BatchId AP12152023 (continued)										
AP Vendor		Jordano's Food Service (001095/1)		(continued)						(continued)
2023/24	12/04/23	R24-00005	HS Breakfast	6927738 (continued)	12/13/23	Paid	Printed	(continued)		
	2024	13- 5310- 0- 0000- 3700- 4710- 070- 0000- 0000				240.57				
	2024	13- 5310- 0- 0000- 3700- 4790- 070- 0000- 0000								
2023/24	12/11/23	R24-00006	ES Lunch	6931337	12/13/23	Paid	Printed	1,160.62		1,160.62
	2024	13- 5310- 0- 0000- 3700- 4300- 030- 0000- 0000				114.04				
	2024	13- 5310- 0- 0000- 3700- 4300- 070- 0000- 0000								
	2024	13- 5310- 0- 0000- 3700- 4710- 030- 0000- 0000				1,046.58				
	2024	13- 5310- 0- 0000- 3700- 4710- 030- SUMR- 0000								
	2024	13- 5310- 0- 0000- 3700- 4710- 070- 0000- 0000								
2023/24	12/11/23	R24-00006	ES Lunch	6931338	12/13/23	Paid	Printed	132.26		132.26
	2024	13- 5310- 0- 0000- 3700- 4300- 030- 0000- 0000								
	2024	13- 5310- 0- 0000- 3700- 4300- 070- 0000- 0000								
	2024	13- 5310- 0- 0000- 3700- 4710- 030- 0000- 0000				132.26				
	2024	13- 5310- 0- 0000- 3700- 4710- 030- SUMR- 0000								
	2024	13- 5310- 0- 0000- 3700- 4710- 070- 0000- 0000								
2023/24	12/11/23	R24-00006	ES Breakfast	6931339	12/13/23	Paid	Printed	769.74		769.74
	2024	13- 5310- 0- 0000- 3700- 4300- 030- 0000- 0000								
	2024	13- 5310- 0- 0000- 3700- 4300- 070- 0000- 0000								
	2024	13- 5310- 0- 0000- 3700- 4710- 030- 0000- 0000				769.74				
	2024	13- 5310- 0- 0000- 3700- 4710- 030- SUMR- 0000								
	2024	13- 5310- 0- 0000- 3700- 4710- 070- 0000- 0000								
2023/24	12/11/23	R24-00007	ASES Snack	6931340	12/13/23	Paid	Printed	50.71		50.71
	2024	13- 5310- 0- 0000- 3700- 4710- 030- 0000- ASES								
2023/24	12/11/23	R24-00005	HS Lunch	6931342	12/13/23	Paid	Printed	995.41		995.41
	2024	13- 5310- 0- 0000- 3700- 4300- 070- 0000- 0000								
	2024	13- 5310- 0- 0000- 3700- 4710- 070- 0000- 0000				995.41				
	2024	13- 5310- 0- 0000- 3700- 4790- 070- 0000- 0000								
2023/24	12/11/23	R24-00005	HS Breakfast	6931343	12/13/23	Paid	Printed	232.21		232.21
	2024	13- 5310- 0- 0000- 3700- 4300- 070- 0000- 0000								
	2024	13- 5310- 0- 0000- 3700- 4710- 070- 0000- 0000				232.21				
	2024	13- 5310- 0- 0000- 3700- 4790- 070- 0000- 0000								
						Check Amount for 01-772527		**6,262.06**		

Check # 01-772528, Dated 12/15/2023, Printed (000353), PO# PO24-00015,BatchId AP12152023

Bank Account COUNTY - County-AP

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 01-772528, Dated 12/15/2023, Printed (000353), PO# PO24-00015,BatchId AP12152023										
AP Vendor		Kern County Supt. Of Schools (001195/1) 1300 17th Street Bakersfield, CA 93301								
2023/24	12/04/23	R24-00015	Bus Parts WO# 87223	401661	12/12/23	Paid	Printed	984.05		984.05
	2024	01-0000-0-0000-3600-4380-000-0000-7230				984.05				
	2024	01-0000-0-0000-3600-4380-000-BUS5-7230								
	2024	01-0000-0-0000-3600-5640-000-BUS1-7230								
	2024	01-0000-0-0000-3600-5640-000-BUS2-7230								
	2024	01-0000-0-0000-3600-5640-000-BUS3-7230								
	2024	01-0000-0-0000-3600-5640-000-BUS4-7230								
	2024	01-0000-0-0000-3600-5640-000-BUS5-7230								
	2024	01-0000-0-0000-8100-4300-000-0000-0000								
2023/24	12/04/23	R24-00015	Bus 4 Repairs WO# 86653	401662	12/12/23	Paid	Printed	6,997.90		6,997.90
	2024	01-0000-0-0000-3600-4380-000-0000-7230								
	2024	01-0000-0-0000-3600-4380-000-BUS5-7230								
	2024	01-0000-0-0000-3600-5640-000-BUS1-7230								
	2024	01-0000-0-0000-3600-5640-000-BUS2-7230								
	2024	01-0000-0-0000-3600-5640-000-BUS3-7230								
	2024	01-0000-0-0000-3600-5640-000-BUS4-7230				6,997.90				
	2024	01-0000-0-0000-3600-5640-000-BUS5-7230								
	2024	01-0000-0-0000-8100-4300-000-0000-0000								
2023/24	12/04/23	R24-00015	Parts WO# 87363	401663	12/12/23	Paid	Printed	273.09		273.09
	2024	01-0000-0-0000-3600-4380-000-0000-7230								
	2024	01-0000-0-0000-3600-4380-000-BUS5-7230								
	2024	01-0000-0-0000-3600-5640-000-BUS1-7230								
	2024	01-0000-0-0000-3600-5640-000-BUS2-7230								
	2024	01-0000-0-0000-3600-5640-000-BUS3-7230								
	2024	01-0000-0-0000-3600-5640-000-BUS4-7230								
	2024	01-0000-0-0000-3600-5640-000-BUS5-7230								
	2024	01-0000-0-0000-8100-4300-000-0000-0000				273.09				
						Check Amount for 01-772528		**8,255.04**		
Check # 01-772529, Dated 12/15/2023, Cleared (000353), PO# ,BatchId AP12152023										
Direct Vendor		Marborg Disposal (000715/1) PO BOX 4127 Santa Barbara, CA 93140								
2023/24	02/28/23		Reissued STLD	5759086-575985	12/13/23	Paid	Cleared	741.60		741.60

Selection Sorted by Check #, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Check/Advice Date = 12/1/2023, Ending Check/Advice Date = 12/31/2023, Page Break by Check/Advice? = N, Zero? = Y)

Bank Account COUNTY - County-AP

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 01-772529, Dated 12/15/2023, Cleared (000353), PO# ,BatchId AP12152023										
Direct Vendor	Marborg Disposal (000715/1) (continued)									
2023/24	02/28/23		Reissued STLD	5759086-575985 (continued)	12/13/23	Paid	Cleared	(continued)		
	2024 01- 0000- 0- 0000- 0000- 8699- 000- 0000- STLD									
						Check Amount for 01-772529		**741.60**		
Check # 01-772530, Dated 12/15/2023, Printed (000353), PO# ,BatchId AP12152023										
Direct Vendor	Midway Laboratory, Inc (002627/1) 315 Main Street PO BOX 1151 Taft, CA 93268									
2023/24	03/03/23		Reissued STLD	38884B	12/13/23	Paid	Printed	25.00		25.00
	2024 01- 0000- 0- 0000- 0000- 8699- 000- 0000- STLD									
						Check Amount for 01-772530		**25.00**		
Check # 01-772531, Dated 12/15/2023, Cleared (000353), PO# PO24-00004,BatchId AP12152023										
AP Vendor	Old Cuyama Do It Best (000217/1) 3045 Hwy 166 Cuyama, CA 93254									
2023/24	11/13/23	R24-00004	Maint. Supplies	B325739	12/13/23	Paid	Cleared	67.88		67.88
	2024 01- 0000- 0- 0000- 2700- 4300- 070- 0000- 0000									
	2024 01- 0000- 0- 0000- 3600- 4380- 000- BUS1- 7230									
	2024 01- 0000- 0- 0000- 3600- 4380- 000- BUS4- 7230									
	2024 01- 0000- 0- 0000- 8100- 4300- 000- 0000- 0000									
	2024 01- 0000- 0- 0000- 8100- 4300- 030- 0000- 0000					67.88				
	2024 01- 0000- 0- 0000- 8100- 4300- 030- 0000- WELL									
	2024 01- 0000- 0- 0000- 8100- 4300- 070- 0000- 0000									
	2024 01- 0000- 0- 1137- 4200- 4300- 070- 0000- FTBL									
	2024 01- 0035- 0- 0000- 8100- 4300- 000- RENT- 0000									
	2024 01- 6387- 0- 3800- 1000- 4300- 070- 0000- 00R7									
2023/24	12/05/23	R24-00004	HS office supplies	B326625	12/13/23	Paid	Cleared	32.51		32.51
	2024 01- 0000- 0- 0000- 2700- 4300- 070- 0000- 0000					32.51				
	2024 01- 0000- 0- 0000- 3600- 4380- 000- BUS1- 7230									
	2024 01- 0000- 0- 0000- 3600- 4380- 000- BUS4- 7230									
	2024 01- 0000- 0- 0000- 8100- 4300- 000- 0000- 0000									
	2024 01- 0000- 0- 0000- 8100- 4300- 030- 0000- 0000									
	2024 01- 0000- 0- 0000- 8100- 4300- 030- 0000- WELL									
	2024 01- 0000- 0- 0000- 8100- 4300- 070- 0000- 0000									
	2024 01- 0000- 0- 1137- 4200- 4300- 070- 0000- FTBL									
	2024 01- 0035- 0- 0000- 8100- 4300- 000- RENT- 0000									

Selection Sorted by Check #, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Check/Advice Date = 12/1/2023, Ending Check/Advice Date = 12/31/2023, Page Break by Check/Advice? = N, Zero? = Y)

Bank Account COUNTY - County-AP

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 01-772531, Dated 12/15/2023, Cleared (000353), PO# PO24-00004,BatchId AP12152023 (continued)										
AP Vendor		Old Cuyama Do It Best (000217/1) (continued)								(continued)
2023/24	12/05/23	R24-00004	HS office supplies	B326625 (continued)	12/13/23	Paid	Cleared	(continued)		
	2024	01-6387-0-3800-1000-4300-070-0000-00R7								
2023/24	12/08/23	R24-00004	HS Maint. Supplies	B326778	12/13/23	Paid	Cleared	12.93		12.93
	2024	01-0000-0-0000-2700-4300-070-0000-0000								
	2024	01-0000-0-0000-3600-4380-000-BUS1-7230								
	2024	01-0000-0-0000-3600-4380-000-BUS4-7230								
	2024	01-0000-0-0000-8100-4300-000-0000-0000								
	2024	01-0000-0-0000-8100-4300-030-0000-0000								
	2024	01-0000-0-0000-8100-4300-030-0000-WELL								
	2024	01-0000-0-0000-8100-4300-070-0000-0000				12.93				
	2024	01-0000-0-1137-4200-4300-070-0000-FTBL								
	2024	01-0035-0-0000-8100-4300-000-RENT-0000								
	2024	01-6387-0-3800-1000-4300-070-0000-00R7								
2023/24	12/08/23	R24-00004	Rental Supplies 4753 Cebrian	B326818	12/13/23	Paid	Cleared	86.20		86.20
	2024	01-0000-0-0000-2700-4300-070-0000-0000								
	2024	01-0000-0-0000-3600-4380-000-BUS1-7230								
	2024	01-0000-0-0000-3600-4380-000-BUS4-7230								
	2024	01-0000-0-0000-8100-4300-000-0000-0000								
	2024	01-0000-0-0000-8100-4300-030-0000-0000								
	2024	01-0000-0-0000-8100-4300-030-0000-WELL								
	2024	01-0000-0-0000-8100-4300-070-0000-0000								
	2024	01-0000-0-1137-4200-4300-070-0000-FTBL								
	2024	01-0035-0-0000-8100-4300-000-RENT-0000				86.20				
	2024	01-6387-0-3800-1000-4300-070-0000-00R7								
2023/24	12/11/23	R24-00004	ES Shop	B326887	12/13/23	Paid	Cleared	5.38		5.38
	2024	01-0000-0-0000-2700-4300-070-0000-0000								
	2024	01-0000-0-0000-3600-4380-000-BUS1-7230								
	2024	01-0000-0-0000-3600-4380-000-BUS4-7230								
	2024	01-0000-0-0000-8100-4300-000-0000-0000								
	2024	01-0000-0-0000-8100-4300-030-0000-0000				5.38				
	2024	01-0000-0-0000-8100-4300-030-0000-WELL								
	2024	01-0000-0-0000-8100-4300-070-0000-0000								
	2024	01-0000-0-1137-4200-4300-070-0000-FTBL								
	2024	01-0035-0-0000-8100-4300-000-RENT-0000								
	2024	01-6387-0-3800-1000-4300-070-0000-00R7								
2023/24	12/12/23	R24-00004	ES RO	B326916	12/13/23	Paid	Cleared	823.21		823.21

Selection Sorted by Check #, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Check/Advice Date = 12/1/2023, Ending Check/Advice Date = 12/31/2023, Page Break by Check/Advice? = N, Zero? = Y)

Bank Account COUNTY - County-AP

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 01-772531, Dated 12/15/2023, Cleared (000353), PO# PO24-00004,BatchId AP12152023 (continued)										
AP Vendor		Old Cuyama Do It Best (000217/1) (continued)								(continued)
2023/24	12/12/23	R24-00004	ES RO	B326916 (continued)	12/13/23	Paid	Cleared	(continued)		
	2024	01-0000-0-0000-2700-4300-070-0000-0000								
	2024	01-0000-0-0000-3600-4380-000-BUS1-7230								
	2024	01-0000-0-0000-3600-4380-000-BUS4-7230								
	2024	01-0000-0-0000-8100-4300-000-0000-0000								
	2024	01-0000-0-0000-8100-4300-030-0000-0000								
	2024	01-0000-0-0000-8100-4300-030-0000-WELL				823.21				
	2024	01-0000-0-0000-8100-4300-070-0000-0000								
	2024	01-0000-0-1137-4200-4300-070-0000-FTBL								
	2024	01-0035-0-0000-8100-4300-000-RENT-0000								
	2024	01-6387-0-3800-1000-4300-070-0000-00R7								
2023/24	12/12/23	R24-00004	HS Maint. Supplies	B326940	12/13/23	Paid	Cleared	2.69		2.69
	2024	01-0000-0-0000-2700-4300-070-0000-0000				2.69				
	2024	01-0000-0-0000-3600-4380-000-BUS1-7230								
	2024	01-0000-0-0000-3600-4380-000-BUS4-7230								
	2024	01-0000-0-0000-8100-4300-000-0000-0000								
	2024	01-0000-0-0000-8100-4300-030-0000-0000								
	2024	01-0000-0-0000-8100-4300-030-0000-WELL								
	2024	01-0000-0-0000-8100-4300-070-0000-0000								
	2024	01-0000-0-1137-4200-4300-070-0000-FTBL								
	2024	01-0035-0-0000-8100-4300-000-RENT-0000								
	2024	01-6387-0-3800-1000-4300-070-0000-00R7								
						Check Amount for 01-772531		**1,030.80**		
Check # 01-772532, Dated 12/15/2023, Printed (000353), PO# PO24-00047,BatchId AP12152023										
AP Vendor		Purchase Power (000178/1) PO Box 981026 Boston, MA 02298-1026								
2023/24	12/06/23	R24-00042	Postage November 2023	231206PP	12/13/23	Paid	Printed	145.20		145.20
	2024	01-0000-0-0000-2700-4300-000-0000-0000				34.83				
	2024	01-0000-0-0000-2700-5900-030-0000-0000				40.02				
	2024	01-0000-0-0000-2700-5900-070-0000-0000				26.83				
	2024	01-0000-0-0000-7200-5900-000-0000-0000				43.52				
						Check Amount for 01-772532		**145.20**		
Check # 01-772533, Dated 12/15/2023, Printed (000353), PO# ,BatchId AP12152023										

Bank Account COUNTY - County-AP

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 01-772533, Dated 12/15/2023, Printed (000353), PO# ,BatchId AP12152023										
Direct Vendor	Quill Corporation (000734/1) PO BOX 37600 Philadelphia, PA 19101-0600									
2023/24	02/28/23		Reissued STLD	320-638-259	12/13/23	Paid	Printed	118.69		118.69
	2024 01-0000-0-0000-0000-8699-000-0000-STLD									
2023/24	12/04/23		Envelopes for DO	35923199	12/13/23	Paid	Printed	109.88		109.88
	2024 01-0000-0-0000-2700-4300-000-0000-0000									
2023/24	12/06/23		ES Office Supplies	36023432	12/13/23	Paid	Printed	146.80		146.80
	2024 01-0000-0-0000-2700-4300-030-0000-0000									
							Check Amount for 01-772533	**375.37**		
Check # 01-772534, Dated 12/15/2023, Printed (000353), PO# PO24-00069,BatchId AP12152023										
AP Vendor	Quinn Company (002742/1) PO BOX 849665 Los Angeles, CA 90084-9665									
2023/24	10/31/23	R24-00070	Bus 3 Repair	WON60019338	12/13/23	Paid	Printed	9,665.08		9,665.08
	2024 01-0000-0-0000-3600-5640-000-BUS3-7230									
2023/24	11/30/23	R24-00070	Bus 3 Repair	WON60019584	12/13/23	Paid	Printed	1,083.79		1,083.79
	2024 01-0000-0-0000-3600-5640-000-BUS3-7230									
							Check Amount for 01-772534	**10,748.87**		
Check # 01-772535, Dated 12/15/2023, Printed (000353), PO# ,BatchId AP12152023										
Direct Vendor	VISA (000244/1) PO BOX 4521 Carol Stream, IL 60197-4521									
2023/24	10/31/23		Job posting	85140022	12/13/23	Paid	Printed	72.00		72.00
	2024 01-0000-0-0000-2700-5800-000-0000-0000									
							Check Amount for 01-772535	**72.00**		
Check # 01-772536, Dated 12/15/2023, Printed (000353), PO# ,BatchId AP12152023										
Direct Vendor	Waldrop's Auto Parts (002783/1) 601 Kern Street Taft, CA 93268-2716									
2023/24	10/25/23		Reissued STLD	62277-1-62879-1	12/13/23	Paid	Printed	180.48		180.48
	2024 01-0000-0-0000-0000-8699-000-0000-STLD									
2023/24	10/20/23	R24-00038	Filter kit	65208-1	12/12/23	Paid	Printed	33.86		33.86
	2024 01-0000-0-0000-3600-4380-000-BUS1-7230									

Bank Account COUNTY - County-AP

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 01-772536, Dated 12/15/2023, Printed (000353), PO# PO24-00037,BatchId AP12152023 (continued)										
AP Vendor		Waldrop's Auto Parts (002783/1)	(continued)							(continued)
2023/24	10/20/23	R24-00038	Filter kit	65208-1 (continued)	12/12/23	Paid	Printed	(continued)		
	2024	01- 0000- 0- 0000- 3600- 4380- 000- BUS2- 7230								
	2024	01- 0000- 0- 0000- 3600- 4380- 000- BUS3- 7230								
	2024	01- 0000- 0- 0000- 3600- 4380- 000- BUS4- 7230								
	2024	01- 0000- 0- 0000- 3600- 4380- 000- BUS5- 7230								
	2024	01- 0000- 0- 0000- 3600- 4382- 000- 0000- 7230								
	2024	01- 0000- 0- 0000- 8100- 4300- 000- 0000- 0000				33.86				
2023/24	10/25/23	R24-00038	Filters	65230-1	12/12/23	Paid	Printed	92.06		92.06
	2024	01- 0000- 0- 0000- 3600- 4380- 000- BUS2- 7230								
	2024	01- 0000- 0- 0000- 3600- 4380- 000- BUS3- 7230								
	2024	01- 0000- 0- 0000- 3600- 4380- 000- BUS4- 7230								
	2024	01- 0000- 0- 0000- 3600- 4380- 000- BUS5- 7230								
	2024	01- 0000- 0- 0000- 3600- 4382- 000- 0000- 7230				92.06				
	2024	01- 0000- 0- 0000- 8100- 4300- 000- 0000- 0000								
2023/24	10/31/23	R24-00038	Air Filter	65287-1	12/12/23	Paid	Printed	245.16		245.16
	2024	01- 0000- 0- 0000- 3600- 4380- 000- BUS1- 7230								
	2024	01- 0000- 0- 0000- 3600- 4380- 000- BUS2- 7230				245.16				
	2024	01- 0000- 0- 0000- 3600- 4380- 000- BUS3- 7230								
	2024	01- 0000- 0- 0000- 3600- 4380- 000- BUS4- 7230								
	2024	01- 0000- 0- 0000- 3600- 4380- 000- BUS5- 7230								
	2024	01- 0000- 0- 0000- 3600- 4382- 000- 0000- 7230								
	2024	01- 0000- 0- 0000- 8100- 4300- 000- 0000- 0000								

Check Amount for 01-772536 **551.56**

EXPENSES BY FUND - Bank Account COUNTY

Fund	Expense	Cash Balance	Difference
01	87,857.97	1,672,671.43	1,584,813.46
13	15,510.62	1,936.05	13,574.57-
Total	**103,368.59**		

Selection Sorted by Check #, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Check/Advice Date = 12/1/2023, Ending Check/Advice Date = 12/31/2023, Page Break by Check/Advice? = N, Zero? = Y)

Number of Payments	93	
Number of Checks	**45**	**$103,368.59**
Number of ACH Advice	**0**	
Number of vCard Advice	**0**	
Total Check/Advice Amount	**$103,368.59**	
Total Unpaid Sales Tax	$.00	
Total Expense Amount	$103,368.59	

CHECK/ADVICE AMOUNT DISTRIBUTION COUNTS

$0 - $99	5
$100 - $499	15
$500 - $999	10
$1,000 - $4,999	9
$5,000 - $9,999	3
$10,000 - $14,999	2
$15,000 - $99,999	1
$100,000 - $199,999	
$200,000 - $499,999	
$500,000 - $999,999	
$1,000,000 -	

***** ITEMS OF INTEREST *****

* Number of payments to a different vendor
! Number of Prepaid payments
@ Number of Liability payments
& Number of Employee Also Vendors
? denotes check name different than payment name
F denotes Final Payment

Report Totals - Payment Count **93** Check Count **45** ACH Count **0** vCard Count **0** Total Check/Advice Amount **103,368.59**
$103,368.59

Selection Sorted by Check #, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Check/Advice Date = 12/1/2023, Ending Check/Advice Date = 12/31/2023, Page Break by Check/Advice? = N, Zero? = Y)

Request for Approval: Fundraising Event

Name of School: Elementary School

Name of Club: 8th Grade

Request for Fundraiser Approval

Fiscal Year: _____

Date this form is completed: 12/15/23

Proposed event: Dinner & a Show

Description of fundraiser: Students pre-sell tickets for a dinner. After dinner, students perform a play.

Requesting Club/Organization(s): 8th Grade

Proposed Date(s) of Event: February 14th, 2024

Club Contact Person: Russ Barnes

ASB or Club Advisor: Russ Barnes

Location of Proposed Activity: Elem. Cafeteria

Status of Event (circle one): ☐ New Event ☒ Held Previously (Years): Several

Budget Plan for Activity (Attach Description)

Revenue Potential form completed? ☐ Yes ☐ No (attached form if completed)

Other Background Information (such as other schools or clubs that have held similar events):

Approval

Submitted and Approved by:

Student Club Representative: Lucio Castillo

Signature, Title and Date

Club Advisor: Russell Barnes

Signature, Title and Date

Student Council Recommendation ☐ Yes ☐ No

Pending

Student Council Representative: _____
Signature, Title and Date

Principal/School Administrator or Designee Recommendation: ❑ Yes ❑ No

Approved by:

Principal/School Administrator: _____
Signature, Title and Date

ASB Student Council President: _____
Signature, Title and Date

Recorded in ASB Student Council Minutes on: _____
Date

Presented to District Office, if applicable, on: _____
Date

Reason for disapproval, if applicable: _____

_____

_____

Cuyama Joint Unified School District

2300 Highway 166, New Cuyama, California 93254
(661) 766-2482 • FAX: (661) 766-2255

Student Field Trip Request

Requestor(s): Angel Cannon Today's Date: 12/1/23
Purpose: FFA Sectional Speaking competition
Field Trip Location/Destination: Arroyo Grande HS
Departure Date: 2/7/24 Departure Time: 12pm Return Date: 2/7/24 Return Time: 10pm
Grade Level(s): 9-12 Site Location: CVHS Number of Students: 10-15
Will Sack Lunches be Needed? YES (NO) **If yes, please fill out Sack Lunch Request form**
Method of transportation: Ag Van + Ag Truck
Ensure you have filled out a Vehicle Request form if needed.

ESTIMATE OF EXPENDITURES:
Substitute Needed: (YES) NO Number of Days: ½ day
Lodging Needed: YES (NO) Where?
Meals Needed: YES (NO) Total Estimate of Expenses:
Source of Funding for This Field Trip: FFA AIG

----------DO NOT WRITE BELOW THIS LINE – FOR DISTRICT OFFICE USE ONLY----------

ADMINISTRATION APPROVAL

SITE ADMINISTRATOR SIGNATURE: [signature] **DATE:** 5 Dec 2023
SUPERINTENDENT SIGNATURE: **DATE:**

REQUEST APPROVED: YES__ NO__

BOARD APPROVAL

APPROVED BY THE BOARD: YES:__ NO:__
APPLICANT NOTIFIED: YES:__ NO:__
FINANCE NOTIFIED: YES:__ NO:__

Cuyama Joint Unified School District

2300 Highway 166, New Cuyama, California 93254
(661) 766-2482 · FAX: (661) 766-2255

Student Field Trip Request

Requestor(s): Angel Cannon Today's Date: 12/1/23

Purpose: World Ag Expo

Field Trip Location/Destination: Tulare, CA

Departure Date: 2/13/24 Departure Time: 7am Return Date: 2/14/24 Return Time: 7pm

Grade Level(s): 9-12 Site Location: CVHS Number of Students:

Will Sack Lunches be Needed? YES (NO) **If yes, please fill out Sack Lunch Request form**

Method of transportation: Ag Van

Ensure you have filled out a Vehicle Request form if needed.

ESTIMATE OF EXPENDITURES:

Substitute Needed: (YES) NO Number of Days: 2

Lodging Needed: (YES) NO Where? Tulare, CA

Meals Needed: (YES) NO Total Estimate of Expenses: Dinner/Breakfast

Source of Funding for This Field Trip: AIG/Other ag grant

---------DO NOT WRITE BELOW THIS LINE – FOR DISTRICT OFFICE USE ONLY----------

ADMINISTRATION APPROVAL

SITE ADMINISTRATOR SIGNATURE: _____ **DATE:** 5 Dec 2023

SUPERINTENDENT SIGNATURE: _____ **DATE:** _____

REQUEST APPROVED: YES__ NO__

BOARD APPROVAL

APPROVED BY THE BOARD: YES:__ NO:__

APPLICANT NOTIFIED: YES:__ NO:__

FINANCE NOTIFIED: YES:__ NO:__

Cuyama Joint Unified School District

2300 Highway 166. New Cuyama. California 93254
(661) 766-2482 • FAX: (661) 766-2255

Student Field Trip Request

Requestor(s): Angel Cannon Today's Date: 12/1/23
Purpose: FFA MFE/ALA Conference

Field Trip Location/Destination: Modesto, CA
Departure Date: 2/9/24 Departure Time: 6am Return Date: 2/10/24 Return Time: 10pm
Grade Level(s): 10-11 Site Location: CVHS Number of Students: 5
Will Sack Lunches be Needed? YES (NO) **If yes, please fill out Sack Lunch Request form**
Method of transportation: Ag Van
Ensure you have filled out a Vehicle Request form if needed.

ESTIMATE OF EXPENDITURES:
Substitute Needed: (YES) NO Number of Days: 1
Lodging Needed: (YES) NO Where? Modesto
Meals Needed: (YES) NO Total Estimate of Expenses: Dinner ; Breakfast
Source of Funding for This Field Trip: FFA ALG

----------DO NOT WRITE BELOW THIS LINE – FOR DISTRICT OFFICE USE ONLY----------

ADMINISTRATION APPROVAL

SITE ADMINISTRATOR SIGNATURE: _____ **DATE:** 5 Dec 2024
SUPERINTENDENT SIGNATURE: _____ **DATE:** _____

REQUEST APPROVED: YES__ NO__

BOARD APPROVAL

APPROVED BY THE BOARD: YES:__ NO:__
APPLICANT NOTIFIED: YES:__ NO:__
FINANCE NOTIFIED: YES:__ NO:__

Cuyama Joint Unified School District

2300 Highway 166. New Cuyama. California 93254
(661) 766-2482 • FAX. (661) 766-2255

Student Field Trip Request

Requestor(s): Angel Cannon Today's Date: 12/1/23
Purpose: FFA Regional Officer Candidate screening

Field Trip Location/Destination: Templeton H.S.
Departure Date: 2/25/24 Departure Time: TBA AM Return Date: 2/26/24 Return Time: TBA PM
Grade Level(s): 11 Site Location: CVHS Number of Students: 1
Will Sack Lunches be Needed? YES (NO) **If yes, please fill out Sack Lunch Request form**
Method of transportation: Ag Truck
Ensure you have filled out a Vehicle Request form if needed.

ESTIMATE OF EXPENDITURES:
Substitute Needed: (YES) NO Number of Days: 1 (2/26)
Lodging Needed: (YES) NO Where? Templeton / Paso Robles
Meals Needed: (YES) NO Total Estimate of Expenses: Dinner/Breakfast
Source of Funding for This Field Trip: FFA / Ag

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ADMINISTRATION APPROVAL

SITE ADMINISTRATOR SIGNATURE: _____ **DATE:** 5 Dec 2024
SUPERINTENDENT SIGNATURE: _____ **DATE:** _____

REQUEST APPROVED: YES__ NO__

BOARD APPROVAL

APPROVED BY THE BOARD: YES:__ NO:__
APPLICANT NOTIFIED: YES:__ NO:__
FINANCE NOTIFIED: YES:__ NO:__

Quarterly Report
on
Williams/Valenzuela Uniform Complaints

[Education Code § 35186]

2023

District: Cuyama Joint Unified School District

Name of person completing this form: Alfonso Gamino

Title of person completing this form: Superintendent

Please provide the date when this information will be reported publicly at the district governing board meeting:
January 11, 2024

Quarterly report submission date (check one):	
☐	April (Jan.—March)
☐	July (April—June)
X	October (July—Sept.)
☐	□January (Oct.—Dec.)

General Subject Area	Total no. of complaints	No. of complaints resolved	No. of complaints unresolved
Textbooks and instructional materials	0	0	0
Teacher vacancy or misassignment	0	0	0
Facilities conditions	0	0	0
Valenzuela/CAHSEE intensive instruction and services	0	0	0
TOTALS	**0**	**0**	**0**

Signature of district superintendent

Date

Quarterly Report
on
Williams/Valenzuela Uniform Complaints

[Education Code § 35186]

2023

District: Cuyama Joint Unified School District

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General Subject Area	Total no. of complaints	No. of complaints resolved	No. of complaints unresolved
Textbooks and instructional materials	0	0	0
Teacher vacancy or misassignment	0	0	0
Facilities conditions	0	0	0
Valenzuela/CAHSEE intensive instruction and services	0	0	0
TOTALS	**0**	**0**	**0**

Signature of district superintendent

Date

English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

Test Results at a Glance

District: Cuyama Joint Unified

CDS Code: 42-75010-0000000 | County: Santa Barbara

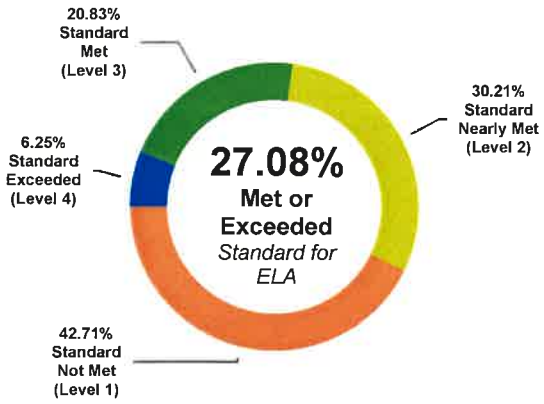
Report Options

Year: 2020–21 | Grade: All Grades | Student Group: All Students (Default) | School Type: All Schools | Selections Appl

PLEASE NOTE: Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results.

ELA

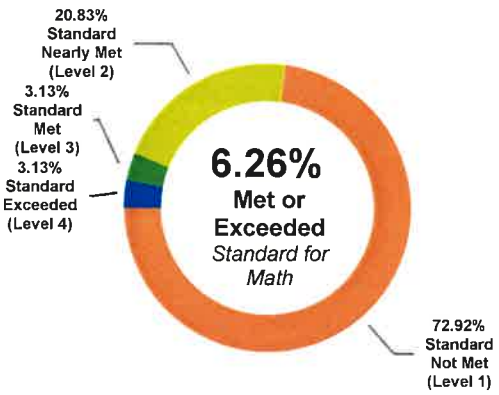
Percent of students within each achievement level



VIEW ELA DETAILED TEST RESULTS

Mathematics

Percent of students within each achievement level



VIEW MATH DETAILED TEST RESULTS

ADD TO COMPARE
Add this entity to comparison and find other entities to compare it to.

SCHOOL-DISTRICT-STATE COMPARISON
Search for a school to compare its resul to the district and state.

CHANGE OVER TIME
View how a group/cohort of students ha progressed.

PERFORMANCE TREND REPORTS
View the performance of two different student groups within a single grade ove time.

RESEARCH FILES
Get files for complex analyses and customized reporting.

English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

Test Results at a Glance

District: Cuyama Joint Unified

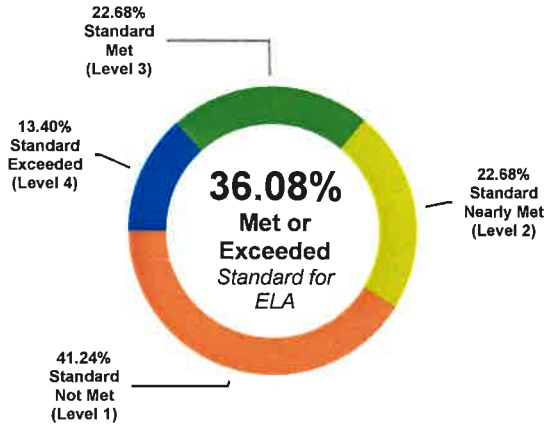
CDS Code: 42-75010-0000000 | County: Santa Barbara

Report Options

Year: 2021–22 | Grade: All Grades | Student Group: All Students (Default) | School Type: All Schools | Selections Appl

ELA

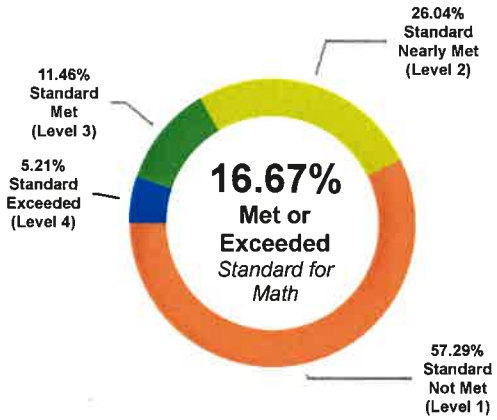
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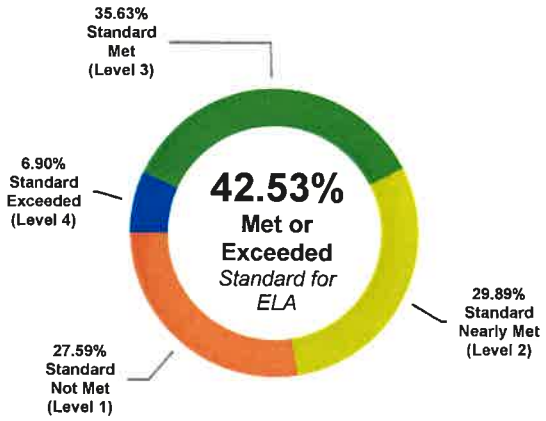
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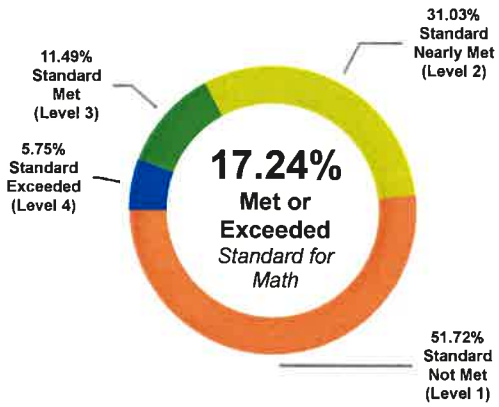
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Science

California Science Test (CAST)

Test Results at a Glance

District: Cuyama Joint Unified

CDS Code: 42-75010-0000000 | County: Santa Barbara

Report Options

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PLEASE NOTE: Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results.

Science

Percent of students within each achievement level



Standard Exceeded (Level 4) is 0.00%

VIEW DETAILED TEST RESULTS

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CHANGE OVER TIME
View same grade comparisons across different years for Grade 5, Grade 8, and the High School Class of [Year].

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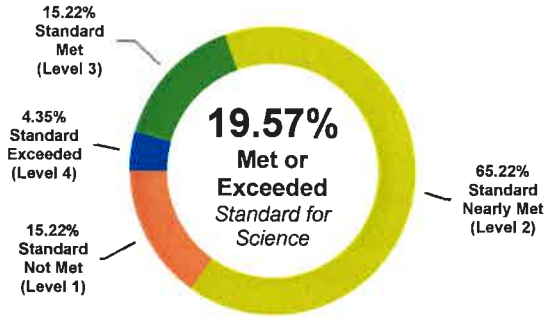
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Science

Percent of students within each achievement level



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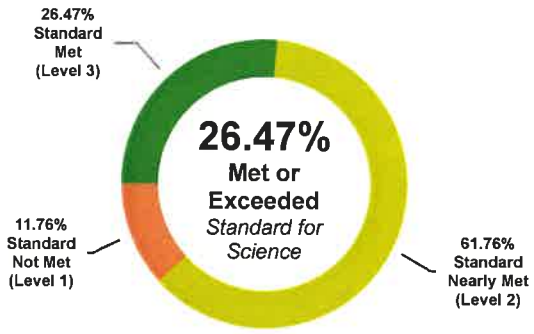
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DISTRICT PERFORMANCE OVERVIEW

Cuyama Joint Unified

Explore the performance of Cuyama Joint Unified under California's Accountability System.

Generate PDF Report

View All Schools

View Additional Reports

2023

Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate
Orange	Blue	Blue	No Performance Color

College/Career	English Language Arts	Mathematics	Basics: Teachers, Instructional Materials, Facilities
No Performance Level	Yellow	Yellow	STANDARD MET

Implementation of Academic Standards	Parent and Family Engagement	Local Climate Survey	Access to a Broad Course of Study
STANDARD MET	STANDARD MET	STANDARD MET	STANDARD MET

District Details

NAME	ADDRESS	WEBSITE	GRADES SERVED
Cuyama Joint Unified	2300 Highway 166 Cuyama, CA 91901-9719	http://www.cuyamaunifie...	K-12

CUYAMA JOINT UNIFIED

Student Population

Explore information about this district's student population.

LEARN MORE

Enrollment

182

View More Information →

LEARN MORE

Socioeconomically Disadvantaged

81.9%

LEARN MORE

English Learners

24.7%

LEARN MORE

Foster Youth

0.5%

CUYAMA JOINT UNIFIED

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

All Students | State

Yellow

19.8 points below standard

Increased 16.4 Points ⊕

EQUITY REPORT

Number of Student Groups in Each Level

0	0	2	0	0
Red	Orange	Yellow	Green	Blue

View More Details →

LEARN MORE

Mathematics

All Students | State

Yellow

80 points below standard

Increased 13.1 Points ⊕

EQUITY REPORT

Number of Student Groups in Each Level

0	0	2	0	0
Red	Orange	Yellow	Green	Blue

View More Details →

LEARN MORE

English Learner Progress

All Students | State

Blue

70% making progress

Increased 15.5% ⊕

View More Details →

LEARN MORE

College/Career

All Students | State

No Performance Level

33.3% prepared

EQUITY REPORT

Number of Student Groups in Each Level

0	0	0	0
Very Low	Low	Medium	High

0

Very High

View More Details →

Local Indicators

LEARN MORE

Implementation of Academic Standards

STANDARD MET

View More Details →

CUYAMA JOINT UNIFIED

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Chronic Absenteeism

All Students | State



Orange

29.7% chronically absent

Declined 5.1% ⓓ

EQUITY REPORT

Number of Student Groups in Each Level

0	3	0	0	0
Red	Orange	Yellow	Green	Blue

View More Details →

LEARN MORE

Graduation Rate

All Students | State



No Performance Color

100% graduated

EQUITY REPORT

Number of Student Groups in Each Level

0	0	0	0	0
Red	Orange	Yellow	Green	Blue

View More Details →

Local Indicators

LEARN MORE

Access to a Broad Course of Study

STANDARD MET

View More Details →

CUYAMA JOINT UNIFIED

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

All Students | State



Blue

1% suspended at least one day

Declined 1.5%

EQUITY REPORT

Number of Student Groups in Each Level

0	0	0	1	4
Red	Orange	Yellow	Green	Blue

View More Details →

Local Indicators

LEARN MORE

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

View More Details →

LEARN MORE

Parent and Family Engagement

STANDARD MET

View More Details →

LEARN MORE

Local Climate Survey

STANDARD MET

View More Details →

Questions or comments?

Email Us

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California Department of Education

Cuyama 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	Cuyama Elementary School
Street	2300 Highway 166
City, State, Zip	New Cuyama, CA 93254
Phone Number	(661) 766-2642
Principal	Alfonso Gamino
Email Address	agamino@cuyamaunified.org
School Website	www.cuyamaunified.org
County-District-School (CDS) Code	42-75010-6045389

2023-24 District Contact Information

District Name	Cuyama Joint Unified School District
Phone Number	(661) 766-2642
Superintendent	Mr. Alfonso Gamino
Email Address	agamino@cuyamaunified.org
District Website	www.cuyamaunified.org

2023-24 School Description and Mission Statement

Cuyama Elementary is a rural school serving students from a forty mile radius, covering three counties. It is located in the scenic Cuyama Valley, educating kindergarten through eighth grade students taught by six highly qualified teachers, one intervention teacher, and one special education teacher. Three instructional assistants work closely with teachers to address student needs and to try to close the learning gap of students.

Cuyama Elementary School is dedicated to the ideals of academic excellence and to the personal and social development of our students. Academic integrity is fostered in a climate which respects the unique needs of each individual. Our students develop a positive self-image, respect for the rights of others, and the ability to communicate effectively, think critically, meet challenges, and accept responsibility. Cuyama has the following expectations consistently reinforced in all classrooms and areas of the school: Be Responsible, Excel Together, Actively Participate, Respect All, and Safety First.

Our staff is continually looking to meet the needs of our students, thirty percent of whom are English Learners, and eighty-three percent who are socioeconomically disadvantaged. Meeting those particular students' needs have been a focus of staff professional development. One of Cuyama Elementary's greatest strengths is the small class sizes. Students are respected learners at our school and develop personal connections with staff.

Family involvement is increasing at Cuyama Elementary slowly as we have come out of the Covid-19 pandemic. Many parents are active members in School Site Council, the English Learners Advisory Committee, the District Advisory Council. Active parents also support our students. There is a high participation rate in parent-teacher conferences and campus events. We are continually seeking avenues to encourage more family support. We are working on a schools community implementation 5-year grant to support our students and families as the schools are community hubs.

2023-24 School Description and Mission Statement

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	17
Grade 1	12
Grade 2	18
Grade 3	10
Grade 4	15
Grade 5	5
Grade 6	17
Grade 7	12
Grade 8	15
Total Enrollment	121

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43%
Male	57%
Hispanic or Latino	78.5%
Two or More Races	1.7%
White	19%
English Learners	33.9%
Foster Youth	0.8%
Socioeconomically Disadvantaged	77.7%
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)	4.90	70.00	7.30	56.53	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.50	3.84	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.50	3.84	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.10	30.00	4.60	35.48	12115.80	4.41
Unknown	0.00	0.00	0.00	0.15	18854.30	6.86
Total Teaching Positions	7.00	100.00	13.00	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)	4.30	72.17	8.10	69.53	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.60	27.67	2.70	23.18	11953.10	4.28
Unknown	0.00	0.00	0.80	7.21	15831.90	5.67
Total Teaching Positions	6.00	100.00	11.60	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	2.10	1.60
Total Out-of-Field Teachers	2.10	1.60

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.

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

Cuyama Joint Unified School District chooses its texts and materials from the list most recently adopted by the State Board of Education. Students have textbooks from the most current lists and textbooks are aligned with the California Common Core State Standards. The district, in accordance with the Williams Review, has ensured that all students have all textbooks and materials, and that they may take them home. Cuyama Joint Unified School District adopted a new English Language Arts curriculum in 2016, Mathematics in 2015, and is piloting new History/Social Science curriculum in the 2019-2020 school year. We still begin examining Science curriculum as it becomes available.

Year and month in which the data were collected	December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most	Percent Students

		Recent Adoption ?	Lacking Own Assigned Copy
Reading/Language Arts	6-8 Collections California 2017 (Houghton Mifflin Harcourt) Adopted in 2016 Published in 2015 K-5 California Journeys 2017 (Houghton Mifflin Harcourt) Adopted in 2016 Published in 2015	Yes	0%
Mathematics	6-8: McGraw Hill, California Math Adopted 2015 K-5: McGraw Hill, My Math Adopted 2015	Yes	0%
Science	California Inspire Science Adopted in 2022 Grades K-5 California Inspire Science Integrated Adopted in 2022 Grades 6-8	Yes	0%
History-Social Science	Teacher's Curriculum Institute (CTI) Social Studies adopted by the California State Board of Education Adopted in 2017 Cuyama School Board adopted the TCI for the district to start using program for the 2021-2022 school year Teacher's Curriculum Institute Adopted in 2017	Yes	0%

School Facility Conditions and Planned Improvements

Cuyama Elementary School is situated on 20 acres, and includes two large grassy playgrounds and fifteen regular classrooms. A new science lab for middle school was completed and the school received a new roof and paint in 2003. Additionally, new doors were installed to meet handicapped regulations, and the fire alarm system has been upgraded. New playground equipment was installed for the upper grades in the spring of 2002 and new playground equipment was installed for the primary grades in the summer of 2013. The driveway and parking lot was repaved in the summer of 2017. There is a Head Start Pre-School program housed on campus. There is space for baseball, soccer, football, and track activities, as well as a cafeteria/auditorium for performance events.

Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 89 and 100 percent on the 15 categories of our evaluation, with an overall percentage of 90.

Year and month of the most recent FIT report	October 2023

System Inspected	Rate	Rate	Rate	Repair Needed and Action Taken or Planned

School Facility Conditions and Planned Improvements

	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems
Interior: Interior Surfaces	X			Some patchwork in hall of kindergarten room.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			No apparent problems
Electrical	X			No apparent problems
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Boys and girls restrooms need ceiling patch work.
Safety: Fire Safety, Hazardous Materials	X			No apparent problems
Structural: Structural Damage, Roofs	X			No apparent problems
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Need gopher control. Grounds in poor condition due to gophers.

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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)	31		43		47	
Mathematics (grades 3-8 and 11)	15		25		33	

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)	24.32		19.57		29.47	

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					

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	62%	62%	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

Parents have several excellent opportunities to participate in their student's education. Formal parent-teacher conferences are held annually, with informal conferences held as student needs arise. Parents may join the School Site Council (SSC), District Advisory Council (DAC), and the English Language Advisory Committee (ELAC). All parents are welcome at the yearly meetings, and may contact the school office for dates. Many campus events are planned with parent engagement in mind. These include the Winter Program, Halloween activities, and LCAP input sessions, and schools community input sessions. In 2022-2023, we held a very successful Winter Program and the Eighth Grade Dinner was also a huge success. This is the first time we held the Eighth Grade Dinner and show event since the Covid-19 pandemic. A school garden is in the planning and early implementation stages and parents have been and continue to be an integral part of this learning lab. Parents are encouraged to be active participants in their child's education. It is expected that the garden planning will continue in 2023-2024 now that students are back for in-person instruction. In addition, the Santa Barbara Botanical Garden grant will support Cuyama Elementary School in bringing back native Cuyama Valley Plants to our school garden.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
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				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

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									
Expulsions									

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
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		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2023-24 School Safety Plan

A Site Emergency Plan (Revised January 2022)adopted on February 10, 2022, is on file, and earthquake, fire, and lockdown drills are held regularly. While we pride ourselves on our safe community, we ensure that emergency response procedures are in place. Faculty, staff, and students are trained to exit the school buildings safely. Staff and administration worked collaboratively to develop an updated lockdown procedure with successful implementation. Classified staff members are also trained to assist in case of an emergency. Staff is on duty and assigned to monitor all students both in classrooms and on the playground. In addition, the district annually reviews the Site Emergency Plan every January of each year. We do have new staff each year and we want to keep the plan updated with our current staff. In addition, we also assign responsibilities to staff members when there is an emergency.

The safety of students and staff is the primary concern of Cuyama Elementary. The school is aware of and complies with laws and regulation regarding hazardous materials. Laboratory supplies are carefully housed, and their use is diligently monitored. A regularly scheduled maintenance program ensures classrooms, restrooms, and other facilities are kept in good condition.

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	18	1		
1	10	1		
2	12	1		
3	8	1		
4	11	2		
5	13	1		
6	15	6		

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	11	1		
1	19	1		
2	10	1		
3	14	1		
4	6	1		
5	15	1		
6	14	6		

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

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	

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	$13670	$4406	$9471	$73250
District	N/A	N/A	$15901	
Percent Difference - School Site and District	N/A	N/A	-50.7	1.7
State	N/A	N/A	$7,607	$77,993
Percent Difference - School Site and State	N/A	N/A	21.8	-6.3

Fiscal Year 2022-23 Types of Services Funded

These are the types of programs and services funded that support and assist students:

- Title 1 (supports socio-economically challenged students)
- Title 2 (teacher training and professional development)
- National School Lunch program
- Low Performing Schools Grant
- Tobacco Use and Prevention
- Mandate Block Grant
- Teacher Induction Program (TIP)
- After School Education and Safety Grant (ASES)
- Frontier Grant (ASES transportation)
- Multi-Tiered Systems of Support Grant (MTSS)

* Expanded Learning Opportunities Response to Intervention (RTI) support
* Universal TK early learning program
* After School strategic tutoring
* Community Schools Planning to move forward with applying for a 5-year implementation grant in 2023-2024

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		$47,616
Mid-Range Teacher Salary		$75,580
Highest Teacher Salary		$100,485
Average Principal Salary (Elementary)		$114,067
Average Principal Salary (Middle)		$123,622
Average Principal Salary (High)		$125,386
Superintendent Salary		$157,977
Percent of Budget for Teacher Salaries	25.64%	27.82%
Percent of Budget for Administrative Salaries	4.66%	5.78%

Professional Development

Based on student data evaluation and teacher input, the focus for 2022-2023 was developing teacher skills in the area of social-emotional learning, with the main emphasis being on Universal Design for Learning (UDL). Support has been provided by the Santa Barbara County Office of Education in the form of individual coaching, after school workshops, and conference attendance. Grade level span monthly meetings are conducted to reflect on practice and student data, with the opportunity for colleagues to provide support to each other. Grade levem meetings and Professional Development was conducted in person and via Zoom for the 2022-2023 school year.

Teachers meet frequently to discuss data via Zoom and in person at times. In moving forward with the 2023-2024 school year, educators are continuing to deepen their knowledge of UDL, and discovered more about the Social Emotional Learning components of UDL. One-on-one coaching is still a practice, along with after school workshops. Several teachers are part of the Multi-Tiered Systems of Support (MTSS) team and have attended training in positive behavioral supports. In addition, differentiated assistance professional development on student academic progress is reviewed each year.

Professional Development

Cuyama Elementary School has continued to develop and deepen practices with on-going professional development in the realms of MTSS, Social Emotional Learning, and UDL for the 2022-2023 and 2023-2024 school year. With the school district returning to in-person instruction, professional development was added to support teachers working with social emotional students with one-on-one coaching sessions provided by the Santa Barbara County Office of Education.

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	10	10	10

Cuyama Valley 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	Cuyama Valley High School
Street	4500 Highway 166
City, State, Zip	New Cuyama, CA 93254
Phone Number	(661) 766-2293
Principal	Alfonso Gamino
Email Address	agamino@cuyamaunified.org
School Website	www.cuyamaunified.org
County-District-School (CDS) Code	42-75010-4231205

2023-24 District Contact Information

District Name	Cuyama Joint Unified School District
Phone Number	(661) 766-2642
Superintendent	Mr. Alfonso Gamino
Email Address	agamino@cuyamaunified.org
District Website	www.cuyamaunified.org

2023-24 School Description and Mission Statement

Cuyama Valley High is much more than a school; it is a community. This School Accountability Report Card (SARC) highlights our current achievements and outlines our plans for improvement. We strive to establish a closer relationship with our students and parents as we strengthen the ties between school and community. We invite greater involvement from all stakeholders in an effort to showcase the energy and professional dedication of the faculty and staff. Our teachers' continued training in technology, curriculum, social emotional learning, and classroom strategies will ensure that students are prepared for the challenges and promises of tomorrow. CVHS held a WASC review in March of 2023 and received a 6-year accreditation with a 3 year review.

An intense focus on academic achievement is evident at Cuyama Valley High School. The faculty remains committed to serving the needs of all students. Becoming a vital center for learning that provides the best educational choices for all students in our attendance area is our most important goal. Our attendance during the 2022-2023 school year remained high eventhough we were dealing with many Covid exposures and students had to stay home for ten days. With an honest appraisal of the entire school program, teachers are building a dynamic environment that prepares all students for the ever-changing demands of our society. However, our Chronic Absenteeism is an issue that the district will focus on for the 2023-2024 school year.

Our District
Cuyama Joint Unified School District serves a community centrally located in the beautiful Cuyama Valley, a remote northeastern section of Santa Barbara County. The area is very rural with farming and natural resources the key industries. It is the District's philosophy that public education is of fundamental importance to a free society and to the continued

2023-24 School Description and Mission Statement

development of democratic values, individual liberty and an appreciation for cultural diversity in society. The District's objective is to provide the guidance and resources necessary to insure an environment conducive to learning. In order for education to succeed, there must be an ongoing partnership between parents, students, educators, and the community. It is important to emphasize that the goal of our educational system is not to supplant parental responsibilities throughout the learning process. Rather, it is the policy of the District to foster parental participation in order that an educational climate is created which reinforces and fosters the positive and healthy development of the child. The District's first goal is to provide each student with the basic skills necessary to participate and function effectively in society. The District is committed to the goal of achieving academic excellence through a program of instruction and experiences which offers each child an opportunity to develop to the maximum of his or her individual capabilities. In addition, the district will offer parents a Parent Institute for Quality Education Program in 2023-2024, to bring the parents to engage with our staff on a more consistent and effective basis.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	15
Grade 10	14
Grade 11	14
Grade 12	16
Total Enrollment	59

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	39%
Male	61%
Hispanic or Latino	83.1%
White	16.9%
English Learners	6.8%
Socioeconomically Disadvantaged	89.8%
Students with Disabilities	16.9%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.50	31.46	7.30	56.53	228366.10	83.12
Intern Credential Holders Properly Assigned	0.50	10.02	0.50	3.84	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	10.02	0.50	3.84	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.40	48.50	4.60	35.48	12115.80	4.41
Unknown	0.00	0.00	0.00	0.15	18854.30	6.86
Total Teaching Positions	4.90	100.00	13.00	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)	2.20	56.50	8.10	69.53	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.90	23.25	2.70	23.18	11953.10	4.28
Unknown	0.80	20.00	0.80	7.21	15831.90	5.67
Total Teaching Positions	4.00	100.00	11.60	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	0.50	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.50	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	2.40	0.90
Total Out-of-Field Teachers	2.40	0.90

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)	13.3	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

Cuyama Valley High School is in the process of updating all curriculum, selected from the most recent list of standards-based materials adopted by the State Board of Education. New English Language Arts curriculum, aligned with Common Core State Standards (CCSS) was adopted in the 2016/2017 school year. New mathematics curriculum, aligned with the Common Core State Standards, was adopted for the 2018/2019 school year.. Science curriculum will be purchased as soon as it becomes available. A history/social science program was piloted for the 2018/2019 and 2019/2020 school year. Staff will analyze the success of the program, and look to adopt the curriculum, based on student achievement data.

Year and month in which the data were collected	December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most	Percent Students

		Recent Adoption ?	Lacking Own Assigned Copy
Reading/Language Arts	Collections California 2017 (Houghton Mifflin Harcourt) Adopted in 2016 Published in 2015	Yes	0%
Mathematics	Integrated Mathematics I (Big Ideas Learning) Adopted in 2018 Integrated Mathematics II (Big Ideas Learning) Adopted in 2018 Integrated Mathematics III (Big Ideas Learning) Adopted in 2018 Integrated Mathematics IV (Big Ideas Learning) Adopted in 2018	Yes	0%
Science	CA Inspire Biology (McGraw Hill) Adopted in 2022 Chemistry (Glencoe) Adopted in 2007 Inspire Earth Science (McGraw Hill) Adopted in 2007 Physics (Glencoe) Adopted in 2008	Yes	0%
History-Social Science	Teacher's Curriculum Institute (TCI) History Alive State Board of Education approved in 2017 Piloted for Cuyma School District in 2019/2020 Cuyama Board adopted for the 2021-2022 school year	Yes	0%
Foreign Language	Discovering French I (McDougall Littell) Published in 2001 Discovering French II (McDougall Littell) Published in 2001 Spanish Que Tal? (McDougall Little) Published in 2001	No	0%
Health	Glencoe health (Glencoe/McGraw-Hill) Published in 2007	Yes	0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

In addition to regular classrooms, Cuyama Valley High School has an administration building, library, full kitchen and cafeteria, industrial arts classrooms, and multipurpose gymnasium that are safe, clean, and provide adequate space for student and community activities. We have a computer classroom, a weight room, and tennis courts. The main campus was built in 1957.

Improvements have occurred with the passing of a local bond. Over the past two years, there has been asbestos removal, new flooring installed in all the classrooms and office, the demolition of the swimming pool and construction of new outdoor basketball courts. The electrical system was completely replaced in 2020.

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district used a facility survey instrument developed by the State of California Office of Public School Instruction. The results of this survey are available at the school office or district office.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 86 and 100 percent on the 15 categories of our evaluation.

Year and month of the most recent FIT report September 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		HVAC systems need upgrading. Heating system installed in 2022-2023.
Interior: Interior Surfaces	X			No apparent problems.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Termite infestation in kitchen/life skills building.
Electrical	X			Electrical system was upgraded in 2021.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Sewer and drain lines need repair or replacing.
Safety: Fire Safety, Hazardous Materials	X			No apparent problems.
Structural: Structural Damage, Roofs	X			No apparent problems.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Need gopher control. District maintenance staff working on a gopher control plan.

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)	64		43		47	
Mathematics (grades 3-8 and 11)	29		25		33	

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)	--		19.57		29.47	

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

Cuyama Valley High School is dedicated to preparing students to be successful whether they choose to further their education, join the armed forces, or enter the workforce. The CTE courses fit well with academic courses. Agriculture Chemistry, Agriculture Biology, and Agriculture Physics have been A-G approved. Most CTE courses are A-G approved, so that all students have as many options as possible available to them upon graduation. For the 2022-2023 school year, the CVHS has three pathways at the school. Students are evaluated through a skills assessment upon the completion of agriculture courses. Kendy Fetterman is the primary representative of the advisory committee (2022-2023) with local agriculture industries represented on the committee.

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
Grade 9	94%	94%	94%	94%	94%

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 encouraged to be active participants in their child's education. They are encouraged to attend yearly parent-teacher conferences, Back to School Night, and the many sporting events and campus activities. During the 2022-2023 school year, most of the events were conducted in person now that the Covid-19 pandemic concerns have dissipated. Students attend school in person each day. Parents can be a part of School Site Council, District Advisory Council, and ELAC/DELAC committee, and are welcome to become volunteers on campus and at school events now that the Covid-19 protocols are lifted. Our parents also attend and participate in input sessions for the LCAP that are held throughout the year. In addition, the district plans to bring the Parent Institute for Quality Education (PIQE) programs to our high school in 2023-2024.

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	--		75.8	31.0		9.4	7.8	
Graduation Rate	100.0	--		24.2	65.5		83.6	87.0	

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			
Male			
Non-Binary			
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			
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				
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				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

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									
Expulsions									

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
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		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2023-24 School Safety Plan

A School Safety Plan (Revised January 2022), board approved February 2022, is on file, and earthquake, fire, and lockdown drills are held regularly now that in-person instruction has resumed since 2021-2022 and continuing in 2022-2023, 2023-2024, and for the foreseeable future. While we pride ourselves on our safe community, we ensure that emergency response procedures are in place. Faculty, staff, and students are trained to exit the school buildings safely. Teacher responsibilities regarding student safety are reviewed during each school year. Classified staff members are also trained to assist in case of an emergency. Staff is on duty and assigned to monitor all students both in classrooms and on the school grounds.

The school is aware of and complies with laws and regulations regarding hazardous materials. Laboratory and chemical supplies are carefully housed, and their use is diligently monitored. A regularly scheduled maintenance program ensures classrooms, restrooms, and other facilities are kept in good repair.

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	10	5		
Mathematics	6	7		
Science				
Social Science	9	4		

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	10	4		
Science	11	1		
Social Science	12	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				
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	

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	$20614	$6388	$14226	$60228
District	N/A	N/A	$15901	
Percent Difference - School Site and District	N/A	N/A	-11.1	-11.9
State	N/A	N/A	$7,607	$77,993
Percent Difference - School Site and State	N/A	N/A	60.6	-25.7

Fiscal Year 2022-23 Types of Services Funded

These are the types of programs and services funded that support and assist students:

- Title 1 (supports socio-economically challenged students)
- Title 2 (teacher training and professional development)
- National School Lunch program
- Low Performing Schools Grant
- Tobacco Use and Prevention TUPE)
- Teacher Induction Program (TIP)
- Multi-Tiered Systems of Support (MTSS) including tutoring opportunities

* Expanded Learning Program for Response to Intervention
* Academic and Social emotional counseling by a school counselor
* Schools Community Planning Grant to provide wrap around services at the shool

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		$47,616
Mid-Range Teacher Salary		$75,580
Highest Teacher Salary		$100,485
Average Principal Salary (Elementary)		$114,067
Average Principal Salary (Middle)		$123,622
Average Principal Salary (High)		$125,386
Superintendent Salary		$157,977
Percent of Budget for Teacher Salaries	25.64%	27.82%
Percent of Budget for Administrative Salaries	4.66%	5.78%

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

For the 2022-2023 school year, after examining student data and gathering teaching input, it was determined that staff development would focus on Universal Design for Learning (UDL) and social-emotional learning as well as reading data to drive student instruction. Support has been provided by the Santa Barbara Office of Education with one-on-one coaching and after school workshops, along with conference attendance. Teachers meet frequently to discuss data and revise instructional strategies. In moving forward with the 2022-2023 and 2023-2024 school years, educators are continuing to deepen their knowledge of UDL, and have added discovering more about the Social Emotional Learning components of UD especially now that our students spent close to 1.5 years on a distance learning program due to the Covd-19 pandemic. One-on-one coaching is still a practice, along with after school workshops. Several teachers are part of the Multi-Tiered Systems of Support (MTSS) team and have attended training in positive behavioral supports. District also receiving differentiated assistance from SBCEO in the areas of Special Education and ELD student academic performance.

Cuyama Valley High School has continued to develop and deepen practices with on-going professional development in the realms of MTSS and UDL for the 2022-2023 school year. With the return to in-person instruction in 2021-2022, 2022-2023, moving forward, professional development was added to better support teacher and students by receiving sessions on Social Emotional learning. Most SBCEO PD was conducted in person for the 2022-2023 school year. The in-person PD will continue into 2023-2024 and beyond.

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	10	10	10

Sierra Madre 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	Sierra Madre Continuation High School
Street	4500 Highway 166
City, State, Zip	New Cuyama, CA 93254
Phone Number	(661) 766-2293
Principal	Mr. Alfonso Gamino
Email Address	agamino@cuyamaunified.org
School Website	www.cuyamaunified.org
County-District-School (CDS) Code	42-75010-4230173

2023-24 District Contact Information

District Name	Cuyama Joint Unified School District
Phone Number	(661) 766-2642
Superintendent	Alfonso Gamino
Email Address	agamino@cuyamaunified.org
District Website	www.cuyamaunified.org

2023-24 School Description and Mission Statement

Sierra Madre Continuation High School is an alternative program that strives to provide educational support for students by offering a program designed to meet individualized student needs. Our goal is to make every student successful in obtaining a high school diploma, preparing for the completing the requirements to earn a continuation high school diploma, and/or returning to a traditional high school setting. We make every effort possible to recognize a student's individuality and work with them to improve their potential to have the very best possible future, both personally and as a productive citizen.

Students are offered an individualized approach that requires them to assume more responsibility for their education. A great deal of thought has gone into establishing a program that provides students with the opportunity to achieve a practical and effective high school education.

Sierra Madre Continuation High School is designed to include students who for reasons of health, social skills, emotional development, or family commitment cannot manage a full-day schedule at the comprehensive high school. Certain characteristics provide us with a better understanding of the fundamental objectives of a continuation/alternative education high school. The characteristics listed below are not all-encompassing, but do help to explain the basic education philosophy of Sierra Madre Continuation High School:

Our highest priority is an individual approach to education. Each student is given as much personal attention as possible.

Guidance and counseling services are present in all aspects of the student's curriculum. Students will assume personal responsibility for their educational growth, and by doing this, will receive more rewarding accomplishments.

2023-24 School Description and Mission Statement

The staff believes that the well-planned use of short-term goals and frequent rewards will encourage students to move forward in their education. A strong emphasis is placed on the importance of open and honest actions between adults and students. Students' observations of adults provide one of the most lasting impressions for role modeling. The program had a limited number of students at Sierra Madre for the 2022-2023 school year (a total of 3 students).

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	1
Grade 10	1
Total Enrollment	2

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50%
Male	50%
Hispanic or Latino	100%
Socioeconomically Disadvantaged	100%
Students with Disabilities	100%

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)			7.30	56.53	228366.10	83.12
Intern Credential Holders Properly Assigned			0.50	3.84	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)			0.50	3.84	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)			4.60	35.48	12115.80	4.41
Unknown			0.00	0.15	18854.30	6.86
Total Teaching Positions			13.00	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)			8.10	69.53	234405.20	84.00
Intern Credential Holders Properly Assigned			0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)			0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)			2.70	23.18	11953.10	4.28
Unknown			0.80	7.21	15831.90	5.67
Total Teaching Positions			11.60	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		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

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		
Local Assignment Options		
Total Out-of-Field Teachers		

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)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

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

Sierra Madre High School is in the process of updating all curriculum, selected from the most recent list of standards-based materials adopted by the State Board of Education. New English Language Arts curriculum, aligned with Common Core State Standards (CCSS) was adopted in the 2016/2017 school year. An integrated math program was adopted in 2018. New History/Social Science textbooks will be adopted by the end of the 2020/2021 school year. Science curriculum will be purchased as soon as it becomes available.

Year and month in which the data were collected	December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own

		Adoption ?	Assigned Copy
Reading/Language Arts	Collections California 2017 (Houghton Mifflin Harcourt) Adopted in 2016 Published in 2015	Yes	0%
Mathematics	Integrated Mathematics I (Big Ideas Learning) Adopted in 2018 Integrated Mathematics II (Big Ideas Learning) Adopted in 2018 Integrated Mathematics III (Big Ideas Learning) Adopted in 2018 Integrated Mathematics IV (Big Ideas Learning) Adopted in 2018	Yes	0%
Science	Ca. Inspire Biology (McGraw Hill) Adopted in 2022 Chemistry (Glencoe) Adopted in 2007 Inspire Earth Science (McGraw Hill) Adopted in 2022 Physics (Glencoe) Adopted in 2008	No	0%
History-Social Science	Teacher's Curriculum Institute (TCI) History Alive State Board of Education approved in 2017 Piloted for Cuyma School District in 2019/2020 Cuyama Board adopted for the 2021-2022 school year	Yes	0%
Foreign Language	Discovering French I (McDougall Littell) Published in 2001 Discovering French II (McDougall Littell) Published in 2001 Spanish Que Tal? Published in 2001	No	0%
Health	Glencoe Health (Glencoe/McGraw-Hill) Published in 2007	Yes	0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

The main campus was built in 1957 and all facilities are in good working order. The electrical system was updated in 2020. In addition to regular classrooms, Sierra Madre Continuation High School has access to an administration building, library, full kitchen and cafeteria, and multipurpose gymnasium that are safe, clean, and provide adequate space for student and community activities. We have a computer laboratory, a weight room, and tennis courts.

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district used a facility survey instrument developed by the State of California Office of Public School Instruction. The results of the survey are available at the school office or district office.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 86 and 100 percent on the 15 categories of our evaluation.

Year and month of the most recent FIT report	October 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		Sewer lines need repair or replacing, cooling system in gym needs repair. Heating system installed in 2022-2023.
Interior: Interior Surfaces	X			Chipped and worn paint.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			No apparent problems.
Electrical	X			No apparent problems.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Sewer and drain lines need repair or replacing. Water fountains need upgrading prior to 23-24.
Safety: Fire Safety, Hazardous Materials	X			No apparent problems.
Structural: Structural Damage, Roofs	X			No apparent problems.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Need gopher control.

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	
Mathematics (grades 3-8 and 11)					33	

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)	--		19.57		29.47	

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

Sierra Madre High School students are focused on earning a high school diploma, and either entering the work force, join the Armed Services, or continuing their education. The instructor gives students individualized attention to help students reach their greatest potential and advises them on their future goals. Students are given ample opportunity to prepare for college and careers, which is integrated with their academic work. As Sierra Madre students, attending a shortened school day, they are not enrolled 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	
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
Grade 9	0	0	0	0	0

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 encouraged to help their students be prepared for every school day, and to ensure that they attend regularly. Sierra Madre Continuation High School supports parents in their efforts to provide a designated time and place for homework, to seek open communication with teacher(s), and to respond to school requests for conferences. Parents can join the district School Site Council (SSC), district English Language Advisory Committee (ELAC) to become involved with Sierra Madre Continuation High School. The School Site Council and English Language Advisory Committee meet at least four times a year to provide input on the LCAP and the Title I funding. These are excellent opportunities for parents to be involved in their student's educational experience.

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		--		75.8	31.0		9.4	7.8	
Graduation Rate		--		24.2	65.5		83.6	87.0	

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			
Male			
Non-Binary			
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			
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				
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				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

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									
Expulsions									

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
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		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2023-24 School Safety Plan

A Site Emergency Plan (Revised January 2022) and approved by the Board in February of 2022. This plan is on file (and on the Cuyama Joint Unified School District website), and drills for earthquake and fire are held regularly. While we pride ourselves on our safe community, we ensure that emergency response procedures are in place. Faculty, staff, and students are trained to exit the school buildings safely and are familiar with safe locations on campus. Teacher responsibilities regarding student safety are reviewed during each school year. Classified staff members are also trained to assist in case of an emergency. Staff is on duty and assigned to monitor all students both in classrooms and on the school grounds.

The school is aware of and complies with laws and regulations regarding hazardous materials. Laboratory and chemical supplies are carefully housed, and their use is diligently monitored. A regularly scheduled maintenance program ensures the one classroom, restrooms, and other facilities are kept in good condition.

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	

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	$25960	$25860	$100	$66161
District	N/A	N/A	$15901	
Percent Difference - School Site and District	N/A	N/A	-197.5	-15.6
State	N/A	N/A	$7,607	$77,993
Percent Difference - School Site and State	N/A	N/A	-194.8	-16.4

Fiscal Year 2022-23 Types of Services Funded

These are the types of programs and services funded that support and assist students:

- Title 1 (supports socio-economically challenged students)
- Title 2 (teacher training and professional development)
- National School Lunch program
- Economic Impact Aid (EIA)
- Tobacco Use and Prevention
- Mandate Block Grant
- Teacher Induction Program (TIP)
- Multi-Tiered Systems of Support (MTSS)

* Response to Intervention (RTI) - Individualized support during instructional time
* Small classroom setting for personalized attention

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		$47,616
Mid-Range Teacher Salary		$75,580
Highest Teacher Salary		$100,485
Average Principal Salary (Elementary)		$114,067
Average Principal Salary (Middle)		$123,622
Average Principal Salary (High)		$125,386
Superintendent Salary		$157,977
Percent of Budget for Teacher Salaries	25.64%	27.82%
Percent of Budget for Administrative Salaries	4.66%	5.78%

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

For the 2022-2023 school year, after examining student data and gathering teaching input, it was determined that staff development would focus on Universal Design for Learning (UDL) and social-emotional learning. Support has been provided by the Santa Barbara Office of Education with one-on-one coaching and after school workshops, along with conference attendance. Teacher frequently reviews data to plan instruction. In moving forward with the 2023-2024 school year, educator will continue to deepen his/her knowledge of UDL, and have added discovering more about the Social Emotional Learning components of UDL. One-on-one coaching is still a practice, along with after school workshops. Teacher participates in the Multi-Tiered Systems of Support (MTSS) and will be expected to attend training in positive behavioral supports.

Sierra Madre Continuation High School has continued to develop and deepen practices with on-going professional development in the realms of MTSS and UDL for the 2022-2023 and will continue to receive support in the 2023-2024 school year. With the return to in-person instruction in 2021-2022, 2022-2023, and beyond, professional development was added to better support teacher and students by receiving sessions on Social Emotional learning. Most SBCEO PD was conducted in person for the 2022-2023 school year. Sierra Madre Continuation High School teacher participates with one-on-one coaching sessions provided by the Santa Barbara County Office of Education. Sierra Madre had up to (3) students enrolled in the 2022-2023 school year for in-person instruction. We had the Sierra Madre teacher providing personalized instruction to up to (3) students during the 2022-2023 school year.

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	0	10	10



Emergency Response and Procedures

Initially Board approved: February 25, 2021
Updated: January 13, 2022
Revised and approved: February 10, 2022
Revised and approved: October 18, 2022
Updated and approved: January 11, 2024

COMPREHENSIVE SAFE SCHOOL PLAN – EMERGENCY PROCEDURES

PREFACE

California public schools are required to comply with California Education Code (CEC), Section 35294, dealing with the preparation of "safe school plans."

This plan is based in part, on plans from the Marin County Office of Education, Santa Paula Office of Education, and Los Angeles Office of Environmental Health and Safety (OEHS), who offered their Safe School Model as a template to assist other school districts in preparing their School Safety Plans.

This plan covers emergency preparedness and response and is based on the California Standardized Emergency Management System (SEMS), which is designed to centralize, organize and coordinate emergency response among various district organizations and public agencies. SEMS provides an effective framework for managing emergencies ranging from minor incidents to major earthquakes.

The OEHS *Model Safe School Plan* is based on guidance from the California Department of Education and the Office of Attorney General (*Safe Schools – A Planning Guide for Action, 2002 Edition*). Use of the OEHS *Model Safe School Plan* by this plan was prepared to comply with CEC, Section 35294.

The *Model Safe School Plan Template* was prepared in consultation with School Police, Office of Emergency Services, Student Health & Human Services, public members of the District School Safety Committee, California Department of Health Services, City of Los Angeles Fire Department, and other members of the school community. The Cuyama Valley School District Comprehensive Safe School Plan was prepared with input from the Santa Barbara County Sheriffs and Fire Departments. The original Model Safe School Plan, Emergency Procedures, has been modified to meet specific local needs of this community.

Safe School Plan

Emergency Procedures

Cuyama Unified School District: *2300 Highway 166 New Cuyama, California 93254*

Cuyama Valley Elementary School: *2300 Highway 166 New Cuyama, California 93254*

Cuyama Valley High School: *4500 Highway 166 New Cuyama, California 93254*

Homeland Security Advisory Recommendations
Adapted for Cuyama Unified School District

(Based on American Red Cross Homeland Security Advisory)

SEVERE *(Red)*	• *Complete all recommended actions at lower levels.* • Listen to radio, TV, for current information and instructions. • Be alert and immediately report suspicious activity to Santa Barbara County sheriff's deputies. • Close school if recommended to do so by appropriate authorities. • 100% identification check (i.e. driver's license retained at front office) and escort anyone entering school other than students, staff and faculty. • Ensure School Site Crisis Team members are available for students, staff and faculty.
HIGH *(Orange)*	• *Complete all recommended actions at lower levels.* • Be alert and immediately report suspicious activity to the Santa Barbara County Sheriff's Department. • Review emergency procedures and supplies. • Prepare to handle inquiries from anxious parents and media.
ELEVATED *(Yellow)*	• *Complete all recommended actions at lower levels.* • Be alert and immediately report suspicious activity to the Santa Barbara County Sheriff's Department. • Ensure all emergency supplies are stocked and ready.
GUARDED *(Blue)*	• *Complete all recommended actions at lower level.* • Be alert and immediately report suspicious activity to the Santa Barbara County Sheriff's Department. • Provide safety training to staff and practice emergency drills pursuant to school emergency procedures. • Review communications plan and update emergency contact information. • Review emergency supplies and stock and replace as necessary.
LOW *(Green)*	• Develop school emergency plans • Conduct emergency response drills • Offer FEMA courses • Conduct district wide crisis response training • Ensure selected staff members are trained in first aid, CPR and AED.

References: *American National Red Cross – www.redcross.org; American Red Cross*
March 31, 2003

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1. INTRODUCTION

OVERVIEW

State law requires that schools be adequately prepared to respond to earthquakes, fires, and other emergencies (California Education Code § 35295 through § 35297, California Government Code § 8607, and California Code of Regulations § 2400 through § 2450). To assist schools in complying with these requirements, the Cuyama Unified School District has adopted the *Model Safe School Plan, Emergency Procedures (02-01-05)* for use as a template in the preparation of emergency procedures for each of the district schools. The emergency management teams and procedures outlined in this plan are consistent with the Standardized Emergency Management System (SEMS) developed by the State of California. This plan presents specific procedures to be used in preparing for, and responding to, school emergencies

PLAN ORGANIZATION

The effective management of emergencies requires both adequate e*mergency preparedness* and *emergency response* capabilities. This plan is organized into (11) eleven sections. Sections (5) five and (6) six, deal with emergency preparedness, identifies the school's emergency response teams and defines the roles and responsibilities of team members. Sections (7) seven, (8) eight, present guidance for determining the nature and extent of an emergency, and a series of initial response actions to be taken in an emergency. Section (9) nine, provides detailed emergency response procedures for 18 types of emergencies that may be encountered in a school setting. Section (10) ten provides supplemental emergency information including contact information, supply lists and evacuation routes. Standard forms, site maps and other supporting information are contained in the Appendices.

The Principal/Superintendent will ensure that this *Safe School Plan, - Emergency Procedures* is consistent with SEMS, and that the plan addresses the following eighteen emergencies: aircraft crash; aircraft landing, animal disturbance; armed assault on campus; biological or chemical release; bomb threat; bus disaster; disorderly conduct; earthquake; explosion/risk of explosion; fire in surrounding area; fire on school grounds; flooding; loss or failure of utilities; motor vehicle crash; psychological trauma, suspected contamination of food or water; threat of violence; and unlawful demonstration/walkout.

2. STANDARDIZED EMERGENCY MANAGEMENT

EMERGENCY PLANNING WITH SEMS

The California Standardized Emergency Management System (SEMS) is designed 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 multiple agencies often participating in response to an emergency. SEMS consists of the following five functions: Management; Planning / Intelligence; Operations; Logistics; and Finance/Administration.

Management

During an emergency, the Incident Commander is responsible for directing response actions from a designated Command Post. To effectively direct response actions, 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. In emergencies involving more than one school site, each site will have their own Incident Commander. This function is typically directed by the Principal, as the Incident Commander. The Principal/Superintendent may be assisted in carrying out this function by the District Safety Coordinator, or a designated representative.

Planning / Intelligence

Under the CJUSD Plan, two staff members will be assigned to assist the Incident Commander during an emergency. These employees will assist in the gathering of information, documentation and communication. One will be involved with "Documentation" and the other with "Communication". During an emergency, both of these positions will report directly to the Incident Commander, unless otherwise directed.

Operations

Under SEMS, **all emergency response actions** are implemented under the Operations function, under the direct control of the Incident Commander. In the CJUSD Plan, numerous teams will be designated, trained and supplied to perform the necessary emergency response. Teams may consist of one or more individuals. Due to limited staffing some employees may be on more than one team. The Incident Commander has the prerogative, based on circumstances, to utilize the teams needed to provide an appropriate response to the emergency. Under the CJUSD Plan, the following emergency response teams have been established: First Aid / Medical Team; Damage Assessment / Utilities Team; Clerical / Student Release Team; Crisis Management / Counseling Team; Sanitation Team / Search and Rescue Team / Food and Water Team; Shelter Team.

Logistics

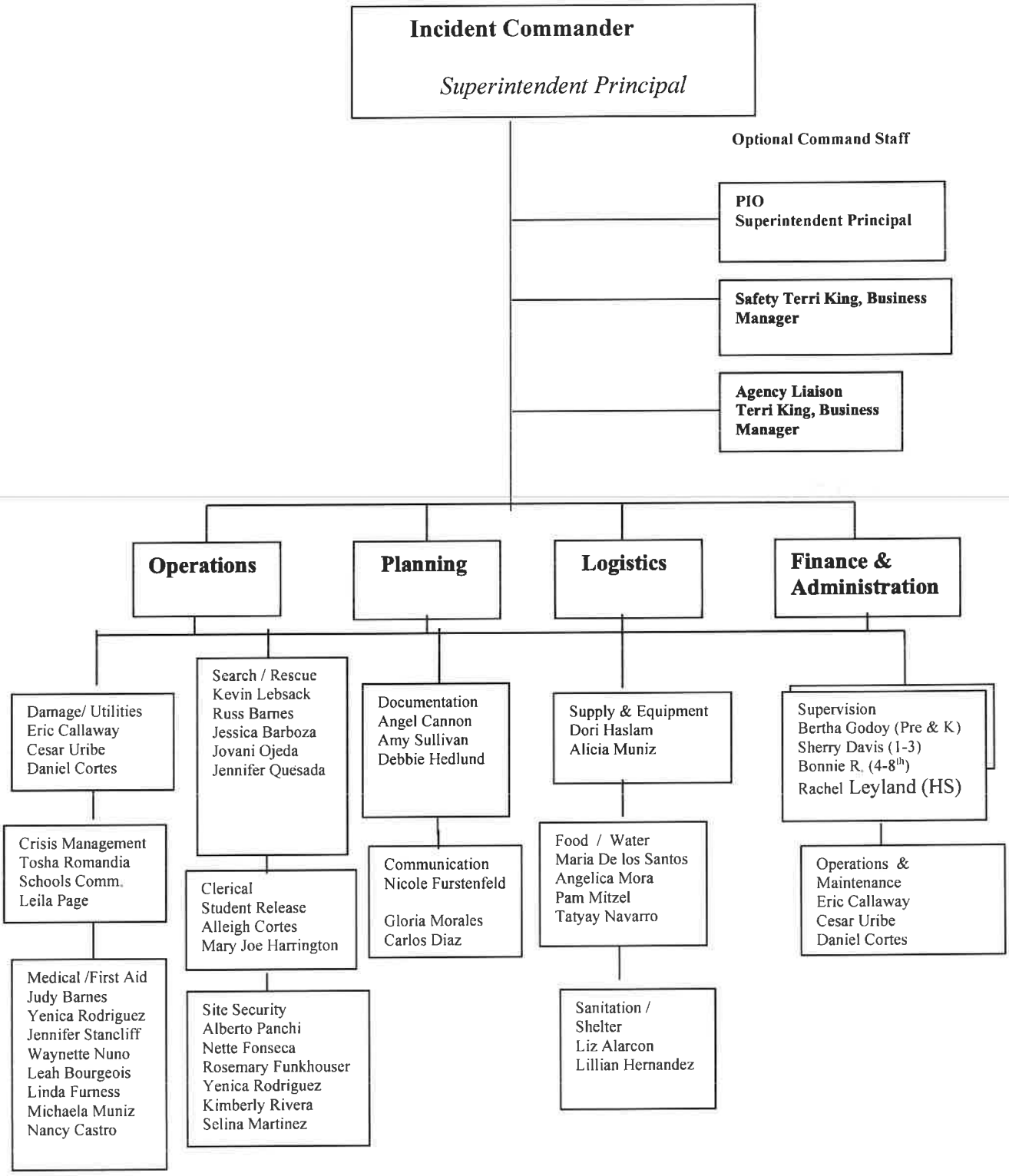
The Logistics function of SEMS supports emergency operations by coordinating personnel, assembling and deploying volunteer teams, providing supplies, equipment and services, and facilitating communications among emergency responders. Within the Cuyama Unified School District Plan, site logistical needs are met through the pre-positioning of supplies and equipment in the site Emergency Bins. Release of materials from each bin is carried out by the Emergency Bin Person, under the direction and control of the Incident Commander. Following the emergency, Emergency Bin Personnel will also return all emergency equipment and prepare an inventory of items in need of replacement. Long Term Emergencies may require logistical support from the Santa Barbara County Office of Education.

Finance/Administration

The Finance/Administration function of SEMS involves the purchasing of all necessary materials, tracking financial records, and recovering school records following an emergency. Within CJUSD, these functions will be carried out at the District Office (DO), by personnel normally assigned to those tasks.

(Refer to the DO Emergency Response Section of this Document)

Emergency Management Organization Chart #1



3. SCHOOL STAFF

California Government Code, Chapter 8, Section 3100 states: "...all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law." In accordance with these provisions, all staff members are considered "disaster service workers" during emergencies and must remain on site to carry out assigned responsibilities.

School staff should be familiar with emergency procedures and any assigned responsibilities. During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to a position in the following list, the teacher will first accompany the students to the Assembly Area, where they will be reassigned to another teacher. The teacher will then carry out assigned responsibilities.

4. INCIDENT COMMAND TEAM

The Incident Command Team is responsible for directing school emergency response activities.

Assignments

The Incident Command Team is led by the Incident Commander and also includes the school's Public Information Officer, the Safety Coordinator and the Agency Liaison. In the CJUSD Plan, the Incident Commander will normally assume all three Incident Command Team assignments. The Incident commander may also delegate any of the assignments based on availability of personnel.

Incident Commander:	Alfonso Gamino, Superintendent
Public Information Officer:	Alfonso Gamino, Superintendent
District Safety Coordinator:	Theresa King, Business Manager
Agency Liaison:	Theresa King, Business Manager

Roles and Responsibilities

Incident Commander

The Incident Commander is responsible for directing emergency operations and shall remain at the Command Post to observe and direct all operations. Specific duties of the Incident Commander may include:

- Periodically assessing the situation.

- Directing the Incident Command Team and all other emergency teams.
- Determining the need for, and requesting, outside assistance.
- Periodically communicating with Emergency teams and outside agencies.

Public Information Officer

The CJUSD Superintendent will act as Public Information Officer (PIO). Superintendent is the official spokesperson for the district and is responsible for communicating with the media and delivering public announcements. The Superintendent may elect to delegate this responsibility to any other employee. However, no employee of CJUSD may speak to the media, or make public statements on behalf of the district, without authorization from the Superintendent, or their designee.

Specific duties of the Public Information Officer may include:

- Periodically receiving updates and official statements from the Incident Commander.
- Maintaining a log of PIO actions and all communications.
- Periodically interacting with the media and District Communications.
- Preparing statements for dissemination to the public.
- Ensuring announcements and other public information are translated into other languages as needed.
- Monitoring news broadcasts about the incident and correcting any misinformation.

Safety Coordinator

In the CJUSD plan, the safety coordinator responsibilities are carried out by the District Safety and Disaster Coordinator. They are responsible for ensuring that all emergency activities are conducted in as safe a manner, and that CJUSD emergency procedures are being followed. Specific duties of the Safety Coordinator may include:

- Periodically checking with the Incident Commander for situation briefings and updates.

- Maintaining all records and documentation as assigned by the Incident Commander.
- Monitoring drills, exercises, and emergency response activities for safety.
- Identifying safety hazards.
- Ensuring that responders use appropriate safety equipment.

Agency Liaison

The District Liaison is responsible for coordinating the efforts of outside agencies such as police and fire by ensuring the proper flow of information between Incident Command and the agencies. Specific duties of the Agency Liaison may include:

- Periodically checking with the Incident Commander for situation briefings and updates.
- Maintaining all records and documentation as assigned by the Incident Commander.
- Briefing agency representatives on current situation, priorities and planned actions.

Incident Command Team / Supplies and Equipment

The Principal is responsible for ensuring the following supplies are located inside the school's Emergency Supply Bin:

- Copy of the school's Emergency Procedures
- Campus map
- Bullhorn
- Battery-operated AM/FM radio.
- Clipboard, Paper, Pens
- Hard Hat
- Vest or position identifier

Supplies Brought from Office:

- Master Key Set
- Staff and Student Roster
- Emergency and Site Radios
- Cell Phone

Team Assembly Location

Inside: Elementary or High School Office

Outside: Flag poles

Documentation Position

The Documentation Position is responsible for maintaining a log of all emergency developments and response actions, including financial expenditures, timekeeping, and other necessary documentation. The Documentation Position works under the direct supervision of the Incident Commander.

Assignments

Documentation Staff Member: Angelique Cannon (HS) and Amy Sullivan (ES) and Debbie Hedlund (ES)

Roles and Responsibilities

The Documentation Staff Members will maintain a log of the incident, noting all actions and reports, and filing them for reference. Specific duties may include:

- Periodically communicating with the Incident Commander for status updates.
- Documenting all communications with the District Office and outside agencies.
- Record all data related to missing persons, site damage, utility problems and medical needs.
- Ensuring that accurate records are kept of all staff members, indicating hours worked.
- Supporting the Incident Commander as necessary.
- Filing, maintaining and securing all emergency documentation.

Supplies and Equipment

Clerical Supplies

Assembly Location

The Documentation Staff Member will report to the Command Post.

COMMUNICATIONS POSITION

The Communications position is responsible for coordinating all communication within the site, and between the Command Post and the District Office, Outside Agencies, etc.

Assignments

Communications Staff Members: HS Carlos Diaz, ES Nicole Furstenfeld, Gloria Morales (District Office)

Roles and Responsibilities

Specific duties may include:

- Coordinating telephone communications.
- Coordinating Emergency Radio Communications.
- Coordinating Site Radio Communications.
- Relaying requests or information to the Incident Commander (Principal).
- Recording all pertinent communication and passing the information to the Documentation Position.
- Coordinate use of messengers, or other forms of communication as needed.

Supplies and Equipment

- Emergency radios and portable radios
- Site radio, extra battery, battery charger
- Backup power supplies.
- Clerical supplies
- Emergency telephone numbers

Assembly Location

The Communications Staff Members will report to the Command Post.

5. RESPONSE TEAMS

FIRST AID / MEDICAL TEAM

The First Aid / Medical Team is responsible for ensuring that first aid supplies are available and properly administered during an emergency.

If the event does not require the evacuation of the Health Office, the First Aid / Medical Team will assemble and initiate operations from there. The Health Aide normally assigned to each school, will ensure that the Health Office is stocked with necessary supplies. Additional supplies, and a mobile response bag, are available in the Emergency Supply Bin.

If the emergency dictates evacuation of the Health Office, the First Aid / Medical Team will assemble at the designated outdoor location. The First Aid / Medical Team Leader will designate members to draw supplies and equipment from the Emergency Supply Bin.

The First Aid / Medical Team is a high priority team, and along with the search teams, have priority access to their supplies.

Assignments

First Aid / Medical Team Leader: Judy Barnes (Elem.) and Jennifer Stancliff (HS)

Alternate Team Leader: Yenica Rodriguez (Elem.) and Waynette Nuno (HS)

First Aid / Medical Team Member: Leah Bourgeois, Michaela Muniz

First Aid / Medical Team Member: Nancy Castro, Linda Furness

School Nurse: Linda Furness

Roles and Responsibilities

First Aid/Medical Team Leader

The First Aid/Medical Team Leader is responsible for directing team activities by periodically interacting with the Incident Commander and District Nurse, to determine medical needs and planned actions. Specific duties of the First Aid/Medical Team Leader may include:

- Assigning First Aid personnel and assessing available inventory of supplies & equipment.
- Designating and setting up First Aid/Medical treatment areas, with access to emergency vehicles.
- Determining the need for skilled medical assistance, and overseeing care, treatment, and assessment of patients.
- Periodically keeping the Incident Commander informed of overall status.
- Completing the Injury and Missing Person's Report.

First Aid/Medical Team Members

The members of the First Aid/Medical Team are responsible for assessing injuries and administering necessary first aid and medical treatment as indicated during an emergency. Specific duties of the members of the First Aid / Medical Team may include:

- Setting up a first aid area, triage and / or temporary morgue.
- Keeping accurate records of care given and tagging each of the injured with name, address, injury and any treatment rendered.
- Reporting deaths immediately to the First Aid/Medical Team Leader.

If a morgue is needed, it should be established in a location which is out of sight of students and the general public. All bodies placed into the morgue, should be covered if possible.

Do not move any deceased individuals to a morgue, until it is cleared by the Incident Commander. If the death is the result of a criminal act, it will be necessary to preserve the crime scene.

No deceased individuals will be released without authorization from the Incident Commander.

Team Assembly Location

Inside: High School and Elementary Office

Outside: Outside each office access door

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

First Aid/Medical Team Supplies and Equipment

There are 2 primary sources of First Aid / Medical supplies available to the First Aid / Medical Team. The first cache of supplies is located in the school's Health Office, and is maintained by the Health Clerk, and the District Nurse. A second collection of supplies is located in the school's Emergency Response Bin.

The Medical section of the Emergency Bin contains a large first aid kit, and equipment which can be used to set up an emergency first aid / medical treatment area. Additional supply items are also stored there.

In the event the Health Office is evacuated, the Health Aid, or designated individual, will take a collection of medication and supplies with them. The items in the supply will be based on the predetermined medical needs of students and staff. These items should include all prescription medication, insulin, inhalers, etc. Since many of these medications are controlled substances, supervision of these items must be maintained at all times.

CRISIS COUNSELING TEAM

The Crisis Counseling Team is responsible for the caring and safety of all students on campus during an emergency. It also provides psychological first aid as needed during and immediately after an emergency.

Assignments

Crisis Counseling Team Leader: Tosha Romandia/Schools Comm. Coord. TBD

Alternate Team Leader/Counseling Team Member: Leila Page- SBCEO

Roles and Responsibilities

Crisis Counseling Team Leader

The Crisis Counseling Team Leader is responsible for directing team activities and periodically interacting with the Incident Commander to identify problems and report status. The Crisis Counseling Team Leader is also responsible for assigning personnel as needed.

Crisis Counseling Team Members

The members of the Crisis Counseling Team are responsible for monitoring the safety and well-being of the students and staff in the Assembly Area. The Crisis Counseling Team will direct all external requests for information to the Public Information Officer.

Specific duties of the members of the Crisis Counseling Team may include:

- Administering minor first aid and psychological first aid as needed
- Supporting the Release Gate Team as needed.
- Coordinating with the Incident Commander to provide water and food to students and staff when necessary.
- Providing reassurance to students.
- Updating records of the number of students and staff.

Team Assembly Location

Inside: Library

Outside: Outside libraries entrances

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

Supplies and Equipment

- Vest or position identifier, or district ID tag
- Emergency radio, and or site radio
- Other supplies or equipment identified by the Team Leader

SEARCH AND RESCUE TEAM

The Search and Rescue Team (SAR) is responsible for preparing and performing search and rescue operations during an emergency. There may be two or more Search and Rescue Teams. The Principal at each site may assign more or less teams, based on staffing and the number of available personnel.

Whenever possible, the Incident Commander should assign a separate Search Team, or Teams. After victim(s) are located, the Incident Commander will assign a Rescue Team to assist victim(s). Once all the buildings have been searched, the teams initially assigned to searching, may be assigned to rescue or perform other functions at the discretion of the Incident Commander.

Assignments

SAR Team 1 Leader: Kevin Lebsack

SAR Team 1 Members: Jovani Ojeda

SAR Team 2 Leader: *Russ Barnes*

SAR Team 2 Members: *Jessica Barboza, Jennifer Quesada*

Search and Rescue Team Roles and Responsibilities

Search and Rescue Team Leader

The Search and Rescue Team Leader is responsible for directing team activities and keeping the Incident Commander informed of overall status. Specific duties of the Search and Rescue Team Leader may include:

- Obtain assignments for the team from the Incident Commander.
- Coordinate team response, including distribution of equipment and supplies.
- Remain outside the building where the team is working. Provide record keeping, and communication for the team.
- Communicate with the First Aid / Medical Team as necessary.

Search and Rescue Team Members

The members of the Search and Rescue Team are responsible for performing search and rescue operations during an emergency. Specific duties of the members of the Search and Rescue Team may include:

- Searching assigned area, reporting gas leaks, fires, or structural damage to Team Leader upon discovery.
- Conducting pre-established search and rescue patterns, checking each classroom, office, storage room, auditorium and other rooms.
- Periodically reporting to the Team Leader on location, number, and condition of injured.
- Marking location of trapped, victims
- If necessary, perform rescue and removal of trapped or severely injured victims.
- Sealing off and posting areas where hazardous conditions exist.
- Provide initial first aid as necessary.
- Any other tasks directed by the Incident Commander.

Team Assembly Location

Inside: ES & HS office

Outside: HS: tennis courts and ES: outside library

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

Search and Rescue Team Supplies and Equipment

TBA

Search and Rescue Team Procedures

The following procedures are a basic guideline, to assist Search and Rescue Teams during an emergency response. CJUSD personnel will not be involved as Search and Rescue responders, except in those rare emergency situations, when we cannot expect outside assistance for an extended period of time. Examples would be major earthquakes, massive fires, or other incidents affecting a large area.

If possible, the Search function should be kept separate from the Rescue function. If not, the Search Team will begin to rescue the first victims they locate, and other victims may not be located in a timely manner. After victims are located and evaluated by the Search Team, a Rescue Team will be dispatched to provide assistance to the victim. The Search Team will continue to search until all areas have been checked for victims.

Search and Rescue Team Procedures continued

The guiding precepts of Search / Rescue procedures are:

1. SEARCH: Locate and evaluate victims. Notify Rescue Team
2. RESCUE: Remove and triage victims.
3. TREAT: Provide first aid for all victims removed

Each Search and/or Rescue Team will include 3 Team Members and 1 Team Leader. The Team Leader provides material support and a communication lifeline to the Team Members who are actively searching and/or rescuing.

Search Team Leader

- The Team Leader will remain outside the structure being searched.

- The Team Leader will provide additional equipment to the Team Members from the Team Backpack.

- The Team Leader will be in charge of communication between the Team and the Command Post. They will make requests for a Rescue Team, or for medical assistance.

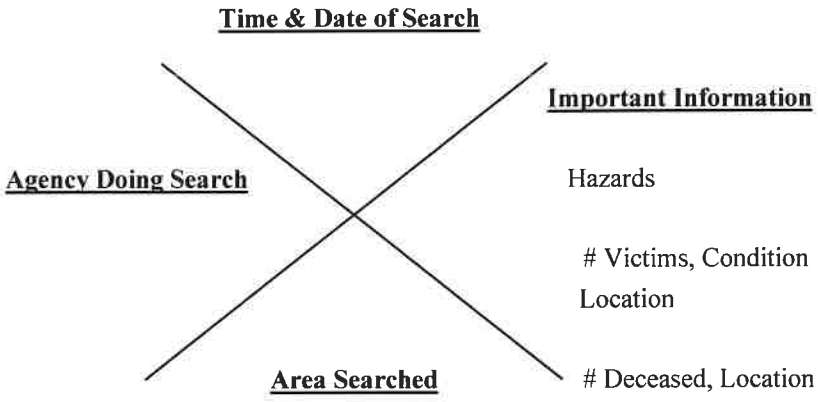
- The Team Leader will be responsible for documenting locations of victims, as well as buildings searched. This will include marking buildings in the following manner:

    A. When the Team enters a building, mark the wall on the doorknob side with a large single slash.

    B. When everyone on the Team exits the building, cross the first slash with a second slash, forming a large X.

Search and Rescue Team Procedures continued

C. Use the X to record the following information.



NOTE: ***Each Team making an entry creates their own mark. Do not change the status on the previous marks.***

Search Team Member

- Search for victims under the direction of the Search Team Leader.
- Act as Rescue Team Member as directed.
- Assist as directed by the Incident Commander.

Search and Rescue Team Procedures continued

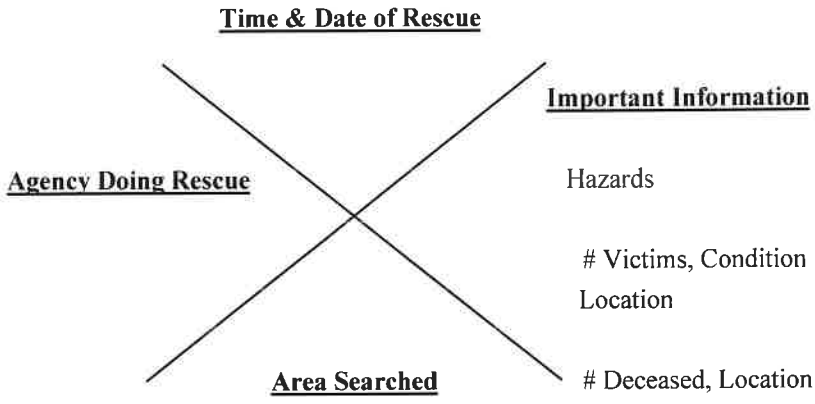
Rescue Team Leader

- The Team Leader will remain outside the structure being searched.
- The Team Leader will provide additional equipment to the Team Members from the Team Backpack, or mobile supply bin.
- The Team Leader will be in charge of communication between the Team and the Command Post. They will make requests for a Rescue Team, or for medical assistance.
- The Team Leader will be responsible for documenting locations of victims, as well as buildings searched. This will include marking buildings in the following manner:

    A. When the Team enters a building, mark the wall on the doorknob side with a large single slash.

B. When everyone on the Team exits the building, cross the first slash with a second slash, forming a large X.

C. Use the X to record the following information.



NOTE: ***Each Team making an entry creates their own mark. Do not change the status on the previous marks.***

Search and Rescue Team Procedures continued

Rescue Team Member

- Rescue trapped and immobile for victims under the direction of the Search Team Leader.
- Triage injured victims as necessary
- Provide first aid during the rescue process.
- Act as Search Team Member as directed.
- Assist as directed by the Incident Commander.

DAMAGE / UTILITIES TEAM

The Damage / Utilities Team will coordinate activities with the Incident Commander as required. They are responsible for the identifying damage to the school site, the identification of non-functioning or broken utilities, and minimizing their impact. The effective response of the Damage / Utilities Team includes shutting down facility air handling systems, and gas, power or water supplies when necessary. They will coordinate with the Incident Commander, and Maintenance Director, to ensure the proper authorities are notified in the event utility service is lost or interrupted by damage. The Damage / Utility Team may be assigned to security or other tasks as designated by the Incident Commander.

Assignments

Damage / Utilities Team Leader: Cesar Uribe (Elementary School), Daniel Cortes, and Eric Callaway (High School)

Roles and Responsibilities

Damage / Utilities Team Leader

The Damage / Utilities Team Leader is responsible for directing team activities and interacting with the Incident Command to identify problems and report status. Predetermine the location of utility shut offs, identify the procedure to turn them off in a safe manner, and obtain the tools needed to perform the task.

Damage / Utilities Team Members

The members of the Damage / Utilities Team are responsible for conducting a survey of damage, as well as surveying all utilities and taking appropriate actions to shut-off gas, water and electricity. Specific duties of the members of the Security/Utilities Team may include:

- Assessing damage to school facilities. Creating a list of any damage and passing the information to the Incident Commander.

- If necessary, turn off water lines, electrical power and gas service. Coordinate with the Maintenance Director if possible before turning off service. Create a list of services turned off, include date and time turned off, and name of person who actually turned off the service.

- Turn off air conditioning systems during "Shelter in Place".
- Perform other tasks as directed by the Incident Commander.

DAMAGE / UTILITIES TEAM ASSEMBLY LOCATION

Inside: Boardroom of District Office

Outside: Outside by Flagpole

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location. The team will advise the Incident Commander of any damage they located during their response to the assembly location.

Supplies and Equipment

TBA

SUPPLY / EQUIPMENT POSITION

The Supply/Equipment Person is responsible for ensuring the orderly distribution and control of supplies and equipment from the school site's Emergency Supply Bin.

Assignments

Supply / Equipment Person: Dori Haslam (Elem.) & Alicia Muniz (HS)

Roles and Responsibilities

Specific duties of the Supply / Equipment Person may include:

- Opening the Emergency Supply Bin.
- Ensuring an orderly distribution of supplies and maintaining record of recording who drew what supplies from the bin.
- Reporting equipment and supply needs to the Incident Commander.
- Assisting other teams as directed by the Incident Commander.

Team Assembly Location

Inside: HS and ES office

Outside: Outside by flagpole

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

Supplies and Equipment

TBA

CLERICAL / STUDENT RELEASE TEAM

The Clerical / Student Release Team is responsible for continuing the normal school functions of accounting for and releasing students, during an emergency situation, or natural disaster. The team is also responsible for accounting for staff and visitors on campus during an emergency or disaster.

School Officials are legally responsible for the safe release of students to authorized individuals. That responsibility continues even during an emergency or disaster. Failure to adequately fulfill this function results in a loss of confidence in the community, as well as opening the district to civil litigation.

Without proper training of personnel involved who will be expected to perform duties during a crisis, the Emergency Release / Family Reunification process, will fail to work properly. The Principal at each site should make certain that organized training sessions are conducted on a regular basis, to ensure the Emergency Release / Family Reunification process works well during an actual emergency.

The Clerical / Student Release Team is made up of the school's Office Manager and Clerical Staff. Additional members may be added by the Incident Commander.

Assignments

Clerical / Student Release Team Leader: *Alleigh Cortes (CVHS)*

Mary Jo Harrington (Elem.)

Clerical / Student Release Team continued

Roles and Responsibilities

Clerical / Student Release Team Leader

The Assembly Area Team Leader is responsible for directing team activities and periodically interacting with the Incident Commander to identify problems and report status. The Assembly Area Team Leader is responsible for the process of *accounting for* and *releasing students*, during an emergency situation or natural disaster. The Assembly Area Team Leader is also responsible for accounting for staff and visitors on campus during an emergency or disaster.

Clerical / Student Release Team Members

The members of the Clerical / Student Release Team are responsible for accounting for students, staff and visitors, during an emergency situation. They are also responsible for releasing students in an orderly, organized manner after an emergency release has been authorized by the Incident Commander. Specific duties of Team members may include:

- Obtaining reports of missing students from teachers or other personnel.
- Gathering Injury and Missing Persons Reports from each teacher and submitting them to the Clerical / Student Release Team Leader.
- Greeting and directing parents, guardians, or designees to the counselors as appropriate.
- Providing reassurance to parents, guardians, or designees and maintaining order.
- Ensuring students are released to authorized persons.
- Ensuring that appropriate records are maintained, and that each child is recorded as missing, present, released, transported, or deceased.
- Assist other teams as directed by the Incident Commander.

Clerical / Student Release Team continued

Supplies and Equipment

The Principal will ensure that prior to an emergency, clerical staff and other designed members of the Clerical / Student Release Team prepare the evacuation cart described below.

Evacuation Cart

A box will be pre-positioned in the office of each school site. That box will be used to transport items necessary to release students and fulfill other operational responsibilities from a remote location. The following items are to be loaded into the box in the event an office evacuation is ordered:

- File Boxes Containing Student and Staff Emergency Cards
- Updated Roll Sheet
- Emergency Radio, Extra Battery
- School Site Radio, and Extra Battery
- Box of Designated (Site) Radios and Batteries
- Visitor Sign in Book
- Student Check Out Book
- Attendance Records
- Digital Camera, Extra Battery, Extra Memory Chip (Recommended)

Additional Supplies are stored in the Emergency Bin, located at each school site. Those Supplies include tables, barricades, bulletin boards, and other items necessary to establish a command post and emergency student release area.

Team Assembly Location

Inside: *School Office*

Outside: *School (main entrance)*

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

Food and Water Team

The Food and Water Team is responsible for emergency food and water supplies and distribution. Emergency food and water are stored in each school's Emergency Supply Bin. Additional emergency water is stored in some classrooms at each school.

Assignments

Food & Water Team Leader: Maria De Los Santos & Angelica Mora

Food & Water Team Member: Pam Mitzel (Both) & Tatyay Navarro (Elem)

Roles and Responsibilities

Food & Water Team Leader: Maria De Los Santos

Specific duties of the Food & Water Team Leader may include:

- Ensuring an orderly distribution of supplies, and maintaining record of what supplies have been used, and what supplies remain.
- Reporting shortages to the Incident Commander.

Specific duties of the Food & Water Team Member may include:

- Utilizing emergency supplies, set up stations where food and water rations will be distributed.
- Distribute emergency rations of food and water in an organized, orderly manner.
- Assisting other teams as directed by the Incident Commander.

Team Assembly Location

Inside: Boardroom (Elem.) and Cafeteria (HS)

Outside: Outside by Flagpole (Elem. & HS)

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

Food and Water Team continued

Supplies and Equipment
The Incident Commander may adjust the size of the Team to meet the circumstances.
Sanitation / Shelter Team Leader:

Water: TBA

Food:

For extended emergencies, our primary source of food will be storage in our cafeteria storage areas, located at each site. In the event one or more food storage areas are inaccessible, we can bring supplies to that site from our other locations.

Note: In the event of prolonged power loss, a plan will be in place to utilize perishable food items first.
In preparation for the unlikely event all food storage areas are inaccessible, we will store sufficient "high energy" food bars to provide 10 servings to each student and staff member. This ration will be stored in each site's emergency bin, inside, sealed, rodent proof storage tubs. To prevent spoiling, a rotation program will be implemented. At the end of each school year, the bars can be used in the lunch program, and replaced with fresh rations.

Water coolers and disposable drinking cups are also stored inside each Emergency Supply Bin.

SANITATION / SHELTER TEAM

The Sanitation / Shelter Team is responsible for setting up sanitation areas, which consist of portable privacy shelters, portable toilets, and hand washing facilities. They will also be responsible for distributing emergency blankets, and other items to provide shelter from the elements. If portable shelters are available, they will coordinate the distribution and set up of the shelters.

Supplies for the Sanitation Shelter Teams are located in each school's emergency Supply Bin.

Assignments

The Incident Commander may adjust the size of the team to meet the circumstances.

Sanitation / Shelter Team Leader Elem.): Liz Alarcon

Sanitation / Shelter Team Leader (HS): Lillian Hernandez

Sanitation / Shelter Team Member:

Roles and Responsibilities

Food & Water Team Leader

Specific duties of the Sanitation / Shelter Team Leader may include:

- Organizing distribution of sanitation and shelter supplies from the Emergency Supply Bin, to members of the team.
- Supervising the set-up of male and female sanitation areas.
- Supervising the set-up of a hand washing station adjacent to the sanitation area.
- Designation of an area where used waste bags will be stored.

- As necessary, supervise the distribution of emergency blankets, and other items to provide shelter from the elements.

- Coordinate with the Incident Commander to ensure sanitation requirements are being met.

Sanitation / Shelter Team continued

Specific duties of the Sanitation / Shelter Team member may include:

- Assist with the distribution of sanitation and shelter supplies from the Emergency Supply Bin.

- Set up male and female sanitation areas, under the direction of the Sanitation / Shelter Team Leader.

- Set up of a hand washing station adjacent to the sanitation area.

- As needed, move used waste bags to the designated storage area.

- As instructed, distribute emergency blankets, and other items to provide shelter from the elements.

Team Assembly Location

Inside:

Outside:

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

Supplies and Equipment

Supplies and equipment are stored in the Emergency Response Bins. Additional sanitation supplies are stored in each classroom.

SITE SECURITY TEAM

The Site Security Team is responsible for ensuring security of the District Office as directed by the Incident Commander. Traffic Control and other security concerns which develop off CJUSD property, should be referred to the Santa Barbara County Sheriff's Department.

In the event the Site Emergency Team cannot provide the necessary level of security, assistance should be requested from the Santa Barbara Police Department.

During an emergency response, additional personnel are available from the District Office.

Assignments

Site Security Team Leader: Alberto Panchi (HS) & Selina Martinez (Elem.)

Site Security Team Member: Nette Fonseca, Rosemay Funkhouser

Site Security Team Member: Yenica Rodriguez

Site Security Team Member: Kimberly Rivera (ES & HS)

Roles and Responsibilities

Specific duties of the Site Security Team Leader may include:

- Coordinating with the Incident Commander to develop a security response.
- Coordinating communication between the team and the command post.
- Coordinating distribution of supplies and equipment.
- Coordinating Team activities with law enforcement.
- Assigning duties to Site Security Team Members.

Site Security Team (continued)

Specific duties of the Site Security Team Leader may include:

- Responding to security requirements as directed by the Incident Commander, Team Leader, or Law Enforcement Official.
- Greet and direct parents.
- Remove campus intruders.
- Assist other teams as directed by the Incident Commander.
- Report all criminal activity to law enforcement, "Be a good witness".

Team Assembly Location

Inside: District Office

Outside: Entrance Gate

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

Supplies and Equipment

- Site Radios
- Colored Vests
- Photo I.D. Badge
- Whistle
- Pen and writing pad

Recommended Items:

- Cell Phone
- Flashlight
- Traffic Cones
- Traffic Barricades
- Bull Horn
- Barrier Tape

6. PREPAREDNESS PROCEDURES

Management

1. The Administration will annually conduct an Emergency Hazard Assessment to evaluate unique site characteristics and conditions in the adjoining community that could cause an emergency incident. The Emergency Hazard Assessment Summary should be used for this purpose.

2. The Administration will designate primary and secondary Command Post locations and ensure that these locations are identified in the document.

3. The Administration will ensure effective communication between the Command Post and Team Leaders during an emergency.

4. The Administration will ensure that members of the Incident Command Team (Public Information Officer, Safety Coordinator, and Agency Liaison), and all other team leaders and members are aware of their responsibilities and assignments as defined in this section.

5. The Administration will ensure that emergency response actions are properly documented as they occur, and that appropriate procedures are included in this plan.

Planning / Intelligence

1. The Administration will ensure that all team members receive proper training in the use of communication equipment.

2. The Administration will ensure all teams are provided with instructions for the use and maintenance of maps and "status boards" at the Command Post.

Operations

1. The Administration will ensure that this plan includes procedures for the following:

    - Administering first aid;
    - Activating and performing search and rescue operations;
    - Ensuring site security;
    - Conducting damage assessments;
    - Evacuation; and
    - Student release operations.

2. The Administration will ensure appropriate training is provided for the following teams:

   - First Aid/Medical Team
   - Crisis Management and Counseling Team
   - Search and Rescue Teams
   - Clerical and Student Release Team

   - Administration will ensure that routine emergency response drills are conducted at the school to rehearse emergency response operations.

   - Drills will be conducted at elementary and high school at least once per month.

Logistics

1. The Principal will ensure this plan includes appropriate procedures for coordinating and assembling personnel and volunteers in the event of an emergency.

2. The Principal will work in conjunction with the District Safety and Disaster Coordinator to ensure that adequate emergency supplies are maintained and readily available for emergency use. *Please refer to the emergency supply list which will accompany this document (yellow container & tote, medical bags)*

Finance / Administration

The Principal will assure the following:

1. Purchase of all required emergency preparedness and response equipment and supplies.

2. Tracking of emergency expenditures, and recovery of records damaged or lost in an emergency.

The principal may utilize resources at the District Office to assist with finance, or logistical needs. (*Refer to the District Office Emergency Response section of this document*)

7. INITIAL RESPONSE TO EMERGENCIES

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three-step process: 1) identify the type of emergency; 2) identify the level of emergency; and 3) determine immediate action(s) that may be required. Each of these steps is discussed in the following sections.

IDENTIFY TYPE OF EMERGENCY

The first step in responding to an emergency is to determine the *type* of emergency that has occurred. Emergency procedures for the 18 different types of emergencies listed below are provided in Section 5.0.

Aircraft Crash
Animal Disturbance
Armed Assault on Campus
Biological or Chemical Release
Bomb Threat
Bus Disaster
Disorderly Conduct
Earthquake
Explosion/Risk of Explosion
Fire in Surrounding Area
Fire on School Grounds
Flooding
Loss or Failure of Utilities
Motor Vehicle Crash
Psychological Trauma
Suspected Contamination of Food or Water
Threat of Violence
Unlawful Demonstration/Walkout

IDENTIFY 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, a three-tiered rating system is described below.

Level 1 Emergency: A *minor* emergency that is handled by school personnel without 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 the dispersion of 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.

DETERMINE IMMEDIATE RESPONSE ACTIONS

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 and Hold
Shelter-In-Place
Lock Down
Evacuate Building
Off-Site Evacuation
All Clear

8. IMMEDIATE RESPONSE ACTIONS

DUCK COVER AND HOLD

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

Description of Action

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

   "YOUR ATTENTION PLEASE. FOR EVERYONE'S PROTECTION, ALL STUDENTS SHOULD FOLLOW DUCK COVER AND HOLD PROCEDURES, WHICH MEAN YOU SHOULD BE IN A PROTECTED POSITION UNDER A TABLE OR DESK, AWAY FROM WINDOWS AND ANYTHING THAT COULD FALL AND HURT YOU. HOLD THIS POSITION UNTIL GIVEN FURTHER INSTRUCTIONS."

2. If inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.

3. If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.

4. Teachers and students should move away from windows.

SHELTER-IN-PLACE

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment and includes the shutdown of classroom and /or building air conditioning systems. During Shelter-in-Place, no one should be exposed to the outside air.

The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the air conditioning systems and allows for the free movement of students within the building. However, classes in bungalows and buildings with exterior passageways will have to remain in the classroom.

Description of Action

1. P.A. Announcement:

   " SHELTER IN PLACE, SHELTER IN PLACE, SHELTER IN PLACE"

   Followed by: (3) Long Bells

   Turn off the regular bell schedule for the duration of the EMERGENCY !!

   Repeat Sequence of Announcements and Bells (3) Times !

2. The Principal or their designee, will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication. Messengers will not be used while the emergency is in effect. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

SHELTER IN PLACE continued

- "YOUR ATTENTION PLEASE. WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU."

Incident Commander (Principal): As soon as possible, the incident commander should notify the District office by phone or radio. They should be prepared to provide an updated summary of the situation. The incident commander should also request the Alert Solutions phone system be initiated to provide timely information and instructions to the parents.

1. If inside, teachers should check the hallway and area adjacent areas, before locking their exterior doors. Any students moving from one location to another should be pulled into the closest room.

2. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should consider the location and proximity of a known hazard and, if necessary, proceed to an alternative indoor location.

3. Adults supervising students outside, should direct all students into the nearest classroom or building. Ensure that all students who were outside when the Secure In Place was initiated, find shelter. After all students have been secured, seek shelter yourself.

SHELTER IN PLACE continued

4. Custodians will shut down all external or centralized air conditioning systems.

5. Teachers are responsible to secure individual classrooms as needed:

    - Shut down their classrooms' individual air conditioning system.

    - Close and lock doors and windows. Seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

6. Students who are away from their regular classroom, but inside a building with adult supervision, should remain there. The adult in charge will secure that location.

7. Students inside restrooms, or other locations without adult supervision, should immediately report to the closest classroom or building. If the door is locked and they are not allowed inside they should proceed to the office.

8. As soon as possible, each teacher or adult who has students under their supervision, should ensure that the command post receive the following information:

    - Name and location

    - Number and nature of injuries

    - Total number of students

    - Names of any missing students

    - Names of any students not normally under your supervision, along with their regular room number

    - Total number of adults

    - Names and titles of adults (maintenance worker, teacher, visitor, etc.)

SHELTER IN PLACE continued:

9. Office personnel will utilize this information to ensure the following:

    1. Appropriate medical assistance has been requested

    2. Account for all students, staff and visitors

10. If it is determined that someone is unaccounted for, the campus will be searched in an effort to locate that individual. If there is imminent danger, emergency response personnel will be notified by the Incident Commander. They will search for the missing person. No district personnel will leave a secured area to search. If there is no imminent danger, the principal and other designated staff, not involved in active student supervision, will sweep the campus in an effort to locate the missing person.

11. If someone arrives during the emergency, use your best judgment, based on the facts available to you.

12. Students and staff will remain in the classroom or secured area until further instructions are given by the Principal or law enforcement. Remember that our chief concern is the physical and emotional wellbeing of the students. Remain calm, and keep the students calm.

    Be prepared for an extended lockdown. Plan on providing toilet facilities with what you have at hand. If a portable toilet is not available, use a trash can and plastic liner. Provide privacy as best you can, using closet doors, butcher paper etc.

SHELTER IN PLACE continued:

All Clear

13. Each incident is unique and can have a multitude of ending scenarios. Please be flexible and follow the directions from the command post. When the incident is resolved, an "All Clear" announcement will be made, followed by appropriate instructions.

    P.A. Announcement: **"All CLEAR, ALL CLEAR, ALL CLEAR"**

    The P.A. announcement will be followed by an appropriate set of instructions. Following the "All Clear", do not release students, or take any actions until instructions are received.

    Examples:
    1. "RESUME NORMAL OPERATIONS"
    2. "DISMISS STUDENTS"
    3. "IMPLEMENT EMERGENCY RELEASE PROCEDURES. CONTINUE TO KEEP ALL YOUR STUDENTS IN YOUR ROOM, UNLESS A RUNNER COMES TO EXCUSE THEM."

14. In the event crowd control is required, the Incident Commander , (Principal), will call for the Search and Rescue Teams. The teachers on those teams will take their classes to a pre appointed teacher for safe keeping, and report to the office. They will pick up walkie-talkies and perform the following functions as directed by the Incident Commander:

    - Sweep the campus and remove all unauthorized personnel, including parents. Request assistance from law enforcement as necessary.
    - Prevent unauthorized personnel from entering the campus
    - Direct parents and other members of the public to the location of the PIO (Public Information Officer)
    - If appropriate, direct parents to the Emergency Release Area

SHELTER IN PLACE continued:

15. If necessary counselors will be requested and set up, at a location on campus.

16. The Public Information Officer (PIO) will provide appropriate information to the public, and members of the media. Requests for information from the media, will be directed to the PIO, at whatever location designated by the PIO.

17. No staff will be allowed to leave until directed to do so. Depending on the nature of the event, there may be a debriefing explaining exactly what occurred, and how it was handled. All questions should be answered as thoroughly as possible

- **Remember that under no circumstances are staff permitted to speak to the media. Refer all requests for information to the PIO. Do not allow students to be interviewed on campus**

LOCK DOWN

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement. The procedure is utilized to prevent the perpetrator(s) from entering occupied areas. During Lock Down, students are to remain in the classrooms or designated locations until the "All Clear" is given.

The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the air conditioning systems and allows for the free movement of students within the building. During a lockdown, all movement is restricted.

Description of Action

3. P.A. Announcement:

" LOCKDOWN, LOCKDOWN, LOCKDOWN"

Followed by: (3) Long Bells

Repeat Sequence of Announcements and Bells (3) Times !

Turn off the regular bell schedule for the duration of the lockdown !

LOCK DOWN continued:

4. The Principal or their designee, will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication. Messengers will not be used while the emergency is in effect. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

   "YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCK DOWN PROCEDURES. TEACHERS ARE TO LOCK CLASSROOM DOORS AND KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL FURTHER NOTICE. DO NOT OPEN THE DOOR UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. IF OUTSIDE, STUDENTS AND STAFF ARE TO PROCEED INSIDE THE NEAREST BUILDING OR CLASSROOM. SUPPORT PERSONNEL MOVE INSIDE THE NEAREST BUILDING, LOCK ALL DOORS AND WINDOWS."

   The lockdown does not automatically institute Safety Position actions. Although classroom lights are turned off, and window coverings are drawn, teaching can continue, unless a Safety Position is called for.

   If there is an immediate threat, or if an intruder is believed to be on campus, the Principal or their designee will make the following announcement on the P.A. System.

   SEEK A POSITION OF SAFETY. ALL STUDENTS AND STAFF ARE TO LIE ON THE FLOOR. REMAIN QUIET, AND OUT OF SIGHT OF WINDOWS.

   Any adult in charge of students may institute the Safety Position action, based on their own observations. Those observations may include, audible gunshots, yelling, visual sighting of an intruder, or someone trying to enter the room without identifying themselves.

LOCK DOWN continued:

Incident Commander (Principal): As soon as possible, the incident commander should notify the district office by phone or radio. They should be prepared to provide an updated summary of the situation. The CJUSD phone system will be initiated, in order to provide timely information and instructions to the parents. A CJUSD message will be sent out by the District Office, anytime a lockdown is initiated.

5. If inside, teachers should check the hallway and area adjacent areas, before locking their exterior doors. Any students moving from one location to another should be pulled into the closest room.

   Remember that our goal is to secure all students and staff inside a locked location. If a student or staff member requests access to your locked location, evaluate whether or not you can safely let that person in. If you can do so without jeopardizing those already inside your location, bring that person inside and relock your door. If you can't identify the person, or cannot safely open your door, send the person to the office.

6. Students who are away from their regular classroom, but inside a building with adult supervision, should remain there. The adult in charge will secure that location.

7. Students inside restrooms, or other locations without adult supervision, should immediately report to the closest classroom or building. If the door is locked and they are not allowed inside they should proceed to the office.

8. Adults supervising students outside, should direct all students into the nearest classroom or building. Ensure that all students who were outside when the lock down was initiated, find shelter. After all students have been secured, seek shelter yourself.

LOCK DOWN continued:

9. Exterior Gates should not be locked. Locked gates obstruct emergency responders and create barriers in the event students must be evacuated. Exterior building doors do not need to be secured.

10. Custodians should seek shelter as soon as the lock down is announced. Not only is the custodian's individual safety being important, but the custodian also carries a set of keys. If the keys were to be obtained by a suspect, they could allow access to every locked door on campus.

11. If your room has curtains or shades, close them. Turn off any interior lights.

12. If gunshots are heard, or if deemed necessary by the adult in charge, begin "seek shelter procedures." Move students into positions where there is limited visibility from outside windows.

    Special needs students should be assisted as necessary. Students in wheelchairs should not be taken out of their chairs unless there is a threat of imminent danger.

13. As soon as possible, each teacher or adult who has students under their supervision, should ensure that the command post receive the following information:

    - Name and location
    - Number and nature of injuries
    - Total number of students
    - Names of any missing students
    - Names of any students not normally under your supervision, along with their regular room number
    - Names and titles of adults (maintenance worker, teacher, visitor, etc.)

LOCK DOWN continued:

14. Office personnel will utilize this information to ensure the following:

    3. Appropriate medical assistance has been requested

    4. Account for all students, staff and visitors

15. If it is determined that someone is unaccounted for, the campus will be searched in an effort to locate that individual. If there is imminent danger, i.e. an intruder is on campus, law enforcement will be advised of the missing person, and will conduct the search. In that case, no district personnel will leave a secured area to search. If there is no imminent danger, the principal and other designated staff, not involved in active student supervision, will sweep the campus in an effort to locate the missing person.

16. If someone arrives during the emergency, use your best judgment, based on the facts available to you, whether or not you allow them inside. If the new arrival is an unaccompanied student, bring them inside if at all possible. If the new arrival is an adult, or an adult accompanied by a child, attempt to communicate the nature of the emergency to them, and send them away.

17. Students and staff will remain in the classroom or secured area until further instructions are given by the Principal or law enforcement. Remember that our chief concern is the physical and emotional wellbeing of the students. Remain calm, and keep the students calm.

    Be prepared for an extended lockdown. Plan on providing toilet facilities with what you have at hand. If a portable toilet is not available, use a trash can and plastic liner. Provide privacy as best you can, using closet doors, butcher paper etc.

LOCK DOWN continued:

16. A green and red card is located in each emergency backpack. If there is no emergency inside your room, tape the green card to a window on the door. If someone needs immediate assistance, tape the red card to the window located on the door. The card can also be slipped under the door, if no windows are located nearby. Skip this procedure, if it cannot be safely accomplished. This step will allow emergency responders to move past your location if there is no emergency inside.

All Clear

17. Once the threat has been resolved, the Incident Commander will advise the district office of the situation. They will advise the district office of any information, or special instructions they want sent to parents through the CJUSD system. The District Office will send a CJUSD message advising parents that the situation has been resolved and informing them of any special instructions.

18. Each incident is unique and can have a multitude of ending scenarios. Please be flexible and follow the directions from the command post. When the incident is resolved, an "All Clear" announcement will be made, followed by appropriate instructions.

    P.A. Announcement: **"All CLEAR, ALL CLEAR, ALL CLEAR"**

    The P.A. announcement will be followed by an appropriate set of instructions. Teachers: Following the "All Clear", do not release students, or take any actions until instructions are received.

    Examples:

    1. "RESUME NORMAL OPERATIONS"
    2. "DISMISS STUDENTS"
    3. "IMPLEMENT EMERGENCY RELEASE PROCEDURES. CONTINUE TO KEEP ALL YOUR STUDENTS IN YOUR ROOM, UNLESS A RUNNER COMES TO EXCUSE THEM."

LOCK DOWN continued:

19. In the event crowd control is required, the Incident Commander, (Principal), will call for the Search and Rescue Teams. The teachers on those teams will take their classes to a pre appointed teacher for safe keeping, and report to the office. They will pick up walkie-talkies and perform the following functions as directed by the Incident Commander:

    - Sweep the campus and remove all unauthorized personnel, including parents. Request assistance from law enforcement as necessary.
    - Prevent unauthorized personnel from entering the campus
    - Direct parents and other members of the public to the location of the PIO (Public Information Officer)
    - If appropriate, direct parents to the Emergency Release Area

20. If necessary, counselors will be requested and set up, at a location on campus.

21. The Public Information Officer (PIO) will provide appropriate information to the public, and members of the media. Requests for information from the media, will be directed to the PIO, at whatever location designated by the PIO.

22. No staff will be allowed to leave until directed to do so. Depending on the nature of the event, there may be a debriefing explaining exactly what occurred, and how it was handled. All questions should be answered as thoroughly as possible

    Remember that under no circumstances, are staff permitted to speak to the media. Refer all requests for information to the PIO. Do not allow students to be interviewed on campus.

EVACUATE BUILDING

This action is taken after the decision is made that it is unsafe to remain in the building. The Incident Commander needs to determine if the designated Emergency Assembly Area is appropriate, considering the nature of the emergency. If not, direct the evacuation to the pre-selected Alternate Emergency Assembly Area.

Description of Action

1. P.A. Announcement:

"EVACUATE BUILDING, EVACUATE BUILDING, EVACUATE BUILDING"

Followed by: (3) Short Bells (Fire Drill Bell Sequence)

Repeat Sequence of Announcements and Bells At least (3) Times!

Turn off regular bell schedule for the duration of the EMERGENCY

2. The Principal or their designee, will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions

"YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF ALL BUILDINGS. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE OUTDOOR EMERGENCY ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR EMERGENCY BACKPACK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM."

Incident Commander (Principal): As soon as possible, the incident commander should notify the district office by radio. They should be prepared to provide an updated summary of the situation. The incident commander should also request the CJUSD phone system be initiated to provide timely information and instructions to the parents.

18. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned *Emergency Assembly Area.*

Evacuate Building continued:

19. Teachers will take the Emergency Backpack when leaving the building and take attendance once the class is assembled in a safe location.

20. Once assembled, teachers and students will stay in place until further instructions are given by the Principal or law enforcement. Remember that our chief concern is the physical and emotional wellbeing of the students. Remain calm, and keep the students calm.

21. If outside, students will proceed to their Emergency Assembly Area.

22. Students inside restrooms, or other locations without adult supervision, should immediately report to their Emergency Assembly Area.

23. Office Staff will evacuate to the designated Outdoor Command Post. They should take the Emergency Operation Box with them. It should include all items necessary to account for students and staff, such as roll sheets, staff rosters, and visitor sign in books.

24. As soon as possible, each teacher or adult in charge of students that the command post receives the following information:

    - Name and location
    - Number and nature of injuries
    - Total number of students
    - Names of any missing students
    - Names of any students not normally under you supervision, along with their regular room number
    - Total number of adults
    - Names and titles of adults (maintenance worker, teacher, visitor, etc.)

Evacuate Building continued:

25. Office personnel will utilize this information to ensure the following:

    5. Appropriate medical assistance has been requested

    6. Account for all students, staff and visitors

26. If it is determined that someone is unaccounted for, the campus will be searched in an effort to locate that individual. If there is imminent danger, emergency response personnel will be notified by the Incident Commander. They will search for the missing person. No district personnel will leave a secured area to search. If there is no imminent danger, the principal and other designated staff, not involved in active student supervision, will sweep the campus in an effort to locate the missing person.

27. If someone arrives during the emergency, use your best judgment, based on the facts available to you. If the new arrival is an unaccompanied student, accept them and send them to their class at the Emergency Assembly Area. If the new arrival is an Employee, assign them to an appropriate duty. If the new arrival is a child accompanied by an adult, communicate the nature of the emergency to them, and either accept the student, or send them away.

28. Be prepared for an extended period at the Emergency Assembly Area. The Incident Commander should activate Emergency Response Teams or utilize Emergency supplies as necessary to provide for the needs of the students and staff.

    Depending on the nature of the emergency, meals may be available through the Food Services Director. Requests for food should be made by the Incident Commander to the Food Services Director via the Emergency Radio.

    TBA Emergency Supply situation

Evacuate Building continued:

All Clear

29. Each incident is unique and can have a multitude of ending scenarios. Please be flexible and follow the directions from the command post. When the incident is resolved, an "All Clear" announcement will be made, followed by appropriate instructions.

P.A. Announcement: **"All CLEAR, ALL CLEAR, ALL CLEAR"**

The P.A. announcement will be followed by an appropriate set of instructions. Following the "All Clear", do not release students, or take any actions until instructions are received.

Examples:

1. "RETURN TO YOUR CLASSROOMS"
2. "DISMISS STUDENTS"
3. "IMPLEMENT EMERGENCY RELEASE PROCEDURES. CONTINUE TO KEEP ALL YOUR STUDENTS IN YOUR ROOM, UNLESS A RUNNER COMES TO EXCUSE THEM."

14. In the event crowd control is required, the Incident Commander, (Principal), will call for the Search and Rescue Teams. The teachers on those teams will take their classes to a pre appointed teacher for safe keeping, and report to the Office. They will pick up walkie-talkies and perform the following functions as directed by the Incident Commander:

    - Sweep the campus and remove all unauthorized personnel, including parents. Request assistance from law enforcement as necessary.
    - Prevent unauthorized personnel from entering the campus
    - Direct parents and other members of the public to the location of the PIO (Public Information Officer)
    - If appropriate, direct parents to the Emergency Release Area

Evacuate Building continued:

15. If necessary, counselors will be requested and set up, at a location on campus.

16. The Public Information Officer (PIO) will provide appropriate information to the public, and members of the media. Requests for information from the media, will be directed to the PIO, at whatever location designated by the PIO.

17. No staff will be allowed to leave until directed to do so. Depending on the nature of the event, there may be a debriefing explaining exactly what occurred, and how it was handled. All questions should be answered as thoroughly as possible

- **Remember that under no circumstances are staff permitted to speak to the media. Refer all requests for information to the PIO. Do not allow students to be interviewed on campus**

OFF-SITE EVACUATION:

- This action is taken after a decision is made that it is unsafe to remain on the campus, and evacuation to an OFF-SITE EMERGENCY ASSEMBLY AREA is required.

The Incident Commander needs to determine if the designated Off Site Emergency Assembly Area is appropriate, considering the nature of the emergency. If not, direct the evacuation to another Alternate Off Site Emergency Assembly Area. Additionally, the Incident Commander needs to determine if the designated evacuation route is appropriate considering the nature of the emergency. If not, they should instruct staff to utilize an appropriate alternate route.

Description of Action

1. P.A. Announcement:

"EVACUATE THE CAMPUS, EVACUATE THE CAMPUS, EVACUATE THE CAMPUS"

Followed by: (3) Short Bells (Fire Drill Bell Sequence)

Repeat Sequence of Announcements and Bells At least (3) Times!

Turn off regular bell schedule for the duration of the EMERGENCY

2. The Principal or their designee, will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions

"YOUR ATTENTION PLEASE. WE NEED TO CLEAR THE CAMPUS. INSTITUTE AN OFF-SITE EVACUATION. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE OFF-SITE ASSEMBLY AREA. USE THE DESIGNATED EVACUATION ROUTE. (Or Describe the route to be taken) STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR EMERGENCY BACKPACKS AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED."

3. **Incident Commander (Principal):** As soon as possible, the incident commander should notify the district office by radio. They should be prepared to provide an updated summary of the situation. The incident commander should also request the CJUSD phone system be initiated to provide timely information and instructions to the parents.

4. Teachers will follow instructions and direct their students in an orderly manner to the designated Off Site Emergency Assembly Area. Use the Designated Evacuation Route unless otherwise instructed.

5. Teachers will take the Emergency Backpack when leaving the building and take attendance once the class is assembled at the Off-Site Emergency Assembly Area.

6. Office Staff will evacuate to the designated Outdoor Command Post. They should take the Emergency Operation Box with them. It should include all items necessary to account for students and staff, such as roll sheets, staff rosters, and visitor sign in books.

7. If outside, unsupervised students, such as those in transit, will immediately report to their classroom.

8. Students inside restrooms, or other locations without adult supervision, should immediately report to their classroom.

9. Once assembled, teachers and students will stay in place until further instructions are given by the Principal or law enforcement. Remember that our chief concern is the physical and emotional wellbeing of the students. Remain calm, and keep the students calm

OFF SITE EVACUATION continued:

10. As soon as possible, each teacher or adult in charge of students that the command post receives the following information:

    - Name and location
    - Number and nature of injuries
    - Total number of students
    - Names of any missing students
    - Names of any students not normally under you supervision, along with their regular room number
    - Total number of adults
    - Names and titles of adults (maintenance worker, teacher, visitor, etc.)

7. Office personnel will utilize this information to ensure the following:

    1. Appropriate medical assistance has been requested
    2. Account for all students, staff and visitors

8. If it is determined that someone is unaccounted for, the campus will be searched in an effort to locate that individual. If there is imminent danger, emergency response personnel will be notified by the Incident Commander. They will search for the missing person. No district personnel will search under those circumstances. If there is no imminent danger, the principal and other designated staff, not involved in active student supervision, will sweep the campus in an effort to locate the missing person.

OFF SITE EVACUATION continued:

9. If someone arrives during the emergency, use your best judgment, based on the facts available to you. If the new arrival is an unaccompanied student, accept them and send them to their class at the Emergency Assembly Area. If the new arrival is an Employee, assign them to an appropriate duty. If the new arrival is a child accompanied by an adult, communicate the nature of the emergency to them, and either accept the student, or send them away.

10. Be prepared for an extended period at the Emergency Assembly Area. Utilize supplies from the Emergency Backpacks as a stopgap measure. During a prolonged evacuation, the Incident Commander should coordinate with other Principals, emergency responders, etc. to obtain necessary supplies and equipment to provide for the needs of the students and staff.

    Depending on the nature of the emergency, meals may be available through the Food Services Director. Requests for food should be made by the Incident Commander to the Food Services Director via the Emergency Radio.

    Emergency medical supplies, water, food, shelter and restroom facilities are available in each School's Emergency Supply Bin. If the School's Bin is accessible, the Incident Commander can coordinate with the Maintenance Director to have his personnel transport the necessary material from the Bin to the Off-Site Emergency Assembly Area. In the event the School's Bin is not accessible, the Incident Commander can coordinate the acquisition of supplies from another school.

OFF SITE EVACUATION continued:

All Clear

11. Each incident is unique and can have a multitude of ending scenarios. Please be flexible and follow the directions from the command post. When the incident is resolved, an "All Clear" announcement will be made, by the Incident Commander at the time the All Clear is given, appropriate instructions should be provided to ensure a smooth transition to the next phase of activity.

    Examples:
    1. "RETURN TO CAMPUS"
    2. "IMPLEMENT EMERGENCY RELEASE PROCEDURES. CONTINUE TO KEEP ALL YOUR STUDENTS WITH YOU, UNLESS A RUNNER COMES TO EXCUSE THEM."

14. In the event crowd control is required, the Incident Commander, (Principal), will call for the Search and Rescue Teams. The teachers on those teams will take their classes to a pre appointed teacher for safe keeping, and report to the Command Post. They will perform the following functions as directed by the Incident Commander:

    - Sweep the Off-Site Emergency Assembly Area and remove all unauthorized personnel, including parents. Request assistance from law enforcement as necessary.
    - Prevent unauthorized personnel from entering the Off-Site Emergency Assembly Area
    - Direct parents and other members of the public to the location of the PIO (Public Information Officer)
    - If appropriate, direct parents to the Emergency Release Area

15. If necessary, councilors will be requested and set up, at a location accessible to students, their families, and staff.

OFF SITE EVACUATION continued:

16. The Public Information Officer (PIO) will provide appropriate information to the public, and members of the media. Requests for information from the media, will be directed to the PIO, at whatever location designated by the PIO.

17. No staff will be allowed to leave until directed to do so. Depending on the nature of the event, there may be a debriefing explaining exactly what occurred, and how it was handled. All questions should be answered as thoroughly as possible

    - Remember that under no circumstances are staff permitted to speak to the media. Refer all requests for information to the PIO. Do not allow students to be interviewed on campus

9. EMERGENCY PROCEDURES

This section describes the specific procedures school staff will follow during the seventeen emergencies listed below:

Animal Disturbance
Assault on Campus (Armed or Unarmed)
Biological or Chemical Release
Bomb Threat
Bus Disaster
Disorderly Conduct
Earthquake
Explosion/Risk of Explosion
Fire in Surrounding Area
Fire On School Grounds
Flooding
Loss or Failure of Utilities
Motor Vehicle Crash
Psychological Trauma
Suspected Contamination of Food or Water
Threat of Violence
Unlawful Demonstration / Walkout

It is important to note that school administrators (Principals) are responsible for the health and safety of students and staff during an emergency. Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures, and should consider modifications as necessary to assure the health and safety of all personnel during an emergency.

In the following procedures, the Principal or designee will be referred to as "Incident Commander".

ANIMAL DISTURBANCE

This procedure should be implemented when the presence of any animal, wild or domestic, which threatens the safety of students or staff. Examples are dogs, coyotes, mountain lions, bees etc.

Procedure

1. The Incident Commander (Principal) will initiate appropriate Emergency Response Actions, which may include LOCK DOWN, SECURE IN PLACE, or EVACUATE BUILDING.

2. If the Incident Commander issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Emergency Assembly Area. If it is unsafe to remain on campus, the Incident Commander will initiate an OFF-SITE EVACUATION.

3. In the event of an evacuation, teachers will bring their Emergency Backpacks, which include their student roster. Once in the Emergency Assembly Area, they will take roll to account for students. Teachers will notify the Command Post of missing or injured students.

4. Upon discovery of an animal, staff members will attempt to isolate the animal from students if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. Close doors or gates if it assists in segregating the animal.

5. If additional outside assistance is needed, the Incident Commander will call "911" and provide the location of the animal and nature of emergency. The 911Operator will forward the call to the appropriate agency. Do not call Animal Control or the Department of Fish and Game directly.

6. If the incident is significant, the Incident Commander will contact the District Office and advise them of the situation. If appropriate, the Incident Commander should request a Connect-Ed message be sent advising parents of the nature of the emergency and advising them not to come to the school.

7. Advise the Command Post of any student or staff injuries. First aid will be provided by the Medical Team. In the event the injuries require additional treatment, the command Post will be advised, they will contact 911, and request appropriate medical attention. Be prepared to give the exact location of the victim(s) their approximate ages and the nature of the injury(s).

8. The Incident Commander or their designee will call the District Office and provide periodic updates.

ARMED ASSAULT ON CAMPUS

An **Assault on Campus** involves one or more individuals who attempt to take hostages or cause physical harm to students and / or staff. Such an incident may involve unarmed individuals, individuals actually possessing weapons such as a gun, a knife or other harmful devices, or persons simulating a weapon.

Procedure

1. Upon first indication of an assault, personnel should immediately notify the Incident Commander (Principal).

2. The Incident Commander will initiate the appropriate Emergency Response Action(s), which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.

3. The Incident Commander will call "911" and provide the exact location and nature of the incident. The Incident Commander should designate a person to remain online with 911 if safe to do so.

4. As soon as possible, use established procedures to account for students and staff. If it is determined that someone is unaccounted for, the campus will be searched in an effort to locate that individual. If there is imminent danger, i.e., an intruder is on campus, law enforcement will be advised of the missing person, and will conduct the search. In that case, no district personnel will leave a secured area to search. If there is no imminent danger, the principal and other designated staff, not involved in active student supervision, will sweep the campus in an effort to locate the missing person.

5. The Medical Team will provide first aid and if necessary, work with local authorities to ensure injured students and staff, receive medical attention.

6. As soon as possible, the Incident Commander will contact the district office and advise them of the situation. If appropriate, the Incident Commander should request a Connect-Ed message be sent advising parents of the nature of the emergency and advising them not to come to the school.

7. The Incident Commander or their designee will call the District Office and provide periodic updates. Those updates will include a verified list of casualties, and the locations to which they were transported. The Incident Commander will utilize district personnel and equipment and other resources as needed.

8. All media inquiries will be referred to the designated Public Information Officer.

9. The Incident Commander will debrief staff.

BIOLOGICAL OR CHEMICAL RELEASE

A **Biological or Chemical Release** 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. Such releases may be intentional or unintentional. The source may be located on school grounds such as discharge of acid in a school laboratory or may originate off the school site such as an accident involving hazardous materials in proximity of the school, or an explosion at a nearby oil refinery, truck release or agricultural incident.

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.

This procedure deals with three possible scenarios involving the release of biochemical substances: Scenario 1 - Substance released inside a room or a building; Scenario 2 - Substance released outdoors and localized; and Scenario 3 - Substance released in surrounding community. It is necessary to first determine which scenario applies and then implement the appropriate response procedures.

Some agents may be in a gaseous state, some a powder, and some may be liquid. Some gases are visible and some invisible. Some gasses are heavier than air and some lighter than air. All these factors need to be taken into account when determining an appropriate course of action.

Principals should determine ahead of time if there are any obvious chemical hazards near their School. If chemicals are stored or manufactured nearby, determine ahead of time what the chemicals are, the characteristics of the chemicals, their effects on humans, and treatment protocols in the event of exposure. Having such information in advance may save valuable time in the event of a release.

Scenario 1: Substance Released Inside a Room or Building

1. The Teacher or Employee who discovers the substance will order the evacuation of that area immediately affected by the contamination. As soon as possible they need to notify the Principal (Incident Commander). The Incident Commander will initiate the appropriate Emergency Response Action. They may include SHELTER IN PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION. In the event of evacuation, staff will use designated routes or alternative safe routes, to the Emergency Assembly Area. The area should be located upwind of the affected room or building.

2. The Incident Commander or their designee will call "911", and provide the exact location (e.g., building, room, area) and nature of emergency.

3. As soon as possible, the Incident Commander will notify the District Office, and advise them of the situation. They will request initiation of the CJUSD phone system, in order to notify parents of the nature of the situation, and to advise them not to come to the school.

4. The Incident Commander will instruct the Search and Rescue Team isolate and restrict access to potentially contaminated areas. A Team Member should be designated to guide Emergency Responders to both the contaminated area and location of those who were exposed.

5. The Custodian will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air conditioning system.

6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the Medical Team should assess the need for medical attention.

7. The Command Post will compile a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. This information must be passed on to any emergency responders. The School Administrator will complete the Biological and Chemical Release Response Checklist.

8. If necessary, the incident commander will request the Psychological First Aid Team, who will convene onsite and begin the process of counseling and recovery.

9. Any affected areas will not be reopened until the Santa Barbara County Fire Department, appropriate agencies, or the Incident Commander provides clearance.

SCENARIO 2: SUBSTANCE RELEASED OUTDOORS AND LOCALIZED

1. The Incident Commander will immediately direct staff to remove students from the affected areas to an area upwind from the release. The Incident Commander will initiate the appropriate Emergency Response Action. They may include SHELTER IN PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION. In the event of evacuation, staff will use designated routes or alternative safe routes, to the On or Off Site, Emergency Assembly Area. The area should be located upwind of the affected area.

2. The Incident Commander or their designee will call "911", and provide the exact location (e.g., building, room, area) and nature of emergency.

3. As soon as possible, the Incident Commander will notify the District Office, and advise them of the situation. They will request initiation of the CJUSD phone system, in order to notify parents of the nature of the situation, and to advise them not to come to the school.

4. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.

5. The Command Post will compile a list of all people who have been affected by the substance, or otherwise contaminated. This information must be passed on to any emergency responders. The School Administrator will complete the Biological and Chemical Release Response Checklist.

6. If necessary, the incident commander will request the Psychological First Aid Team, who will convene onsite and begin the process of counseling and recovery.

7. Any affected areas will not be reopened until the Santa Barbara County Fire Department, appropriate agencies, or the Incident Commander provides clearance.

SCENARIO 3: SUBSTANCE RELEASED IN SURROUNDING COMMUNITY

1. If the Incident Commander or local authorities determine a potentially toxic substance has been released to the atmosphere, the Incident Commander will initiate the appropriate Emergency Response Action. They may include SHELTER IN PLACE, or OFF-SITE EVACUATION. In the event of evacuation, staff will use designated routes or alternative safe routes, to the On or Off Site, Emergency Assembly Area. The area should be located upwind of the affected area.

2. The Incident Commander or their designee will call "911", and provide the exact location (e.g., building, room, area) and nature of emergency.

3. As soon as possible, the Incident Commander will notify the District Office, and advise them of the situation. They will request initiation of the CJUSD phone system, in order to notify parents of the nature of the situation, and to advise them not to come to the school.

4. The school will remain in a SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION condition until appropriate agency, or the Incident Commander provides clearance.

BOMB THREAT

This protocol is initiated by receipt of a bomb threat, or discovery of a suspicious device. The threat can be received by telephone, note, e-mail, personal delivery, or from police or fire personnel.

Bomb threats are much more common than either actual explosive devices, or explosions. In general, threats or advanced warnings are not given when a bomb is actually going to explode. Statistically, when a bomb explodes, there is no warning, and conversely, when threats are made there is normally no explosion.

Threats can be used for various purposes, including creating fear, and disrupting normal activities, or calling attention to an individual or group. A phone threat can be received at any number and may be found on an answering machine at the beginning of the day.

Normally, a threat requires some additional factor to make it "credible". Determining the credibility of the threat is best left to the professionals, however the Incident Commander or other District Administrator may be asked to make the call, or to provide input. Factors contributing to credibility are age of the caller. Specificity of the threat stated motive, description of the device, or apparent explosives knowledge.

Threats made by students, absent any corroborative facts are normally considered non credible. Non credible threats call for lesser response than either credible threats, or when a suspicious device is actually discovered.

A series of false Bomb Threats create the possibility that the perpetrator is "patterning" the schools response to the threats. By placing the false threats, the perpetrator learns both evacuation routes and emergency assembly areas. If multiple threats are received, it is important that officials recognize the pattern of threats and utilize different evacuation routes and assembly areas.

Routinely examine evacuation areas. Look for evidence of recent digging. Remove trash cans, dumpsters, or other items which could be used to conceal an explosive device. Be suspicious of piles of trash or other debris which appear in an assembly area. Improvised Explosive Devices, or I.E.D.'s is routinely concealed in such items.

Procedure

1. 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" – Tell the operator, **"This is [state name] from [state school]. We are receiving a bomb threat on another line. The number of that line is [state phone number]."**

2. The person answering the threat call should follow the procedures on the Bomb Threat Checklist. A checklist should be located underneath each phone capable of receiving an outside call. If no checklist is available, try to obtain the following information:

    - When is the bomb going to explode?
    - Where is the bomb right now?
    - What does the bomb look like?
    - What kind of bomb is it?
    - What will cause the bomb to explode?
    - Did you place the bomb? Why?
    - What number can I call you back at?
    - What is your address?
    - What is your name?

3. After receiving the telephoned threat, the person who answered the call should immediately notify the Principal (Incident Commander). As soon as practical, the Incident Commander, or their designee will notify the district office and advise them of the situation.

4. If the threat is received through other means, the person receiving the threat will notify the Principal, (Incident Commander). The Incident Commander will notify the Santa Paula Police Department via "911" and pass along all information regarding the incident. Attempt to preserve the evidence, i.e., note, or e-mail, by which the threat was conveyed. If it was delivered in person, attempt to gain as much information as possible about the informant. If the informant is cooperative, have them wait for police.

5. If a specific location is identified in the threat, the Incident Commander should evacuate the area, as well as the area surrounding the reported location of the explosive. Use evacuation routes that do not place students or staff in close proximity to the location of a suspected device.

6. While in the area under threat, all cell phones, beepers and hand-held radios should be turned off since many explosive devices can be triggered by radio transmissions. Bomb threat experts recommend no radio transmission within 500 feet of a device, or suspected location of a device. Use of any electronic device within the 500' restriction zone must be cleared in advance with the Incident Commander.

Bomb Threat continued:

7. If a suspicious object is identified, notify the Incident Commander immediately. No attempt should be made to investigate or examine the object. Evacuate the area near the device.

8. If no suspicious device(s) are found, and the threat appears to be unfounded, the Incident Commander (Principal) will make the determination as to when to resume normal operations.

9. Based on the search results, the Incident Commander will determine the appropriate Immediate Response Action, which may include DUCK AND COVER, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 7.0.

10. The Incident Commander shall update the district office and request necessary assistance. If Police respond, or if students are evacuated from their classrooms, the SwiftK12 system should be initiated.

11. If a device is found, or if police determine the threat to be credible, they **will** assume command. Once command is shifted to the police department, the Incident Commander will assume a support function, and must obey all lawful orders issued by the on-scene Law Enforcement Personnel. **Do not interfere with the Police.**

12. The Incident Commander should ensure that the physical needs of the students and staff are being met. Keep in mind that there are supplies in the Emergency Bin, and that additional supplies or manpower can be brought in from other campuses. Students can also be walked to a nearby campus, where it may be easier to provide services such as food, or shelter.

13. If requested by the Incident Commander, the Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.

14. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. At the conclusion of the incident, the Incident Commander will take the appropriate actions based on the circumstances.

15. After the incident is over, the Incident Commander will complete the Bomb Threat Report.

BOMB THREAT PACKET

BOMB THREAT CHECKLIST

Phone Number Appearing on Caller I.D.:_____

1.) When is the bomb going to explode?
2.) Where is the bomb right now?
3.) What does the bomb look like?
4.) What kind of bomb is it?
5.) What will cause the bomb to explode?
6.) Did you place the bomb?
7.) Why?
8.) What is your address?
9.) What is your name?

Exact Wording of Bomb Threat:

_____

_____

_____

_____

_____

Phone # at which call was received_____ Time Call Received_____ Length of Call _____

Date Call Received_____ Sex of Caller_____ Race_____ Age_____

REMARKS:_____

_____

_____

Your name:_____ Title: _____ PH # _____Date_____

_____

_____

BOMB THREAT CALL INFORMATION

DESCRIBE THE CALLER:

Sex of the caller: ***Male*** ***Female*** ***Unsure***

Approximate Age of Caller:

Caller's voice was (circle all that apply):

SPEED AND PITCH

Hurried or Rapid	Moderately paced	Slow
Hushed or quiet	Loud	Deep
High-pitched	Squeaky	Other:

EMOTION

Distant	Excited	Angry
Sad	Happy	Calm
Agitated	Matter-of-Fact	Boastful
Sincere	Crazed	Other:

QUALITY

Stutter	Lisp	Slurred
Whispered	Laughing or Giggling	Raspy
Nasal	Deep Breathing	Crying
Stressed	Whining	Clearing Throat
Cracking Voice	Other:	Other:

BOMB THREAT CALL INFORMATION

DESCRIBE THE CALLER continued:

LANGUAGE

Language	Accented	Well-spoken
Foul	Audio Taped	Incoherent
Message read	Irrational	Broken
Drunk	Other	Other

Could you tell if the call was:

Local? **Long Distance?** **Cell Phone?**

Was the voice familiar? **Y or N** **If yes,** **how, who if known?**

Was the voice disguised? **or N** **If yes,** **how?**

DESCRIBE THE ATMOSPHERE

Could you make out anything said in the background?

Background Sounds Heard on the Call (circle all that apply):

Trains	Airplanes	Party	Children
Quiet	Static	Echo	Street noises
House noises	Voices	Vehicle noise	Animal noises
PA System	Music	Motor	Factory machinery
Office machinery	Other	Other	

PERSON WHO RECEIVED CALL

Your Name: ***Your Position:***

Your Telephone Number: ***Was a recording of the call made?***

BUS DISASTER

These procedures are for use in the event of an earthquake, serious bus accident, or other emergency, that occurs while students are traveling on a bus.

The vehicle driver is responsible for the safe, and lawful operation of the vehicle. Do not interfere with the driver's responsibilities. In the event the driver is not operating the vehicle in a safe manner, do not hesitate to take action, up to, and including telephoning for assistance.

The district employee in charge of the event will account for all students in their vehicle. They will also be responsible for ensuring the students receive necessary food, water, and medical treatment. They will also be responsible for the behavior of the students in their charge.

Procedure

1. In the event of an earthquake, the driver should instruct the passengers to DUCK AND COVER. In the event the driver does not, any other adult on board, may make the announcement.

1. After the shaking stops, check for injuries and provide first aid as appropriate.

2. If the bus is disabled, stay in place until help arrives.

3. Contact the Principal, as soon as possible, and report the location and condition of students and staff.

4. The Principal will determine what additional appropriate notification(s) should be made and will brief the office of the Superintendent.

5. If conditions permit, the driver should be instructed to continue to the original destination.

6. If it is impossible to continue to the original destination, attempt to return to school. If it is not possible to safely return to school, proceed to the nearest designated shelter, or safe area. Upon arriving, notify the Principal. Adults should remain with the children until further instructions are received from the Principal.

BUS DISASTER CONTINUED

1. In the event the bus is involved in an accident, follow the instructions of the driver. Evacuate only in the event of fire, or another life-threatening emergency situation.

2. As soon as possible, call "911". Provide the exact location of the bus and wait for arrival of emergency responders. Police must respond to any accident involving a school bus. Do not allow the driver to leave the scene of the accident before the arrival of Police.

3. If students are evacuated from the bus, ensure that they remain out of traffic. Move them as far from the roadside as practical.

7. Check for injuries and provide appropriate first aid.

8. Contact the Principal, as soon as possible, and report the location and condition of students and staff.

9. The Principal will determine what additional appropriate notification(s) should be made and will brief the office of the Superintendent.

10. If conditions permit, the driver should be instructed to continue to the original destination.

11. If it is impossible to continue to the original destination, attempt to return to school. If it is not possible to safely return to school, proceed to the nearest designated shelter, or safe area. Upon arriving, notify the Principal. Adults should remain with the children until further instructions are received from the Principal

DISORDERLY CONDUCT

Disorderly Conduct may involve a student or staff member exhibiting threatening or irrational behavior. If the perpetrator is armed, refer to the section Armed Assault on Campus.

Procedure

1. Upon witnessing a Disorderly Conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff. This action should only be attempted if it is safe to do so.

2. Staff will immediately notify the Principal.

3. The Principal will assume Incident Commander responsibilities, and will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.

4. If appropriate, the Incident Commander will ensure that Police are notified via 911. The caller should be prepared to provide the exact location and nature of the incident. Circumstances requiring Police notification include any violent act, threatened, or actual criminal action. If in doubt, notify Police.

5. If an immediate threat is not clearly evident, the Incident Commander (Principal) or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.

6. Be prepared to take appropriate action if the incident escalates.

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

8. As soon as possible, The Incident Commander will notify the district office of the situation.

9. After the incident is resolved, the Incident Commander will notify the district office.

10. An ALL CLEAR can be given, and normal operations resumed as soon as it is safe to do so.

EARTHQUAKE

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings, interruption of utilities and communication, as well as injuries, or death. It is important to note that even a mild tremor can create a potentially hazardous situation and the following procedures should be implemented in response to all earthquakes regardless of magnitude.

Procedure

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

Earthquake During School Hours

1. Upon the first indication of an earthquake, teachers should direct students to DUCK AND COVER. Do not wait for a P.A. Announcement.

2. Move away from windows and overhead hazards to avoid glass and falling objects.

3. If appropriate based on the degree of shaking, the Principal will initiate the EVACUATE BUILDING action when the shaking stops. If the event is large enough to do visible damage, or knock items over, evacuation should be undertaken. Staff and students will evacuate the buildings using prescribed evacuation routes. If the prescribed routes are unsafe, use alternate safe routes to the Emergency Assembly Area.

4. In the event of fire, or serious injury, the Incident Commander will call for assistance via 911. If 911 is unavailable, other means of communication may be used, including emergency radios.

5. In the event of an evacuation, Teachers will bring their classroom Emergency Backpacks with them to the Emergency Assembly Area.

6. Use established procedures to account for students and staff.

7. The district office will contact each site to determine whether all students and staff have been accounted for. The Incident Commander is responsible for notifying the Superintendent of any pertinent information, including damage to district property, or loss of utilities.

8. The CJUSD phone system may be used to keep parents informed and give them instructions if necessary.

EARTHQUAKE CONTINUED

9. The Incident Commander will utilize emergency response teams as necessary, to account for students, staff and visitors. Provide first aid for the injured. Ensure that any deceased persons are blocked from view, by covering them with blankets. Provide for the food, water and sanitation and shelter needs of students and staff. Locate hazards and turn off utilities only if necessary.

10. If injuries have occurred, the Incident Commander will activate the First Aid/Medical Team. They will establish an aid station and provide appropriate first aid to the injured.

11. If everyone is accounted for, and it appears safe to do so, the Incident Commander may activate one or more Search Teams. They can be used to make an initial inspection of school buildings to identify any significant hazard or damage. They will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.

12. If it is determined that anyone is unaccounted for, and it appears safe to do so, the Incident Commander will activate one or more Search Teams. They will perform a search of buildings and grounds, in an effort to locate the missing person, or persons.

13. Before reoccupying any evacuated building. The Incident Commander will confer with the District Superintendent.

14. The Incident Commander will remain flexible to changing conditions and has the option to order an OFF-SITE EVACUATION, or other actions as warranted by circumstances. Conditions which might result in OFF SITE EVACUATION, include threat of fire, or hazardous material release.

15. After consultation with the District Superintendent, the Incident Commander may conclude the incident by initiating the appropriate action. Those may include ALL CLEAR, or implementation of the Emergency Student Release Procedures.

    - Depending on the severity of the earthquake, some students may not be picked up after release. The Incident Commander will utilize personnel and supplies, to provide for the security and material needs of those students.

Earthquake During Non- School Hours:

1. If an earthquake occurs during non-school hours, the Principal from each site, will contact the Maintenance & Operations Director, and the Food Services Director. They will determine if the event was of sufficient magnitude to warrant a site inspection. If they determine a site inspection is warranted, they will coordinate it, and insure it is completed before any buildings are occupied.

2. The Food Services Director will inspect food service facilities, and equipment, at each site, in order to evaluate whether they will be able to provide food service. The food Service Director will report the results of their Inspection to both the site Principal, and the District Superintendent.

3. In the event the inspection determines there is no structural damage, or the damage is judged to be superficial, the Principal should confer with the District Superintendent on identified damages to determine if the school should be closed.

4. If there is visible structural damage, or if there is any question about the structural integrity of any building, the Maintenance Director will coordinate with the Office of the State Architect. The State Architect will physically inspect the buildings and determine whether they can be safely occupied.

5. The State Architect may authorize the use of outside engineers during large earthquake events. In the event outside engineers are used, the Maintenance Director will coordinate the inspections, and ensure the District Superintendent is apprised of the findings, and that all necessary reports are forwarded to the Office of the State Architect.

Explosion / Risk of Explosion

This section addresses four possible scenarios involving an **Explosion / Risk of Explosion**:

- Scenario 1 - Explosion on school property
- Scenario 2 – Risk of explosion on school property
- Scenario 3 - Explosion or risk of explosion in a surrounding area, and
- Scenario 4 – Nuclear blast or explosion involving radioactive materials.

[A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout.].

It is necessary to first determine which scenario applies and then implement the appropriate response procedures.

Procedure

SCENARIO 1: EXPLOSION ON SCHOOL PROPERTY

1. In the event of an explosion, all persons should initiate DUCK AND COVER. Do not wait for an announcement.
2. The Principal should consider the possibility of another imminent explosion and take appropriate action.
3. As soon as possible, the Incident Commander, Principal), will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING or OFF-SITE EVACUATION. Evacuation may be warranted in some buildings and other buildings may be used as shelter, based on circumstances.
4. The Incident Commander will call for assistance via 911. If 911 is unavailable, other means of communication may be used, including emergency radios.
5. In the event of an evacuation, Teachers will bring their classroom Emergency Backpacks with them to the Emergency Assembly Area.
6. Use established procedures to account for students and staff.
7. As soon as possible, the Incident Commander will contact the District Office, and advise them of the situation at their site.

Explosion / Risk of Explosion continued

8. The CJUSD phone system may be used to keep parents informed and give them instructions if necessary.

9. The Incident Commander will utilize emergency response teams as necessary, to account for students, staff and visitors. Provide first aid for the injured. Ensure that any deceased persons are blocked from view, by covering them with blankets. Provide for the food, water and sanitation and shelter needs of students and staff. Locate hazards and turn off utilities only if necessary.

10. If injuries have occurred, the Incident Commander will activate the First Aid/Medical Team. They will establish an aid station and provide appropriate first aid to the injured.

11. If everyone is accounted for, and it appears safe to do so, the Incident Commander may activate one or more Search Teams. They can be used to make an initial inspection of school buildings to identify any significant hazard or damage. They will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.

12. If it is determined that anyone is unaccounted for, and it appears safe to do so, the Incident Commander will activate one or more Search Teams. They will perform a search of buildings and grounds, in an effort to locate the missing person, or persons.

13. Before reoccupying any building with visible damage, The Incident Commander will confer with the Director of Maintenance and Operations and the District Superintendent.

14. The Incident Commander will remain flexible to changing conditions and has the option to order an OFF-SITE EVACUATION, or other actions as warranted by circumstances. Conditions which might result in OFF SITE EVACUATION, include secondary explosions, fire, hazardous material release, or smoke.

15. After consultation with the District Superintendent, the Incident Commander may conclude the incident by initiating the appropriate action. Those may include ALL CLEAR, or implementation of the Emergency Student Release Procedures.

SCENARIO 2: RISK OF EXPLOSION ON SCHOOL PROPERTY

1. The Principal (Incident Commander) will utilize all available information and resources, to determine the nature of the risk, and best course of action. Based on their evaluation, the Incident Commander may elect to initiate an Immediate Response Action. Potential actions may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.

2. If an explosion does occur, follow the procedures outlined in the Explosion *on School Property* section of this document.

3. If an explosion does not occur, the Incident Commander will gather all available information and confer with Police, Fire, and other appropriate outside agencies, as well as the District Superintendent. The Incident Commander will determine the current risk level, and take appropriate action based on information and circumstances available to them.

   The appropriate actions may include ALL CLEAR, and a resumption of normal operations, or the Incident Commander may elect to cancel the remainder of the school day and initiate an Emergency Student Release. Regardless of the direction chosen, the Incident Commander should ensure that instructions are given in a clear, concise and calm manner, and that an orderly transition occurs.

SCENARIO 3: EXPLOSION OR RISK OF EXPLOSION IN SURROUNDING AREA

1. The School Administrator will initiate the SHELTER-IN-PLACE response action.

2. The Principal (Incident Commander) will utilize all available information and resources, to determine the nature of the risk, and best course of action. Based on their evaluation, the Incident Commander may elect to remain in SHELTER-IN-PLACE or may initiate another Immediate Response Action. Potential actions may include DUCK AND COVER, EVACUATE BUILDING, or OFF-SITE EVACUATION.

3. If an explosion does occur near the school, follow the procedures outlined in the *Explosion On School Property* section of this document.

4. If an explosion does not occur, but there is a perceived risk of one, the Incident Commander will gather all available information and confer with Police, Fire, and other appropriate outside agencies, as well as the District Superintendent. The Incident Commander will determine the current risk level, and take appropriate action based on the circumstances, and the information and available to them.

5. The appropriate actions may include ALL CLEAR, and a resumption of normal operations, or the Incident Commander may elect to cancel the remainder of the school day and initiate an Emergency Student Release. Regardless of the direction chosen, the Incident Commander should ensure that instructions are given in a clear, concise and calm manner, and that an orderly transition occurs.

SCENARIO 4: NUCLEAR BLAST OR EXPLOSION INVOLVING RADIOACTIVE MATERIALS

1. The School Administrator will initiate the SHELTER-IN-PLACE response action.

2. When sheltering, personnel should try to establish adequate barriers or shielding (e.g., concrete walls, metal doors) between themselves and the source of the blast or explosion and should avoid sheltering near exterior windows.

3. The Incident Commander (Principal) will ensure that "911" is called. If unable to make "911" contact, utilize other means of communications, including emergency radios. Provide details on the area and personnel affected at the school.

4. After the initial blast, it is not necessary to keep students on the floor. Remove students from rooms with broken windows, extinguish fires, provide first aid, and move students to safe external rallying stations.

5. If safe to do so, the Incident Commander will direct the Utilities Shut Off Team to turn off the school's main gas supply, local fans and air conditioning systems. Employees will close and lock doors and windows and attempt to seal gaps under doors and windows with wet towels or duct tape, seal vents with aluminum foil or plastic wrap, if available.

6. The Incident Commander will use appropriate means to communicate with the District Office and provide information about the circumstances at their site. If appropriate, the District Office may elect to initiate the CJUSD phone system, in order to inform and instruct parents about the situation.

7. The Incident Commander should monitor radio or television announcements and initiate further actions as appropriate.

8. Utilize classroom emergency supplies including portable toilets and water as needed. The Incident Commander is responsible for providing for the physical needs of students and staff. If safe to do so, they may choose to designate personnel to distribute emergency supplies from the Emergency Supply Bins.

9. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the Incident Commander issues further instructions.

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. Wind direction and smoke must also be taken into account.

Procedure

1. The School Administrator will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.

2. The Incident Commander (Principal) will ensure that "911" is notified. The caller must be able to provide the location and nature of emergency.

3. The Incident Commander will contact the Santa Barbara county Fire Department and will work with them, to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.

4. If the Incident Commander issues the EVACUATE BUILDING, or OFF-SITE EVACUATION action, staff and students will evacuate the affected building(s) using prescribed routes or other safe routes to the designated evacuation site.

5. In the event of a building evacuation, Teachers will bring Classroom Emergency Backpacks to the Emergency Assembly Area, or the Off-Site EVACUATION Area.

6. As soon as possible, the Clerical / Release Team will account for all students and staff.

7. In the event someone is determined to be missing, the Incident Commander will advise both Santa Barbara County Sheriffs and Fire Departments. Be prepared to provide the name, description and last known location of the missing person.

   If safe to do so, the Incident Commander may utilize Search and or Rescue Teams to search for the missing person(s).

8. The Incident Commander will use appropriate means to communicate with the District Office and provide information about the circumstances at their site. If appropriate, the District Office may elect to initiate the CJUSD phone system, in order to inform and instruct parents about the situation.

9. Utilize classroom emergency supplies including portable toilets and water as needed. The Incident Commander is responsible for providing for the physical needs of students and staff. If safe to do so, they may choose to designate personnel to distribute emergency supplies from the Emergency Supply Bins.

10. Do not resume normal operations, until the appropriate agency provides clearance, and the Incident Commander issues further instructions.

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.

Procedure

1. Upon discovery of a fire, Teachers or staff will direct all occupants out of the building to evacuate to the Emergency Assembly Area. They will signal the fire alarm and report the fire to the Principal.

2. The Incident Commander (Principal) will immediately initiate the EVACUATE BUILDING action. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Emergency Assembly Area.

3. The Incident Commander will call "911" and provide the exact location (e.g., building, room, area) of the fire.

4. In the event of a building evacuation, Teachers will bring Classroom Emergency Backpacks to the Emergency Assembly Area, or the Off-Site EVACUATION Area.

5. As soon as possible, the Clerical / Release Team, will account for all students and staff.

6. In the event someone is determined to be missing, the Incident Commander will advise both Santa Barbara County Sheriff and Fire Departments. Be prepared to provide the name, description, and last known location of the missing person.

   If safe to do so, the Incident Commander may utilize Search and or Rescue Teams to search for the missing person(s).

7. The Incident Commander will use appropriate means to communicate with the District Office and provide information about the circumstances at their site. If appropriate, the District Office may elect to initiate the CJUSD phone system, in order to inform and instruct parents about the situation.

8. Utilize classroom emergency supplies including portable toilets and water as needed. The Incident Commander is responsible for providing for the physical needs of students and staff. If safe to do so, they may choose to designate personnel to distribute emergency supplies from the Emergency Supply Bins.

9. The Incident Commander may utilize the Search and or Rescue Teams, to secure the area, to prevent unauthorized entry, and keep access roads clear for emergency vehicles.

Fire On School Grounds continued

10. The Incident Commander will maintain an open line of communication with the Santa Barbara County Fire Department, and the Santa Barbara County Sheriff's Office.

11. When safe to do so, the Incident Commander will activate the Utility Shutoff Team. They will examine the site, log any utility issues, shutting off any which pose a hazard. Following the survey, the Information will be passed on to the Incident Commander, who will ensure that the appropriate utility company is notified.

12. Do not resume normal operations, until the appropriate agency provides clearance and the Incident Commander issues further instructions.

13. For fires during non-school hours, the Principal from the affected site, will contact the Maintenance & Operations Director, and the Food Services Director. They will determine if the event warranted a site inspection. If they determine a site inspection is warranted, they will coordinate it, and insure it is completed before any buildings are occupied.

14. The Food Services Director will inspect food service facilities, and equipment, at each site, in order to evaluate whether they will be able to provide food service. The food Service Director will report the results of their Inspection to both the site Principal, and the District Superintendent.

15. In the event the inspection determines there is no structural damage, or the damage is judged to be superficial, the Principal should confer with the District Superintendent on identified damages to determine if the school should be closed.

16. If there is visible structural damage, or if there is any question about the structural integrity of any building, the Maintenance Director will coordinate with the Office of the State Architect. The State Architect will physically inspect the buildings and determine whether they can be safely occupied.

17. The State Architect may authorize the use of outside engineers during large earthquake events. In the event outside engineers are used, the Maintenance Director will coordinate the inspections, and ensure the District Superintendent is apprised of the findings, and that all necessary reports are forwarded to the Office of the State Architect.

18. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department. Be sure the caller is clear that the "fire is out."

FLOODING

This procedure applies whenever storm water or other sources of water damage, 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 flash flooding in nearby streams or rivers.

Procedure

A. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.

2. The Incident Commander will call "911" and describe the nature and extent of the flooding.

3. In the event of a building evacuation, Teachers will bring Classroom Emergency Backpacks to the Emergency Assembly Area, or the Off-Site EVACUATION Area.

4. If the School Administrator issues the EVACUATE BUILDING or OFF-SITE EVACUATION action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.

5. As soon as possible, the Clerical / Release Team, will account for all students and staff.

6. In the event someone is determined to be missing, the Incident Commander will advise both Santa Barbara County Sheriffs and Fire Departments. Be prepared to provide the name, description, and last known location of the missing person.

7. If safe to do so, the Incident Commander may utilize Search and or Rescue Teams to search for the missing person(s).

8. The Incident Commander will use appropriate means to communicate with the District Office and provide information about the circumstances at their site. If appropriate, the District Office may elect to initiate the CJUSD phone system, in order to inform and instruct parents about the situation.

9. Utilize classroom emergency supplies including portable toilets and water as needed. The Incident Commander is responsible for providing for the physical needs of students and staff. If safe to do so, they may choose to designate personnel to distribute emergency supplies from the Emergency Supply Bins.

10. The Incident Commander may utilize the Search and or Rescue Teams, to secure the area, to prevent unauthorized entry, and keep access roads clear for emergency vehicles.

11. The Incident Commander will maintain an open line of communication with the Santa Barbara County Fire Department, and the Santa Barbara County Sheriff's Office.

12. When safe to do so, the Incident Commander will activate the Utility Shutoff Team. They will examine the site, log any utility issues, shutting off any which pose a hazard. Following the survey, the Information will be passed on to the Incident Commander, who will ensure that the appropriate utility company is notified.

13. At the conclusion of the emergency, the Incident Commander will utilize the appropriate actions described in these procedures, to ensure an orderly transition to the next phase of activity, whether it be normal operations, emergency release etc.

14. The Incident Commander will contact the District Office, and provide parental instructions, or other information to be disseminated via the CJUSD system.

15. For flooding during non-school hours, the Principal from the affected site, will contact the Maintenance & Operations Director, and the Food Services Director. They will determine if the event warranted a site inspection. If they determine a site inspection is warranted, they will coordinate it, and insure it is completed before any buildings are occupied.

16. The Food Services Director will inspect food service facilities, and equipment, at each site, in order to evaluate whether they will be able to provide food service. The food Service Director will report the results of their Inspection to both the site Principal, and the District Superintendent.

17. In the event the inspection determines there is no structural damage, or the damage is judged to be superficial, the Principal should confer with the District Superintendent on identified damages to determine if the school should be closed.

18. If there is visible structural damage, or if there is any question about the structural integrity of any building, the Maintenance Director will coordinate with the Office of the State Architect. The State Architect will physically inspect the buildings and determine whether they can be safely occupied.

19. The State Architect may authorize the use of outside engineers during large earthquake events. In the event outside engineers are used, the Maintenance Director will coordinate the inspections, and ensure the District Superintendent is apprised of the findings, and that all necessary reports are forwarded to the Office of the State Architect.

LOSS OR FAILURE OF UTILITIES

This procedure 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.

Broken Water Line / Sewer Line

1. If flooding is discovered, notify the (Principal) Incident Commander. Provide as much information as possible, including the location of the flooding, and any identifiable cause.

2. If a leak in a charged water line is identified, the Incident Commander should notify the Maintenance Director and determine if maintenance personnel or the Utility Shutoff Team will be used to shut off the line.

   If necessary, the Incident Commander will activate the Utility Shutoff Team. They will be directed to turn off water, at a main valve located above the leak.

3. If necessary, the Incident Commander may initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING.

4. As soon as possible, the Incident Commander will notify the Maintenance & Operations Director, and the District Office of the broken line.

5. The Incident Commander and the Maintenance Director will determine the appropriate course of action.

6. The Maintenance Director will contact the affected utility company, notify them of the problem, determine whether their assistance is required, and the potential length of time service will be interrupted.

7. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.

Downed Electrical Line

1. If downed electrical lines are located, establish a perimeter around the downed line. Do not allow anyone to go near the line. Notify the Incident Commander, (Principal) as soon as possible.

2. The Incident Commander will ensure that "911" is notified. The caller should be prepared to provide detailed information about the incident, including the nature of the emergency, exact location, and number and type of any known injuries.

3. If necessary, the Incident Commander may initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING.

4. As soon as possible, the Incident Commander will notify the Maintenance & Operations Director, and the District Office of the loss of utility service.

5. The Incident Commander and the Maintenance Director will determine if electrical service will be shut off, and whether the Utility Shutoff Team or maintenance personnel will perform the shutoff.

6. The Maintenance Director will contact the affected utility company, notify them of the problem, determine whether their assistance is required, and the potential length of time service will be interrupted.

7. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.

Natural Gas Leak

1. If a natural gas leak is detected, refer to the Explosion / Risk of Explosion section of this document.

2. Once the leak is detected, establish a perimeter around the leak. Do not allow anyone to go near the line. Notify the Incident Commander, (Principal) as soon as possible.

3. The Incident Commander will ensure that "911" is notified. The caller should be prepared to provide detailed information about the incident, including the nature of the emergency, exact location, and number and type of any known injuries.

4. If necessary, the Incident Commander may initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.

5. As soon as possible, the Incident Commander will notify the Maintenance & Operations Director, and the district office of the loss of utility service.

6. The Incident Commander and the Maintenance Director will determine if natural gas service will be shut off, and whether the Utility Shutoff Team or maintenance personnel will perform the shutoff.

7. The Maintenance Director will contact the affected utility company, notify them of the problem, determine whether their assistance is required, and the potential length of time service will be interrupted.

8. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.

The Incident Commander is responsible to see that the basic needs of Students and Staff are addressed during a loss of utility, or another emergency situation.

Plan for a Loss of Water:

Toilets:	Many classrooms are equipped with portable toilets, and privacy screens, for use during Shelter in Place, or Lockdowns. Additional portable toilets, privacy screens and supplies are located in each school's Emergency Supply Bin.
Drinking Water:	Many classrooms are equipped with individual drinking water rations, for use during Shelter in Place, or Lockdowns. Additional water is located in each school's Emergency Supply Bin.
Food Service:	In the event food service is interrupted at one site, prepared food can be brought from another site. This accommodation must be coordinated through the Food Services Manager. Additional food is stored in each school's Emergency Supply Bin. A supply of high energy food bars is stored inside rodent proof plastic containers. The total number of bars in storage should be 10 bars per student.

Plan for a Loss of Electricity:

Ventilation:	Open windows and doors.
Emergency Light:	Open window and doors.
Communication:	Emergency Radios will have a charged extra battery available in the event of electricity loss. In the event the electrical interruption outlasts the life of the extra radio battery, a car charge cord accompanies each radio. This will allow a vehicle cigarette lighter to be used to recharge the radio batteries. Emergency radio base stations have battery backup, which is expected to last up to 3 days, in the event of power failure. The emergency radio system "repeater" is equipped with battery backup, which is expected to last up to 3 days, in the event of power failure.

Plan for a loss of Natural Gas:

Food Service:	In the event food service is interrupted at one site, prepared food can be brought from another site. This accommodation must be coordinated through the Food Services Manager. Additional food is stored in each school's Emergency Supply Bin. A supply of high energy food bars is stored inside rodent proof plastic containers. The total number of bars in storage should be 10 bars per student.
Heating:	Emergency Blankets are stored in each school's Emergency Supply Bin.

Plan for a loss of Communication:

Telephone Service: In the event telephone service is interrupted there are radios that can be used to communicate between schools and the buses. A localized additional radio option needs to be developed to ensure continuity of communication.

Cellular phones will continue to function during some emergencies and their use is encouraged. Even when cell phone coverage is problematic text messaging services are still likely to function.

Any other means of communication available during an emergency are approved for use. Those devices include but are not limited to walkie talkies, internet, text messaging, and hand delivered messages.

MOTOR VEHICLE CRASH

This procedure addresses situations involving a **Motor Vehicle Crash** on or immediately adjacent to school property. If a crash result in a fuel or chemical spill on school property, refer to the Biological or Chemical Release Section. If a crash result in a utility interruption, refer to the Loss or Failure of Utilities Section.

Procedure

1. Upon discovery of a Motor Vehicle Crash, Teachers or staff will direct all students away from the accident site, to an area of safety. They will report the accident to the Principal, including location, number and type of vehicles involved (automobile, delivery truck, bus etc.) as well as the number of injured, and whether medical assistance is required.

2. After the safety of students has been addressed, employees may choose to assist crash victims, whether vehicle occupants, or pedestrians.

3. The Incident Commander will evaluate the available information and if deemed necessary, the Incident Commander (Principal) will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.

4. The Incident Commander will ensure that "911" is notified. The caller should provide location, number and type of vehicles involved (automobile, delivery truck, bus etc.) as well as the number of injured, and whether medical assistance is required.

5. If evacuation is initiated, staff and students will evacuate buildings using the prescribed routes, or other safe routes to the Emergency Assembly Area.

6. In the event of a building evacuation, Teachers will bring Classroom Emergency Backpacks to the Emergency Assembly Area, or the OFF-SITE EVACUATION Area.

7. As soon as possible, the Clerical / Release Team, will account for all students and staff.

8. In the event someone is determined to be missing, the Incident Commander will advise both Santa Barbara Sheriff and Fire Departments. Be prepared to provide the name, description, and last known location of the missing person.

9. If safe to do so, the Incident Commander may utilize Search and or Rescue Teams to search for the missing person(s).

10. The Incident Commander will use appropriate means to communicate with the District Office and provide information about the incident at their site. If appropriate, the District Office may elect to initiate the SwiftK12 system, in order to inform and instruct parents about the situation.

11. The Incident Commander may utilize the Search and or Rescue Teams, to secure the area, to prevent unauthorized entry, and keep access roads clear for emergency vehicles.

12. The Incident Commander will maintain an open line of communication with the Santa Barbara County Fire Department, and the Santa Barbara County Sheriff's Office.

13. For accidents resulting in damage to a structure on school property, the Principal from the affected site, will contact the Maintenance & Operations Director, and if applicable, the Food Services Director. They will determine if the event warranted a site inspection. If they determine a site inspection is warranted, they will coordinate it, and insure it is completed before any buildings are occupied.

14. The Food Services Director will inspect food service facilities, and equipment, at each site, in order to evaluate whether they will be able to provide food service. The food Service Director will report the results of their Inspection to both the site Principal, and the District Superintendent.

15. In the event the inspection determines there is no structural damage, or the damage is judged to be superficial, the Principal should confer with the District Superintendent on identified damages to determine if the school should be closed.

16. If there is visible structural damage, or if there is any question about the structural integrity of any building, the Maintenance Director will coordinate with the Office of the State Architect. The State Architect will physically inspect the buildings and determine whether they can be safely occupied.

17. The State Architect may authorize the use of outside engineers during large earthquake events. In the event outside engineers are used, the Maintenance Director will coordinate the inspections, and ensure the District Superintendent is apprised of the findings, and that all necessary reports are forwarded to the Office of the State Architect.

18. All accidents involving district vehicles, on duty employees, or causing injuries must be reported to both Santa Barbara County Fire Department, and the Santa Barbara County Sheriff's Office.

PSYCHOLOGICAL TRAUMA

CJUSD recognizes that many situations which result in an emergency response, have varying degrees of psychological impact on students and staff. Incidents such as an act of violence; the death of a student or staff member; an earthquake, natural disaster; a serious environmental problem, or ethnic and racial tensions may result in 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.
- 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 students and staff.

We need a point of contact for crisis intervention, possibly Cindy or some other county official.

Procedure

1. The School Administrator will establish a Crisis Counseling Team, which has primary responsibility for providing necessary assistance after all types of crises.

2. The Crisis Counseling Team will assess the range of crisis intervention services needed during and following an emergency.

3. The Crisis Counseling Team will provide direct intervention services.

4. If there is a need for additional assistance, the School Administrator will notify the District Superintendent.

5. The Crisis Counseling Team will advise and assist the School Administrator to restore regular school functions as efficiently and as quickly as possible.

6. In performing their duties, the Crisis Counseling Team members will limit exposure to scenes of trauma, injury and death.

7. The Crisis Counseling Team will provide ongoing assessment of needs and follow-ups services as required.

SUSPECTED CONTAMINATION OF FOOD OR WATER

This procedure should be followed if site personnel report 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 persons with unexplained nausea, vomiting, or other illnesses.

Procedure

1. The Incident Commander (Principal) will isolate the suspected contaminated food/water to prevent consumption and will restrict access to the area.

2. If the incident results in injury or illness, the Incident Commander will ensure that the following notifications are made:

   - "911" Santa Barbara County Fire Department, and the Santa Barbara County Sheriff's Office.

   - Santa Barbara County Department of Health Services.
     Emergency Medical Services (805) 681-5100

   The caller should be prepared to provide detailed information about the nature of the contamination, number and extent of any illnesses or injuries.

3. The Incident Commander will make a list of all potentially affected students and staff and will provide the list to responding authorities.

4. The Medical Team will assess the need for medical attention and provide first aid as appropriate. If outside medical assistance is required, the "911" request will be initiated by the Incident Commander.

5. The Incident Commander will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.

6. As soon as possible, the Incident Commander will notify the District Office of the situation. They will confer with the Superintendent to determine necessary follow-up actions including the need to notify other potentially affected district facilities. They will also determine whether to implement the CJUSD phone system, in order to inform parents, and disseminate special instructions.

7. The Incident Commander and the District Superintendent will confer with the Santa Barbara Department of Health Services, before resuming operations.

Threat of Violence

This procedure should be followed if site personnel receive a threat that may target an individual, a particular group or the entire school community. Such threats may be received by written note, e-mail communication or phone call. They may also be passed on by Law Enforcement Officials, who come across such information in the course of their duties. The Principal of the affected school, and the District Superintendent, should ensure all threats are properly assessed in accordance with district policies and procedures

Procedure

1. The Incident Commander Principal) will identify the type of threat and the source.

2. If the threat is imminent, the Incident Commander should notify the Santa Barbara Sheriff's Department via "911". The caller should be prepared to provide as much information as possible, including the description and last known location of any suspect.

3. If the threat is not specific, or if the threat is not imminent the Incident Commander will contact the District Superintendent rather than "911". The District Threat Assessment Team will conduct the threat assessment in accordance with established board policy. A representative of the Santa Barbara Sheriff's Department may be asked to participate in this process.

4. The District Threat Assessment Team will assess the warning signs, risk factors, stabilizing factors and potential precipitating events to arrive at a categorical description of the risk for a particular point in time. There are five categories of risk:

   Category 1 –High violence potential; qualifies for arrest or hospitalization.

   Category 2 –High violence potential; does not qualify for arrest or hospitalization.

   Category 3 –Insufficient evidence for violence potential; sufficient evidence for the repetitive/intentional infliction of emotional distress upon others.

   Category 4 –Insufficient evidence for violence potential; sufficient evidence for the unintentional infliction of emotional distress upon others.

   Category 5 –Insufficient evidence for violence potential; insufficient evidence for emotional distress upon others.

Threat of Violence continued

5. In categorizing the risk, the District Threat Assessment Team will attempt to answer two questions: (1) Is the individual moving on a path towards violent action? (2) Is there evidence to suggest movement from thought to action?

6. The District Threat Assessment Team will assess the warning signs by evaluating the associated oral, written or electronic threatening communications.

7. The School Threat Assessment Team will recommend appropriate action to the Principal at the affected site.

8. As soon as the physical safety of those involved has been insured, attention will turn to meeting the emotional and psychological needs of students and staff. Crisis intervention may be necessary and appropriate.

UNLAWFUL DEMONSTRATION/WALKOUT

An **Unlawful Demonstration / Walkout** is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

Procedure

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the Principal.

2. The School Administrator should proceed in good judgment on basis of police or other legal advice, in taking action to control and resolve the situation.

3. The (Principal), Incident Commander, will initiate appropriate Immediate Response Actions, which may include LOCKDOWN / or SHELTER-IN-PLACE.

4. The School Administrator will notify the District Office and advise them of the exact location and nature of emergency. The SwiftK12 system may be utilized to advise parents of the emergency, and to disseminate special instructions.

5. The Incident Commander will utilize emergency response teams as necessary to maintain the orderly operation of the facility. In the event the incident is beyond the ability of school staff to control, the Incident Commander may request assistance from other sources, including other school sites, ESC, or BASS, or the Santa Barbara Sheriff's Department. It is recommended that any request for outside assistance be discussed with the Superintendent.

6. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice. Teachers will close and lock classroom doors. Teachers should make reasonable efforts to prevent students from participating in the event. If unable to do so, teachers should attempt to record the names of students who violated their direction and became involved in the incident. These names will be forwarded to the Incident Commander at the conclusion of the incident.

7. The Incident Commander will ensure that an accurate record of events, conversations and actions is maintained.

8. All media inquiries will be referred to the District Superintendent.

10. Related Policies and Procedures

In order to facilitate an efficient and comprehensive emergency response program, the following policies and procedures have been implemented.

CAMPUS ACCESS POLICY

Purpose: The purpose of this policy is to create a uniform procedure to restrict and monitor access to our campuses.

In order to provide a secure and safe environment for students and staff, we must have a policy which determines who is granted access, how those persons are identified, and how we account for their whereabouts during an emergency.

This policy will make it easier to identify those who have not followed procedure and are on campus without authorization.

Identification Badges: All permanent employees of the Cuyama Unified School District District shall have an identification badge bearing their photograph, and name. These badges will provide a quick and accurate way to identify that everyone on campus should be there.

Two types of photographic identification badges will be acceptable for permanent employees. The authorized identification badge is the photo identification card, issued by the school. This identification badge is issued at the school sites at the beginning of the school year and may continue to be us. The approved identification badge is the photo identification card issued by the CJUSD.

The identification badge should be worn either attached to an outer garment, above waist height, or on a lanyard around the neck of the wearer.

It is the responsibility of the employee to insure they have an identification badge. District badges can be obtained through the Superintendent's Secretary, at the District Office.

A predetermined number of visitor badges, and (substitute) or guest teacher badges will be issued to each site. The inventory of extra badges will be maintained by the Office Manager. Every visitor, or guest teacher badge will be numbered and should be accounted for.

CAMPUS ACCESS POLICY continued

School Sites: Visitors are required to "check in", at the office, before entering campus. Each school site will implement a system of signage, cones, or other devices, designed to channel visitors to the office. Signs requiring visitors to "sign in at the office", should be posted in conspicuous places.

Each school site will maintain a Visitor Book. All visitors, and non-assigned employees, must sign in and out of this book. This includes guest teachers

The Visitor Book is one of the items that must be removed in the event of an evacuation of the office. The Visitor Book will be used to determine the number, name and location, of visitors in the event of an on-campus emergency.

Visitor: Every visitor will be required to stop at the office, identify themselves, state the nature of their business. They will be required to sign the "Visitor's Book", which is kept at the office and maintained by the Office Manager.

Each visitor will sign in, and provide their full name, home address, and telephone number. The Office Manager shall issue them a visitor badge. The Office Manager will ensure that the badge is returned. They may elect to require the visitor to exchange something of value, such as a driver license, or car keys, in exchange for the visitor badge.

Guest Teachers: Each guest teacher will report to the Office Manager prior to the start of the school day. The Office Manager shall check them in, and issue them a substitute Guest Teacher badge. The Office Manager will ensure that the badge is returned. They may elect to require the guest teacher to exchange something of value, such as a driver license, or car keys in exchange for the Guest Teacher Badge.

Employees: All CJUSD employees assigned to a particular site, will continue to be accounted for as usual. When on campus, they will wear one of the two identification badges in the prescribed manner. If they do not have their identification badge with them, they should report to the office, and sign out a visitor badge. The visitor badge must be turned in at the end of the day, and re issued every day the employee does not have their own badge.

CAMPUS ACCESS POLICY continued

Employees: All CJUSD employees visiting a site where they are not regularly assigned, must go to the office, when they arrive on campus. They will sign the Visitor Book, maintained by the office manager. The employee must sign out, when they are leaving campus. When on campus, they will wear one of the two identification badges in the prescribed manner. If they do not have their identification badge with them, they should sign out a visitor badge. The visitor badge must be turned in when the employee signs out, on their way off campus.

Security: Campus security is as much an attitude, as it is any policy or procedure. Security is the business of every employee. Remember that no fence or security system is as important as a watchful staff.

We want our campuses to remain a welcoming place for students, staff, and visitors, but to accomplish that goal, our campuses must be a safe place. We have a responsibility to be watchful and alert. As an employee of the CJUSD, don't be afraid to contact someone on campus who is not familiar. A simple " May I help you?" is all that is necessary to determine the identity of the person, and direct them to the office, if necessary.

Keep in mind, that in most recent episodes of school violence, the perpetrators visited the campuses beforehand. Some made several "practice runs", without ever being challenged by staff. By being watchful, we may be able prevent a tragedy.

District Radio Procedures

Purpose: The purpose of this policy is to create a uniform procedure for the use of the district wide emergency radio system. Proper radio usage is a vital component of the overall system. In order to provide an effective emergency response, we must have a reliable, secure communication system, which facilitates communication between our "command and control" personnel. This communication system must be able to function during any type of emergency.

The emergency radio system provides a backup for telephone communication, which often fails during a disaster. It also allows for mobile communication in the event building and or site evacuation is required.

The CJUSD radio system is licensed by the Federal Communication Commission (FCC) and is designed to operate within existing Federal, State, and Local law.

System Overview:

The radio system at CJUSD consists of (2) two separate systems. The first is an emergency system, used by command-and-control personnel while managing emergency situations. The system is capable of communication district wide, within the emergency radio network. The second is a system of radios used at each school site to communicate within the site only.

The emergency radio system is made up of a (2) two frequency digital system, with repeater capability. It contains a mix of portable, handheld radios, and (2) two base stations. In the event of electrical failure, the system is designed to function at full capacity for up to (3) three days and continue to function in a reduced level for an indefinite period.

The Maintenance Department is "piggybacking" onto the emergency radio system. They will utilize the second frequency on a routine, daily basis. This allows maintenance personnel to communicate and respond district wide during an emergency. Using a separate frequency within the system, permits them to communicate during an emergency, without interfering with command staff.

The routine school site radio system consists of older radios, using a "walkie talkie" mode. They do not have repeater capability and are used to communicate on a routine basis within the site. The site system will not transmit effectively outside the site.

During an emergency situation the site radios can be used to communicate at the site, without interfering with command staff communication. The distribution, and maintenance of this system is the responsibility of the Principal at each site.

Emergency Radio Distribution:

District Radio Procedures cont.

Emergency Frequency

It is imperative that we maintain a dedicated channel of communication in an emergency situation. We will accomplish this goal, by maintaining channel # 2 as an EMERGENCY FREQUENCY. This frequency is for use by command-and-control personnel only.

Personnel considered "command and control", should include the following:

1.) School Sites, Incident Commander (Principals, or Person in charge)
2.) District Office
3.) Safety and Disaster Coordinator
4.) Maintenance Director
5.) Food Services Director
6.) District Nurse
7.) Emergency Responders (Police, Fire)

Each designated person or location should have an emergency radio. This radio should be charged and on, at all times the site is open for business. In addition to the radio, an extra charged battery should also be available at each site where a tactical radio is located. A 12volt car charge cord is provided with each radio, allowing for recharging during incidents involving loss of electrical power.

To ensure communications equipment is functioning as required, a weekly Radio Check will be conducted by the Safety and Disaster Coordinator. The battery should be rotated when the radio check is completed.

To communicate within the command-and-control chain, use frequency # 2. This frequency should be used by command-and-control personnel to request assistance from maintenance, food services or any of the support staff CJUSD. Requests for specific types of assistance should go through the appropriate District staff personnel. Requests for additional personnel should be directed to Maria Carpenter, Executive Assistant to the Superintendent.

District Radio Procedures cont

The SEMS (Standardized Emergency Management System), requires that a single person at each site be assigned the communication function. In our procedure, the Incident Commander is in charge of emergency communication and may elect to designate the task to a subordinate. The Communication Person, should be the sole source of communication with others in the "command and control" chain of command.

An Emergency Radio will be distributed to both the Santa Paula Police Department, and the Santa Paula Fire Department. Both agencies will monitor our broadcasts and will have direct communication with CJUSD on emergency frequency # 2. This communication link greatly enhances our communication capability and security.

SITE RADIO'S:

Each school site currently has a collection of radios that are used for communication within that particular site. They do not have repeater capability, and cannot be used to communicate with other sites, or the District Office.

The site radios are used for day-to-day business at the sites. It is a simple task for each site to redistribute these site radios to the appropriate personnel in the event of an emergency. The site radios will be used to facilitate internal communication at a particular site.

Site Radios belong to the site where they are deployed. Maintenance and operability of those radios is the responsibility of the site. The Principal or supervisor at the site, is responsible for the appropriate and lawful use of all site radio equipment.

MAINTENANCE DEPARTMENT:

The Maintenance Department is "piggybacking" onto the emergency radio system. They are repeater capable, with a GPS locator. These radios will utilize the second frequency on a routine daily basis, with the capability to switch to the emergency frequency if required. These radios give maintenance personnel the ability to communicate and respond district wide, during an emergency. Using a separate frequency within the system, permits them to communicate, without interfering with command staff on frequency #2.

Emergency Radios utilized by the Maintenance Department belong to the Maintenance Department. Maintenance and operability of those radios is the responsibility of the Maintenance Department. The Maintenance Director is responsible for the appropriate and lawful use of all radio equipment used by maintenance personnel.

Responsibilities of District Personnel
During Emergency or Disaster Situations

Purpose: The purpose of this policy is to clarify the responsibilities of employees assigned to the District, in the event of an emergency or disaster. This policy will also assist Incident Commanders, by delineating resources available to them, from the District.

The customary function of staff at the District, is to provide support for the school sites located within our district. Whether the crisis is the result of a localized emergency, or a community wide disaster, the basic function of providing support does not change.

In the event of an emergency situation within the district, we want to ensure that the necessary support functions continue to operate, and that personnel not immediately necessary to those support functions are made available as a labor pool.

All **Public Employees are designated as disaster service workers** subject to service as may be assigned by their supervisors, or by law.
(*Government Code, Chapter 8, Section 3100*)

Procedure: We want to maintain the following support functions during an emergency response:

1. Administration
2. Medical
3. Maintenance
4. Food Services
5. Psychological Services
6. Purchasing / Finance
7. Technology

The Administrator, or person in charge of each of the previously identified functions, will determine which personnel will be necessary to provide support to the affected site or sites. Any personnel not necessary to provide the support function will be placed in a "Ready Labor Pool" and made available as support personnel to the Incident Commander (Principal)or Commanders.

The Administrator, or person in charge of each support function, will provide a list of available personnel to the Superintendent and the Executive Secretary to the Superintendent. Requests from Incident Commanders for additional personnel will be routed through those individuals.

The District Personnel Emergency Response continued

Responsibilities:

Administration

The administration functions will be carried out by the District Superintendent, or their designees. The administrative functions defined in this plan include the following:

- Provide overall control and guidance to the emergency response.
- Facilitate requests for material or labor from Incident Commanders.
- Act as **Public Information Officer** for the District.

Medical

The medical functions will be carried out by the District Nurse, or their designee. The medical functions defined in this plan, include the following:

- Provide overall control of medical care at each affected site.
- Coordinate with Incident Commanders to ensure the medical needs of students and staff, are being met.
- At the conclusion of the emergency, prepare a report to the Superintendent, listing any deaths, or injuries, treatment received, and summarizing the medical response. Include any costs incurred by the CJUSD as a result of the Emergency response.

The District Personnel Emergency Response continued

Responsibilities:

Maintenance

The maintenance functions will be carried out by the Maintenance Director, or their designee. The maintenance functions defined in this plan, include the following:

- Provide overall control of response to repair requests concerning items normally under the purview of the Maintenance Department.
- Coordinate with Administration and Incident Commanders regarding deployment of Maintenance Department personnel and material resources.
- At the conclusion of the emergency, prepare a report to the Superintendent, listing actions taken by Maintenance Department personnel, as well as any costs incurred by the Maintenance Department as a result of the Emergency response.

Food Services:

The food service functions will be carried out by the Child Nutritional Services (CNS) Director, or their designee. The food service functions defined in this plan, include the following:

- Provide overall control of requests for food and or water.
- Coordinate with Administration and Incident Commanders regarding deployment of Child Nutritional Services personnel and material resources.
- At the conclusion of the emergency, prepare a report to the Superintendent, listing any actions taken by Child Nutritional Services, as well as any costs incurred by the Department as a result of the emergency response.

Responsibilities:

Psychological Services:

The psychological functions will be carried out by the head of the Psychological Response Team, or their designee. The psychological service functions defined in this plan, include the following:

- Coordinate with Administration and Incident Commanders regarding deployment of the Emergency Psychological Response Team.
- At the conclusion of the emergency, prepare a report to the Superintendent, listing any actions taken by the Emergency Psychological Response Team. Outline any interventions taken and describe a plan for dealing with continuing emotional needs, related to the emergency.

Purchasing / Finance:

The purchasing and finance functions will be directed by the Business manager, or their designee. The purchasing and finance functions defined in this plan, include the following:

- Provide overall control of requests requiring purchases or contracted services.
- Coordinate with Administration and Incident Commanders to ensure they are able to make necessary purchases, and that spending is tracked and within district guidelines.
- At the conclusion of the emergency, prepare a report to the Superintendent, listing any expenditures, related to the emergency response.

The District Personnel Emergency Response continued

Responsibilities:

Technology: The technology functions will be carried out by the Technology Director, or their designee. The technology functions defined in this plan, include the following:

- Provide overall control of response to repair requests concerning items normally under the purview of the Technology Department.
- Coordinate with Administration and Incident Commanders to ensure technology related needs are being met.
- Assist as needed with creating and sending messages on the reverse Telephone System
- At the conclusion of the emergency, prepare a report to the Superintendent, listing actions taken by Technology Department personnel, as well as any costs incurred as a result of the emergency response.

EMERGENCY READY LABOR POOL

Date Emergency

Location / Department	Employee Name	Time		Sent To Location	Recorded by
		Out	In		

EVACUATION / Elementary School (ES)

To the best of their ability, each employee should continue to carry out their customary functions during an emergency. In the event evacuation of the workplace is necessary, the employee should plan ahead, to take those items necessary to perform their duties at the designated evacuation site. Examples of items are: radios, phone numbers, copies of policies, pens, paper etc.

In the event of evacuation from the ES, the Emergency Assembly Areas are:

The other school site

or if necessary

Cuyama Valley Recreation District

EVACUATION / District Personnel

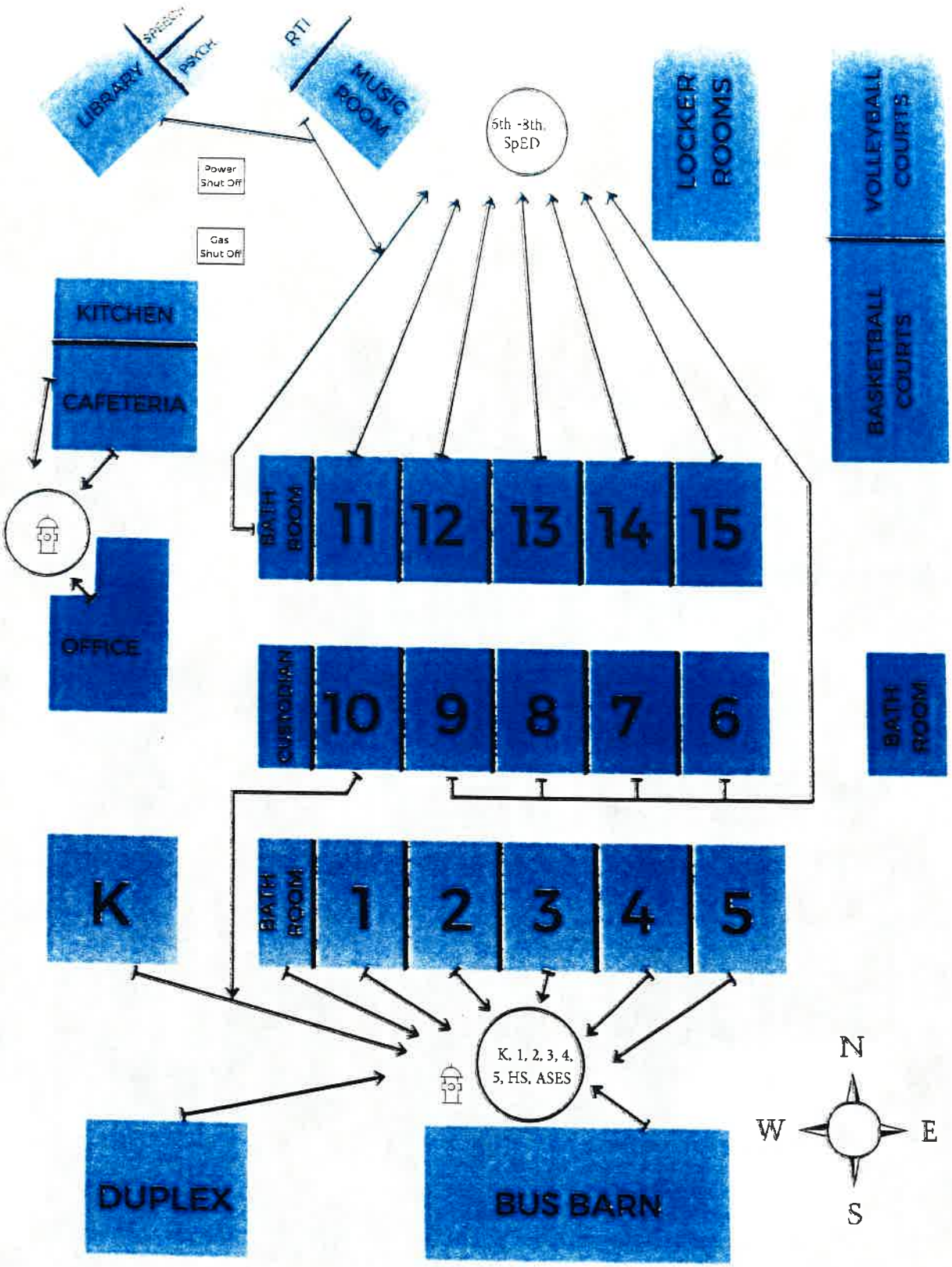
To the best of their ability, each employee should continue to carry out their customary functions during an emergency. In the event evacuation of the workplace is necessary, the employee should plan ahead, to take those items necessary to perform their duties at the designated evacuation site. Examples of items are: radios, phone numbers, copies of policies, pens, paper etc.

In the event of evacuation from the BASS, the Emergency Assembly Areas are:

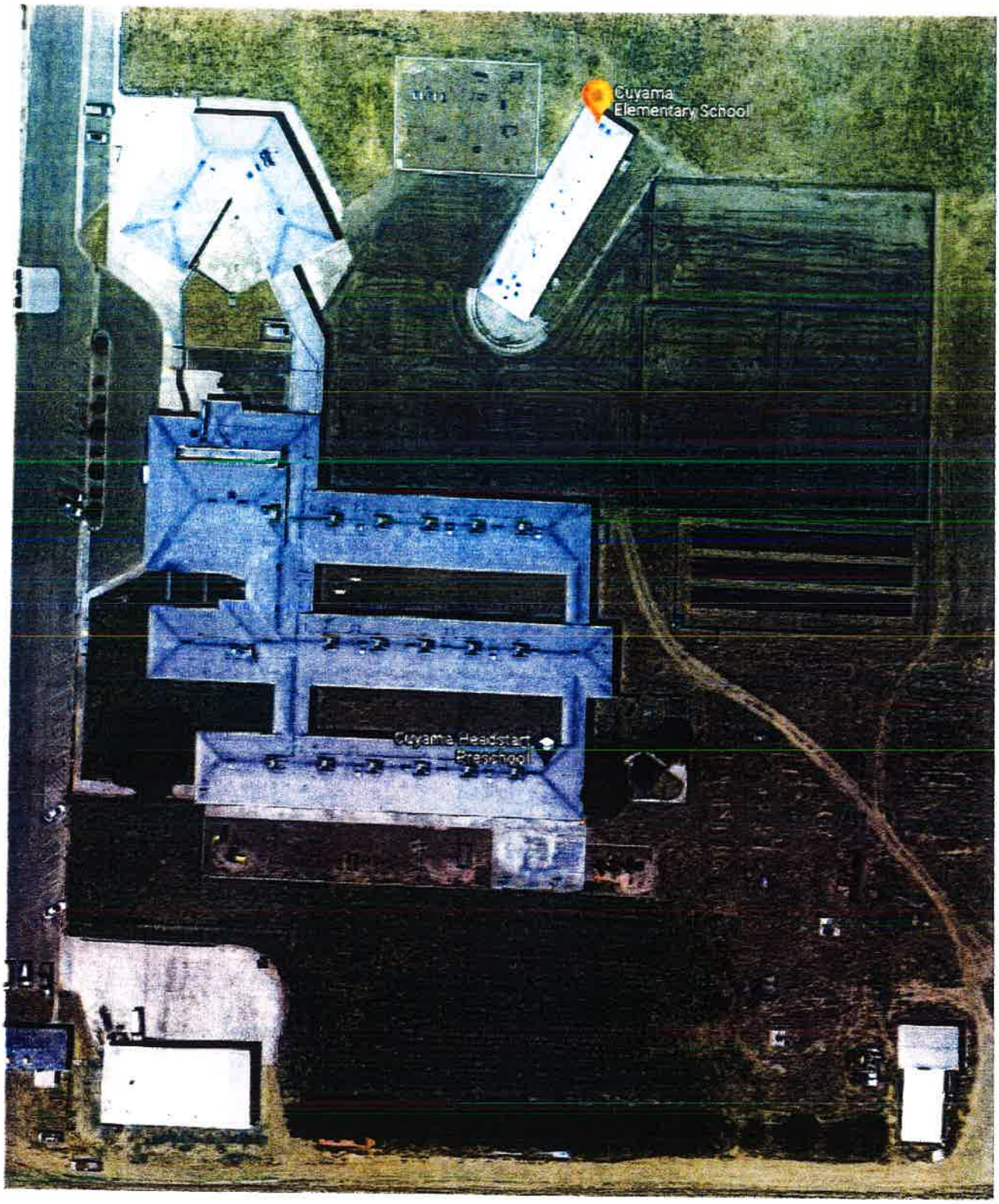
- **Cuyama Elementary School (Primary)**

- **Cuyama Valley Recreation District**

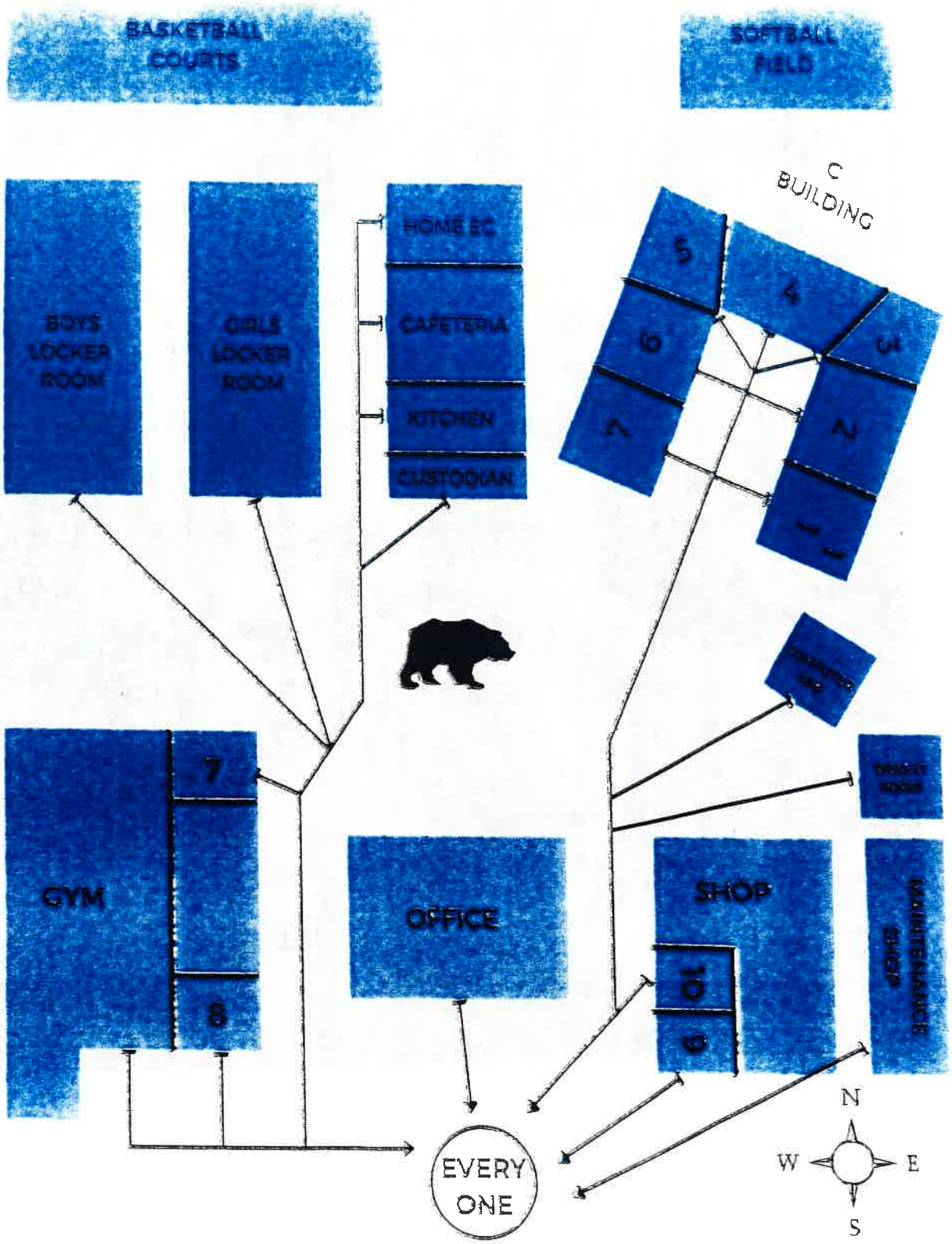
Map


LIBRARY
SPEECH
PSYCH
RTI
MUSIC ROOM
Power Shut Off
Gas Shut Off
6th -8th SpED
LOCKER ROOMS
VOLLEYBALL COURTS
BASKETBALL COURTS
KITCHEN
CAFETERIA
OFFICE
BATH ROOM
11
12
13
14
15
CUSTODIAN
10
9
8
7
6
BATH ROOM
K
BATH ROOM
1
2
3
4
5
K, 1, 2, 3, 4, 5, HS, ASES
DUPLEX
BUS BARN
N
W
E
S

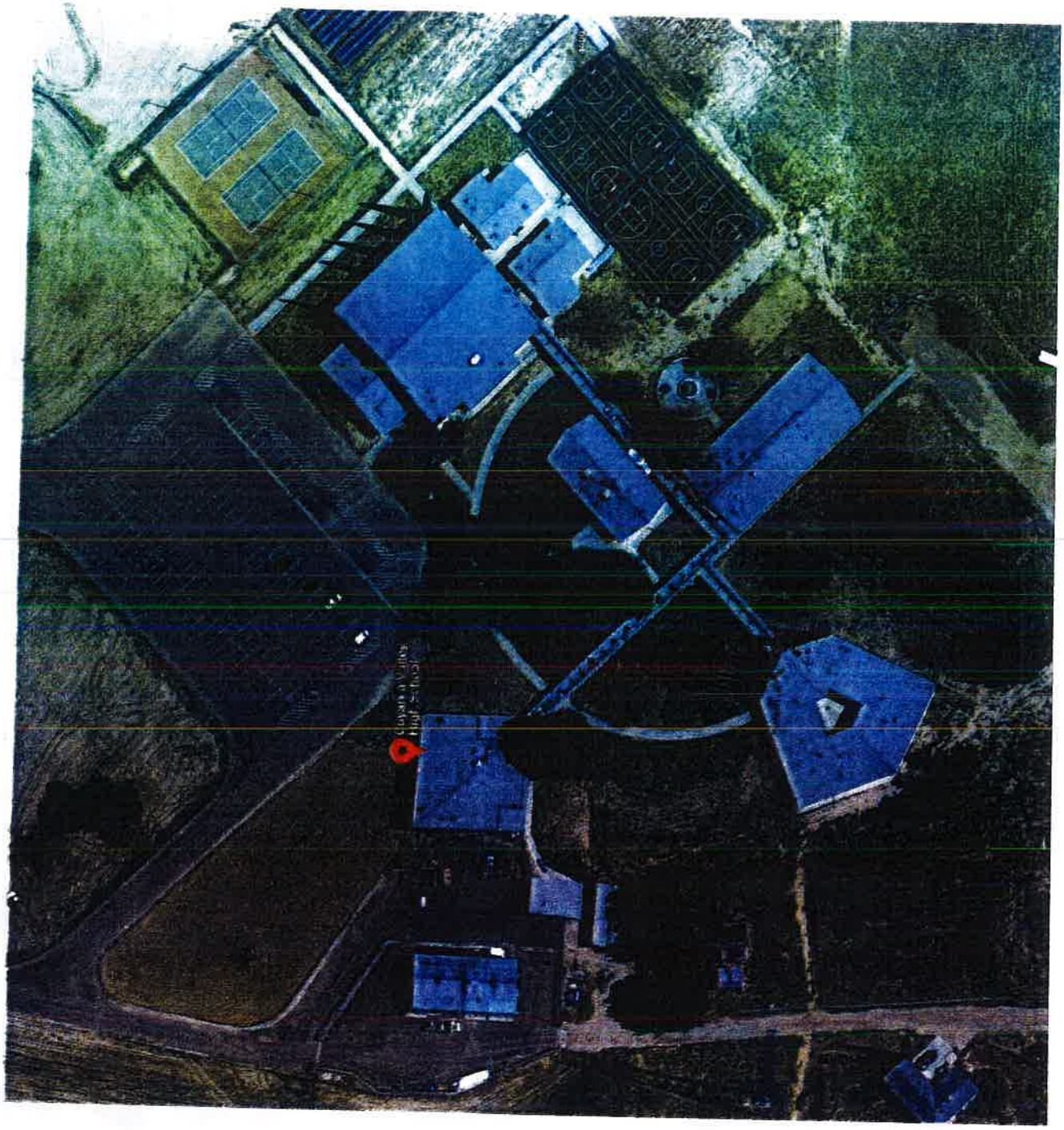
Map



Map


BASKETBALL COURTS
SOFTBALL FIELD
C BUILDING
BOYS LOCKER ROOM
GIRLS LOCKER ROOM
HOME EC
CAFETERIA
KITCHEN
CUSTODIAN
5
4
3
6
2
1
7
8
GYM
OFFICE
SHOP
10
9
MAINTENANCE SHOP
EVERY ONE
N
W
E
S

Map



Evacuation Procedures for Special Needs Students and Staff

Every location within the CJUSD should have an established evacuation procedure. However special consideration must be made when planning evacuation of those individuals who have emotional or physical impairments. The Incident Commanders (Principals), will be responsible to ensure that each school site establishes a plan to safely evacuate any special needs students or staff.

1. Individual site plans should include means of moving physically impaired individuals from their regular locations to on campus emergency assembly areas and off-site emergency assembly areas.

2. If the site plan involves the use of wheelchairs or other devices, the Principal will ensure that an adequate number of the devices are either pre-positioned, or readily available in the event of an emergency.

3. If vehicle transportation to an off-site emergency assembly area is required, the Principal will ensure that arrangements are in place ensuring vehicle transportation is available. This should include specially equipped vehicles if necessary.

4. Potential off site emergency assembly areas may be considerable distance from campus. Getting to them may also require a walk up a steep incline. As a result, some students as well as staff with health or age issues, may not be able to safely walk to the off-site emergency assembly area.

   The Incident Commander, (Principal), will ensure that necessary support is provided to those individuals needing assistance. This may include transportation in private vehicles, or transport on public transportation (Bus). The principal should make arrangements for this type of transportation in advance, by identifying vehicles at the site, and discussing responses with local transportation officials.

   In the event of a major emergency, Police and Fire officials may be able to assist in obtaining transportation of special needs individuals through the Santa Barbara County Emergency Operations Center (EOC).

EMPLOYEE EMERGENCY PROCEDURES

Purpose: The purpose of this policy is to create a framework to address the needs and concerns of District Employees during an emergency.

As a District, CJUSD recognizes that employees will perform more effectively during an emergency, if they know that their own personal needs, and the needs of their families have been addressed.

The following areas are addressed in this section:

- Employee Responsibility
- Preparation by the Employee
- Compassionate & Special Needs Exclusion
- Communication

WE ARE ALL DISASTER SERVICE WORKERS

All public employees are designated as disaster service workers subject to service as may be assigned to them by their superiors or by law (Govt. Code, Chapter 8, Section 3100). Should a disaster strike during school hours, no employee will leave his/her assignment under any circumstance unless officially released by the Superintendent or his/her designee.

Only those employees who have pre-approved medical or physical restrictions, or special needs, will be released before the situation is deemed under control.

Each site will develop a plan for rotating staff members, so that they may check on their own families in the event of an emergency.

EMPLOYEE EMERGENCY PROCEDURES continued

PREPARATION:

The following suggestions will help ensure the needs of staff, and their families are taken care of during an emergency.

Since all certificated and classified staff will remain on site following an emergency, the following preparation should be carried out at the homes of each employee until such time as you can be reunited with your families:

1. Maintain a 3-day supply of any needed medication in a secure place at school (out of reach of students).

2. Ensure the presence of appropriate clothing at school to allow for freedom of movement as needed (walking shoes, jacket, jeans, etc.)

3. Make appropriate pre-emergency home preparation:

    a. Plan how your children will be picked up from respective schools, and how they will be cared for.

    b. Arrange care for the elderly.

    c. Arrange care for pets.

    d. Arrange for a neighbor to supervise your home, including turning off utilities.

    e. Set up a plan for reuniting your family.

    f. Know what your spouse will do, and what he/she expects you to do.

    g. Stock your home with emergency reserves of food, water, first-aid supplies, a portable radio, tools.

4. Place emergency supplies in the trunk of your vehicle, sufficient for 3 days away from home. Include changes of clothing, hygiene and grooming items, personal emergency phone list, snacks & water.

EMPLOYEE EMERGENCY PROCEDURES continued

COMPASSIONATE & SPECIAL NEEDS EXCLUSION

The CJUSD has developed the following procedure, in order to ensure that those employees with medical and or physical restrictions, or those who have responsibilities involving the care of persons unable to care for themselves, are excused from emergency service.

The Compassionate & Special Needs Exclusion form must be filled out by the employee requesting the exclusion, and approved by the Superintendent, before the exclusion can be granted. The information contained on the form will be kept confidential.

After a Compassionate & Special Needs Exclusion form has been submitted, the Superintendent will notify the employee whether or not the exclusion has been granted. If the exclusion was granted, the Superintendent will notify the Principal, Director, or other person with supervisory responsibility over the requesting employee and notify them of the exclusion. Each site supervisor will maintain a list of those employees with approved exclusions. ***The site list will contain no information regarding the reason for the exclusion. The original request will be maintained in a confidential file at the District Office.***

In the event the requests to be released during an emergency response, the employees supervisor will check their list and dismiss the employee, if their name appear on the list. In the event the emergency circumstances prevent the supervisor from accessing the list, the request will be forwarded to the District Office, where the original file can be checked.

It is the responsibility of each employee to ensure that the district is notified in the event they no longer require an exclusion.

10.0 Information & Communication Information

The Principal / Incident Commander must have access to appropriate information, and a method of communication with parents, school personnel and outside agencies. To facilitate communication, and to provide vital information during an emergency response, the following information is provided.

- **Emergency Phone Numbers**
- **Sample Bomb Threat Packet**
- **Site Plot Plan and Vicinity Map**
- **Alert System 1 (Parent)**
- **Alert System 2 (School Personnel)**
- **Emergency Supplies**
- **Emergency Drills**

EMERGENCY TELEPHONE NUMBERS

School Name	Cuyama Unified School District		
School Address	2300 Highway 166		
	New Cuyama CA 93254		
School Phone	661-766-2482	**Location Code**	

District		
Superintendent	*Alfonso Gamino*	*661-766-4101*
Principal	*Alfonso Gamino*	*661-766-4101*
Teacher In Charge	*Kevin Lebsack*	*661-766-2293*
School Secretary HS	*Alleigh Cortes*	*661-766-2293*
School Secretary Elementary	*Mary Jo Harrington*	*661-766-2642*
School Custodian	*Liz Alarcon*	
Superintendent & Public Information Officer		*661-766-4101*
Business Manager		661-766-4104
Maintenance & Operations Director		
Director of Special Education		
District Nurse		
District Safety and Disaster Coordinator		
Director of Technology		
Director Child Nutritional Services		

Non-District		
Fire And Medical Emergencies		**911**
Air Pollution Control District		805-961-8800
California Highway Patrol		800-835-5247
County Department of Health Services		*805-681-5100*
Gas Company	*PG&E*	800-743-5000
Electric Company	*PG&E*	800-743-5000
Local Fire Station	*Santa Barbara County Fire Station*	661-766-2469
Local Hospital	*Marian Medical Center Santa Maria* *Cottage Hospital Santa Barbara*	*805-739-3000* *805-682-7111*
Local Police/Sheriff Dept	*Santa Barbara Sheriff Department*	661-766-2310
Water Company	*Cuyama Valley Service District*	661-766-2780
Poison Control Center		800-222-1222
Industrial Injuries		*800-121-8379*
Santa Barbara Emergency Operation Center		*805-681-5526*

EMERGENC

FIRE DEPARTMENT	9-911
POLICE DEPARTMENT	**9-911**
AMBULANCE 9-911	

NON-EMERGENCIES

FIRE DEPARTMENT	661-766-2469
POLICE DEPARTMENT	661-766-2310

SCHOOL DISTRICT

MAIN PHONE LINE	661-766-2293
Principal Alfonso Gamino	661-766-4103
DISTRICT MAINTENANCE DEPT SHOP	
M/O CELL Fernando De Los Santos	805-245-3122
M/O CELL Eric Callaway	661-433-5496
M/O AFTER HOURS CELL	

OFFICE OF EMERGENCY SERVICES

Santa Barbara County Emergency Services 805-681-5526

UTILITIES

Cuyama Community Service District.....661-766-2780
Pacific Gas and Electric 800-7435000

CHP ROAD CLOSURES.....800-427-7623

BOMB THREAT PACKET

BOMB THREAT CHECKLIST

Phone Number Appearing on Caller I.D.: _____

10.) When is the bomb going to explode?
11.) Where is the bomb right now?
12.) What does the bomb look like?
13.) What kind of bomb is it?
14.) What will cause the bomb to explode?
15.) Did you place the bomb?
16.) Why?
17.) What is your address?
18.) What is your name?

Exact Wording of Bomb Threat:

_____

_____

_____

_____

_____

Phone # at which call was received_____ Time Call Received_____ Length of Call _____

Date Call Received_____ Sex of Caller_____ Race_____ Age_____

REMARKS:_____

_____

_____

_____

Your name: _____ Title: _____ PH # _____Date_____

BOMB THREAT CALL INFORMATION

DESCRIBE THE CALLER:

Sex of the caller: Male Female Unsure

Approximate Age of Caller:

Caller's voice was (circle all that apply):

SPEED AND PITCH

Hurried or Rapid	Moderately paced	Slow
Hushed or quiet	Loud	Deep
High-pitched	Squeaky	Other:

EMOTION

Distant	Excited	Angry
Sad	Happy	Calm
Agitated	Matter-of-Fact	Boastful
Sincere	Crazed	Other:

QUALITY

Stutter	Lisp	Slurred
Whispered	Laughing or Giggling	Raspy
Nasal	Deep Breathing	Crying
Stressed	Whining	Clearing Throat

Cracking Voice	Other:	Other:

BOMB THREAT CALL INFORMATION

DESCRIBE THE CALLER continued:

LANGUAGE

Language	Accented	Well-spoken
Foul	Audio Taped	Incoherent
Message read	Irrational	Broken
Drunk	Other	Other

Could you tell if the call was:

Local? **Long Distance?** **Cell Phone?**

Was the voice familiar? **Y or N** **If yes,** **how, who if known?**

Was the voice disguised? **or N** **If yes,** **how?**

DESCRIBE THE ATMOSPHERE

Could you make out anything said in the background?

Background Sounds Heard on the Call (circle all that apply):

Trains	Airplanes	Party	Children
Quiet	Static	Echo	Street noises
House noises	Voices	Vehicle noise	Animal noises
PA System	Music	Motor	Factory machinery
Office machinery	Other	Other	

PERSON WHO RECEIVED CALL

Your Name: ***Your Position:***

Your Telephone Number: ***Was a recording of the call made?***

MAPS

The principal from each site is responsible for the creation of the following maps, which will be included in the Emergency Response Plan for each school site. The Principal may request assistance from the CJUSD Technology Department, the Safety and Disaster Coordinator, or other sources as necessary.

1. **Vicinity Map for each site.**	An overhead view of the school, and surrounding area.
2. **Site Map**	An overhead view of the school, showing the locations of buildings, walkways and prominent features, including fire extinguishers, fences and gates.
3. **Emergency Supply Map**	A site map, containing the clearly marked location of emergency supplies. Show the location of the emergency supply bin, classroom lockdown supplies, food, water, and material storage areas.
4. **Utility Shutoff Map**	A site map showing the location of all utility shutoffs, including gas mains, electrical control panels, water mains, and air conditioning systems.
5. **Emergency Assembly Area Map**	A site map, showing both the primary and secondary emergency assembly areas. The map should also show primary and secondary evacuation routes.
6. **Off Site Evacuation Map**	A vicinity map, showing both the primary and secondary off-site emergency assembly areas. The map should also show primary and secondary evacuation routes.
7. **Hazard Map**	A vicinity map, showing the location of any hazards located near the school site. Hazards may include industrial sites, chemical storage or manufacturing sites, railroad tracks, highways, etc.

ALERT SYSTEM 1 (PARENT)

Parent contact information is maintained in the main office of each school site, as well as in the CJUSD telephone system and District computer system. The site information database is maintained by the Office manager of each school. The CJUSD phone database as well as the District computer database is maintained by the Director of Technology.

CJUSD messages related to any emergency situation will be initiated by the Executive Assistant to the Superintendent, or another designated person at the District Office. It is the intent of this policy to provide appropriate and timely information, and instructions to the parents and family of our students.

In addition to CJUSD messages, the district may utilize print and broadcast media, or the Cuyama Strong Facebook page.

ALERT SYSTEM 2 (SCHOOL PERSONNEL)

The District Business manager will establish a CJUSD database containing contact numbers of district employees. The CJUSD system can be utilized to disseminate emergency information and instructions to CJUSD employees.

CJUSD messages related to any emergency situation will be initiated by the Business Manager, or another designated person at the District Office.

In the event the CJUSD system is not functioning, it is recommended that each site establish an emergency contact tree, to facilitate the contacting of personnel in the event of an emergency.

A current listing of school personnel contact numbers is provided in Appendix B.

Alfonso Gamino, Superintendent

CJUSD Office 661-766-4103

Superintendent's Cell Phone: 559-827-7414

EMERGENCY BIN INTERIOR LAYOUT

Dimensions:

EMERGENCY SUPPLIES AND EQUIPMENT

(The Emergency Supply Lists contained in the following section are lists of current Inventories)

Emergency Supply at each of the sites:

Emergency supplies in yellow container in the nurse's office:

1 box face masks
1 rope
1 large tarp folding
1 box disposable gloves (Large)
1 box disposable gloves (Medium)
18 orange safety vests
4 pairs of leather work gloves
17 disposable emergency blankets
4 safety goggles
5 adult size safety hard hats
3 child size neck braces
3 adult size neck braces
2 rolls duct tape
2 rolls yellow caution tape
1 roll electrical tape
3 flashlights
8 snap green glow sticks
1 bag of assorted small tools
3 small first aid kits
1 medical kit
1 portable handheld radio
1 shovel
1 crowbar
1 hammer
1 pipe wrench
1 axe
1 pickaxe
1 small
1 hacksaw
1 - 4-ton jack
1 hatchet
1 bolt cutter
1 whistle
1 shovel

Emergency supplies in clear tote in the nurse's office:

2 manual breathing assistance bags
6 adult neck braces
Various band aids, tape and gauze
8 disposable emergency blankets

Emergency supplies in red tote in the nurse's office:

10 blankets
4 large tarps

Emergency supplies in large red medical bags in the nurse's office:

1 box disposable gloves (Medium)
1 box face masks
3 extra-large wound dressings
Various band aids, gauze, tape
1 bottle hydrogen peroxide
1 bottle eye wash
scissors
1 mouth barrier
1 tube activated charcoal
1 tube glucose
Ziploc bags
blood pressure cuff
1 can antiseptic spray

Emergency supplies in school classrooms:

5 gallons drinking water

Each School site is equipped with a list of emergency supplies listed above.

The bins are locked and secured. The Principal of each school has a key for the bin, as well as the District Safety and Disaster Coordinator, Maintenance Director. Cuyama Police and Fire Departments have access to bin keys via the Knox Box, located at each school site.

The equipment and supplies are for use by the school site's emergency response teams. The principal at each school is responsible for accounting for and replacing, any items used during and emergency response. Purchase of replacement items may be coordinated through the CJUSD Safety and Disaster Coordinator. Routine inspection and replacement of expired items will be conducted by the CJUSD Safety and Disaster Coordinator.

During a major emergency, we have a responsibility to provide for the needs of our students and staff, for as many as three days. It is our plan that our emergency bins will be able to meet the commonly recognized survival requirements of food, water, sanitation, shelter, and first aid.

FOOD & WATER

Water:

We currently have small portable 5-gallon water containers in each classroom.

Food:

For extended emergencies, our primary source of food will be storage in our food service facilities, located at each site.

Note: In the event of prolonged power loss, a plan will be in place to utilize perishable food items first.

In preparation for the unlikely event all food storage areas are inaccessible, we will store sufficient "high energy" food bars to provide 10 servings to each student and staff member. This ration will be stored in each site's emergency bin, inside, sealed, rodent proof storage tubs. To prevent spoiling, a rotation program will be implemented. At the end of each school year, the bars can be used in the lunch program, and replaced with fresh rations.

CLERICAL / STUDENT RELEASE

Evacuation Cart

A cart will be pre-positioned in the office of each school site. That cart will be used to transport items necessary to release students and fulfill other operational responsibilities from a remote location. The following items are to be loaded onto the cart in the event an office evacuation is ordered:

- File Boxes Containing Student and Staff Emergency Cards
- Updated Roll Sheet
- Tactical Emergency Radio, Extra Battery
- Operational (School Site) Radio, and Extra Battery
- Box of Designated Operational (Site) Radios and Batteries
- Visitor Sign in Book
- Student Check Out Book
- Attendance Records
- Digital Camera, Extra Battery, Extra Memory Chip (Recommended)

Additional Supplies are located in the Emergency Supplies area, located at each school site.

Classroom Emergency Supplies

Each Principal is responsible to ensure that each classroom or office with no water or restroom access, is supplied with drinkable water and appropriate facilities for restroom use during incidents requiring Lockdown or Securing In Place emergency actions.

The first aid supplies are to be used only during a crisis or disaster. They are not for use on field trips or for routine first aid supplies during the year. Study-trip packs that are specifically set up with first aid supplies are available in all school offices for trips away from school.

11. Emergency DRILLS

In order to be adequately prepared, the personnel must be familiar with their responsibilities as described in this document and drill those responses on a regular basis. Each Principal is responsible for ensuring that at least one of the following drills will be conducted on a monthly basis. The drills are to be documented on the Emergency Drill Record Form and maintained at the school site.

There are four emergency drills school personnel should be prepared to implement:

- Drill 1 – **Fire**
- Drill 2 – **Lockdown**
- Drill 3 - **Shelter-in-Place**
- Drill 4 – **Earthquake**

DRILL 1: FIRE

Procedure:

- Utilize the ***Evacuate Building***, and ***Fire on School Grounds*** sections of this document.

DRILL 2: LOCKDOWN

Procedure:

- Utilize the ***Lockdown*** section of this document.

DRILL 3: SHELTER IN PLACE

Procedure:

- Utilize the ***Shelter in Place*** sections of this document.

DRILL : EARTHQUAKE

Procedure:

- Utilize the ***Earthquake*** and ***Evacuate Building*** sections of this document.

APPENDIX A FORMS

FORM A

EMERGENCY HAZARD ASSESSMENT SUMMARY

FORM A – EMERGENCY HAZARD ASSESSMENT SUMMARY

School _____

Location _____

On-Site Hazard:

[List any unusual on-site hazards which are unique to the school, e.g., underground storage tanks, unusual chemicals]

Off-Site Hazards:

[List any unusual off-site hazards unique to the school, e.g. freeways, railroads, pipelines, power transmission lines, industrial facilities]

Completed by _____

Date _____

[Note: This form should be completed annually, and a copy forwarded to Facilities & Maintenance Department]

FORM B

BIOLOGICAL AND CHEMICAL RELEASE RESPONSE CHECKLIST

FORM B – BIOLOGICAL AND CHEMICAL RELEASE RESPONSE CHECKLIST

School _____

Location _____

	Yes	No	Note
Have students and staff been evacuated from the area of contamination?	_____	_____	_____
Have all students and staff been accounted for?	_____	_____	_____
Has the area of contamination been cordoned off and secured?	_____	_____	_____
Has the area of contamination been affixed with conspicuous signs reading: "DO NOT ENTER"?	_____	_____	_____
Have the doors and windows to the area of contamination been closed and locked?	_____	_____	_____
Have fans and ventilators serving the area of contamination been turned off?	_____	_____	_____
Have staff, students, or other personnel who came in contact with the area of contamination cleaned their hands with soap and water?	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

Completed by _____

Date _____

[Note: Send a copy of this form to the District Superintendent's Office and maintain the original in the emergency document file.]

FORM C

BOMB THREAT PACKET

BOMB THREAT

This protocol is initiated by receipt of a bomb threat, or discovery of a suspicious device. The threat can be received by telephone, note, e-mail, personal delivery, or from police or fire personnel.

Bomb threats are much more common than either actual explosive devices, or explosions. In general, threats or advanced warnings are not given when a bomb is actually going to explode. Statistically, when a bomb explodes, there is no warning, and conversely, when threats are made there is normally no explosion.

Threats can be used for various purposes, including creating fear, and disrupting normal activities, or calling attention to an individual or group. A phone threat can be received at any number and may be found on an answering machine at the beginning of the day.

Normally, a threat requires some additional factor to make it "credible". Determining the credibility of the threat is best left to the professionals, however the Incident Commander or other District Administrator may be asked to make the call, or to provide input. Factors contributing to credibility are age of the caller. Specificity of the threat stated motive, description of the device, or apparent explosives knowledge.

Threats made by students, absent any corroborative facts are normally considered non credible. Non credible threats call for lesser response than either credible threats, or when a suspicious device is actually discovered.

A series of false Bomb Threats create the possibility that the perpetrator is "patterning" the schools response to the threats. By placing the false threats, the perpetrator learns both evacuation routes and emergency assembly areas. If multiple threats are received, it is important that officials recognize the pattern of threats and utilize different evacuation routes and assembly areas.

Routinely examine evacuation areas. Look for evidence of recent digging. Remove trash cans, dumpsters, or other items which could be used to conceal an explosive device. Be suspicious of piles of trash or other debris which appear in an assembly area. Improvised Explosive Devices, or I.E.D.'s is routinely concealed in such items.

Procedure

16. 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" – Tell the operator**, "This is [state name] from [state school]. We are receiving a bomb threat on another line. The number of that line is [state phone number]."**

17. The person answering the threat call should follow the procedures on the Bomb Threat Checklist. A Checklist should be located underneath each phone capable of receiving an outside call. If no Checklist is available, try to obtain the following information:

- When is the bomb going to explode?
- Where is the bomb right now?
- What does the bomb look like?
- What kind of bomb is it?
- What will cause the bomb to explode?
- Did you place the bomb? Why?
- What number can I call you back at?
- What is your address?
- What is your name?

18. After receiving the telephoned threat, the person who answered the call should immediately notify the Principal (Incident Commander). As soon as practical, the Incident Commander, or their designee will notify the district office and advise them of the situation.

19. If the threat is received through other means, the person receiving the threat will notify the Principal, (Incident Commander). The Incident Commander will notify the Santa Barbara Sheriff's Department via "911" and pass along all information regarding the incident. Attempt to preserve the evidence, i.e., note, or e-mail, by which the threat was conveyed. If it was delivered in person, attempt to gain as much information as possible about the informant. If the informant is cooperative, have them wait for police.

20. If a specific location is identified in the threat, the Incident Commander should evacuate the area, as well as the area surrounding the reported location of the explosive. Use evacuation routes that do not place students or staff in close proximity to the location of a suspected device.

21. If the threat is considered "Non-Credible", the Incident Commander will direct all staff to do a cursory search of their normally assigned areas, for items which do not belong, such as suspicious packages, boxes or foreign objects. This information should be delivered by telephone. While conducting the search, all cell phones, beepers and hand-held radios should be turned off since many explosive devices can be triggered by radio transmissions.

Bomb Threat continued:

22. If a suspicious object is identified, notify the Incident Commander immediately. No attempt should be made to investigate or examine the object. Evacuate the area near the device.

23. If no suspicious device(s) are found, and the threat appears to be unfounded, the Incident Commander (Principal) will make the determination as to when to resume normal operations.

24. Based on the search results, the Incident Commander will determine the appropriate Immediate Response Action, which may include DUCK AND COVER, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.

25. The Incident Commander shall update the district office and request necessary assistance. If Police respond, or if students are evacuated from their classrooms, the CJUSD system should be initiated.

26. If a device is found, or if Police determine the threat to be credible, they **will** assume command. Once command is shifted to the Police Department, the Incident Commander will assume a support function, and must obey all lawful orders issued by the on-scene Law Enforcement Personnel. **Do not interfere with the Police.**

27. The Incident Commander should ensure that the physical needs of the students and staff are being met. Keep in mind that there are supplies in the Emergency Bin, and that additional supplies or manpower can be brought in from other campuses. Students can also be walked to a nearby campus, where it may be easier to provide services such as food, or shelter.

28. If requested by the Incident Commander, the Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.

29. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. At the conclusion of the incident, the Incident Commander will take the appropriate actions based on the circumstances.

30. After the incident is over, the Incident Commander will complete the Bomb Threat Report.

BOMB THREAT CHECKLIST

Phone Number Appearing on Caller I.D.:_____

19.) When is the bomb going to explode?
20.) Where is the bomb right now?
21.) What does the bomb look like?
22.) What kind of bomb is it?
23.) What will cause the bomb to explode?
24.) Did you place the bomb?
25.) Why?
26.) What is your address?
27.) What is your name?

Exact Wording of Bomb Threat:

_____

_____

_____

_____

_____

Phone # at which call was received_____ Time Call Received_____ Length of Call _____

Date Call Received_____ Sex of Caller_____ Race_____ Age_____

REMARKS:_____

_____

_____

Your name:_____ Title: _____ PH # _____Date_____

BOMB THREAT CALL INFORMATION

DESCRIBE THE CALLER:

Sex of the caller: Male Female Unsure

Approximate Age of Caller:

Caller's voice was (circle all that apply):

SPEED AND PITCH

Hurried or Rapid	Moderately paced	Slow
Hushed or quiet	Loud	Deep
High-pitched	Squeaky	Other:

EMOTION

Distant	Excited	Angry
Sad	Happy	Calm
Agitated	Matter-of-Fact	Boastful
Sincere	Crazed	Other:

QUALITY

Stutter	Lisp	Slurred
Whispered	Laughing or Giggling	Raspy
Nasal	Deep Breathing	Crying
Stressed	Whining	Clearing Throat
Cracking Voice	Other:	Other:

BOMB THREAT CALL INFORMATION

DESCRIBE THE CALLER continued:

LANGUAGE

Language	Accented	Well-spoken
Foul	Audio Taped	Incoherent
Message read	Irrational	Broken
Drunk	Other	Other

Could you tell if the call was:

Local? Long Distance? Cell Phone?

Was the voice familiar? Y or N If yes, how, who if known?

Was the voice disguised? or N If yes, how?

DESCRIBE THE ATMOSPHERE

Could you make out anything said in the background?

Background Sounds Heard on the Call (circle all that apply):

Trains	Airplanes	Party	Children
Quiet	Static	Echo	Street noises
House noises	Voices	Vehicle noise	Animal noises
PA System	Music	Motor	Factory machinery
Office machinery	Other	Other	

PERSON WHO RECEIVED CALL

Your Name: ***Your Position:***

Your Telephone Number: ***Was a recording of the call made?***

FORM D

INJURED AND MISSING PERSON'S REPORT

FORM D – INJURED AND MISSING PERSON'S REPORT

School _____ Room Number _____

Teacher's Name _____ Date _____

INJURED		
Name	**Type of Injury**	**Location**

MISSING PERSONS	
Name	**Last Seen Location**

[Note: Send a copy of this form to the Command Post and maintain the original in the emergency document file.]

FORM E

EMERGENCY STUDENT RELEASE LOG

EMERGENCY STUDENT RELEASE LOG

Date:	School:

Student Name	Picked up by: Print name	Signature of Person Picking Up	ID Verified By: Initials	Time Out

289

[Note: Maintain the original in the emergency document file.]

FORM F

DAMAGE ASSESSMENT REPORT

FORM F – DAMAGE ASSESSMENT REPORT

NOTE: Do not enter the building unless the structural evaluation has been completed and the building is designated as safe to enter.

School/Site Name: _____ Location/Building Code: _____

District:_____ Date: ___/___/___ Time: (24:00 Hours):____:____

Damage Category	No Damage	Slight Damage	Severe Damage	Hazardous Condition	Location/Room #/Note
Electrical	☐	☐	☐	☐	_____
Natural Gas Lines and Water Heater/Boiler	☐	☐	☐	☐	_____
Water	☐	☐	☐	☐	_____
Sewer	☐	☐	☐	☐	_____
Phone	☐	☐	☐	☐	_____
Hazardous Materials Custodial chemicals	☐	☐	☐	☐	Chemical Type/Quantity spilled or leaking: _____
Lab chemicals	☐	☐	☐	☐	Chemical Type/Quantity spilled or leaking: _____
Asbestos	☐	☐	☐	☐	_____
Lead	☐	☐	☐	☐	_____
Physical Hazards Sinkholes	☐	☐	☐	☐	_____
Construction Areas	☐	☐	☐	☐	_____
Damaged Bld. Matl.	☐	☐	☐	☐	_____
Broken Glass	☐	☐	☐	☐	_____

Notes: (description of trouble, location, severity or hazardous materials):

_____

_____

_____

Findings

Building or room safe for re occupancy ☐

Building or room closed due to hazardous condition ☐

The following corrective measures need to be completed prior to re occupancy:

_____

_____

_____

_____

_____

[Note: Send a copy of this form to the Maintenance Department and maintain the original in the emergency document file

FORM G

EMERGENCY DRILL RECORD

FORM G – EMERGENCY DRILL RECORD

School _____

Type of Drill	Date Held	Time		Remarks	Recorded by
		Start	End		

[Note: Send a copy of this form to Safety and Disaster Coordinator. Maintain the original in the emergency document file.]

FORM H

Compassionate & Special Needs Exclusion Form

Compassionate & Special Needs Exclusion Form

Confidential Confidential Confidential Confidential

The information contained in this form is confidential. It is a violation of CJUSD policy to release the information contained in this form, without the authorization of the Superintendent.

The original form will be maintained in a confidential file at the District Office.

The purpose of this form is to provide a mechanism where employees of the CJUSD may request an exclusion from service during a response to a major emergency or disaster. The exclusion is intended for those employees with medical and or physical restrictions, or those who have responsibilities involving the care of persons unable to care for themselves. If approved, the employee will be excused from emergency service extending past their normal working hours.

This form must be filled out by the employee requesting the exclusion, and approved by the Superintendent, before the exclusion can be granted. The Superintendent may request verification of information as necessary.

Employee Name:_____

Work Site:_____

Reason for Exclusion:_____

_____

_____

_____

_____

_____

_____

Signature:_____ Date:_____

It is the responsibility of each employee to ensure that the district is notified in the event they no longer require an exclusion.

FORM I

Compassionate & Special Needs Exclusion Notification

Compassionate & Special Needs Exclusion Notification

Date:

From: The office of the Superintendent

To: (Employee's Work Site)

To whom it may concern:

The following CJUSD employee is granted an exclusion from after-hours service resulting from an emergency response, or major disaster:

Employee Name:_____

The reason for the exclusion has been reviewed by the Superintendent and has been approved in advance.

The excluded employee is not required to provide any personal information, in order to utilize this exclusion.

FORM J

Emergency Procedures and Response Team(s) needed

Emergency Procedure	Response & Team(s)
Animal Disturbance	Lock down
Armed Assault on Campus	Lock down
Biological or Chemical Release	Shelter/Evacuate Bldg./Off site Evac Incident Com direction to teams
Bomb Threat	Bomb Threat Checklist/Incident Com
Bus Disaster	Duck and Cover
Disorderly Conduct	Shelter/lockdown/evacuate Bldg./site
Earthquake	Duck and Cover/Command/teams Search and rescue/others as directed
Explosion/Risk of Explosion	Scenarios/Shelter/evacuate Bldg./Site/Incident Command/Search & Rescue/other teams
Fire in Surrounding Area	Shelter/evacuate Bldg./site/Inc. com
Fire on School Grounds	Evacuate Bldg./Search team//Inc. Com
Flooding	Shelter/Evacuate Bldg./site/Inc. Com Search & Rescue/other teams
Loss or Failure of Utilities/Communication	Incident Com/Utilities team
Motor Vehicle Crash	Incident Com/direct teams
Psychological Trauma	Incident Com/Crisis team
Suspected Contamination of Food or Water	Incident Com/isolate cont. food/water Food/Water team
Threat of Violence	Incident Command may call 911
Unlawful Demonstration	Incident Com/shelter/evacuate Bldg./Off site

Cuyama Joint Unified School District

Transportation Safety Plan

January 11, 2024

Transportation Services
2300 Highway 166
New Cuyama, CA 93254
661-766-2642



The Following Cuyama Joint Unified School District Transportation Safety plan has been developed pursuant to California Education code 393831.3. This document is maintained by Maintenance and Transportation Dept.

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California Education Code 39831.3

(a) The county superintendent of schools, the superintendent of a school district, a charter school, or the owner or operator of a private school that provides transportation to or from a school or school activity shall prepare a transportation safety plan containing procedures for school personnel to follow to ensure the safe transport of pupils. The plan shall be revised as required.
The plan shall address all of the following

(1) Determining if pupils require escort pursuant to paragraph (1) of subdivision (b) of Section 22112of the Vehicle Code.

(2) (A) Procedures for all pupils in prekindergarten, kindergarten, and grades 1to 8, inclusive, to follow as they board and exit the appropriate school bus at each pupil's school bus stop.
(B) Nothing in this paragraph requires a county superintendent of schools, the superintendent of a school district, a charter school, or the owner or operator of a private school that provides transportation to or from a school or school activity, to use the services of an onboard school bus monitor, in addition to the driver, to carry out the purpose of this paragraph.
(3) Boarding and exiting a school bus at a school or other trip destination.
(4) Procedures to ensure that a pupil is not left unattended on a school bus, school pupil activity bus, or youth bus.
(5) A current copy of a plan prepared pursuant to subdivision (a) shall be retained by each school subject to the plan and made available upon request to an officer of the Department of the California Highway Patrol.
(Amended by Stats. 2016, Ch. 721, Sec. 2. Effective January 1, 2017.)

California Vehicle Code 22112: School Bus Signal and School Bus Stops:

(a) On approach to a school bus stop where pupils are loading or unloading from a school bus, the school bus driver shall activate an approved amber warning light system, if the school bus is so equipped, beginning 200 feet before the school bus stop. The school bus driver shall deactivate the amber warning light system amber reaching the school bus stop. The school bus driver shall operate the flashing red light signal system and stop signal arm, as required on the school bus, at all times when the school bus is stopped for the purpose of loading or unloading pupils. The flashing red light signal system, amber waring lights system, and stop signal arm shall not be operate at any place where traffic is controlled by a traffic officer or at any location identified in subdivision (e) of this section. The school bus flashing red light signal system, amber warning lights system, and stop signal arm shall not be operated at any other time.

(b) The school bus driver shall stop to load or unload pupils only at a school bus stop designated for pupils by the school district superintendent or the head or principal of a private school or authorized district personnel for school activity trips.

(c) When a school bus is stopped on a highway or private road for the purpose of loading or unloading pupils, at a location where traffic is not controlled by a traffic officer, the driver shall, before opening the door, ensure that the flashing red light signal system and stop signal arm are activated, and that it is safe to enter or exit the school bus.

(d) When a school bus is stopped on a highway or private road for the purpose of loading or unloading pupils, at a location where traffic is not controlled by a traffic officer or official traffic control signal, the school bus driver shall do all of the following:
   (1) Escort all pupils in pre-kindergarten, kindergarten, or any of grades 1 to 8 inclusive, who need to cross the highway or privet road upon which the school bus is stopped. The driver shall use an approved hand-held "STOP" sign while escorting all pupils.
   (2) Require all pupils who need to cross the highway or private road upon which the school bus is stopped walk in front of the bus as they cross.
   (3) Ensure that all pupils who need to cross the highway or private road upon which the school bus is stopped have crossed safely, and that all other pupils and pedestrians are a safe distance from the school bus before setting the school bus in motion.

(e) Except at a location where pupils are loading or unloading from a school bus and must cross a highway or private road upon which the school bus is stopped, the school bus drive may not activate the amber warning light system, the flashing red light signal system and stop signal arm at any of the following locations:
   (1) School bus loading zones on or adjacent to school grounds or during an activity trip, of the school bus is lawfully stopped or parked.
   (2) Where the school bus is disabled due to mechanical breakdown. The driver of a relief bus that arrives at the scene to transport pupils from the disabled school bus shall not activate the amber warning light system, the flashing red light system, and the stop signal arm.
   (3) Where a pupil requires physical assistance from the driver or authorized attendant to board or leave the school bus and providing the assistance extends the length of time the school bus is stopped beyond the time required to load or unload a pupil that does not require physical assistance.
   (4) Where the roadway surface on which the bus is stopped is partially or completely covered by snow or ice and requiring traffic to stop would pose a safety hazard as determined by the school bus motor carrier.
   (5) On a state highway with a posted speed limit of 55 miles per hour or higher where the school bus is completely off the main traveled portion of the highway.
   (6) Any location determined by a school district or a private school, with the approval of the Department of the California Highway Patrol, to present a traffic or safety hazard.

(f) Notwithstanding subdivisions (a) to (d), inclusive, the Department of the California Highway Patrol may require the activation of an approved flashing amber warning light system, if the school bus is so equipped, or the flashing red light signal system and stop signal arm, as required on a the school bus, at any location where the department determines that the activation is necessary of the safety of school pupils loading or unloading from a school bus.

(Amended by Stats. 2012, Ch. 769, Sec. 35. Effective January 1, 2013.)

TRANSPORTATION MISSION STATEMENT

The Cuyama Joint Unified School District Transportation Department is dedicated to providing safe, efficient and respectful service. Our drivers are dedicated towards creating and maintaining safe driving behaviors and positive and consistent social environments that best support our student's success. We believe the social development of our students is important. Therefore, we focus on making connections with our students, so they understand that school bus drivers are an important part of their community support system where they feel supported by a safe and predictable social environment.

The Cuyama Joint Unified School Bus Driver are safety driven. Our drivers are part of a California team that has an unparalleled safety record. Simply put the more students who ride our Cuyama Joint Unified School District buses, the safer our rural community's children will be. School Bus transportation is the safest type of transportation in the state and in the nation. Cuyama Joint Unified School District Bus Drivers take pride in providing safe transportation to our students on a daily basis.

Cuyama Joint Unified School District provides transportation for eligible Special Education students, non-Special Education students and extracurricular activities for students in transitional kinder through grade 12.

Authority of District Boards - Title 13 CCR 1202(b)

(b) Authority of District Boards. The governing board of any school district, county superintendent of schools, or equivalent private school entity or official, may adopt and enforce additional requirements governing the transportation of pupils. Such requirements shall not conflict with any law or state administrative regulation.

Snow Day

When we have days when we know there is a storm coming in, the principal will be on-site at normal school start hours.

On days where there are big storms, we may have to either delay transportation, or even close the schools on that day. The decision will be made the Superintendent/Principal.

Reduced Visibility

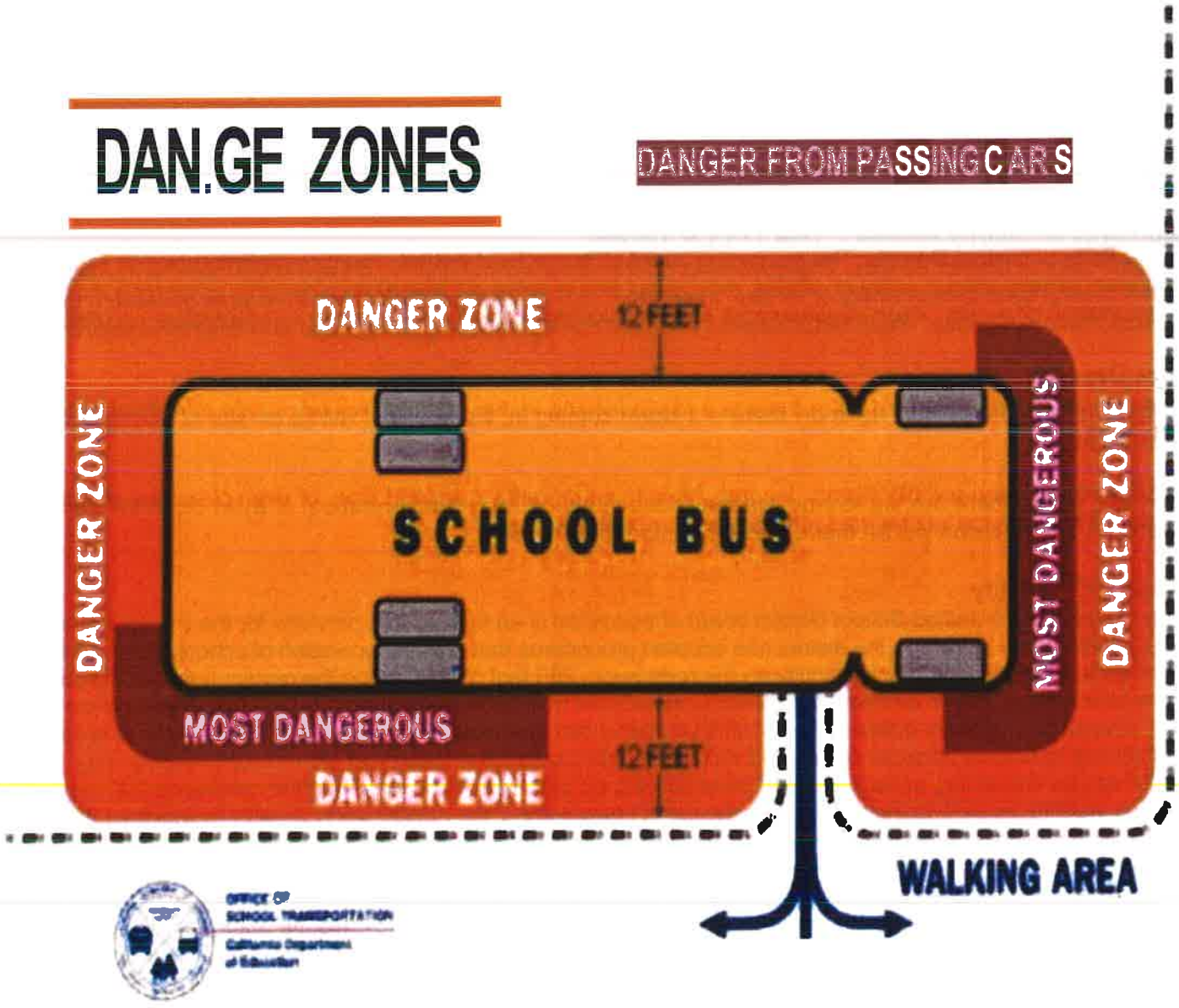
The Cuyama Joint Unified School District board of education is an agency that provides for the transportation of pupils/students therefore, the district has adopted procedures that limit the operation of school buses when atmospheric conditions reduce visibility on the roadway to 200 feet or less during the regular home-to-school transportation service. In addition, the district's operational policies for school activity field trips gives school bus drivers' discretionary authority to discontinue school bus operation if the driver determines that it is unsafe to continue operation because of reduced visibility. Some example conditions where reduced visibility may occur can be due to fog, snowstorm, and sand blowing on the road. There may be other conditions that may reduce visibility as well. In the case of fog, the district may call a 2-hour delay when visibility is less than 200 feet. The CJUSD Reduced Visibility plan aligned with the California vehicle code section 34501.6

Procedure for Reduced Visibility: By 5:30 a.m., the transportation supervisor for the district decides if the visibility on the bus routes are not safe to run the buses. If he decides that it is not safe to drive, he will notify the superintendent and then the district will make an "Alert Solutions" automated notification to all parents, guardians, and staff regarding a school delay. The delay will be lifted when visibility is at least 200' (feet) for the drivers.

General Loading/Unloading Procedures of the School Bus

The School Bus Danger Zone

Each student must be aware of the area surrounding the school bus called the Danger Zone. The Danger Zone is the area extending 12 feet in all directions from the school bus in which serous student injuries and deaths occur. When the student boards and leaves the school bus they must follow the routes shown on the Danger Zone illustration. This places them within view of the school bus driver at all times.



Procedures for Boarding the Bus

Students should learn the correct route identification for the route they are riding to school or home.

- Students shall wait at designated bus stops, and they shall arrive 5 minutes before the bus is scheduled to arrive. Students waiting for the bus shall do so in a safe location.

- Students will not run towards the bus when the bus is approaching.

- Students will wait at least twelve (12) feet back from the edge of the curb or roadway.

- Students will wait in line forming away from the edge of the curb or roadway.

  Students will wait for the bus to come to a complete stop and will not approach the bus until the front door is opened.

- Students will take a seat on their own or as directed by the driver of the bus.

- Students shall talk quietly, not stand op nor turn around in the seat, respect others and their property as well the integrity of the school bus. There is no eating, drinking or gum chewing allowed while on the bus by students.

Procedures for Unloading the Bus at School or at Bus Stop

- Students will remain seated until the bus comes to a complete stop and the bus door is opened. The bus is not considered stopped until the door opens. Students shall not stand on the bus while the bus is in motion.

- Student will exit the bus one row at a time beginning with the front of the bus in an orderly manner in compliance with the driver's instructions.

- Students will use the handrail at the door and walk down each step to the ground.

- After exiting, students should walk away from the bus and not touch or lean against the bus. They will no return to or run after the bus. There will be no horseplay at or near the bus.

- Students shall not cross the street upon which the bus is parked without assistance from the bus driver. Parents/guardians should wait on the side of the street which the designated stop is located.

  Students' parents/guardians must be present, waiting on the same side of the street as the bus stop. If must-be-met student's parent or guardian is not present and the transportation department is not able to make contact the student will be returned to the transportation department.

Procedures for Exiting the Bus at Escorted Stops

- Students will be given instruction to wait at an area designated by the bus driver.
- When escorting students, the driver shall, before opening the door, ensure that the flashing red light signal system and stop signal arm (if equipped) are activated and it is safe to exit the bus.
- The driver will exit the bus and walk approximately 10 feet in front of the bus before turning to enter the roadway and instruct the student to "wait".
- Using the handheld stop sign, the driver will walk to the center of the street and assure all traffic is topped before verbally signaling the student to walk between the bus and the driver. The driver shall escort the student across the street in front of the bus and follow the last student on the bus, making sure that all students are across the street before leaving the street.

When Crossing the Roadway

- Cuyama Joint Unified School District requires all school bus drivers to escort all students, 6th through 12th grade, who need to go across the street as they depart the bus.
  Parents/guardians of Pre- Kindergarten through 5th grade need to be on the same side of the road as the bus.
- Always let your bus driver be the first person off the bus. The driver needs to activate the bus "red lights" that flash on the outside of the bus to warn cars to stop for children crossing the street.
  Once your driver is off the bus, you can walk down the bus steps, and wait on the sidewalk or dirt shoulder next to the bus, for your driver to direct you to cross the street. Never go out into the street without the bus driver telling you to do so!
- Always walk between the bus and the bus driver, as you cross the street. Once you are on the other side of the street, stay on that side of the street. Do not play in the street. Go directly home.
  At a traffic light, all students must comply with directions of the official traffic-controlled signal on the street.

Walking to and from Bus Stops

- Go directly home from the bus stop. Plan the safest route with the fewest streets to cross.
- If possible cross streets and corner. Look in all directions before crossing and when safe walk across the street. Always obey traffic signals.
- Watch for vehicles that might be making a turn.
- Do not dart from between parked cars or shrubbery.
- Never accept a ride from a stranger.
- If possible, face traffic when walking on road without sidewalks and always use caution.
- Be extra careful during time of sunrise and sunset, bad weather and during darkness (wear white clothing or something reflective).
- Leave home early enough so you do not have to run.

Rules and Regulations

5CCR14103

Authority of the Driver

(a) Pupils transported in a school bus or in a school pupil activity bus shall be under the authority of, and responsible directly to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across a street, highway or road. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a pupil to be denied transportation. A bus drive shall not require any pupil to leave the bus reroute between home and school or other destinations. (b) Governing boards shall adopt rules to enforce this section. Such rules shall include, but not be limited to, specific administration procedures relating to suspension of riding privileges and shall be made available to parent, pupils, teachers, and other interested parties.
Note: Authority cited: Section 39381, Education Code. Reference: Section 39830 and 39831, Education Code. Cross-reference: Section 1717(h) of Title 13, California Administrative Code.
This database is current through 7/28/17 Register 2017, No. 30
5 CCR 14103,5 CA ADC 14103

Authorized Entry

* At the driver's discretion: Staff and parents may enter the bus to assist in loading and unloading.

Unauthorized Entry

- The Superintendent or designee may place a notice at bus entrance that warns against unauthorized entry. The driver or another school official may order any person to disembark if that person enters a bus without prior authorization and has intent to commit a crime. (Education Code 39842; 13 CCR 1256.5)

Procedure for Warnings of Unauthorized

By law the driver is responsible for the safety of all students while aboard his/her bus. In an effort to assist with that duty the Superintendent/principal or designee will provide information to the school bus driver, school, parent or guardian to inform of against unauthorized entry.

The Driver will notify the Superintendent/principal or designee in writing should there be any incident that constitutes unauthorized entry.

Emergency Equipment

Each school bus shall be equipped with a first aid kit, roadside warning devices, and at least one fire extinguisher located in the driver's compartment which meets the standards specified in law. Each driver as part of their required daily vehicle inspection (pre-trip) shall insure that the bus they are operating is properly equipped with the required emergency equipment based upon bus type/ size and is in good working order. The fire extinguisher(s) are properly rated as required by law.

Procedures for School Bus Incidents/Collisions

In the event of a bus incident/collision, the driver shall immediately secure the bus and cause the appropriate authorities to be notified of the event. CHP/CJUSD.

Driver will contact CHP and request emergency medical services if any pupils are injured.

Bus Driver will notify the Superintendent/principal or designee.

Students should be released by the CHP officer investigating the scene.

The school site and/or designee will notify parents or guardians of any injured student. In all cases, regardless of the qualifying criteria for determining a school bus collision, the driver will provide a collision report to facilitate the reporting requirements for the Lead Maintenance person and/or designee(s).

Bus evacuation & Safety Instruction

- All students who are transported in a school bus shall receive instruction in school bus emergency procedures and passenger safety. The district shall provide instruction during the first three months of the school year. This instruction includes passenger conduct, bus evacuation, crossing roadways, proper loading and unloading and red light escorts. As part of the instruction students will exit the bus through the emergency exit door. Prior to departure on field trips, the driver shall give safety instructions which include the location of emergency exits and the location and use of emergency equipment.

Passenger Restraint Systems

- When a school bus or student activity bus is equipped with a passenger restraint system, all passengers shall be required to properly restrain by the system while the bus is in motion. Bus drivers shall be informed of procedures to be followed to reasonably ensure that all passengers are so restrained. (Title 5 CCR Section 14105: "All passengers in a school bus or in a school pupil activity bus that is equipped with passenger restraint systems in accordance with sections 27316 and 27316.5 of the Vehicle Code, shall use the passenger restraint system.)

Procedure for Use of Passenger Restraint System

- The driver shall ensure that all students who board the bus are properly restrained. Instruction shall be given during the annual emergency evacuation drills on the proper use of the passenger restraint system while the bus is in motion. Prior to operation all drivers shall inspect as part of the pre-trip inspection the passenger restraint system currently available on each bus (bus that has a passenger restraint system) to ensure that all students are protected to the maximum extent. VC 27316 (c): "No person, school district, or organization with respect to a school bus equipped with passenger restraint systems pursuant to this section, may be charged for a violation of this code or any regulation adopted there under requiring a passenger to use a passenger restraint system, if a passenger on the school bus fails to use or improperly uses the passenger restraint system..." district or company policies and procedures should be developed to enforce disciplinary actions for non-use or improper use of the passenger restraint system. The driver, school district, or organization still may be charged civilly if reasonable care was not provided for the passenger(s).

Safety Tips

Conduct at School Bus Loading Zone & Bus Stops

- Stand in lines or a group facing traffic so you can see the bus approaching. Stand back 12 feet from where the bus will stop. Do not approach the bus until the driver opens the bus door.

- When loading at a school, follow the directions of the driver and/or teacher on bus duty. Stand back the required 12 feet until the bus driver opens the bus door. Remember, there may be several buses to watch out for, not just your own.
- Never go under any bus to retrieve something you've dropped. Ask the driver to assist. Never run to a bus, always walk.
- Destroying property, playing in or running across the street or any type of horseplay at a bus stop is not allowed.
- When the bus is stopped to load or unload, the students are the direct responsibility of the bus driver and the driver's directions must be followed.

- School buses can only stop at designated bus stops. If you miss the bus, have mom or dad take you to another bus stop or directly to school and remember never run after your bus once it leaves!

  When waiting for the bus in a car, be sure your car is not parked in the bus loading/unloading zone. Make sure that you are out of the car, waiting at the stop, prior to the bus arriving.

School Bus Rules

- All students (regular education and special education) are required to:
- Arrive at the bus stop five (5) minutes before the bus is scheduled to arrive. Use only his/her designated bus stop.
- Use only his/her designated bus stop.
- Refrain from transporting hazardous or destructive objects of any kinds such as firearms, weapons, glass objects or containers, explosives, sharp or pointed objects, skateboards, razor scooters or ball bats.
- Respect the rights and property of others on the bus and at the bus stop.
- Avoid all fighting and rough play while at the bus stop, on the bus, or when getting on or off the bus.
- Always enter and leave the bus through the entrance door except in emergencies.
- Remain quiet at railroad crossings.
- Keep all parts of the body inside the bus.
- Keep windows closed unless otherwise instructed by the bus operator.
- Not use profane language, obscene gestures, create excessive, or unnecessary noise.
- Do not damage or deface any part of the bus, tamper with the radio, bus controls, emergency exits or other equipment, shoot at or throw away objects inside or outside of the bus, or in any way endanger the safety of others.
- Help keep the bus safe & free from litter by not eating, drinking or gum chewing on the bus.
- Be courteous and respectful to the bus driver, other students, and passersby.
- Obey the request of the bus driver, give proper identification when requested.
- Always cross in front of the bus when it is necessary to cross the street.

Mechanical Breakdown

When a school bus is disabled due to a mechanical failure and students are aboard that require transportation, the relief vehicle should drive to the front of and pull in line with and as close to the disabled vehicle as possible. Vehicle Code Section 22112(d) states that a school bus disabled due to mechanical breakdown and/or the relief bus shall not activate the flashing red light system while loading and unloading passengers. The drivers of both vehicles should activate the hazard lights prior to the unloading and loading of passengers.

School Activity Trips

Loading School Buses at a School Site:

- If the students are not crossing the roadway the bus is on to board the bus, then the driver shall not activate the flashing amber warning light system when loading/unloading.
- Students will fill each seat on the bus as instructed by teacher and/or bus driver.
- The group or athletic team will assemble in an area away from the school bus. When the students are ready to load, the driver will commence loading.
- Upon completion of loading, the driver will proceed with the bus evacuation and safety presentation. This shall include an explanation and demonstration of all emergency exits, first aid kits, fire extinguishers, etc.
  Upon completion of the presentation, the driver will require the chaperone/coach to sign the trip sheet. The driver will then depart when safe to do so.

Loading/Unloading at the Activity Destination Site:

- Upon arrival at the destination, the driver will select an area where the bus can be lawfully parked and where students do not have to cross the street that the bus is on so loading/unloading will be easier.
- The school will provide at least 1 adult chaperone per bus to accompany students.
- The driver, as necessary, will provide instructions to the chaperone/coach(s) regarding the time and location where the group will assemble to reload the school bus.

Adult Chaperones

Schools shall provide at least 1 adult chaperone to accompany pupils on each school pupil activity trip.

School Bus Safety Law

- School bus drivers shall ensure that students are not left unattended on a school bus, except to perform red light escorts to other students 22112(d) VC, comply with the legal requirements of collisions and mechanical breakdowns. All drivers shall remain in the immediate vicinity of the school bus.

S.B.1072

- **The Paul Lee School Bus Safety Law**
- In accordance with Education Code § 39831.3(a)(4), the Transportation Department deploys the following departmental policy to ensure students are not left unattended on a school bus:
- After each run (this means at each school site in the morning and after the last stop for each school in the mid-day and the PM) all drivers will physically walk to the rear of the bus and check each row of seats to ensure that there are NO STUDENTS still on board. This bus check shall include looking under the bus seats.
- Upon returning to the Transportation facility, drivers will once again physically walk to the rear of the bus and check each row of seats to ensure that there are NO STUDENTS still on board. This bus check shall include looking under the bus seats.

School Bus Safety Information

- Riding on a school bus is one of the safest, if not the safest form of transportation in the nation. School bus drivers carry the most precious cargo that can be carried over the roadways. Drivers are trained and continue to be trained throughout their careers. They even have to demonstrate their skills to the California Highway Patrol through periodic testing so they can continue to drive a school bus.

  Riding in a school bus is:
  - 172 times safer than your family automobile
  - 8 times safer than passenger trains or commercial airlines
  - 4 times safer than transit buses or intercity buses

  Collisions are rare because school districts and the drivers themselves train and work hard at driving defensively to avoid collisions. In addition, the school buses themselves are designed to withstand all but the most serious crashes without death or serious injury. With continued training, to help children learn how to get on and off the school bus safely, parents, drivers and teachers can help prevent the remaining few collisions that now occur.

Pathful, Inc.
5540 Centerview Dr, Ste 204, PMB 63880
Raleigh, NC 27606-8012
E: sales@pathful.com
P: 888-908-4924
F: 828-348-1770

Date:
12/19/2023

Order Form:
#Q-06066

Pricing Good Until:
1/18/2024

Subscription Period:
1/23/2024 - 1/22/2025

Bill To:
Cuyama Valley High School
2300 Highway 166
Cuyama, California 93254

Additional Info:

Sales Contact	Contact Email
Taurris Wilkes	twilkes@pathful.com

LINE	ITEM	TIER	QTY	LIST PRICE	DISCOUNT	TOTAL
1	Pathful Bundle	Tier 1	1	$7,000.00	35%	$4,550.00

Line #2. Explore (Standard): Access to our college & career exploration platform that helps students create career paths through planning, interactive tools, assessments, and best-in-class career videos as well as features and functionality across the entire college and career readiness journey.

Subscription Period: 1/23/2024 - 1/25/2025

Line #3. Connect (Standard): Access to our live virtual connections platform which matches classrooms with a network of industry professionals, virtually bringing real-world relevance and career exposure to all students while providing an effective way for companies to extend education outreach and create equity of access. Teachers can request a session, join any Pathful-led session or watch thousands of recorded live sessions. Admin can use our Event Platform to host school-wide or district-wide live events.

Subscription Period: 1/23/2024 - 1/25/2025

Total Discounts	**$2,450.00**
Total Price	**$4,550.00**

INVOICING INFORMATION

Invoice Primary Contact	
Contact Name:	
Email Address:	
Invoice Mailing Address	
Street:	
City:	
State:	
Zip:	

By signing this Order Form, I represent and warrant that the information provided by me on this Order Form is true and accurate and that I am authorized to sign on behalf of Customer and bind Customer to the terms, conditions, and obligations of this Order Form, including any terms, conditions, and obligations of any documents attached to this Order Form or otherwise incorporated by reference. I acknowledge and agree that, by signing below, this Order Form establishes and represents a binding agreement between Customer and Pathful for Customer to receive delivery of the goods and services listed above and to pay the total fees listed above.

The terms of this Order Form shall prevail over the terms of any Purchase Order issued by Customer. Pathful reserves the right to reject or rescind any signed Order Form that is not received within 30 days from the above date of this Order Form.

AGREED AND ACCEPTED FOR AND ON BEHALF OF CUSTOMER BY:

SIGNATURE:	
NAME:	
TITLE:	
DATE:	

My Organization requires a PO(Yes/No)?	
The PO number for this Order is	

SUBSCRIPTION TERMS, CONDITIONS, AND POLICIES:

The Pathful Connect Terms of Use and the Pathful Connect Privacy Policy are fully incorporated by reference into this Order Form. Customer's subscription to and use of the Pathful Connect platform is subject to all such terms, conditions, and policies as in effect from time to time.

The Pathful Explore Terms of Use and the Pathful Explore Privacy Policy are fully incorporated by reference into this Order Form. Customer's subscription to and use of the Pathful Explore platform is subject to all such terms, conditions, and policies as in effect from time to time.

For new customer purchases, the Subscription Start Date will be the later of: (i) the date listed above on this Order Form, (ii) the date this Order Form is signed, or (iii) the date listed on your Purchase Order (if applicable). The Subscription End Date will be updated accordingly.

TECHNOLOGY REQUIREMENTS:

Customer is responsible for making available to users the necessary technology required for optimal experience and participation. To participate, users will need to have the following:

System Requirements:
- An internet connection – broadband wired or wireless (4G/LTE)
- Speakers and a microphone – built-in, USB plug-in and wireless
- A webcam or HD webcam - built-in or USB plug-in
- If using in a classroom setting, projector and screen to display to the class

Supported Operating Systems:
- Mac OS X
- Windows 10 or 11
- Chromebook
- iOS and Android mobile devices

Supported Browsers:
- Google Chrome
- Safari
- Firefox
- Microsoft Edge

PAYMENT AND SALES TERMS:

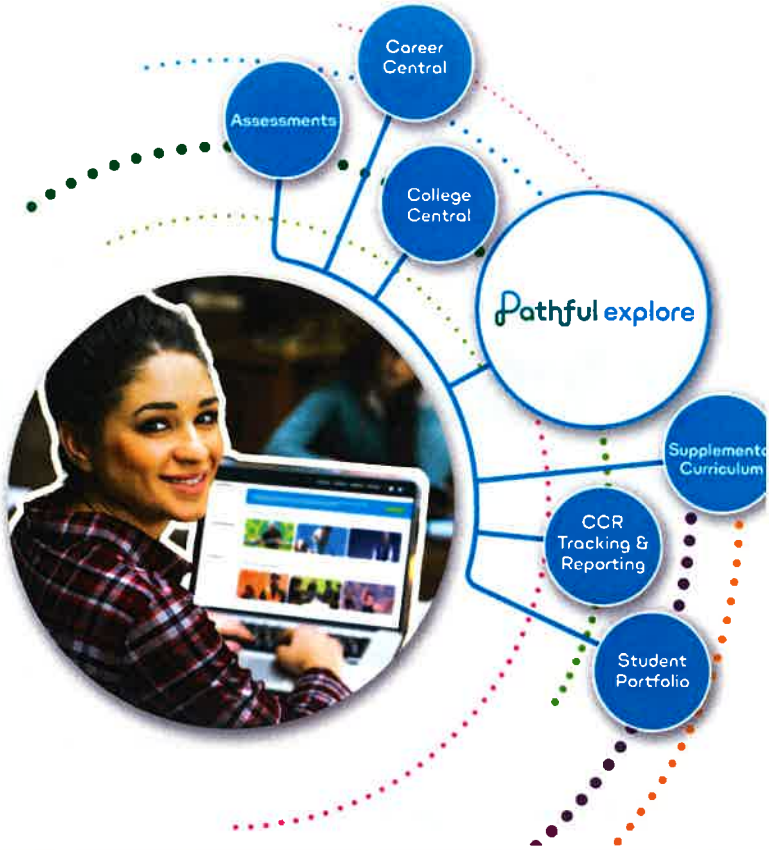
- All fees are in US Dollars and exclude any applicable sales taxes, which are Customer's sole responsibility.
- Payment terms are NET 30 from receipt of invoice.
- For the avoidance of doubt, invoicing or payment frequency will not modify or diminish the full amount of fees payable under this Order Form, and Customer remains responsible for payment of the full amount set forth as total fees payable above regardless of the invoicing or payment frequency.
- Unpaid amounts are subject to a finance charge of 1.5% per month on any outstanding balance, or the maximum permitted by law, whichever is lower, plus all expenses of collection and may result in immediate termination of Services.
- All fees paid are nonrefundable, and Services cannot be decreased during an applicable subscription service term.
- Customer shall not transfer or assign any or all Services or licenses on this Order Form.
- Customer is responsible for providing complete and accurate contact and billing information, and failure to provide, update, or advise us of such information will not waive or diminish Customer's obligations under this Order Form.

Pathful explore

The 6-12 College & Career Readiness Platform

Pathful Explore is a 6-12 College and Career Readiness Platform that uses a combination of interactive tools, assessments, and real-world exploration videos to help students adapt to the rapidly evolving world of work.

- Supports student exploration, preparation, and placement
- Builds critical thinking skills
- Helps students expand their employability skill set with courses that award micro-credentials



Our Difference

Best-in-Class Virtual Job Shadow Videos

A growing library of almost 3,000 professionally produced job shadow and career advice videos gives students an authentic glimpse of what their future could be.

Featuring Virtual Job Shadows of:

Alaska Airlines, BOLDT, Centek, Marriott, md, Portland Trail Blazers, Oklahoma City Zoo & Botanical Garden, Warren CAT

Employability Skills Content + Micro-Credentials





500+ Employability Skills Videos, FlexLessons, and FlexCourses help students build skills and earn micro-credentials. Micro-credentials can be added to resumes
and job applications to separate students from other candidates.

Our Impact

1.8M Students Reached

15M Careers Explored through Video Views

Pathful explore

Pathful Explore supports college and career exploration, preparation, and placement, while offering portfolios & robust reporting.

Exploration

Interest, Value, and Aptitude Assessments

Students begin with interest, value, and aptitude assessments that guide the career exploration process and recommend potential careers.



Career & College Central

Up-to-date market data, Virtual Job Shadow videos, and career profiles give students detailed insights into their post-secondary options.





Preparation

Employability Skills Content

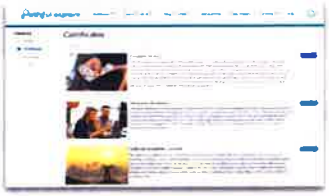
Teacher-assigned or student-driven lesson and video content prepares students with the skills they need for the workforce.



Micro-Credentials

Students earn micro-credentials* in key skills to add to their resume and demonstrate mastery.

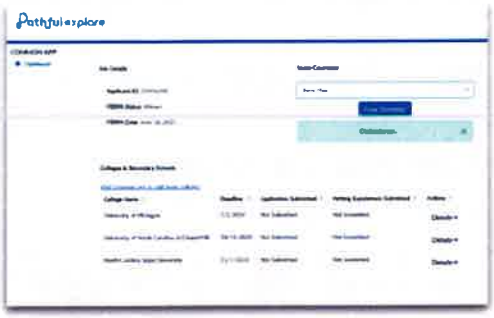
**Available in Explore Plus only*



Placement

College App Management + Indeed Job Search

Common App and ETX integrations streamline the college application process – while students can search real job postings directly through Pathful Explore.



Portfolios

Student Portfolio

Students can capture, track, and share their career readiness journey through favorited careers and colleges, goal-setting documents, and other student evidence tools.



Reporting

Reports

Track progress towards CCR initiatives, student plans, usage, assessment results, and career clusters explored.



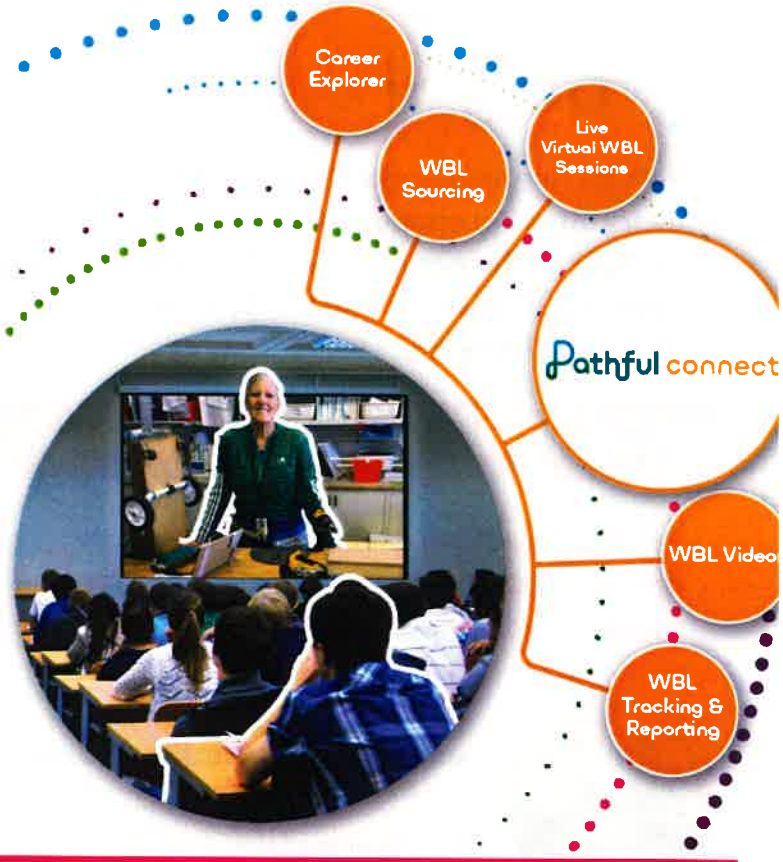
info@pathful.com | 888.908.4924 | www.pathful.com/explore | @ pathfulinc

Pathful connect

The K-12 Live, Virtual Work-Based Learning Platform

Pathful Connect is a K-12 Live, Virtual Work-Based Learning Platform offering real-time virtual connections between students and professionals.

- Ensures equitable WBL participation and eliminates geographic, resource, and access barriers
- Increases WBL participation across all grade levels through flexible deliver modes and times
- Saves hundreds of WBL sourcing hours
- Supports WBL admin reporting, including a WBL tracker available in 2024



Our Difference

Live Virtual Work-Based-Learning Options Across the Continuum

Innovative programming across grade bands.



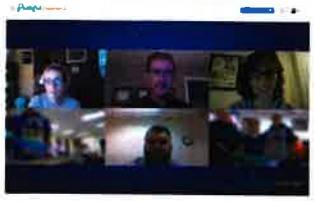
Learning Of Work *(Grades K-5)*

Real-World Connections & Workplace Virtual Field Trips



Learning About Work *(Grades 6-8 & 9-12)*

Career Conversations, Real-World Connections & Workplace Tours



Learning Through Work *(Grades 9-12)*

Capstone Projects, Shark Tank events, and coming BTS 2024, Industry-Led Projects

WBL Sourcing

Saves districts and schools hundreds of WBL sourcing hours by connecting students to our extensive network of professionals and industry partners:



Raheem Pree, *Engineer*



Emily Woods, *Game Developer*



Athena Ford, *Executive Chef*

*Plus **60K** other professionals from more than **5K** companies in our network.*

Industry Partners include:

AT&T · Boston Scientific · IF THEN Coalition · LinkedIn · verizon

Our Impact

1.5M Student Impressisons

162K Participating Educators

17K Work-Based Learning Experiences

Pathful connect

Pathful Connect makes WBL work for every student; encourages active student participation; and offers WBL evidence, reporting, and tracking to meet state requirements.

Make WBL Work for Every Student

Increase WBL participation across all grade levels through flexible delivery modes and times



Reach classrooms of students with personalized, teacher-requested WBL events

Reach hundreds of students with District or School-Created WBL Events



Reach thousands of students with a full calendar of pre-scheduled WBL sessions, events & workshops

Reach every student with student-driven WBL

WBL Tracker and Admin Reporting

WBL Tracker and Admin Reports include:

- Event attendance reporting *(available now)*
- Student reflections for WBL evidence *(coming soon)*
- Tracking of virtual WBL hours completed on Connect *(coming soon)*
- Tracking of physical WBL hours *(coming early 2024)*



Active Student Participation and WBL Evidence

Coming Soon Fall 2023

- **Students join a live session** through a code shared by the teacher
- Industry professionals receive **live feedback from students** through reaction emotes
- Students create reflections **in the moment**
- All engagement is **tracked and reportable** to develop strong WBL participation evidence



BEFORE THE GOVERNING BOARD OF THE
CUYAMA JOINT UNIFIED SCHOOL DISTRICT
COUNTY OF SANTA BARBARA, STATE OF CALIFORNIA

Reducing or Eliminating Certain Certificated Services for the 2024-2025 School Year	)	Resolution No. 2023-2024:04

WHEREAS, Sections 44949 and 44955 of the Education Code require action by the Governing Board in order to reduce or eliminate services and permit the layoff of certificated employees; and

WHEREAS, the District Superintendent has recommended to the Governing Board that particular kinds of services be reduced or eliminated no later than the beginning of the 2024-2025 school year; and

WHEREAS, the Governing Board has determined that it is in the best interest of the District, and the welfare of the students thereof, to reduce or discontinue certain particular kinds of services no later than the beginning of the 2024-2025 school year; and

WHEREAS, as a result of the reduction or elimination of particular kinds of services, it will be necessary to reduce the number of certificated employees of the District.

NOW THEREFORE, BE IT RESOLVED by the Governing Board of the Cuyama Joint Unified School District:

1. That each of the above recitals is true and correct.

2. That the Governing Board hereby determines to reduce or eliminate those particular kinds of services set forth in **Exhibit A**, attached hereto and incorporated by reference herein.

3. That, no later than March 15, 2024, the Superintendent or Superintendent's designee is authorized and directed to give legally required notice to those employees who may not be reemployed for the 2024-2025 school year as a result of this reduction in services.

5. That the Superintendent or Superintendent's designee is also authorized and directed to initiate and take all actions necessary and appropriate to implement this Resolution including, but not limited to, signing any applicable service agreements with the state Office of Administrative Hearings in furtherance of this service reduction process.

I CERTIFY that the above resolution, proposed by Trustee _____ and seconded by Trustee _____, was duly passed and adopted by the Governing Board of the Cuyama Joint Unified School District of Santa Barbara County, California, at an official and public meeting thereof held on January 11, 2024, 2024, by the following vote:

AYES: _____
(Name(s) of Board Members)
NAYES: _____
(Name(s) of Board Members)
ABSTENTIONS: _____
(Name(s) of Board Members)
ABSENCES: _____
(Name(s) of Board Members)

DATED:

GOVERNING BOARD OF THE
CUYAMA JOINT UNIFIED SCHOOL DISTRICT

By: _____

Title: _____
Board President

[Attachment: Exhibits A and B]

CUYAMA JOINT UNIFIED SCHOOL DISTRICT

RESOLUTION REDUCING OR DISCONTINUING PARTICULAR KINDS OF SERVICES

EXHIBIT A

	FTE*
Elementary K-8/High School Services	
K-12 Counselor	1.0
Sub-total:	
**TOTAL FTE Reduced or Discontinued ..... **	**1.0**

*FTE = Full Time Equivalent

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 newcome 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 agendized 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.

CSBA UPDATE CHECKLIST – December 2023

District Name: Cuyama Joint Unified School District

Contact Name: Alfonso Gamino Phone: 661-766-2642 Email: agamino@cuyamaunified.org

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
BP 0460	Local Control and Accountability Plan		
AR 0460	Local Control and Accountability Plan		
BP 0500	Accountability		
BP 0520	Intervention in Underperforming Schools		
AR 1220	Citizen Advisory Committees		
BP 1431	Waivers		
BP 3400	Management of District Assets/Accounts		
AR 3400	Management of District Assets/Accounts		
BP 5116.2	Involuntary Student Transfers		
BP 5131.2	Bullying		
AR 5131.2	Bullying		
AR 5141.21	Administering Medication and Monitoring Health Conditions		
BP 5148.3	Preschool/ Early Childhood Education		
AR 5148.3	Preschool/ Early Childhood Education		
BP 6142.8	Comprehensive Health Education		
AR 6142.8	Comprehensive Health Education		
BP 6146.1	High School Graduation Requirements	**Fill in Blanks** No other	
BP 6146.4	Differential Graduation and Competency Standards for Students with Disabilities		
BP 6170.1	Transitional Kindergarten		
AR 6173.3	Education for Juvenile Court School Students		

CSBA UPDATE CHECKLIST – December 2023

District Name:_____

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
BB 9321	Closed Session		
E(1) 9321	Closed Session	**Fill in Blanks** Based on individual closed session item	
E(2) 9321	Closed Session	**Fill in Blanks** Based on individual item –	

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. ~~An~~ 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~~ An "unduplicated student" is a student who ~~are~~is eligible for free or reduced-price meals, who is an English ~~learners, 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 LCFF~~a 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 15945. 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 15945. 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 ~~52062~~52060 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 ~~AR~~Board 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
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Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 15494-15497	Local control and accountability plan and spending requirements
Ed. Code 17002	State School Building Lease-Purchase Law, including definition of good repair
Ed. Code 305-306	English language education
Ed. Code 33430-33436	Learning Communities for School Success Program; grants for LCAP implementation
Ed. Code 41020	Requirement for annual audit
Ed. Code 41320-41322	Emergency apportionments

Ed. Code 42127	Public hearing on budget adoption
Ed. Code 42238.01-42238.07	Local control funding formula
Ed. Code 44258.9	County superintendent review of teacher assignment
Ed. Code 47604.33	Submission of reports by charter schools
Ed. Code 47606.5	Charter schools; local control and accountability plan
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 51210	Course of study for grades 1-6
Ed. Code 51220	Course of study for grades 7-12
Ed. Code 52052	Numerically significant student subgroups
Ed. Code 52059.5	Statewide system of support
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 52302	Regional occupational centers and programs
Ed. Code 52372.5	Linked learning program
Ed. Code 54692	Partnership academies
Ed. Code 60119	Sufficiency of textbooks and instructional materials; hearing and resolution
Ed. Code 60605.8	California Assessment of Academic Achievement; Academic Content Standards Commission
Ed. Code 60900	California Longitudinal Pupil Achievement Data System
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
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6164.5	Student Success Teams
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6164.6	Identification And Education Under Section 504
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6172	Gifted And Talented Student Program
6172	Gifted And Talented Student Program
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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
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6179	Supplemental Instruction
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6190	Evaluation Of The Instructional Program
7110	Facilities Master Plan
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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)

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

State	Description
5 CCR 15494-15497	Local control and accountability plan and spending requirements
Ed. Code 17002	State School Building Lease-Purchase Law, including definition of good repair
Ed. Code 305-306	English language education
Ed. Code 33430-33436	Learning Communities for School Success Program; grants for LCAP implementation
Ed. Code 41020	Requirement for annual audit
Ed. Code 41320-41322	Emergency apportionments

Ed. Code 42127	Public hearing on budget adoption
Ed. Code 42238.01-42238.07	Local control funding formula
Ed. Code 44258.9	County superintendent review of teacher assignment
Ed. Code 47604.33	Submission of reports by charter schools
Ed. Code 47606.5	Charter schools; local control and accountability plan
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 51210	Course of study for grades 1-6
Ed. Code 51220	Course of study for grades 7-12
Ed. Code 52052	Numerically significant student subgroups
Ed. Code 52059.5	Statewide system of support
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 52302	Regional occupational centers and programs
Ed. Code 52372.5	Linked learning program
Ed. Code 54692	Partnership academies
Ed. Code 60119	Sufficiency of textbooks and instructional materials; hearing and resolution
Ed. Code 60605.8	California Assessment of Academic Achievement; Academic Content Standards Commission
Ed. Code 60900	California Longitudinal Pupil Achievement Data System
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
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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~~Education's (CDE) ~~will 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, Statues 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 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)

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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~~60648.5	California Assessment of Student Performance and Progress
Ed. Code 60900	California Longitudinal Pupil Achievement Data System

Federal	**Description**
20 USC 6311	State plan
20 USC 6312	Local educational agency plan
~~34 CFR 200.12-200.24~~	~~State accountability system~~
~~34 CFR 200.30-200.48~~	~~State and LEA report cards and plans~~

Management Resources	**Description**
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education, Accountability
Website	California Department of Education, California Longitudinal Pupil Achievement Data System (CALPADS) (https://www.cde.ca.gov/ds/sp/cl/)
Website	California School Dashboard
Website	CSBA
Website	U.S. Department of Education

Cross References

Code	**Description**
0000	Vision
0200	Goals For The School District
0400	Comprehensive Plans
0415	Equity
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0420.41	Charter School Oversight
0420.41-E(1)	Charter School Oversight
0420.42	Charter School Renewal
0420.43	Charter School Revocation
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
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~~to, the County Superintendent regarding the district's completion of the activities listed in ~~items~~Items #1-~~2~~5 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
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Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 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	**Description**
20 USC 6311-6322	Improving basic programs for disadvantaged students

Management Resources	**Description**
California Department of Education Publication	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 School Dashboard~~
California Department of Education Publication	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	California School Dashboard
Website	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.

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Policy Reference Disclaimer:
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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~~215	California Public Records Act

Gov. Code 810.2	Tort claims act; definition of employee
Gov. Code 810.4	Tort claims act; definition of 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	**Description**
42 USC 1758b	Local wellness policy

Management Resources	**Description**
Court Decision	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	**Description**
0000	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: The following optional paragraph is for use by districts with an employee organization certified to represent the district's employees in negotiations with the district.

In addition, the Superintendent or designee shall consult with the exclusive representative of district employees in the development of the waiver request, and shall include in the request the exclusive representative's position regarding the waiver. (Education Code 33050, 33051)

CSBA NOTE: The following paragraph is for use by districts that participate in a joint powers entity to operate a regional occupational center or program. See BP 6178.2 - Regional Occupational Center/Program.

A request for a waiver related to a regional occupational center or program operated by a joint powers agency shall be submitted as a joint waiver request with other participating school districts upon approval of a unanimous vote of the governing board of the joint powers agency. (Education Code 33050)

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 printed in a newspaper of general circulation ~~and/or~~, 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)

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State	Description
Ed. Code 33050-33053	General waiver authority
Ed. Code 48000-48003	Kindergarten
Ed. Code 48800	Attendance at community college
Ed. Code 51747.3	Charter school independent study funding
Ed. Code 56000-56865	Special education programs
Ed. Code 65000-65001	School site councils

Management Resources	Description
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education, Waiver Office
Website	Commission on Teacher Credentialing

Cross References

Code	Description
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0420.41	Charter School Oversight
0420.41-E(1)	Charter School Oversight
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
3280	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 valuate 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.

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State	Description
Ed. Code 1241.5	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)
Governmental Accounting Standards Board Statement	Statement 96, Subscription-Based Information Technology Arrangements, May 2020 (www.gasb.org/document/blob?fileName=GASBS%2096.pdf)
Governmental Accounting Standards Board Publication	Implementation Guide No. 2019-3, Leases, August 2019 (https://www.gasb.org/page/ShowDocument?path=Implementation%2520Guide%25202019-

	3%CE%93%C3%87%C3%B6Leases.pdf&acceptedDisclaimer=true&title=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+BASIC+FINANCIAL+STATEMENTS%E2%80%94AND+MANAGEMENT%27S+DISCUSSION+AND+ANALYSIS%E2%80%94FOR+STATE+AND+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

Regulation 3400: Management Of District Assets/Accounts **Status:** ADOPTED

Original Adopted Date: 10/01/1993 | **Last Revised Date:** ~~07~~12/01/~~2003~~2023 | **Last Reviewed Date:** ~~07~~12/01/~~2003~~2023

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)

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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)

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Governmental Accounting Standards Board Statement	Statement 87, Leases, June 2017 (www.gasb.org/document/blob?fileName=GASBS87.pdf)
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Website	CSBA District and County Office of Education Legal Services
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3100	Budget
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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 involuntary 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~~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)

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Policy Reference Disclaimer:
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State	Description
Ed. Code 234.1	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)
5145.3	Nondiscrimination/Harassment
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
6173.1	Education for Foster Youth
6173.4	Education for American Indian Students
6184	Continuation Education
6185	Community Day School
9321	Closed Session

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~~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.

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State	**Description**
5 CCR 4600-4670	Uniform complaint procedures
Bus. and Prof. Code 22589-22589.4	Cyberbullying Protection Act
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	School discipline ~~Rules~~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/selguidingprincipleswb.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/E68E16A652D34EADA2BFDCD9668B1C8F.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
5141.5	Mental Health
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
6142.8	Comprehensive Health Education
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/~~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 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 plan for school connectedness and social skills with benchmark tracking, which may include providing regular opportunities and spaces for students to develop social skills and strengthen relationships and promoting adult support from family and school staff, peer-led programs, and partnerships with key community groups, implementing socially based educational techniques such as cooperative learning projects that can improve educational outcomes as well as peer relations, creating a supportive school environment that fosters belonging through equitable classroom management, mentoring, and peer support groups that allow students to lean on each other and learn from each other's experiences, and building social connection into health education courses including information on the consequences of social connection on physical and mental health, key risk and protective factors, and strategies for increasing social connection

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

State	**Description**
5 CCR 4600-4670	Uniform complaint procedures
Bus. and Prof. Code 22589-22589.4	Cyberbullying Protection Act
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	School discipline ~~Rules~~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/selguidingprincipleswb.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/E68E16A652D34EADA2BFDCD9668B1C8F.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
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Regulation 5141.21: Administering Medication And Monitoring Health Conditions

Status: ADOPTED

Original Adopted Date: 12/01/2013 | **Last Revised Date:** 12/01/~~2019~~2023 | **Last Reviewed Date:** 12/01/~~2019~~2023

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

5. Contain an acknowledgment that the parent/guardian understands the right to terminate the consent for the administration of the medication or for otherwise assisting the student in the administration of medication at any time

In addition to the requirements in ~~items~~Items #1-5 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

In addition to the requirements in ~~items~~Items #1-5 above, if a parent/guardian wishes to designate an individual who is not an employee of the district to administer medication to the student, the parent/guardian's written statement shall clearly identify the individual and shall state:

1. The individual's willingness to accept the designation

2. That the individual is permitted to be on the school site

3. Any limitations on the individual's authority

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 and Emergency Albuterol Inhalers

~~CSBA NOTE:~~ CSBA NOTE: The following section addresses the administration of emergency epinephrine auto-injectors and emergency albuterol inhalers 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)

CSBA NOTE: Pursuant to Education Code 49414.7, as added by AB 1283 (Ch. 574, Statutes of 2023), the district is authorized to provide emergency stock albuterol inhalers, including, if necessary, single-use disposable holding chambers, for use by school nurses or trained employees who have volunteered to provide emergency medical aid to persons suffering or reasonably believed to be suffering from respiratory distress.

Additionally, the Superintendent or designee may make emergency stock albuterol inhalers available to school nurses and trained personnel who have volunteered to be used to provide medical aid to person(s) suffering, or reasonably believed to be suffering, from respiratory distress. (Education Code 49414.7)

CSBA NOTE: Education Code 49414, and 49414.7, as added by AB 1283, require districts to distribute the following notice to all staff, at least annually. See E(1) 4112.9/4212.9/4312.9 – Employee Notifications.

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~~.~~ and stock albuterol inhalers. 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 and stock albuterol inhalers. 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 and stock albuterol inhalers in an accessible location, and shall specify such location in annual notices to staff.

~~If~~ 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 and emergency albuterol inhalers. 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 and/or stock albuterol inhalers 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 and emergency albuterol inhalers.

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 and/or emergency albuterol inhalers 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
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Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 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/~~2022~~2023 | **Last Reviewed Date:** 12/01/~~2022~~2023

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~~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. In order to provide families with the option of a full-day, high-quality instructional program, the district may enroll children who are in a TK or kindergarten program in a California State Preschool Program (CSPP) before and/or after the regular school day.

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 ~~to~~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 ~~8322~~8281.5)

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

State	Description
22 CCR 101151-101191	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
5 CCR 80067	Professional Clear Early Childhood Education Specialist Instruction Credential
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~~Kindergartens
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 60910	Data for students enrolled in California State Preschool Program
Ed. Code 69617	Golden State Teacher Grant Program
Ed. Code 8200-8340	California State Preschool Program
~~Ed. Code 8203.5~~	~~Contracts to provide preschool services~~
~~Ed. Code 8205~~	~~Definitions~~
~~Ed. Code 8207~~	~~California State Preschool Program administration~~
~~Ed. Code 8208~~	~~Eligibility of three- or four-year-old child for state preschool program~~
~~Ed. Code 8209~~	~~Physical examination and immunizations~~
~~Ed. Code 8210~~	~~Priority for part-day programs~~
~~Ed. Code 8211~~	~~Priority for full-day programs~~
~~Ed. Code 8212~~	~~Complaints related to preschool health and safety issues~~
~~Ed. Code 8213~~	~~Income eligible; definition~~
~~Ed. Code 8214~~	~~Order of disenrollment~~

~~Ed. Code 8217~~	~~Enrollment of three- and four-year-old children in state preschool programs~~
~~Ed. Code 8220-8221~~	~~Family literacy services~~
~~Ed. Code 8241~~	~~Staffing ratios for center-based program~~
~~Ed. Code 8252-8254~~	~~Early childhood education family fees~~
~~Ed. Code 8298~~	~~Program director qualifications~~
~~Ed. Code 8322~~	~~California Prekindergarten Planning and Implementation Grant Program~~
Ed. Code 8489-8489.1	Expulsion and ~~Suspension Procedures~~suspension procedures
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	**Description**
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	**Description**
California Department of Education Publication	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~~	~~Prekindergarten Learning Development Guidelines, 2000~~
California Department of Education Publication	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/psenglearnersed2.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/OZrg3IsP1GE8b/)

Cross References

Code	Description
0415	Equity
0470	COVID-19 Mitigation Plan
0500	Accountability
1240	Volunteer Assistance

1240	Volunteer Assistance
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1330	Use Of School Facilities
1330	Use Of School Facilities
1330-E(1)	Use Of School Facilities
1330.1	Joint Use Agreements
1340	Access To District Records
1340	Access To District Records
1400	Relations Between Other Governmental Agencies And The Schools
1700	Relations Between Private Industry And The Schools
3260	Fees And Charges
3260	Fees And Charges
3280	Sale Or Lease Of District-Owned Real Property
3280	Sale Or Lease Of District-Owned Real Property
3523	Electronic Signatures
3523	Electronic Signatures
3541	Transportation Routes And Services
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
3580	District Records
3580	District Records
4112	Appointment And Conditions Of Employment
4112.2	Certification
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 185SB 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 210SB 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 untilUntil June 30, 20232025, a minimum of 5 percent is required, starting July 1, 20232025, to June 30, 20242026, 7.5 percent must be reserved, and from July 1, 20242026, 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 4four-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
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Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
22 CCR 101151-101191	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
5 CCR 80067	Professional Clear Early Childhood Education Specialist Instruction Credential
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~~Kindergartens
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 60910	Data for students enrolled in California State Preschool Program
Ed. Code 69617	Golden State Teacher Grant Program
Ed. Code 8200-8340	California State Preschool Program
~~Ed. Code 8203.5~~	~~Contracts to provide preschool services~~
~~Ed. Code 8205~~	~~Definitions~~
~~Ed. Code 8207~~	~~California State Preschool Program administration~~
~~Ed. Code 8208~~	~~Eligibility of three- or four-year-old child for state preschool program~~
~~Ed. Code 8209~~	~~Physical examination and immunizations~~
~~Ed. Code 8210~~	~~Priority for part-day programs~~
~~Ed. Code 8211~~	~~Priority for full-day programs~~
~~Ed. Code 8212~~	~~Complaints related to preschool health and safety issues~~
~~Ed. Code 8213~~	~~Income eligible; definition~~

~~Ed. Code 8214~~	~~Order of disenrollment~~
~~Ed. Code 8217~~	~~Enrollment of three- and four-year-old children in state preschool programs~~
~~Ed. Code 8220-8221~~	~~Family literacy services~~
~~Ed. Code 8241~~	~~Staffing ratios for center-based program~~
~~Ed. Code 8252-8254~~	~~Early childhood education family fees~~
~~Ed. Code 8298~~	~~Program director qualifications~~
~~Ed. Code 8322~~	~~California Prekindergarten Planning and Implementation Grant Program~~
Ed. Code 8489-8489.1	Expulsion and ~~Suspension Procedures~~suspension procedures
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	**Description**
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	**Description**
California Department of Education Publication	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~~	~~Prekindergarten Learning Development Guidelines, 2000~~
California Department of Education Publication	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/psenglearnersed2.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
4112.2	Certification
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/~~2021~~2023 | **Last Reviewed Date:** ~~03~~12/01/~~2021~~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.

The district shall provide a planned, sequential, research-based, and developmentally appropriate health education curriculum for students in grades K-12 which is aligned with the state's content standards and curriculum framework and integrated with other content areas of the district's curriculum. The Superintendent or designee shall determine the grade levels and subject areas in which health-related topics will be addressed, in accordance with law, Board policy, and administrative regulation.

CSBA NOTE: The following optional paragraph may be revised to reflect district practice. Education Code 51890 defines a "comprehensive health education program" as one that includes community participation in the teaching of health, including classroom participation by practicing professional health and safety personnel in the community. Education Code 51891 defines "community participation" as active participation in the planning, implementation, and evaluation of comprehensive health education by parents/guardians, practicing health care and public safety personnel, and public and private health care and service agencies.

As appropriate, the Superintendent or designee shall involve school administrators, teachers, school nurses, health professionals representing various fields of health care, parents/guardians, community-based organizations, and other community members in the development, implementation, and evaluation of the district's health education program. Health and safety professionals may be invited to provide related instruction in the classroom, school assemblies, and other instructional settings.

The Superintendent or designee shall provide professional development as needed to ensure that health education teachers are knowledgeable about academic content standards, the state curriculum framework, and effective instructional methodologies.

CSBA NOTE: The following optional paragraph should be revised to reflect indicators agreed upon by the Governing Board and Superintendent for evaluating the district's health education program.

The Superintendent or designee shall provide periodic reports to the Board regarding the implementation and effectiveness of the district's health education program, which may include, but not be limited to, a description of the district's program and the extent to which it is aligned with the state's content standards and curriculum framework, the amount of time allotted for health instruction at each grade level, student achievement of district standards for health education, and the manner in which the district's health education program supports the physical, mental, and social well-being of students.

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

State	Description
5 CCR 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 ~~Ed~~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/20181807PreventingCatastrophicHeatIllness.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://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)
CSBA Publication	Integrating Oral Health into School Health Programs and Policies, May 2010 (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/ConditionsofChildren/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 itemItem #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
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Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 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 ~~Ed~~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/20180807PreventingCatastrophicHeatIllness.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://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)
CSBA Publication	Integrating Oral Health into School Health Programs and Policies, May 2010 (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/ConditionsofChildren/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
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. Three courses in English (Education Code 51225.3)

~~2.~~ 2. Two courses in mathematics (Education Code 51225.3)

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

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

~~3.~~ Successful completion of an approved computer science course that is classified as a "category C" course based on the University of California (UC) and California State University (CSU) "A-G" admission requirements shall be counted toward the satisfaction of additional graduation requirements in mathematics. (Education Code 51225.3, 51225.35)

~~4.~~ 3. Two courses in science, including biological and physical sciences (Education Code 51225.3)

~~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)

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)

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)

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

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

If the district requires a course in health education for graduation, Education Code 51225.36 requires that the district include instruction in sexual harassment and violence, including, but not limited to, information on the affirmative consent standard pursuant to Education Code 67386.

See BP 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction. In addition, pursuant to Education Code 51225.6, a district that requires a course in health education for graduation is required to include instruction in compression-only cardiopulmonary resuscitation (CPR). See AR 6143 - Courses of Study.

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

~~9.~~ 8. _____

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 1600-4670. 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 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 a~~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 51225.1~~3~~1, 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)

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

State	Description

5 CCR 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	Description
20 USC 7011	Definition of newcomer student
34 CFR 300.1-300.818	Individuals with Disabilities Education Act

Management Resources	Description
Court Decision	O'Connell v. Superior Court (Valenzuela) (2006) 141 Cal.App.4th 1452
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education, High School
Website	University of California, List of Approved A-G Courses
Website	CSBA

Cross References

Code	Description
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0470	COVID-19 Mitigation Plan
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures

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

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

6172.1	Concurrent Enrollment In College Classes
6172.1	Concurrent Enrollment In College Classes
6173	Education For Homeless Children
6173	Education For Homeless Children
6173-E(1)	Education For Homeless Children
6173-E(2)	Education For Homeless Children
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6173.2	Education Of Children Of Military Families
6173.2	Education Of Children Of Military Families
6173.3	Education For Juvenile Court School Students
6175	Migrant Education Program
6175	Migrant Education Program
6176	Weekend/Saturday Classes
6177	Summer Learning Programs
6178	Career Technical Education
6178	Career Technical Education
6178.1	Work-Based Learning
6178.1	Work-Based Learning
6178.2	Regional Occupational Center/Program
6179	Supplemental Instruction
6181	Alternative Schools/Programs Of Choice
6181	Alternative Schools/Programs Of Choice
6184	Continuation Education
6184	Continuation Education
6200	Adult Education
6200	Adult Education
9000	Role Of The Board

Policy 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. ~~52~~48, 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

3. 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)

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Policy Reference Disclaimer:
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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
Ed Code 60900.2	Students with Disabilities Graduation Reporting

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 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.

CSBA NOTE: The following paragraph is optional. If the district chooses to allow kindergarten-eligible children to enroll in the TK program, CDE recommends in its, "Universal Prekindergarten FAQs," that the district establish criteria to determine selection requirements. The parent/guardian of a kindergarten-eligible child who is enrolled in TK must, at the end of the year, sign a Kindergarten Continuance Form verifying agreement with the child enrolling in kindergarten the following year; see section "Continuation ~~in~~to Kindergarten" below.

On a case-by-case basis, a child whose fifth birthday is on or before September 1 may be admitted into the district's TK program upon request of a child's parents/guardians, if the Superintendent or designee, determines that it is in the child's best interest.

CSBA NOTE: The following paragraph is optional. Pursuant to Education Code 48000~~, as amended by AB 130 and AB 167~~, the district may, at its discretion, determine whether to allow admittance of children whose fifth birthday is after the date specified for admittance for the applicable year as described above. Such students may be admitted at any time during the school year, including at the beginning of the year. Education Code 48000 provides that districts will not receive ADA apportionment for a child whose birthday is after the date specified for the applicable year until the child's fifth birthday.

At any time during the school year, the district may admit into the TK program a child whose fifth birthday is after the date specified for admittance for the applicable year as described above, provided that upon the recommendation of the Superintendent or designee ~~recommends~~, the Board determines that enrollment in a TK program is in the child's best interest and the child's parents/guardians approve. Prior to such enrollment, the child's parents/guardians shall be provided information regarding the advantages and disadvantages and any other explanatory information about the effect of early admittance. (Education Code 48000)

CSBA NOTE: The following paragraph is optional and may be deleted by districts that do not allow early enrollment children in TK. 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. Districts will not receive ADA apportionment for an early enrollment child admitted to TK until the child's fifth birthday. For more information on district preschool programs, see BP/AR 5148.3 – Preschool/Early Childhood Education.

Additionally, 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. The Superintendent or designee shall maintain any classroom that includes an early enrollment child with 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, if an early enrollment child is enrolled in TK, the district shall concurrently offer enrollment to the child in the district's CSPP, subject to available space. (Education Code 48000.15)

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. If the district has adopted an extended-day kindergarten, the length of the school day for the TK program may be different than the length of the school day for the kindergarten program either at the same or different school sites. The Superintendent or designee shall annually report to CDE as to whether the district's TK programs are offered full day, part day, or both. (Education Code 8973, 37202, 46111, 46115, 46117, 48003)

~~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 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: The following optional paragraph is for use by districts that allow kindergarten-eligible children to enroll in TK; see "Eligibility" section above. When such students are subsequently enrolled in kindergarten, the district is required to obtain a signed Kindergarten Continuance Form in order to receive kindergarten ADA for those children since they would otherwise be age-eligible for first grade. A sample Kindergarten Continuance Form is available on CDE's, "Universal Prekindergarten FAQs" website. CDE recommends that approval for a student to continue in kindergarten not be sought until near the end of the year of TK, since permission obtained unreasonably far in advance could be found invalid.

However, whenever children who would otherwise be age-eligible for kindergarten are enrolled in TK, the Superintendent or designee shall obtain a Kindergarten Continuance Form signed by the parent/guardian near the end of the TK year consenting to the child's enrollment in kindergarten the following year.

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

State	Description
5 CCR 18000-~~18434~~18308	~~Child care~~Early Learning and ~~development programs~~Care Programs
5 CCR ~~18068~~80067	~~Attendance and expenditure reports~~Professional Clear Early Childhood Education Specialist Instruction Credential
~~5 CCR 18272~~	~~Developmental profile~~

~~5 CCR 18281~~	~~Environment rating scales~~
Ed. Code 17375	California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program
Ed. Code 33050	Waiver authority and exceptions
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
Ed. Code 44300	Emergency permits
Ed. Code 46111	Kindergarten; hours of attendance
Ed. Code ~~46111-46119~~	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
Ed. Code 48000.15	Early enrollment in transitional kindergarten
~~Ed. Code 48002~~	~~Evidence of minimum age required to enter kindergarten or first grade~~
Ed. Code 48003	Kindergarten annual report
Ed. Code 48010	Minimum age of admission to first grade
Ed. Code 48011	Promotion/retention following one year of kindergarten
Ed. Code 48200	Compulsory attendance
Ed. Code 8203.3	Development of pre-kindergarten learning development guidelines
Ed. Code 8207	California State Preschool Program administration
Ed. Code 8241	Staffing ratios for center-based program
Ed. Code ~~8322~~8281.5	California Prekindergarten Planning and Implementation Grant Program
Ed. Code 8970-8974	Early primary program, including extended-day kindergarten
~~Ed. Code 8973~~	~~Extended-day kindergarten~~

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/psframeworkkvol1.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
Website	California Department of Education, Universal PreKindergarten, California's Great Start (https://express.adobe.com/page/OZrg3IsP1GE8b/)
Website	California Office of Administrative Law (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~~take 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. If the school is on a block schedule, each block schedule class period attended shall be equal to two 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
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Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 4600-4670	Uniform complaint procedures
Ed. Code 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	Description
California Child Welfare Council Publication	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 purposeA 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 is 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 ofprotect 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 , 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 attorneyDistrict 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 agencyBoard Bylaw 9320 – Meetings and the title of the officer, or name of applicable agency representativeNotices 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: AnThe 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 wherebe "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 factsprior 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 agendized 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.~~

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

State	**Description**
Ed. Code 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~~	~~Brown Act - Meetings~~
Gov. Code 54950-54963	The Ralph M. Brown Act
Federal	**Description**
20 USC 1232g	Family Educational Rights and Privacy Act
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)
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 ~~an~~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 COUNSELANTICIPATED 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 ofOf 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.)

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State	**Description**
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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	**Description**
20 USC 1232g	Family Educational Rights and Privacy Act
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)

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
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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~~is 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: _____

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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)

~~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.

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

State	Description
Ed. Code 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~~	~~Brown Act - Meetings~~
Gov. Code 54950-54963	The Ralph M. Brown Act

Federal	Description
20 USC 1232g	Family Educational Rights and Privacy Act

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)
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